

Competency Needs of Non-Major Araling Panlipunan Teachers

DOI: 10.5281/zenodo.15430110

Rubilyn A. Mayagma

Graduate School, State University of Northern Negros, Philippines

Abstract:

This study aimed to determine the level of teaching competence of non-major Araling Panlipunan teachers using a descriptive quantitative research design. A total of 32 non-major teachers, along with their students and school heads, participated in the study. Data were gathered through a 35-item validated survey instrument covering seven key competency domains: content knowledge, pedagogical skills, resource utilization, student engagement strategies, professional needs, integration of cross-disciplinary concepts, and assessment and evaluation techniques. Findings revealed that the overall level of competence was rated high by both the teachers and school heads, but only average by students. Similar patterns emerged across teacher profiles such as area of specialization and years of experience. While performance ratings were consistently very satisfactory, statistical analysis showed no significant differences in competence based on specialization, but a significant difference was found based on teaching experience. These results suggest that while non-major teachers generally perform well, there remains a need to strengthen student-centered teaching and deepen subject mastery. The study recommends that the Department of Education provide ongoing, discipline-specific professional development to support non-major teachers and enhance student learning experiences in Araling Panlipunan.

Keywords: Competency, Non-major, Araling Panlipuna, Teachers

Introduction:

Background of the Study

Navigating the complexities of educational disciplines often requires specialized expertise, yet within this landscape, the role of non-major teachers presents a distinctive challenge. In the Philippine education landscape, Araling Panlipunan is a fundamental discipline encompassing diverse social sciences. It constitutes a crucial part of the curriculum, covering various social science disciplines.

Along this line, non-major Araling Panlipunan teachers are teachers who may not have specialized training or academic background in this subject but are tasked with teaching it in schools (Seludo & Murillo, 2023). These dedicated professionals often bring diverse perspectives from their primary field, offering a unique blend of skills and experiences that can enrich classroom discussions and foster interdisciplinary connections within the subject matter (National Education Association, 2021). However, their role necessitates a nuanced approach to pedagogy and continual learning to convey complex social science concepts to their students effectively.

In 2018, the Philippine Institute for Development Studies (PIDS) found that around 30% of public secondary school teachers in the Philippines were teaching subjects outside their area of specialization, with Araling Panlipunan among the most affected. Similarly, international data from the U.S. Department of Education (2020) shows that teachers without certification in that specific field taught approximately 22% of high school classes in core academic subjects. A more recent 2022 nationwide teacher competency audit in the Philippines reported that 4 in 10 Araling Panlipunan classes were handled by teachers trained primarily in other disciplines, such as English, TLE, or MAPEH. These figures underscore the prevalence of non-specialist teaching assignments and the systemic challenges they pose in subject mastery and effective instruction.

However, the role of non-major Araling Panlipunan teachers, individuals without specialized training in this subject, presents a unique challenge as these educators may lack in-depth knowledge, pedagogical strategies, and resources specific to Araling Panlipunan. Recent studies, such as those by Dela Cruz and Santos (2018), Sanchez and Cruz (2019), and Hernandez and Garcia (2020), shed light on the difficulties faced by these teachers.

These challenges encompass gaps in content mastery, instructional approaches, and the need for tailored professional development programs to enhance their competencies in teaching Araling Panlipunan. Tan and Reyes (2021) further emphasize the importance of identifying specific competency needs through comparative analysis to design effective training programs. Understanding these needs is crucial to improve the quality of education and support the professional growth of non-major Araling Panlipunan teachers, ensuring they can effectively impart knowledge in this critical subject area.

Thus, this study delves into the competency non-major Araling Panlipunan teachers, exploring their struggles, gaps in content knowledge, pedagogical methods, and the exigency for tailored professional development programs.

Objectives of the Study

This study aimed to determine the competency of non-major Araling Panlipunan Teachers of the city school's division of San Carlos City during the school year 2023-2024. Specifically, this study aimed to (1) determine the profile of the non-major Araling Panlipunan teachers in terms of the area of specialization and years in teaching the subject; (2) determine the level of the competency of non-major Araling Panlipunan teachers in terms of the content knowledge, pedagogical skills, resource utilization, student engagement strategies, professional needs, integration of cross-disciplinary concepts, and assessment and evaluation techniques; (3) determine the level of the competency needs of non-major Araling Panlipunan teachers in terms of the areas when grouped according to their profile variables; (4) determine the level of the competency of non-major Araling Panlipunan Teachers in terms of their performance rating; (5) determine differences in the level of the competency needs of non-major Araling Panlipunan teachers in terms the areas when grouped according to their profile variables; (6) determine differences in the level of the competency needs of non-major Araling Panlipunan teachers in terms of their performance rating when grouped according to their profile variables; (7) develop professional development program to address the competency needs of the non-major Araling Panlipunan teachers.

Theoretical Framework and Conceptual Framework

This study adopts an integrated theoretical and conceptual framework to examine the competency needs of non-major Araling Panlipunan teachers in the Philippine education system. It draws from Pedagogical Content Knowledge (PCK) to understand how these teachers blend subject content with effective instructional methods despite lacking formal training in the field. The framework also incorporates Communities of Practice (CoP), which emphasizes collaborative learning among peers to foster shared strategies and problem-solving. Andragogy further supports this perspective by highlighting how adult educators engage in self-directed, experience-based learning. Lastly, the Technological Pedagogical Content Knowledge (TPACK) model is used to guide the integration of technology, pedagogy, and content knowledge in the design of professional development programs tailored to these teachers' needs.

Conceptually, the study is structured around the Input-Process-Output-Outcome (IPOO) model. The inputs consist of the essential competencies required for effective teaching, including content mastery, pedagogical techniques, instructional resource use, student engagement, interdisciplinary integration, and assessment skills. It also recognizes the existing expertise non-major teachers bring from their original disciplines. The process involves evaluating these competencies, identifying specific gaps in Araling Panlipunan teaching, and implementing targeted interventions such as content-based training, workshops, mentorship, and peer learning communities. These processes ensure that capacity-building efforts are purposeful and customized to the realities of non-major educators.

The outputs of this model are improved teaching strategies, subject-specific proficiency, and enhanced ability to utilize appropriate resources and assessments in the classroom. These outputs lead to the desired outcomes, which include more effective teaching performance, deeper student engagement, and enriched academic achievement in Araling Panlipunan. The IPOO model provides a clear and structured lens for understanding how various factors interact to shape the development of non-major teachers. Figure 1 presents the schematic diagram of this model, visually representing the flow from inputs to outcomes and emphasizing the transformative potential of well-aligned interventions in improving social studies instruction. Figure 1 on the next page shows the conceptual Framework of the study.

