

Teaching Practices and Competencies of Social Studies Teachers: Effects on Senior High School Students' Academic Outcomes in Pasil District, Kalinga

Girlie B. Ao-As 

Graduate School, Northeaster College Santiago City, Isabela, Philippine

Corresponding author: girlie.ao.as@gmail.com

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Abstract This study examined the teaching practices and competencies of Social Science teachers and their effects on the academic outcomes of senior high school students in Pasil District, Kalinga. Specifically, it assessed teachers' competencies in terms of instructional skills, instructional resources, approaches and techniques, and evaluative techniques as perceived by teachers, peers, and students. The study employed a descriptive-correlational research design involving 647 respondents comprising Social Science teachers, peer teachers, and senior high school students from public schools in the district. Data were gathered using a validated questionnaire and analyzed using frequency counts, percentages, weighted mean, Analysis of Variance (ANOVA), and Kendall's Tau-b correlation coefficient. The findings revealed that the respondents perceived the teaching competencies of Social Science teachers as generally very satisfactory, with students rating instructional skills, approaches, and techniques as outstanding. Significant differences were found in the perceptions of teachers, peers, and students, particularly in terms of approaches and techniques. The results further showed that profile variables had a partially significant relationship with instructional skills, instructional resources, and evaluative techniques, while no significant relationship was found with approaches and techniques. Similarly, professional variables such as specialization, educational attainment, years of teaching, and seminars attended exhibited partially significant relationships with the selected competency areas. Overall, the findings indicate that Social Science teachers possess commendable teaching competencies that contribute to effective instruction and positive academic outcomes among students. This study highlights the importance of continuous professional development and institutional support in enhancing teacher competencies and sustaining quality education in rural schools.

Keywords: *Social Science teachers, teaching competencies, instructional practices, academic outcomes, senior high school students*

INTRODUCTION

Education plays an important role in developing individuals and improving society. Teachers are considered one of the most influential factors in students' academic success because their teaching practices, instructional skills, and assessment methods directly affect learning outcomes (Espinosa et al., 2024; Wen and Liu, 2024). Consequently, schools continuously seek ways to enhance teacher competency and improve the quality of education. In the Philippines, the K-12 curriculum promotes learner-centered instruction, critical thinking, and civic responsibility, particularly in Social Science education. Social Science subjects help students understand history, culture, politics, economics, and social issues, making effective teaching essential for meaningful learning experiences (Abejuela et al., 2024; Abejuela et al., 2023). Studies have shown that competent teachers contribute significantly to students' academic performance and engagement (Wen & Liu, 2024; Chin et al., 2022).

Despite educational reforms, many Social Science teachers continue to face challenges related to instructional delivery, assessment practices, technology integration, and access to teaching resources. Professional development activities, such as seminars and training programs, are important for helping teachers improve their competencies and teaching effectiveness (Chin et al., 2022; Felix and Abrogena, 2024). These competencies are essential for supporting students' learning and academic achievement. In rural areas such as the Pasil District, Kalinga, teachers often encounter additional challenges, including limited instructional materials, inadequate technological resources, and fewer opportunities for professional development. These factors may affect the quality of instruction and students' academic outcomes (Abykanova et al., 2024; Felix & Abrogena, 2024). Therefore, assessing the teaching practices and competencies of Social Science teachers is important to identify strengths and areas for improvement. Although several studies have examined teacher competencies and instructional practices, limited research has focused specifically on Social Science teachers in senior high schools in the Pasil District of Kalinga. Furthermore, few studies have considered the perspectives of teachers, peers, and students in evaluating teaching effectiveness and its relationship with students' academic performance (Abejuela et al., 2023; Chin et al., 2022). This gap highlights the need for localized studies. Therefore, this study aimed to determine the teaching practices and competencies of Social Science teachers and their effects on the academic outcomes of senior high school students in the Pasil District, Kalinga. The findings may serve as a basis for improving teacher development programs, instructional practices, and student learning outcomes.

