ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

INSTRUCTIONAL COMPETENCE AND ADAPTABILITY SKILLS OF TEACHERS AS PREDICTORS OF STUDENTS' CLASSROOM ENGAGEMENT IN SOCIAL SCIENCE

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ABSTRACT

Poor student classroom engagement is worsening. This study aimed to determine the significance of teachers' instructional competence and adaptability skills as predictors of students' classroom engagement. Utilizing a descriptive correlational design and involving 326 Humanities and Social Sciences students, the results indicate that the predictive variables positively influenced the criterion variable, affirming the social cognitive theory. Other variables not covered in the study may be explored to ascertain the 34.5 percent variance in students' classroom engagement. Further studies in line with the interest of Sustainable Development Goal (SGD) 4 are also recommended.

KEYWORDS: *Instructional competence, adaptability skills of teachers, predictors of students classroom engagement, social science*

CHAPTER 1

Introduction

The Problem and Its Scope

There is a lack of student engagement noticeably among secondary schools (Willms, et.al., 2019). Students lack engagement in learning the context of social science subjects compared to other subjects (Groenewald, et.al., 2023) Research conducted by the University of California, Los Angeles and institutions in Britain revealed that 40 percent of students during the discussion in social science subjects has a poor learning engagement (Subramanian, et. al., 2020). In Canada, Students are reported to have lower school engagement (Olivier, et al., 2020).

In the Philippines, based on the study of Repuela et al. (2023), the nuanced effects on students' learning engagement were identified. In Davao City, students find it challenging to maintain classroom and learning engagement (Aldanes & Limpot, 2023).

Poor engagement in social science education can significantly hinder the development of critical thinking skills, as students miss opportunities to analyze and evaluate complex societal issues (Gómez & Suárez, 2020). This disengagement also correlates with diminished civic awareness and participation, limiting students' understanding of their roles and responsibilities within society (Pope IV, 2014). Academically, a lack of engagement is associated with decreased motivation and lower academic performance (Trolian et al., 2016).

Moreover, students who are not actively involved in social science learning may experience reduced residential satisfaction and civic engagement later in life (Grillo et al., 2010). Conversely, integrating civic engagement into education has been shown to enhance critical thinking skills, underscoring the importance of active participation in social science curricula (Ahrari et al., 2016).

Significance of the study

The findings and results of this study are invaluable for educational institutions, offering insights to improve instructional delivery and enhance the overall learning experience for students. Teachers may use this research to identify effective instructional methods and adapt their teaching to better meet the diverse needs of students, particularly in the subjects of social science. Additionally, students may benefit from this study by enhancing and sustaining their performance in learning social science. Moreover, this study holds significant potential benefits for individuals worldwide, particularly concerning with the Sustainable Development Goal (SDG) number 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Statement of the Problem

This study aimed to determine the level and relationship of teachers' instructional competence, adaptability skills, and students' classroom engagement. Specifically, this study sought to achieve the following;

1. To determine the level of teachers' instructional competence in terms of classroom management, instructional delivery, facilitation and engagement, communication and interpersonal skills, and organization and planning; teachers adaptability skills in terms of adaptive processes, adaptive condition, adaptive consequences, and adaptive context; and students' classroom engagement in social science in terms of affective engagement, and behavioral engagement, and cognitive engagement.
2. To determine the significance of the influence of teachers' instructional competence and adaptability skills on students' classroom engagement in social science.

Null Hypothesis

The null hypotheses of this study were tested at .05 level.

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H_{01}: Teachers' instructional competence and adaptability skills are not significantly correlated with students' classroom engagement in social science.

Theoretical Framework

This study is based on Social Cognitive Theory (SCT). This theory emphasizes learning through observation, imitation, and modeling, and highlights the dynamic interaction between personal factors, behavior, and the environment. Bandura introduced the concept of reciprocal determinism, which means that a person's behavior, personal characteristics, and environment all influence each other (Bandura, 1986).

In this study, the predictive variables include teachers instructional competence is indicated by classroom management, instructional delivery, facilitation and engagement, collaboration and teamwork, communication and interpersonal skills, and organization and planning (Green, 2025). It stands for the environment as a factor of learning mentioned in the theory. Another predictive variable is the teachers' adaptability skills include adaptive processes, adaptive conditions, adaptive consequences, and adaptive context (Malilin, 2024). It also stands for the environment as a factor of learning mentioned in the theory. The criterion variable is student classroom engagement which is indicated by cognitive engagement, affective engagement, and behavioral engagement. It stands for the behavior as a result of personal and environmental influences.