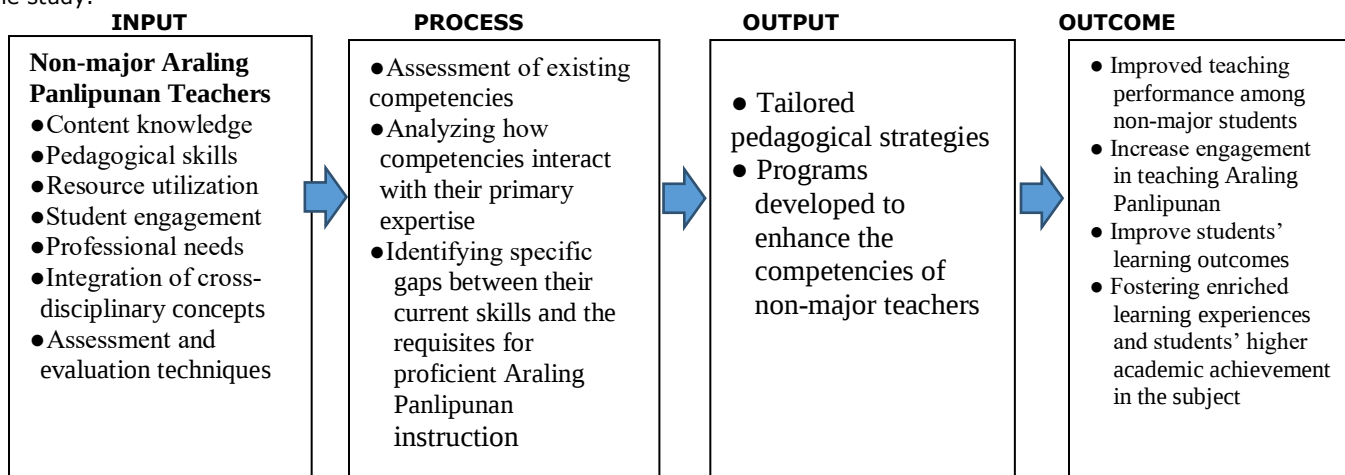


Figure 1 A Schematic Diagram Illustrating the Conceptual Framework of the Study**Review of Related Literature**

The literature to be reviewed in this study will provide an overview and discussion of the competency needs of non-major Araling Panlipunan teachers. More specifically, the researcher will review and discuss the different competencies of non-major Araling Panlipunan teachers. These topics of concern will be discussed through a local and international perspective, highlighting the competencies of non-major Araling Panlipunan Teachers.

Teacher competence is a key factor in delivering quality education. It includes not only a teacher's content knowledge but also how they apply that knowledge to create engaging and effective learning experiences. Darling-Hammond and Oakes (2023) emphasize that competence is essential in promoting equity and academic achievement, especially in diverse and dynamic classroom settings. Competent teachers adapt to student needs and apply inclusive teaching practices that promote holistic development.

Modern educational frameworks view teacher competence as a combination of content mastery, pedagogical skill, classroom management, and the ability to assess student learning effectively. Loughran (2021) highlights the importance of pedagogical content knowledge (PCK), or the ability to turn content into teachable concepts. This aligns with the Philippine Professional Standards for Teachers (PPST), which guide professional growth in areas such as content delivery, reflective teaching, and ethical practice.

In the Philippine context, research supports a strong link between teacher competence and student outcomes. Sumayo and Camral (2024) found that teachers who plan instruction effectively and differentiate learning strategies are more successful in helping students grow academically. Cabauatan and Dacles (2021) also observed that competent teachers are more capable of promoting critical thinking and implementing the K-12 curriculum with confidence and clarity. Despite these benefits, many teachers face challenges when teaching outside their specialization. Leonin (2024) found that non-major Araling Panlipunan teachers often lack the depth of content knowledge required for effective instruction. This can lead to lower student engagement and weaker delivery of complex social studies topics. Structural problems such as poor deployment and lack of training further worsen the issue.

To address these gaps, professional development must be consistent and focused. Rosano et al. (2025) argue that training should be practical and tailored to both content and pedagogy. Peer mentoring, reflective practice, and access to updated materials are crucial in helping non-major teachers develop competence over time. Competence, in this view, is an evolving trait that improves with support and experience.

Research also shows that teachers perform significantly better when they are assigned subjects aligned with their training. Leonin (2024) and David (2024) reported that social studies teachers deployed within their specialization were more confident, delivered richer lessons, and managed classrooms more effectively. Their instruction was contextualized and responsive to civic themes, resulting in higher student participation.

International studies confirm the negative impact of out-of-field teaching. Monzaga, Liban, and Afafe (2024) concluded that it reduces teaching quality, especially in subjects like Araling Panlipunan that demand reflection and analysis. Sinang and Alcontin (2022) added that trained social studies teachers are more likely to use discussion-based and inquiry-driven methods, which promote deeper learning and critical thinking.

Content knowledge is especially vital in Araling Panlipunan because the subject includes history, civics, geography, and economics. When teachers lack this foundation, they often rely on rote instruction and textbooks. David (2024) and Leonin (2024) noted that this leads to shallow lessons, missed opportunities for engagement, and reduced student interest in national issues.

Pedagogical skills are also affected when teachers are assigned out of field. Non-major educators often lack the strategies needed for student-centered learning. Perez (2024) found that these teachers feel uncertain when facilitating discussions or critical tasks. Monzaga, Liban, and Afafe (2024) emphasized that professional development programs that combine content and pedagogy can significantly improve teaching outcomes.

Finally, resource use is a recurring challenge. Leonin (2024) observed that non-major teachers often rely on outdated or generic materials. Without strong content knowledge, they struggle to select or adapt resources meaningfully. Rosano et al. (2025) stressed the importance of training teachers to localize content, integrate technology, and use community-based resources. This empowers teachers to offer culturally relevant, engaging instruction that supports the goals of Araling Panlipunan education.

Methodology

Research Design

This study sought to determine the competency of non-major Araling Panlipunan teachers among secondary schools in the city school's division of San Carlos City; hence, the descriptive-quantitative research design was the most appropriate. According to Castillo (2007), descriptive research is a method that defines the nature of existing conditions or determines the relationship that exists between variables. Likewise, Latin and Berg (2004) contend that descriptive research is typified by observations or descriptions of the status of a condition or situation. Investigators using this method do not manipulate variables or make things happen.