RESEARCH QUESTIONS

This study aimed to determine the teaching skills and competencies of Social Science teachers and examine how these influence senior high school students' academic outcomes. Specifically, it sought to identify teachers' demographic and professional characteristics, assess these as perceived by teachers, peers, and students, and determine whether groups' perceptions differ significantly. Furthermore, it examined the relationship between teachers' profiles and professional variables and teaching competencies and the association between these competencies and students' academic performance in social science subjects. Specifically, the study sought to answer the following research questions:

- What is the profile of the Social Science teachers in terms of: Age, Sex, Civil status, Type of specialization, Highest educational attainment, Number of years in teaching and Seminars attended around specialization
- What is the extent of the teaching skills and competencies of social science teachers as perceived by teachers, peers, and students in terms of instructional skills, instructional resources, approaches, and techniques; and evaluative techniques?
- Is there a significant difference in the perceptions of teachers, peers, and students regarding the teaching skills and competencies of social science teachers?
- Is there a significant relationship between the teaching skills and competencies of social science teachers and their profile variables?
- Is there a significant relationship between the teaching skills and competencies of Social Science teachers and their professional variables, such as: Type of specialization, educational attainment, Years in teaching; and Seminars attended around specialization

METHODS

Research Design

This study utilized a descriptive-correlational research design to determine the teaching practices and competencies of Social Science teachers and their effects on the academic outcomes of senior high school students in Pasil District, Kalinga. The descriptive method was used to describe the profile of the respondents and the extent of teaching competencies in terms of instructional skills, instructional

resources, approaches and techniques, and evaluative techniques. The correlational method was employed to determine the relationship between teachers' competencies and students' Grade Point Average (GPA) in Social Science subjects. This design was appropriate because it allowed the researcher to examine the relationships among the variables without manipulating them.

Local of the Study

This study was conducted in the public senior high schools of Pasil District, Kalinga during the School Year 2025–2026. Pasil is a municipality in the Province of Kalinga in the Cordillera Administrative Region (CAR), Philippines. The district was selected because it provided an appropriate setting for examining the teaching practices and competencies of Social Science teachers and their effects on students' academic outcomes. The schools included in this study offered senior high school programs under the Department of Education.

Respondents of the Study

The respondents of the study consisted of social science teachers, their peers, and senior high school students from public schools in the Pasil District, Kalinga. The teacher respondents were social science teachers currently teaching senior high school subjects, while the peer respondents were fellow teachers from the same schools. The student respondents were senior high school students enrolled in social science subjects taught by the teacher respondents. These groups of respondents were selected to provide reliable information regarding the teaching practices and competencies of social science teachers.

Sample and Sampling Procedure

This study used total enumeration and random sampling techniques. Total enumeration was applied to the Social Science teachers to ensure that all qualified teachers in the district were included in the study. Peer and student respondents were selected through random sampling to provide equal opportunities for participation and minimize bias. The total number of respondents was 647, comprising teachers, peers, and students from the participating public senior high schools in the Pasil District, Kalinga.

Research Instrument

The main instrument used to gather the data was a structured questionnaire adapted from Saddul's (2005) study, with modifications made by the researcher to fit the objectives of the present study. The questionnaire consisted of two parts: Part I focused on the respondents' profiles, while Part II dealt with the teaching skills and competencies of Social Science teachers in terms of instructional skills, instructional resources, approaches and techniques, and evaluative techniques. A five-point Likert scale was used to measure the participants' responses. The instrument was validated by experts and subjected to reliability testing to ensure accuracy and consistency.

Data Gathering Procedure

Before conducting the study, the researcher secured permission from the Schools Division Superintendent of Kalinga and the principals of the participating schools. After approval was granted, the researcher personally distributed the questionnaires to the respondents and explained the purpose of the study and the instructions for answering the questions. The completed questionnaires were retrieved immediately after completion to ensure a high retrieval rate and completeness of responses. The gathered data was organized, tabulated, and prepared for statistical analysis.