Hence, this study is delimited only to two variables spoken about in the theory, namely: environmental factor and behavior factor. The personal factor mentioned in the theory is excluded in this study. The environment meant in this study is only about the teachers' instructional competence and adaptability skills. All other variables that may be part of the learning environment is not covered in the study.

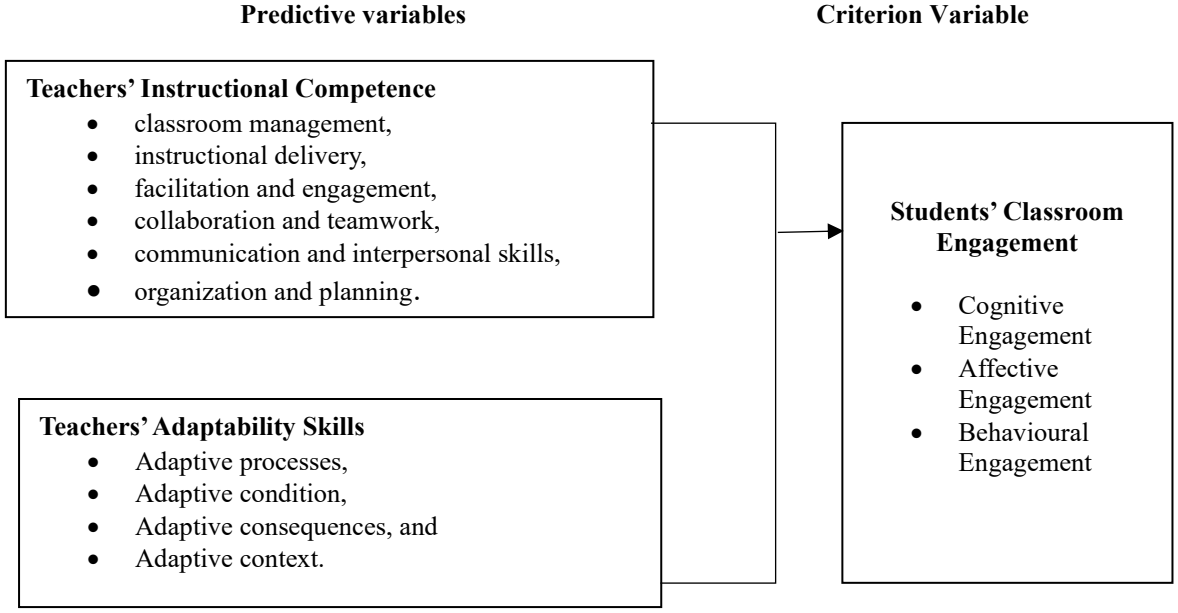


Figure 1. The Conceptual Framework of the Study

This framework highlights that teaching effectiveness in social science depends on the level of teachers' instructional competence which including classroom management, instructional delivery, facilitation and engagement, communication and interpersonal skills, and organization and planning, and their level of adaptability skills such as the adaptive processes, condition, consequences, and context that contribute to the level of students' classroom engagement in social science in terms of cognitive engagement, affective engagement, and behavioral engagement.

This conceptual framework determined the result of this study as to how teachers' instructional competence and adaptability skills in social science affect students' classroom engagement in Social Science, supporting the active construction of knowledge aligned with the social cognitive theory.

Method

In this chapter, the research design, locale of the study, sample and sampling technique, research instruments, Data gathering procedure, and ethical considerations are presented.

Research Design

This study utilized a quantitative non-experimental design to explore the influence of teachers' instructional competence and adaptability skills on students' classroom engagement in Social Science. The choice of this design is based on the fact that the variables under investigation already exist and are naturally occurring within the classroom setting. Therefore, it would be neither practical nor ethical to manipulate them through experimental means (Creswell & Creswell, 2018). A descriptive correlational approach is particularly suitable for identifying the relationships and possible predictive effects between variables without intervention (Gay, Mills, & Airasian, 2012). In this study, data were collected through standardized instruments and analyzed using statistical methods to examine

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how teachers' instructional strategies and adaptability correlate with students' engagement levels.