Respondents of the Study

The respondents of the study were the 32 non-majors' public secondary school Araling Panlipunan teachers, 10 school heads, and 1,638 students in the Division of San Carlos City. These respondents were grouped according to area of specialization and years in teaching Araling Panlipunan.

Sampling Techniques

To determine non-major Araling Panlipunan teachers as respondents of the study, the researcher employed purposive sampling. Purposive sampling is used in the sense that only teachers who are non-majors can elucidate good responses to the purpose of the study. Likewise, total enumeration was also used in this study, considering that there was a limited number of non-major Araling Panlipunan teachers in the Division of San Carlos.

Data Gathering Instruments

The research instrument used in this study consisted of two main parts:

Part I. Respondents' Profile

Part I of the research instrument determined the profile of non-major Araling Panlipunan teachers. This profile included their area of specialization, and years in teaching Araling Panlipunan.

Part II. Competency Needs of Non-Major Araling Panlipunan Teachers Survey

Part two of the research instrument was the survey on the competency needs of non-major Araling Panlipunan teachers. This portion of the research instrument consisted of a 70-item survey equally distributed to the seven areas of concern namely: (1) content knowledge, (2) pedagogical skills, (3) resource utilization, (4) student engagement strategies, (5) professional needs, (6) integration of cross-disciplinary concepts, and (7) assessment and evaluation techniques (Sumayo & Camral, 2024). Each of the items of the seven areas had five options for the respondents to choose from. The options were very high, high, average, low, and very low.

Validity and Reliability of the Research Instrument

The research instrument used in this study was subjected to validity. In the conduct of validity, the researcher adopted the Critical Values for Lawshe's Content Validity Ratio (CVR). The CVR (content validity ratio) proposed by Lawshe (1975) is a linear transformation of a proportional level of agreement on how many "experts" within a panel rate an item "essential". To perform this type of validity, the research instrument was presented first to the nine jurors considered experts in the field of education, research, and Araling Panlipunan. They went over the research instrument item-by-item and judged the suitability and the essentiality of the items. Using this validity index, the result showed that all items included in the questionnaire were retained. In this regard, the content validity index using Lawshe was 1.0. This means that the research instrument developed by the researcher is valid to a very high degree.

On the other hand, in the conduct of the reliability of the research instrument, the researcher decided to conduct an interrater reliability technique using two raters or experts in the field, since it is difficult to establish it using Cronbach's alpha, which requires 30 or more dry-run respondents. Thus, using the interrater reliability technique, the reliability of the research instrument was 0.80 or 80%. This means that the research is acceptable in terms of its reliability.

Data Analysis

To answer the proposed problems, the researcher employed the following descriptive and inferential statistics: For the problem that determined the profile of the non-major Araling Panlipunan teachers, frequency and percent were used. On the other hand, for problems that determined the level of the competency needs of non-major Araling Panlipunan teachers in terms of the areas, and when grouped according to their profile variables, the mean and

standard deviation were used. Lastly, for problems that determined differences in the level of the competency needs of non-major Araling Panlipunan teachers when grouped according to the profile variables, a t-test for independent means and one-way ANOVA were used.

Ethical Considerations

Throughout the data collection process, the researcher followed ethical guidelines to protect the rights and well-being of participants. Special attention was given to the type of participants, particularly non-major Araling Panlipunan teachers, to ensure they were not placed at risk. Informed consent was obtained with clear and accessible information about the study's purpose, procedures, and voluntary nature. Deception was avoided, and if clarification was needed, a proper debriefing was planned.

Although minimal risks were involved, such as discomfort when sharing personal teaching experiences, the researcher created a respectful and supportive environment. Participants were assured they could withdraw at any time without consequences. Any signs of distress were taken seriously, and procedures were in place for referring participants to support services if needed.

Confidentiality was strictly maintained by anonymizing all data and securing identifiable information. Only authorized research team members accessed sensitive data, and results were presented in a way that protected participants' identities. Consent forms clearly outlined the study's scope, potential risks, and how data would be used and stored securely.

The study aimed to benefit both the teachers and the broader educational community by providing insights into the experiences of non-major teachers. These findings could help improve teaching practices in Araling Panlipunan, potentially leading to enhanced classroom experiences for both educators and students.

Lastly, the researcher disclosed any potential conflicts of interest to maintain transparency and integrity. Full disclosure was made in research proposals and publications, ensuring that the study remained objective and ethical at every stage.

Results and Discussion

This portion presents the results of the study on the competency levels of non-major Araling Panlipunan teachers, as evaluated by themselves, their students, and school heads. The data were analyzed and interpreted regarding the seven core competency domains. Comparative analyses were also conducted based on respondents' profile variables, such as area of specialization and years of teaching experience. The findings are discussed about relevant literature, offering insights into the strengths and development areas of non-major teachers, and highlighting the implications for teacher support, deployment, and professional development in the Araling Panlipunan learning area.

Profile of the Respondents

Table 1
Distribution of the Profile of the Respondents

Profile Variables	<i>f</i>	%
Area of Specialization		
English	7	21.9
Math	9	28.1
Science	6	18.8
General Education	4	12.5
Home Economics	4	12.5
MAPEH	2	6.3
Total	32	100.0
Years in Teaching AP		
5 years & below	28	87.5
6 years & more	4	12.5
Total	32	100.0

In the area of specialization, respondents come from diverse fields. The largest group specialized in Math (28.1%), followed by English (21.9%), Science (18.8%), General Education and Home Economics (each at 12.5%), and MAPEH (Music, Arts, PE, and Health) at 6.3%. Finally, regarding years of teaching Araling Panlipunan (AP), a significant 87.5% (28 out of 32) of the respondents have 5 years or less of experience, with only 12.5% (4 individuals) having 6 years or more.