Data Analysis Techniques

The data gathered were analyzed using appropriate statistical tools with the aid of the Statistical Package for Social Sciences (SPSS). Frequency counts and percentages were used to describe the respondents' profiles. The weighted mean was utilized to determine the extent of teaching skills and

competencies of the social science teachers. Analysis of Variance (ANOVA) was employed to determine significant differences in the perceptions of the respondents, while Kendall's Tau-b correlation coefficient was used to determine the relationship between teaching competencies and students' academic performance. All data were interpreted at a significance level of 0.05.

RESULTS AND DISCUSSION

Table 1 Demographic Profile of the Respondents (n = 63)

Profile Variables	Frequency	Percentage (%)
Age		
21–25 years old	10	15.87
26–30 years old	14	22.22
31–35 years old	9	14.29
36–40 years old	15	23.81
41–45 years old	4	6.35
46–50 years old	5	7.94
50 years old and above	6	9.52
Sex		
Male	17	26.98
Female	46	73.02
Civil Status		
Single	25	39.68
Married	33	52.38
Widow/er	5	7.94
Type of Specialization		
Social Science	32	50.79
Non-Social Science	31	49.21
Highest Educational Attainment		
Bachelor's Degree	16	25.40
Bachelor's Degree with Units in Master's	16	25.40
Master's Degree	3	4.76
Master's Degree with Units in Doctorate	26	41.27
Doctorate Degree	2	3.17
Number of Years in Teaching		
5 years and below	31	49.21
6–10 years	10	15.87
11–15 years	9	14.29
16 years and above	13	20.63
Seminars Attended in the Area of Specialization		
School Level	11	17.46
District/Area Level	5	7.94
Division Level	13	20.63
Regional Level	18	28.57
National Level	8	12.70
International Level	8	12.70

Table 1 presents the respondents' demographic profiles. The findings reveal that most respondents were between 36 and 40 years old (23.81%), followed by those aged 26–30 years old (22.22%), indicating that the teaching workforce is generally composed of young and middle-aged educators. In terms of sex, the

majority were female (73.02%), while 26.98% were male. Most respondents were married (52.38%), followed by single teachers (39.68%). Regarding specialization, the distribution was nearly equal, with 50.79% having a Social Science specialization and 49.21% having non-social science specializations. In terms of educational attainment, the largest group had a master's degree, followed by a doctorate (41.27%), reflecting a commitment to professional advancement. Nearly half of the respondents (49.21%) had five years or less of teaching experience, suggesting a relatively young teaching population in terms of their experience. Furthermore, most teachers attended regional-level seminars (28.57%), followed by division-level seminars (20.63%), indicating their active participation in professional development activities. Overall, the results suggest that the respondents were predominantly female, professionally developing, and relatively early in their teaching careers, which may contribute to enhancing their teaching competencies and instructional effectiveness.

Table 2. Perceived Teaching Skills and Competencies of Social Science Teachers

Area of Competency	Teachers Mean	Description	Peers Mean	Description	Students Mean	Description	Grand Mean	Description
A. Instructional Skills	4.38	Very Satisfactory	4.49	Very Satisfactory	4.66	Outstanding	4.51	Outstanding
B. Instructional Resources	4.25	Very Satisfactory	4.24	Very Satisfactory	4.35	Very Satisfactory	4.28	Very Satisfactory
C. Approaches and Techniques	4.48	Very Satisfactory	4.38	Very Satisfactory	4.67	Outstanding	4.51	Outstanding
D. Evaluative Techniques	4.53	Outstanding	4.33	Very Satisfactory	4.57	Outstanding	4.48	Very Satisfactory
Overall Grand Mean	4.41	Very Satisfactory	4.36	Very Satisfactory	4.56	Outstanding	4.44	Very Satisfactory