Locale of the Study

This research was conducted in the private schools which are classified as Basic Education Institutions within the Toril district of Davao City, Philippines, which are accredited by the Department of Education. These institutions are particularly appropriate for the study as the researcher identified one of the schools where the problem arises that needs to be addressed and calls for urgent study.

Sample and Sampling Technique

The respondents in this study are Grade 11 and 12 Humanities and Social Sciences (HUMS) strand students who are currently enrolled in identified private basic education institutions in Toril district of Davao City, Philippines for the academic year of 2024-2025. The researcher utilized Raosoft to obtain the total of 328 respondents who responded to this study.

School	Population	Sample Size
School A	210 HUMSS students	137
School B	220 HUMSS students	141
School C	57 HUMSS students	50
Total Population	487 HUMSS students	328

The researcher utilized cluster sampling in selecting 328 HUMSS students from a total population of 487 across three schools. Each school serves as a cluster and participants were selected proportionally from each based on their population size—ensuring fair representation from School A (137), School B (141), and School C (50). This approach is practical for studies involving geographically grouped populations like schools, making data collection more efficient and cost-effective (Taherdoost, 2016; Creswell & Creswell, 2018).

Research Instrument

In this study, the researcher utilized an adapted survey questionnaire to measure three key variables: teachers' instructional competence, teachers' adaptability skills, and students' classroom engagement in Social Science, employing a 5-point Likert scale for response measurement. To assess teachers' instructional competence, an adapted instrument from Mallillin et al. (2023), titled *Instructional Skills and Competency Skills Theory in Modern Teaching*, was used. This questionnaire consists of five domains and 36 items, with a Cronbach's alpha of 0.987, indicating excellent reliability. The domains assessed include classroom management, instructional delivery, facilitation and engagement, communication and interpersonal skills, and organization and planning.

To measure teachers' adaptability skills, the researcher used an instrument adapted from Rostami et al. (2023), titled *Adaptation and Validation of a Measure for Evaluating Teacher Adaptability in English Teaching Higher Education*. This tool includes four domains and 33 items, with a Cronbach's alpha of 0.979, ensuring high reliability. The domains measure adaptive processes, adaptability conditions, adaptability consequences, and adaptability context.

Finally, students' classroom engagement was assessed using an adapted version of the *Student Engagement in Schools Questionnaire (SESQ)* and the *Teacher Engagement Report Form–New (TERF-N)* by Hart, Stewart, and Jimerson (2011). The instrument consists of three domains and 15 items, with a Cronbach's alpha of 0.922. The domains measure affective engagement, behavioral engagement, and cognitive engagement. The responses to each of these instruments were rated on a 5-point Likert scale, with varying levels of interpretation based on the score range for each variable: for instructional competence, the scale ranged from "very low" to "very high"; similarly, adaptability skills and student engagement were rated from "very low" to "very high." The high reliability of these instruments and the clear scoring system allowed for an in-depth assessment of the teachers' competencies, adaptability, and the students' engagement in the classroom.

The respondents' answers to the survey questions were rated according to the following:

A. Teachers' Instructional Competence

Range of scales	Description	Interpretation
4.21 - 5.00	Very high	Instructional competence are excellent.
3.41 – 4.20	High	Instructional competence are very good.
2.61 - 3.40	Moderate	Instructional competence are good.
1.82 - 2.60	Low	Instructional competence is poor.
1.0 - 1.80	Very low	Instructional competence is very poor.

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B. Teachers' Adaptability skills

Range of scales	Description	Interpretation
4.21 - 5.00	Very high	Adaptability skills are excellent.
3.41 – 4.20	High	Adaptability skills are very good.
2.61 - 3.40	Moderate	Adaptability skills are good.
1.82 - 2.60	Low	Adaptability skills is poor.
1.0 - 1.80	Very low	Adaptability skills is very poor.

C. Students' Classroom Engagement

Range of scales	Description	Interpretation
4.21 - 5.00	Very high	Students Engagement are excellent.
3.41 – 4.20	High	Students Engagement are very good.
2.61 - 3.40	Moderate	Students Engagement are good.
1.82 - 2.60	Low	Students Engagement is poor.
1.00 - 1.80	Very low	Students Engagement is very poor.