Table 2
Level of Competencies of Non-Major AP Teachers as Perceived by Themselves, Students, and School Heads

Competencies	Non-Major Teachers			Students			School Heads		
	Mean	Sd	Interpre- tation	Mean	Sd	Interpre- tation	Mean	Sd	Interpre- tation
Content Knowledge	3.24	0.56	Average	3.08	0.73	Average	3.54	0.86	High
Pedagogical Skills	3.68	0.71	High	3.24	0.60	Average	3.87	0.61	High
Resource Utilization	3.13	0.41	Average	2.79	0.47	Average	3.59	0.71	High
Student engagement strategies	3.49	0.74	High	3.03	0.50	Average	3.79	0.71	High
Professional needs	3.37	0.42	Average	3.43	0.43	Average	3.66	0.73	High
Integration of cross-disciplinary concepts	3.48	0.65	High	2.90	0.66	Average	3.71	0.84	High
Assessment and evaluation techniques	3.52	0.65	High	3.10	0.45	Average	3.78	0.69	High
Overall Mean	3.41	0.51	High	3.08	0.35	Average	3.70	0.68	High

The comparison of ratings from school heads, teachers, and students reveals noticeable differences in how each group evaluates teacher competence. School heads gave the highest scores overall, while students gave the lowest, showing a clear gap between administrative expectations and student experiences. This suggests a need for better communication and shared understanding among all stakeholders (Smith & Lee, 2022).

For content knowledge, school heads rated teachers highly, teachers rated themselves moderately, and students gave an average score. This pattern shows that while teachers may know the subject, students may not always feel that the content is taught clearly and engagingly (Shulman, 1986; Chen et al., 2023). A similar trend appeared in pedagogical skills, where students again gave lower ratings than teachers and administrators, indicating a possible mismatch between teaching methods and what students find helpful (Garcia & Wang, 2023).

Students gave the lowest score in resource use, suggesting that while digital tools may be available, they are not being used effectively in the classroom. In contrast, school heads believed resource use was strong, which shows a disconnect between what's expected and what's experienced by learners (Johnson et al., 2022).

Student engagement was also rated lower by students compared to school heads and teachers. This implies that strategies like group work, real-life problem-solving, or interactive activities may not be used enough in lessons, even though they are key to keeping students interested (Fredricks et al., 2022).

When it came to professional development, teachers and students rated it as average, while school heads rated it higher. This could mean that current training programs may not be meeting teachers' actual needs, especially for those teaching outside their field of expertise (Loughran, 2021).

Finally, school heads rated cross-disciplinary integration and assessment techniques highly, while students rated them as only average. This suggests that efforts to connect lessons to real-world issues or to use fair, meaningful assessments may not be clear or effective from the student's perspective (Darling-Hammond & Oakes, 2023).

Overall, these results show a clear gap between how teaching quality is evaluated by administrators and teachers versus how it is experienced by students. Bridging this gap will require more feedback from students, improved communication, and a stronger focus on making teaching practices more relevant, inclusive, and engaging.

Competency Level of Non-Major Araling Panlipunan Teachers when Grouped According to Profile Variables

Table 3
Level of Competencies of Non-Major AP Teachers when Grouped According to Area of Specialization

Competencies	English			Math			Science		
	Mean	Sd	Interpre- tation	Mean	Sd	Interpre- tation	Mean	Sd	Interpre- tation
Content Knowledge	3.37	0.79	Average	3.42	0.49	High	3.22	0.66	Average
Pedagogical Skills	3.56	0.90	High	4.05	0.60	High	3.78	0.78	High
Resource Utilization	3.27	0.55	Average	3.17	0.12	Average	3.23	0.41	Average
Student engagement strategies	3.44	0.99	High	3.87	0.73	High	3.45	0.69	High
Professional needs	3.34	0.36	Average	3.67	0.47	High	3.47	0.43	High
Integration of cross-disciplinary concepts	3.69	0.82	High	3.94	0.56	High	3.50	0.45	High
Assessment and evaluation techniques	3.53	0.73	High	3.97	0.71	High	3.53	0.54	High
Overall Mean	3.46	0.71	High	3.73	0.42	High	3.45	0.52	High

Table 3.1
Level of Competencies of Non-Major AP Teachers when Grouped According to Area of Specialization

Competencies	Gen. Ed			Home Economics			MAPEH		
	Mean	Sd	Interpre- tation	Mean	Sd	Interpre- tation	Mean	Sd	Interpre- tation
Content Knowledge	3.15	0.17	Average	3.00	0.00	Average	2.65	0.49	Average
Pedagogical Skills	3.50	0.58	High	3.50	0.23	High	2.85	0.64	Average
Resource Utilization	3.15	0.17	Average	2.80	0.58	Average	2.70	0.42	Average
Student engagement strategies	3.00	0.00	Average	3.65	0.52	High	2.70	0.42	Average
Professional needs	3.00	0.00	Average	3.10	0.12	Average	3.10	0.14	Average
Integration of cross-disciplinary concepts	3.00	0.00	Average	2.85	0.17	Average	2.85	0.21	Average
Assessment and evaluation techniques	3.00	0.00	Average	3.35	0.29	Average	2.80	0.28	Average
Overall Mean	3.11	0.13	Average	3.18	0.03	Average	2.81	0.27	Average

The comparison of self-rated competencies among non-major Araling Panlipunan (AP) teachers reveals notable differences based on their academic specialization. Teachers with backgrounds in core subjects like Math, Science, and English reported higher competency levels, with Math specialists scoring the highest overall. These teachers also showed stronger skills in pedagogy, student engagement, and assessment techniques. This suggests that training in academic disciplines—especially those emphasizing analytical thinking—can better prepare educators for the demands of AP, which involves critical reasoning and conceptual understanding (Shulman, 1986; Fredricks et al., 2022).

In contrast, teachers from applied and performance-based fields such as MAPEH, Home Economics, and General Education reported lower competency levels, particularly in content knowledge and instructional strategies. MAPEH teachers had the lowest scores across all domains, indicating challenges in adjusting to the theoretical and historical aspects of AP. This suggests that general teaching skills may not be enough, and that subject-specific preparation is crucial for effective instruction in AP.

Interestingly, all specialization groups rated resource utilization as only average. This points to a broader issue: limited access to or effective use of digital tools and contextual materials in AP classrooms. Despite this, most groups rated assessment and cross-disciplinary integration as high, showing a shared value for diverse evaluation and connected learning strategies (Lamos & Malek, 2024).

Overall, these findings highlight the need for differentiated and targeted professional development. Teachers from non-aligned fields should receive content-specific training, access to resources, and collaborative teaching opportunities to bridge gaps in subject knowledge. Meanwhile, the strong performance of academically trained teachers suggests that matching teaching assignments to areas of specialization could lead to better outcomes for both educators and students. A strategic deployment system that considers subject alignment and tailored support can help maximize instructional quality and learning success.