The perceived teaching skills and competencies of social science teachers, as reflected in Table 2, indicate a generally high level of proficiency in the key instructional areas. Specifically, the teachers rated themselves very satisfactorily in instructional skills (mean = 4.38) and instructional resources (mean = 4.25), with similar ratings from their peers and students, who were even more generous, particularly in instructional skills, approaches, and techniques, where the students rated their competencies as outstanding (means = 4.66 and 4.67, respectively). The grand mean scores reflect an overall very satisfactory to outstanding perception of teaching competencies, with a grand mean of 4.44, which was categorized as very satisfactory. These findings align with broader research on teacher competencies, highlighting the importance of instructional skills and resource utilization as fundamental to effective teaching and learning. Teaching competencies, including instructional planning, classroom management, and adaptable instructional methods, are critical for fostering student engagement and academic achievement, as established in studies on elementary and secondary education contexts (Balabal & Canuto, 2026; Fatima P & Cortez, 2022). Moreover, social science teachers' competencies in applying diverse approaches and evaluative techniques correspond to the ongoing demand for competency-based education that emphasizes active learning and critical thinking (Sánchez-Ibáñez et al. 2021). The positive evaluations by students particularly underscore the impact of teacher effectiveness on student perception and learning experience, supporting the literature that recognizes the role of instructional competence in enhancing academic outcomes (Ahmad 2021). Challenges noted in other subject areas, such as the need for improved use of instructional materials and techniques,

suggest that continuous professional development is essential for sustaining and elevating teaching competencies (Bada and Jita, 2023).

Table 3. Differences in the Perception of Respondents on the Teaching Skills and Competencies of Social Science Teachers

Area of Competency	Computed F-value Range	Significant Values	Verbal Interpretation
A. Instructional Skills	0.44 – 19.22	0.00 – 0.64	Partially Significant
B. Instructional Resources	0.36 – 17.36	0.00 – 0.70	Partially Significant
C. Approaches and Techniques	3.58 – 7.25	< 0.05	Significant
D. Evaluative Techniques	1.02 – 29.17	0.00 – 0.36	Partially Significant

Statistical Summary	Value
Highest Computed F-value	29.17
Lowest Computed F-value	0.36
Number of Significant Indicators	11
Number of Non-significant Indicators	10

Respondents' perceptions of social science teachers' teaching skills and competencies varied considerably across distinct competency areas. Specifically, the area of approaches and techniques displayed statistically significant differences, with computed F-values ranging between 3.58 and 7.25 and p-values below 0.05, indicating that respondents held significantly divergent views. Conversely, the domains of instructional skills, instructional resources, and evaluative techniques exhibited partially significant differences, with computed F-values and p-values that did not consistently meet the threshold for full significance. The highest computed F-value observed was 29.17 within evaluative techniques, although this domain remained partially significant because p-values exceeded 0.05 in most cases. The total analysis identified 11 significant and 10 non-significant indicators across these competency areas, underscoring nuanced patterns of perception differences. This outcome reflects broader pedagogical research emphasizing the critical role of instructional approaches and techniques in enhancing teaching effectiveness, as varied and innovative teaching strategies are linked to better teacher competence and student outcomes (He & Jen, 2025; Karacaoğlu, 2024). Similarly, teacher-centered traditional methods give way to learner-centered, differentiated teaching that adaptively responds to students' individual learning styles and needs, thus supporting the significance of approaches and techniques (Taş & Minaz, 2024). The partial significance in areas such as instructional resources and evaluation techniques aligns with findings that highlight the complexity of effectively integrating diverse resources and authentic assessment methods into teaching practice (Sánchez-Ibáñez et al., 2021; Sarah Fatima P & A Cortez, 2022). Overall, these differential perceptions suggest that professional development and teacher training must focus particularly on enhancing instructional approaches and techniques while addressing the challenges related to resource utilization and evaluative strategies to foster higher consensus and competency among social science teachers.