Data Gathering Procedure

The researcher followed a systematic set of procedures to collect sufficient information from the respondents, who were Grade 11 and 12 Humanities and Social Sciences (HUMSS) students from private basic educational institutions in the 3rd District of Davao City, Philippines. Initially, the researcher's questionnaire was validated by three experts to ensure its accuracy, reliability, and relevance to the study. Following this, the researcher secured an endorsement letter from the Office of the HCDC Graduate School, duly signed by the thesis adviser and the Dean.

Subsequently, a copy of the Society for Moral Integrity and Legal Ethics (SMILE) form, along with other necessary documents, was obtained from the Graduate School. After securing the required documents, the researcher submitted a formal letter to the identified schools requesting permission to conduct the study. Prior to administering the survey, informed consent was provided to the participants to ensure they understood the purpose of the study and agreed to participate voluntarily. The survey questionnaire was then distributed online via Google Forms to facilitate convenient and accessible data collection. Finally, the collected responses were carefully tabulated and interpreted to derive meaningful insights. Throughout the entire process, the researcher adhered strictly to the ethical standards set by the Graduate School, ensuring transparency, confidentiality, and respect for the rights and dignity of all participants involved in the study

Data Analysis

Descriptive statistics, including the weighted mean, standard deviation, and Pearson's correlation coefficient (r), were applied to analyze the relationship between teachers' instructional competence, adaptability skills, and students' classroom engagement in social studies. The weighted mean was used to summarize the data by assigning values to each response based on relevant characteristics, allowing for a more accurate representation of the respondents' perceptions. The standard deviation measured the extent to which the responses vary from the mean, indicating the level of consistency in the data. Also, *Pearson- r* was employed to determine the strength and direction of the linear relationship between the teachers' competencies and the students' classroom engagement.

Ethical Consideration

This study rigorously adhered to the ethical principles set by the Society for Moral Integrity and Legal Ethics (SMILE) of the Graduate School of Holy Cross of Davao College, particularly throughout the process of engaging with participants, to ensure the protection of their rights and well-being. These ethical standards served as a guiding framework to guarantee that the researcher followed universally accepted principles of responsible research conduct. Participation was entirely voluntary; the researcher did not compel any individual to take part in the study. Instead, participants were encouraged to contribute, both for their potential benefit and to uphold the credibility and validity of the research. By prioritizing ethical compliance, the researcher ensured that the study was conducted with integrity, transparency, and full respect for the dignity of all respondents involved.

Result

In this chapter, the results of the study are presented. It includes the descriptive analysis of the variables involved, the correlation analysis and regression analysis showing significance of the correlation and influence of the predictive variables on the criterion variable.

Descriptive Analysis

Table 1 is the descriptive table. It contains the variables both the predictive and the criterion variables, namely; the teachers' instructional competence, teachers' adaptability skills, and students' classroom engagement. It also contains specifically the indicators corresponding to each of these variables. Table 1 also contains the number of respondents, standard deviation, mean, and the corresponding descriptive level.

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Table 1. Descriptive Analysis

Variables	N	SD	Mean	Descriptive Level
Teachers' Instructional Competence	***328***	***0.473***	***3.47***	***High***
Classroom Management		0.498	3.49	High
instructional delivery		0.492	3.43	High
facilitation and engagement		0.520	3.44	High
communication and interpersonal skills		0.506	3.49	High
organization and planning		0.502	3.46	High
Teachers Adaptability Skills	***328***	***0.482***	***3.43***	***High***
adaptive processes		0.511	3.48	High
adaptive condition		0.517	3.36	Moderate
adaptive consequences		0.521	3.44	High
adaptive context		0.523	3.45	High
Students Classroom Engagement	***328***	***0.525***	***3.44***	***High***
Affective Engagement		0.609	3.42	High
Behavioral Engagement		0.554	3.46	High
Cognitive Engagement		0.543	3.45	High

Table 1 shows that teachers' instructional competence obtained a standard deviation of 0.473 with a mean of 3.47 described as high. This indicates that teachers' instructional competence is very good. All its indicators are described as high. On the other hand, the teachers' adaptability skills obtained a standard deviation of 0.482 with a mean of 3.43, described as high. This indicates that the teachers' adaptability skills are very good. Among its indicators, only the adaptive condition is described as moderate, and the remaining indicators are described as high. Furthermore, the students' classroom engagement obtained a standard deviation of 0.525 with a mean of 3.44 which described as high. This indicates that students' classroom engagement is very good.