Table 4
Level of Competencies of Non-Major AP Teachers when Grouped According to Years in Teaching

Competencies	5 years & below			6 years & more		
	Mean	Sd	Interpre- tation	Mean	Sd	Interpre- tation
Content Knowledge	3.27	0.59	Average	3.00	0.00	Average
Pedagogical Skills	3.76	0.72	High	3.15	0.17	Average
Resource Utilization	3.12	0.43	Average	3.15	0.17	Average
Student engagement strategies	3.54	0.78	High	3.10	0.12	Average
Professional needs	3.41	0.43	High	3.10	0.12	Average
Integration of cross-disciplinary concepts	3.55	0.67	High	3.00	0.00	Average
Assessment and evaluation techniques	3.59	0.67	High	3.05	0.06	Average
Overall Mean	3.46	0.53	High	3.08	0.09	Average

The results from Table 7 show an unexpected trend: non-major Araling Panlipunan teachers with 5 years or less teaching experience reported higher self-perceived competence than those with 6 years or more. Newer teachers scored better in pedagogical skills, student engagement, and assessment methods, suggesting that recent training and familiarity with modern teaching approaches may give them an advantage (Fredricks et al., 2022). Their openness to innovation and use of digital tools may also explain their higher confidence in applying dynamic, student-centered techniques.

In contrast, more experienced teachers reported lower scores across most areas, with flat standard deviations in content knowledge and integration of cross-disciplinary concepts. This could mean they are using fixed, traditional approaches and may be less responsive to newer instructional methods. While they likely have strong classroom management skills and deeper contextual insight, the findings point to a need for ongoing professional development to refresh their skills and adapt to evolving teaching demands (Lamos & Malek, 2024).

Interestingly, both groups rated their use of resources as only average, indicating a broader challenge in integrating teaching materials and digital tools effectively, regardless of experience level. Likewise, while both groups rated content knowledge as average, newer teachers had a slight edge, possibly due to recent licensure review or coursework.

These findings suggest that teacher development programs should not only be tailored by subject but also by years of experience. New teachers would benefit from practical mentoring and classroom exposure, while veteran educators might need retooling in updated strategies, especially in pedagogy and student engagement. Creating collaborative environments where newer and seasoned teachers can learn from each other would help balance innovation with experience, improving overall teaching quality.

Table 5
Level of Performance Non-Major Araling Panlipunan Teachers Based on Their Performance Rating as a Whole and When Grouped According to Their Profile Variables

Profile Variables	Mean	Sd	Interpretation
Area of Specialization			
English	4.44	0.23	Very Satisfactory
Math	4.31	0.17	Very Satisfactory
Science	4.32	0.12	Very Satisfactory
General Education	4.47	0.09	Very Satisfactory
Home Economics	4.30	0.10	Very Satisfactory
MAPEH	4.28	0.06	Very Satisfactory
As a Whole	4.36	0.16	Very Satisfactory
Years in Teaching AP			
5 years & below	4.35	0.15	Very Satisfactory
6 years & more	4.40	0.26	Very satisfactory
As a Whole	4.36	0.16	Very Satisfactory

The data shows that non-major Araling Panlipunan (AP) teachers consistently received “very satisfactory” performance ratings, regardless of their field of specialization or teaching experience. This means that even though they are teaching outside their major, they are generally meeting classroom expectations. These findings support earlier studies (Sumayo & Camral, 2024) showing that with proper support, out-of-field teachers can still teach effectively and adapt well to their roles.

When analyzed by specialization, teachers from various backgrounds, like English, Math, Science, MAPEH, and Home Economics, scored similarly. Interestingly, General Education majors had slightly higher scores, though the difference was small. This suggests that success in teaching AP is influenced more by teaching skills such as classroom management and lesson planning, rather than one’s academic major (Gracia-Zomeño & García-Toledano, 2025).

Looking at years of experience, both new and experienced teachers were rated highly. Newer teachers likely benefit from updated training models that emphasize technology and competency-based teaching (Nuraini et al., 2024), while more experienced teachers may perform well due to classroom familiarity and professional maturity. The slightly higher ratings among veteran teachers may reflect their strengths in handling routines and building rapport (Mansour et al., 2024).

While these positive performance ratings are encouraging, they don’t give the full picture. As Darling-Hammond and Oakes (2023) note, strong performance reviews should be combined with deeper evaluations of teaching methods, student engagement, and learning outcomes. This means non-major teachers still need continued training, especially in AP content and resource use, to ensure high ratings also lead to strong and lasting student learning.

Table 6
Differences in the Level of Competencies of Non-Major AP Teachers when Grouped According to Area of Specialization

Competencies	SS	SS	df	MS	F	p	Interpretation
Content Knowledge	Between Groups	1.38	5	0.28	0.88	0.51	Not Significant
	Within Groups	8.21	26	0.32			
	Total	9.59	31				
Pedagogical Skills	Between Groups	3.08	5	0.62	1.29	0.30	Not Significant
	Within Groups	12.41	26	0.48			
	Total	15.49	31				
Resource Utilization	Between Groups	1.02	5	0.20	1.31	0.29	Not Significant
	Within Groups	4.06	26	0.16			
	Total	5.08	31				
Student engagement strategies	Between Groups	3.61	5	0.72	1.39	0.26	Not Significant
	Within Groups	13.54	26	0.52			
	Total	17.16	31				

Professional Development	Between Groups	1.84	5	0.37	2.71	0.04	Not Significant
	Within Groups	3.53	26	0.14			
	Total	5.37	31				
Integration of cross-disciplinary concepts	Between Groups	5.54	5	1.11	3.77	0.01	Significant
	Within Groups	7.65	26	0.29			
	Total	13.19	31				
Assessment and evaluation techniques	Between Groups	4.03	5	0.81	2.33	0.07	Not Significant
	Within Groups	9.00	26	0.35			
	Total	13.03	31				
As a Whole	Between Groups	2.22	5	0.44	1.94	0.12	Not Significant
	Within Groups	5.97	26	0.23			
	Total	8.19	31	0.28			

The ANOVA analysis shows that non-major Araling Panlipunan teachers' competencies are mostly similar across different specializations, except for cross-disciplinary integration, which showed a significant difference. This means that a teacher's ability to connect AP lessons with other subjects—like history, civic education, or global issues—depends largely on their academic background. Teachers trained in English or social sciences may find this easier compared to those from technical or performance-based fields like Math or MAPEH.