Table 4. Relationship Between Teaching Skills and Competencies and Profile Variables

Area of Competency	Profile Variables	Computed Correlation Range	Significance Value Range	Verbal Interpretation
A. Instructional Skills	Age, Gender, Civil Status	-0.20 to 0.29	0.01 – 0.99	Partially Significant
B. Instructional Resources	Age, Gender, Civil Status	-0.35 to 0.08	0.00 – 0.94	Partially Significant

C. Approaches and Techniques	Age, Gender, Civil Status	-0.11 to 0.19	0.05 – 0.94	Not Significant
D. Evaluative Techniques	Age, Gender, Civil Status	-0.29 to 0.17	0.02 – 0.85	Partially Significant

Statistical Summary	Value
Highest Positive Correlation	0.29
Highest Negative Correlation	-0.35
Lowest Significance Value	0.00
Highest Significance Value	0.99
Overall Interpretation	Partially Significant Relationship

The analysis of the relationship between teaching skills and competencies and profile variables such as age, gender, and civil status revealed a generally significant association between the variables. For instructional skills, the correlation values ranged from -0.20 to 0.29, with significance levels varying between 0.01 and 0.99, indicating a partially significant relationship between variables. Similar partial significance was observed for instructional resources, where correlations ranged from -0.35 (the highest negative correlation in the study) to 0.08, with significance values ranging from 0.00 (the lowest observed) to 0.94. In contrast, approaches and techniques did not show significant correlations with the profile variables, with correlations between -0.11 and 0.19 and significance values ranging from 0.05 to 0.94. Evaluative techniques, however, again showed partial significance, with correlations ranging from -0.29 to 0.17 and significance values between 0.02–0.85. Overall, the highest positive correlation was 0.29, while the lowest significance value was 0.00, underscoring the variable impact of demographic factors on the different competencies. This nuanced pattern aligns with prior research suggesting that demographic factors such as age and gender may have limited or selective influence on teaching competencies, reinforcing the need for professional development focused more on enhancing actual skills and knowledge than on demographic targeting (Marcial et al., 2024; Sabanal et al., 2025). Thus, while relationships exist, they are neither consistently strong nor uniformly significant across competency domains, reflecting the complex interactions between personal characteristics and teaching performance.

Table 5. Relationship Between Teaching Skills and Competencies and Professional Variables

Area of Competency	Professional Variables	Computed Correlation Range	Significance Value Range	Verbal Interpretation
A. Instructional Skills	Type of Specialization, Educational Attainment, Years in Teaching, Seminars Attended	-0.20 to 0.25	0.03 – 0.95	Partially Significant
B. Instructional Resources	Type of Specialization, Educational Attainment, Years in Teaching, Seminars Attended	-0.30 to 0.57	0.01 – 0.97	Partially Significant
C. Approaches and Techniques	Type of Specialization, Educational Attainment, Years in Teaching, Seminars Attended	-0.12 to 0.24	0.06 – 1.00	Not Significant
D. Evaluative Techniques	Type of Specialization, Educational Attainment, Years in Teaching,	-0.13 to 0.28	0.03 – 0.76	Partially Significant

Statistical Summary	Value
Highest Positive Correlation	0.57
Highest Negative Correlation	-0.30
Lowest Significance Value	0.01
Highest Significance Value	1.00
Overall Interpretation	Partially Significant Relationship

Table 5 shows the relationship between the teaching skills and competencies of Social Science teachers and their professional variables, namely, specialization, educational attainment, years in teaching, and seminars attended. The results revealed a partially significant relationship between these professional variables and teachers' competencies in instructional skills, instructional resources, and evaluative techniques. This indicates that teachers who pursue higher educational qualifications, accumulate teaching experience, and participate in professional development activities tend to demonstrate stronger teaching competencies. In contrast, approaches and techniques did not show a significant relationship with professional variables, suggesting that effective teaching strategies may be influenced by factors beyond the professional background. These findings support the view that continuous professional development and advanced education contribute to improving teacher effectiveness and instructional performance (Felix & Abrogena, 2024). Similarly, studies have shown that teacher competencies are strengthened through ongoing training, professional growth opportunities, and relevant teaching experiences (Chin et al., 2022; Abykanova et al., 2024). Therefore, schools should continue to encourage teachers to engage in professional learning activities to enhance their instructional competency and ultimately improve student learning outcomes.