Correlation Analysis

Table 2 is the correlation table. It contains the variables both the predictive and the criterion variables, namely; the teachers' instructional competence, teachers' adaptability skills, and students' classroom engagement. In addition, Table 2 contains the r-value, p-value, the decision on the null hypothesis, and the interpretation.

Table 2. Correlation Table

	Students Classroom Engagement			
Predictive Variables	**r-value**	**p-value**	**Decision on Ho @ 0.05 level of significance**	**Interpretation**
Teachers' Instructional Competence	0.745	0.000	Reject Ho	Significant
Teachers Adaptability Skills	0.792	0.000	Reject Ho	Significant

The correlational between the teachers' instructional competence students' classroom engagement has a p-value of 0.000 which is lesser than 0.05 degree of confidence thus the null hypothesis was rejected. This indicates that the relationship between teachers' instructional competence and students' classroom engagement is significant. Furthermore, the correlation between teachers' instructional competence and students' classroom engagement obtained an R-value of 0.745 which indicates high correlation.

On the other hand, the correlation between the teachers' adaptability skills and students' classroom engagement has a p-value of 0.000 which is less than 0.05 degree of confidence thus the null hypothesis was rejected. It indicates that the relationship between the teachers' adaptability skills and students' classroom engagement is significant. Furthermore, the correlation between teachers' instructional competence and students' classroom engagement obtained an R-value of 0.792 which indicates high correlation.

Regression Analysis

Table 3 is the regression analysis. It contains the variables both the predictive and the criterion variables, namely; the teachers' instructional competence, teachers' adaptability skills, and students' classroom engagement. In addition, Table 3 contains the unstandardized coefficient, standardized coefficient, the decision on the null hypothesis, and the interpretation.

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Table 3. Regression Table

	Students Classroom Engagement						
	Unstandardized Coefficients		Standardized Coefficients				
Predictive Variables	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**Decision on Ho**	**interpretation**
Constant	0.315	0.132		2.390	0.017		
Teachers' Instructional Competence	0.280	0.071	0.252	3.957	0.000	Reject Ho	Significant
Teachers Adaptability Skills	0.628	0.069	0.577	9.048	0.000	Reject Ho	Significant

$R = 0.803$; $R^2 = 0.645$; F-value = 293.213; p-value = 0.000

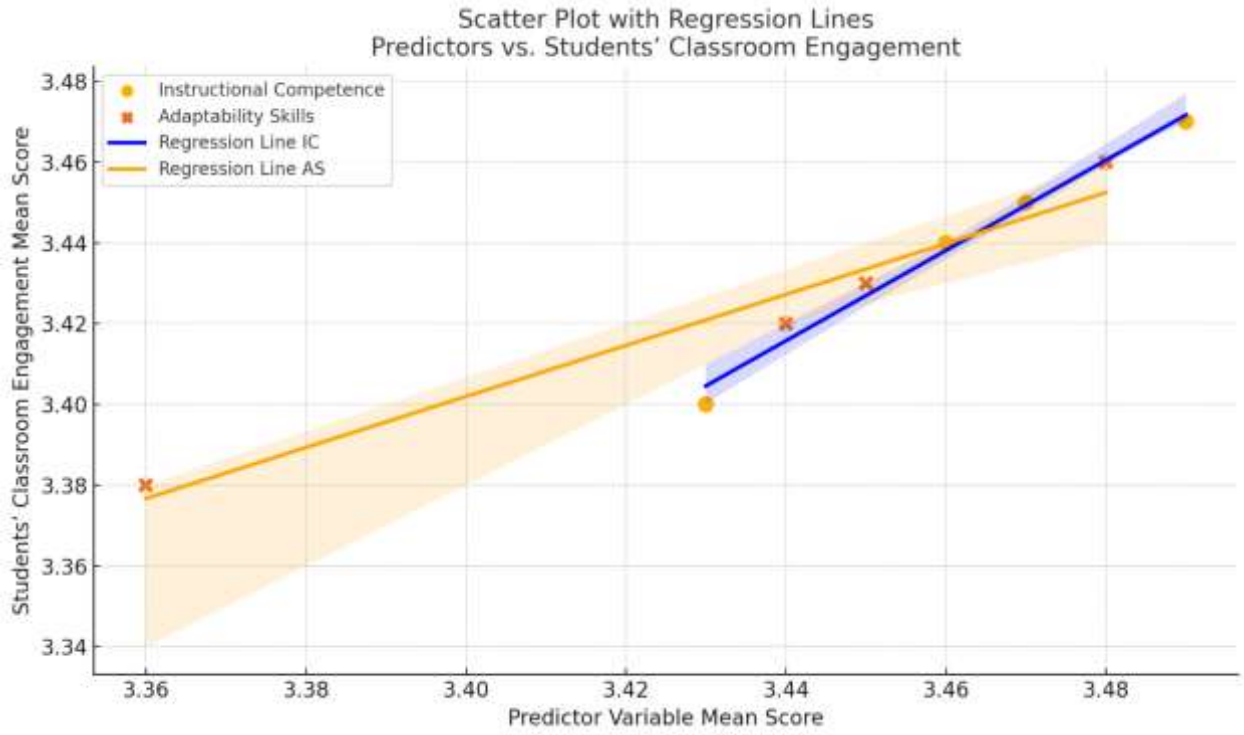
The teachers' instructional competence obtained a beta coefficient of .252. It indicates that teachers' instructional competence has a 25.2 percent influence on students' classroom engagement. Furthermore, the variables obtained a p-value of 0.000, which is less than 0.05 degree of confidence; thus, the null hypothesis is rejected. It further indicates that the 25.2 percent influence of teachers' instructional competence on students' classroom engagement is significant.