This aligns with previous studies (Shahat et al., 2025; Gracia-Zomeño & García-Toledano, 2025) which found that teachers from more flexible, interpretive disciplines tend to handle interdisciplinary content better. In contrast, those from highly structured fields often struggle with this kind of integration when teaching outside their specialty.

For other areas—like content knowledge, pedagogical skills, student engagement, and assessment—no significant differences were found across specializations. This suggests that, overall, teachers perform similarly in these areas regardless of their background. These results support the idea that institutional training and mentoring can help bridge competence gaps among non-major teachers (Mansour et al., 2024).

While professional development didn't show a statistically significant difference, it came close, hinting that teacher from some disciplines (like Science or General Education) may feel a greater need for additional training when assigned to teach AP. Chang et al. (2024) support this idea, noting that teachers outside the humanities often recognize their limitations and seek further support when transitioning to new content areas.

In summary, the findings suggest that while most teaching skills are evenly distributed across fields, cross-disciplinary teaching stands out as an area needing targeted support. To address this, professional development programs should include specialized training based on teachers' original disciplines, especially to help them connect AP with broader social and historical contexts (Canela, 2024).

Table 7
Differences in the Level of Competencies of Non-Major AP Teachers when Grouped According to Years in Teaching the Subject

Competencies	Years in Teaching	Mean	Sd	t	df	p	Interpretation
Content Knowledge	5 years & below	3.27	0.59	2.44	30	0.02	Significant
	6 years & above	3.00	0.00				
Pedagogical Skills	5 years & below	3.76	0.72	3.75	30	0.01	Significant
	6 years & above	3.15	0.17				
Resource Utilization	5 years & below	3.12	0.43	-0.24	30	0.82	Not Significant
	6 years & above	3.15	0.17				
Student engagement strategies	5 years & below	3.54	0.78	2.80	30	0.01	Significant
	6 years & above	3.10	0.12				
Professional Development	5 years & below	3.40	0.43	3.08	30	0.01	Significant
	6 years & above	3.10	0.12				
Integration of cross-disciplinary concepts	5 years & below	3.55	0.67	4.34	30	0.00	Significant
	6 years & above	3.00	0.00				
Assessment and evaluation techniques	5 years & below	3.58	0.67	4.14	30	0.00	Significant
	6 years & above	3.05	0.06				
As a Whole	5 years & below	3.46	0.53	3.48	30	0.02	Significant
	6 years & above	3.08	0.09				

The findings show that teaching experience in Araling Panlipunan (AP) significantly affects how non-major teachers rate their competencies. Teachers with five years or less experience scored themselves significantly higher in six of seven areas, including content knowledge, pedagogical skills, student engagement, professional development, cross-disciplinary integration, and assessment. Their overall competency ratings were also notably higher than those of teachers with six or more years of experience.

These results suggest that newer teachers may benefit from more recent training, which focuses on updated teaching strategies like digital integration, student-centered methods, and interdisciplinary learning. According to Nuraini, Hanafi, and Arsyad (2024), this type of modern teacher preparation gives novice educators an edge in applying effective teaching approaches, especially in a complex subject like AP.

On the other hand, more experienced teachers showed consistently lower ratings, with no variation in some areas like content knowledge and cross-disciplinary integration. This may indicate that their teaching methods have plateaued due to limited exposure to new trends or a lack of continuous professional development. Shahat et al. (2025) explain that experienced teachers often struggle with adapting to reforms without regular training updates.

Interestingly, resource use was the only area where both groups scored similarly, showing no significant difference. This implies that while access to teaching materials may be equal, how effectively these are used still depends on recent, hands-on training rather than teaching tenure (Gökdemir, 2024).

Overall, the data shows that teaching longer does not automatically improve competency. While experienced teachers bring valuable classroom skills, their growth must be supported through ongoing, subject-focused professional development. As Gracia-Zomeño and García-Toledano (2025) point out, instructional innovation relies more on reflective and responsive training environments than on years of service.

Table 8
Differences in the Level of Competencies of Non-Major AP Teachers when Grouped According to Area of Specialization

	SS	SS	df	MS	F	p	Interpretation
Between Groups		0.15	5	0.030	1.41	0.36	Not Significant
Within Groups		0.63	26	0.026			
Total		0.83	31				

The results show that there are no significant differences in the overall competency levels of non-major Araling Panlipunan (AP) teachers when grouped by their specialization. Whether the teachers came from English, Math, Science, MAPEH, Home Economics, or General Education, their self-rated competencies in teaching AP were statistically similar, as indicated by an ANOVA result ($F = 1.41$, $p = 0.36$), which is above the threshold for significance.

This suggests that a teacher's original field of study may not be the main factor influencing how competent they feel when teaching AP. Instead, factors like school support, access to teaching resources, experience, and professional development likely play a bigger role. As Mansour et al. (2024) highlight, mentoring, coaching, and collaborative learning environments can help teachers succeed even when teaching outside their specialization.

The findings also show that strong teaching skills, such as classroom management, lesson planning, and student assessment, can help compensate for limited content knowledge in AP. Gracia-Zomeño and García-Toledano (2025) explain that when pedagogical competence is strong, teachers can adapt and succeed in interdisciplinary subjects like AP. Similarly, Sumayo and Camral (2024) point out that reflective and adaptive teachers can perform well regardless of their academic background.

However, the lack of statistical difference should not mean that specialization doesn't matter at all. As Darling-Hammond and Oakes (2023) caution, equal ratings don't always reflect deep mastery of content. Schools should still provide subject-specific training alongside general teaching support to ensure quality instruction, especially in content-rich subjects like Araling Panlipunan.

Table 9
Differences in the Level of Competencies of Non-Major AP Teachers Based on Their Performance Rating when Grouped According to Years in Teaching the Subject

Years in Teaching AP	Mean	Sd	t	df	p	Interpretation
5 years & below	4.35	0.15	-0.51	30	0.61	Not Significant
6 years & above	4.40	0.26				

The findings show that there is no significant difference in the performance ratings of non-major Araling Panlipunan teachers based on how many years they've taught the subject. Although teachers with over six years of experience had slightly higher average scores, the difference was not statistically meaningful ($p = 0.61$). This suggests that simply having more years of experience in teaching AP does not guarantee better performance, especially for those teaching outside their specialization.

This outcome supports other research, such as that of Nuraini, Hanafi, and Arsyad (2024), which found that newer teachers often perform just as well—if not better—than experienced ones because they are trained in modern strategies, technology use, and interdisciplinary approaches. It also highlights the importance of professional development and school support over teaching tenure in influencing performance.