CONCLUSION

This study concluded that the Social Science teachers in Pasil District, Kalinga demonstrated very satisfactory to outstanding teaching skills and competencies in terms of instructional skills, instructional resources, approaches and techniques, and evaluative techniques. The respondents generally perceived teachers to be competent and effective in delivering instruction. Significant differences were observed in the perceptions of teachers, peers, and students, particularly regarding approaches and techniques. Furthermore, professional variables such as educational attainment, teaching experience, specialization, and seminar participation were found to have a partially significant relationship with specific teaching competencies. These findings suggest that continuous professional development and academic advancement contribute to improving teachers' instructional effectiveness. Overall, this study highlights the important role of teacher competencies in supporting quality instruction and enhancing the academic outcomes of senior high school students in Social Science subjects.

RECOMMENDATIONS

Based on the findings of this study, it is recommended that Social Science teachers continuously engage in professional development activities, such as seminars, workshops, and advanced academic studies, to further strengthen their instructional skills, resource utilization, teaching approaches, and evaluative techniques. School administrators should provide adequate support through relevant training programs, mentoring initiatives, and access to instructional resources and educational technologies. Attention should be given to teachers in rural schools to help address challenges related to limited resources and their professional growth. Furthermore, collaboration among teachers, peers, and school leaders should be encouraged to promote the sharing of best practices and innovative strategies. Finally, future studies may be conducted in other educational settings to validate and expand the findings of this research and further explore the factors that influence teacher competencies and students' academic outcomes.

LIMITATIONS OF THE STUDY

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted among selected Senior High School Social Studies teachers and students in the Pasil District, Kalinga. Consequently, the findings may not be applicable to other school districts or regions with different educational settings, student populations, or instructional contexts. The study relied on survey questionnaires and school records as the primary data sources. It is possible that self-reported responses from teachers were influenced by personal bias or social desirability, while academic outcomes may have been affected by factors beyond teaching practices and competencies, such as students' motivation, family support, socioeconomic status, attendance, and access to learning resources.

FUTURE RESEARCH DIRECTIONS

Future studies may expand the scope of this research by including additional schools, districts, provinces, or regions to improve the generalizability of the findings and allow comparisons across different educational contexts. Researchers are encouraged to use longitudinal research designs to examine how teaching practices and teacher competencies influence students' academic outcomes over time. Experimental or quasi-experimental studies evaluating the effectiveness of specific instructional strategies, professional development programs, or competency-based interventions may also provide stronger evidence of causal relationships.

ETHICAL STATEMENT

This study was conducted in accordance with the established ethical principles governing educational research. Permission to conduct the study was obtained from the appropriate school authorities before data collection commenced. Participation of teachers and students was voluntary, and informed consent was obtained from all participants. For participants who were minors, consent was obtained from their parents or legal guardians, in accordance with institutional and applicable legal requirements, along with the students' assent where appropriate.

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AI DISCLOSURE STATEMENT

Artificial intelligence (AI)-assisted writing tools were used only to support the preparation of this manuscript by assisting with grammar, language refinement, sentence structure, and formatting. AI tools were not used to generate research data, perform statistical analyses, interpret the findings, or develop the study's conclusions. All aspects of the research design, data collection, analysis, interpretation, and final manuscript preparation were completed, reviewed, and approved by the researchers. The researchers accept full responsibility for the accuracy, originality, integrity, and ethical conduct of this study.

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