Additionally, the results may reflect the use of standardized performance evaluations in schools, which often focus on basic compliance rather than deeper instructional skills. As Mansour et al. (2024) note, access to mentoring, updated resources, and continuous learning can have a greater impact on teacher effectiveness than years of service. In short, teacher quality should not be judged by experience alone. As Darling-Hammond and Oakes (2023) emphasize, ongoing training and support are key to maintaining strong performance, especially for non-major teachers. Schools should provide regular, subject-specific training to all teachers, regardless of experience, to ensure consistent and high-quality teaching.

Summary of Findings

The study found that non-major Araling Panlipunan (AP) teachers come from diverse academic backgrounds, mostly in Math, English, and Science. Many of them are relatively new to teaching AP and lack formal training in the subject. This limited background can affect their confidence and effectiveness, especially when teaching content-heavy topics like Philippine history and civic education.

When assessing competencies, school heads rated teachers more positively than students did, with teachers placing themselves in between. Administrators saw strength in areas like pedagogy and assessment, while students were more critical, particularly of content delivery and use of learning resources. This highlights a gap between expectations and actual classroom experiences, emphasizing the need to include student feedback in evaluating teaching quality.

Teachers' specializations also influenced their perceived competence. Those from academic fields like Math and Science felt more confident, while those from MAPEH and Home Economics reported lower competence, especially in content knowledge and engagement. This suggests that more support is needed for teachers from skill-based fields to meet the analytical demands of AP.

Interestingly, newer teachers reported higher levels of competence than their more experienced peers. This could be due to their recent training in modern teaching methods, digital tools, and student-centered approaches. In contrast, experienced teachers seemed less adaptable, pointing to a need for ongoing, reflective professional development tailored to years of service.

Overall, while not all differences were statistically significant, important variations—especially in interdisciplinary integration—show that both academic background and teaching experience shape teacher needs. The study stresses that professional development should not follow a one-size-fits-all model. Instead, it should offer targeted, content-rich training and mentorship that supports teachers at all stages of their careers. This approach will help improve instructional quality and student outcomes in Araling Panlipunan.

Conclusions

This study shows that non-major Araling Panlipunan (AP) teachers have a range of strengths and needs. While many are skilled in classroom management and student engagement, they often struggle with content knowledge, resource use, and making connections across subjects. Differences in how students, teachers, and school heads view teacher performance highlight the gap between how teaching is delivered and how it's experienced by learners.

The results also show that a teacher's academic background and teaching experience affect their confidence and performance. Teachers from fields like Math, Science, and English generally felt more capable, while those from areas like MAPEH and Home Economics reported lower competence. Likewise, newer teachers rated themselves higher than experienced ones, likely due to more recent training in modern teaching methods.

To support non-major AP teachers effectively, schools need to offer tailored professional development. This includes subject-specific training, mentoring, and access to updated resources. Helping these teachers improve their skills will not only enhance their teaching but also improve student learning outcomes. Strengthening the competencies of non-major teachers is essential for delivering high-quality, inclusive social studies education in the Philippines.

Recommendations

The Department of Education and school leaders should provide specialized training programs for non-major Araling Panlipunan (AP) teachers. These should focus on strengthening their knowledge in history, civics, geography, and economics, while also teaching effective methods suited for social studies. Training should go beyond general teaching strategies and offer subject-specific workshops to help teachers deliver accurate, engaging, and relevant lessons.

Schools are also encouraged to set up mentorship programs that pair non-major teachers with experienced AP educators. This allows for regular support, resource sharing, and reflection on teaching practices. In addition, schools should invest in updated teaching materials, such as textbooks, local history sources, and digital tools, and provide training on how to use these effectively in the classroom.

Finally, the way teachers are assigned to subjects should be carefully reviewed. Whenever possible, teachers should be matched with subjects that align with their academic background. If reassignment is necessary, schools must provide pre-assignment training and ongoing support. Different training programs should also be designed for

new and experienced teachers, since their needs differ. These steps will help non-major teachers succeed in teaching AP and ensure students receive meaningful and informed instruction.

References

- Belkina, M., Daniel, S., Nikolic, S., & Haque, R. (2025). *Pedagogical Content Knowledge Revisited: Teaching in the Age of AI*. Elsevier: *Educational Innovations*.
- Boulter, N., Daziel, M., & Hill, J. (2003). *People and competencies*. Biddles, Ltd.
- Cabauatan Jr, L. I., & Dacles, D. D. M. (2021). *Philippine Public Secondary Teachers' Competence and Curriculum Challenges*. *IJMABER*.
- Cabauatan Jr, L. I., & Dacles, D. D. M. (2021). *Philippine Public Secondary Teachers' Competence and Curriculum Challenges*. *IJMABER*.
- Daniel, S., Nikolic, S., & Haque, R. (2025). *Implementing Generative AI in Higher Education: A Systematic Review of Case Studies*. *Teaching and Education: Artificial Intelligence*, Elsevier.
- Darling-Hammond, L., & Oakes, J. (2023). *Beyond Ratings: Rethinking Performance Evaluation for Equity and Excellence*. *Harvard Educational Review*.
- Darling-Hammond, L., & Oakes, J. (2023). *Beyond Ratings: Rethinking Performance Evaluation for Equity and Excellence*. *Harvard Educational Review*.
- Darling-Hammond, L., & Oakes, J. (2023). *Beyond Ratings: Rethinking Performance Evaluation for Equity and Excellence*. *Harvard Educational Review*, 93(2), 150–172.
- Darling-Hammond, L., & Oakes, J. (2023). *Beyond Ratings: Rethinking Performance Evaluation for Equity and Excellence*. *Harvard Educational Review*, 93(2), 150–172.
- Darling-Hammond, L., & Oakes, J. (2023). *Beyond Ratings: Rethinking Performance Evaluation for Equity and Excellence*. *Harvard Educational Review*, 93(2), 150–172.
- Gilley, A., Gilley, J. W., Quatro, S. A., & Dixon, P. (2009). *The praeger handbook of human resource management, vol 1 & 2*. Greenwood Publishing Group.
- Gracia-Zomeño, C., & García-Toledano, E. (2025). *Cross-disciplinary Teaching Competence in Non-Specialized Educational Contexts*. *Journal of Educational Inquiry and Reform*.
- Gracia-Zomeño, C., & García-Toledano, E. (2025). *Cross-disciplinary Teaching Competence in Non-Specialized Educational Contexts*. *Journal of Educational Inquiry and Reform*.
- Idrus, M. (2018). The impact of education training, work discipline, and organizational culture, on employee's performance: The study of disaster management and fire department in Palembang city, Indonesia. *International Journal of Human Resource Studies*, 8 (3), 1–18. <https://doi.org/10.5296/ijhrs.v8i3.13013>
- Keerthy, T. R., & Biyu, M. K. (2018). Impact of employee competency on job performance among banking professionals: A conceptual framework. *International Journal of Management Studies*, V(5), 1–7. <http://dx.doi.org/10.18843/ijms/v5i5/01>
- Kolibacova, G. (2014). The relationship between competency and performance. *Acta Universitatis Agriculturae Et Silviculturae Mendelianae Brunensis*, 62(6), 1315–1327. <https://doi.org/10.11118/actaun201462061315>
- Leonin, A. E. (2024). *Teacher Teaching Not Their Specialization: A Secondary Teachers' Voice*. *Ignatian International Journal for Multidisciplinary Research*.
- Leonin, A. E. (2024). *Teacher Teaching Not Their Specialization: A Secondary Teachers' Voice*. *Ignatian International Journal for Multidisciplinary Research*.
- Lotunani, A., Idrus, M. S., Afnan, E., & Setiawan, M. (2014). The effect of competence on commitment, performance, and satisfaction with reward as a moderating variable. *International Journal of Business and Management Invention*, 3(2), 18–25.
- Loughran, J. (2021). *Developing Pedagogical Reasoning for Professional Practice*. *Teachers and Teaching: Theory and Practice*.
- Loughran, J. (2021). *Developing Pedagogical Reasoning for Professional Practice*. *Teachers and Teaching: Theory and Practice*.
- Mahmood, R., Hee, O. C., Yin, O. S., & Hamli, M. S. H. (2018). The mediating effects of employee competency on the relationship between training functions and employee performance. *International Journal of Academic Research in Business and Social Sciences*, 8(7), 665–677. <https://doi.org/10.6007/IJARBS/v8-i7/4410>
- Mansour, N., Scott, P., & Wubbels, T. (2024). *Experienced Teachers' Role in Sustaining Quality Teaching Practices in Challenging Assignments*. *Teaching and Teacher Education*, 130.
- Mansour, N., Scott, P., & Wubbels, T. (2024). *Experienced Teachers' Role in Sustaining Quality Teaching Practices in Challenging Assignments*. *Teaching and Teacher Education*, 130.
- Martini, I. A. O., Rahyuda, I. K., Sintaasih, D. K., & Piartrini, P. S. (2018). The influence of competency on employee performance through organizational commitment dimension. *IOSR Journal of Business and Management*, 20(2), 29–37. <https://d1wgtxts1xzle7.cloudfront.net/>
- Mukhtar, A. (2018). The effect of competence and organization culture to work satisfaction and employee performance of Sharia Banks in Makassar City. *International Journal Of Scientific & Technology Research*, 7(10), 1–6.
- National Education Association, 2021.

- Nuraini, S., Hanafi, M., & Arsyad, M. (2024). *Professional Competence and Instructional Effectiveness among Novice Teachers. International Journal of Education and Learning*, 15(1).
- Nuraini, S., Hanafi, M., & Arsyad, M. (2024). *Professional Competence and Instructional Effectiveness among Novice Teachers. International Journal of Education and Learning*, 15(1).
- Poro, S. G., Yiga, A. P., Enon, J. C., Mwosi, F., & Eton, M. (2019). Teacher competence and performance in primary schools in Nwoya District. Northern Uganda, *International Journal of Advanced Educational Research*, 4(1), 03–08.
- Rabo, U. M. (2018). Relationship between teacher competence, school climate and academic performance of public senior secondary school students in Sokoto State, Nigeria. *International Journal of Humanities and Social Science Invention (IJHSSI)*, 7(11), 34–40.
- Renyut, B. C., Modding, H. B., Bima, J., & Sukmawati. (2017). The effect of organizational commitment, competence on job satisfaction, and employee's performance in Maluku Governor's Office. *IOSR Journal of Business and Management (IOSR-JBM)*, 19 (11), 18–29.
- Rosano, D. A., Conjusta, G. R., & Gallardo, J. B. (2025). *Content Area Teaching Competencies and Training Needs. International Journal of Learning, Teaching and Educational Research*.
- Rosano, D. A., Conjusta, G. R., & Gallardo, J. B. (2025). *Content Area Teaching Competencies and Training Needs. International Journal of Learning, Teaching and Educational Research*.
- Seludo, J. & Murillo, N. (2023). Experiences and Challenges of Grades 7, 8 and 9 Araling Panlipunan Teachers in Promoting Students' Civic Competence. *International Journal of Social Science and Human Research*. 6. 10.47191/ijsshr/v6-i7-93.
- Setyaningdyah, E., Nimran, U., Kertahadi, & Thoyib, A. (2013), The effect human resource competence, organizational commitment, and transactional leadership on work discipline, job satisfaction, and employees performance. *Interdisciplinary Journal of Contemporary Research in Business*, 5(4), 140-153.
- Suhardi, R. I. A. B., & Sari, I. A. B. (2018). The effect of competence, compensation of organizational citizenship behavior and performance of employees in life insurance companies in Batam City. *Archives of Business Research*, 6(10), 295–310. <https://doi.org/10.14738/abr.610.5484>
- Sumayo, G. S., & Camral, A. C. (2024). *Continuing Professional Development Engagement and Pedagogical Competence of Public Elementary School Teachers*.
- Sumayo, G. S., & Camral, A. C. (2024). *Continuing Professional Development Engagement and Pedagogical Competence of Public Elementary School Teachers*.
- Sumayo, G. S., & Camral, A. C. (2024). *Continuing Professional Development Engagement and Pedagogical Competence of Public Elementary School Teachers*.
- Suriadi, G. M. U., Hamzah, M. N., & Ariifin, Z. (2018). The mediating role of organizational commitment of job performance: The impacts of leadership, job competency, and organizational culture. *Archives of Business Research*, 6(11), 61–72. <https://doi.org/10.14738/abr.611.5609>
- Teacher Competence in Higher Education, 2019.
- Wibowo. (2007). *Manajemen Kinerja*. PT.RajaGrafindoParsada.
- Zhang, T., Zhang, J., & Li, C. (2018). A study of the employees' professional competency on career commitment towards work performance in ecology industry. *Ekoloji*, 27(106), 1785–1791.