On the other hand, the teachers' adaptability skills obtained a beta coefficient of .577. It indicates that teachers' instructional competence has a 57.7 percent influence on students classroom engagement. Furthermore, the variables obtained a p-value of 0.000 which is less than 0.05 degree of confidence; thus, the null hypothesis is rejected. It further indicates that 25.2 percent influence of teachers adaptability on students' classroom engagement is significant.

Both the predictive variables have an r-squared value of 0.645 which means that both have a combined degree of influence on students' classroom engagement. Since they obtained a p-value of 0.000 means less than 0.05 degree of influence, it indicates that their combined influence is significant.

SCATTER PLOT GRAPH

The graph below represents a scatter plot with regression lines of the Instructional competence, and Adaptability skills with the student's classroom engagement.



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The scatter plot above visually demonstrates the positive relationships between the predictor variables—Teachers' Instructional Competence (blue) and Teachers' Adaptability Skills (orange)—and the criterion variable, Students' Classroom Engagement.

Each dot represents a paired data point of a teacher's competence or adaptability skill level and the corresponding level of student engagement. The regression lines show clear upward trends for both predictors, indicating that as teachers' instructional competence and adaptability skills increase, student engagement in the classroom also tends to rise.

This supports the statistical results from the correlation and regression analyses, confirming that both teacher-related variables significantly and positively influence student engagement. The stronger slope for adaptability skills (orange line) also visually aligns with the higher beta value in the regression output, suggesting it has a slightly stronger influence on student engagement than instructional competence.

Summary of Findings

1. The level of teachers instructional competence, adaptability skills, and students engagement is high.
2. There is significant of influence of teachers' instructional competence, and adaptability skills on students' classroom engagement in social science.
3. Teachers' instructional competence and adaptability skills highly correlate with students' classroom engagement.

Discussion

The discussion presents the results of the predictive variables—teachers' instructional competence and adaptability skills—and the criterion variable, students' classroom engagement. The results are interpreted through the lens of recent scholarly literature to provide a nuanced understanding of their interconnections.

Teachers' Instructional Competence

Teachers' instructional competence remains a cornerstone of effective teaching and student engagement. In this study, the results indicate that teachers generally possess high levels of instructional competence, signifying their mastery of subject matter, pedagogical strategies, and classroom management. These findings align with Majid (2017), who emphasized that teachers' ability to communicate effectively and understand students' individual needs is essential to their roles as both educators and mentors.

Further reinforcing this point, Yusuf et al. (2020) noted that strong classroom management is not only vital for fostering student academic success but also contributes to teacher well-being. Similarly, Lazarides and Buchholz (2020) highlighted how effective classroom management shapes teachers' professional identity and influences their instructional efficacy. The concept of instructional facilitation is further supported by Martin et al. (2020), who suggested that diverse instructional strategies are essential in actively engaging students in learning tasks.

According to Masters (2018), effective teachers are those who prioritize student progress through well-structured lessons, continuous monitoring, and responsive feedback mechanisms. Pedagogical competence also includes the ability to design engaging and developmentally appropriate learning experiences (Mantra, 2019).

This study is grounded in Social Cognitive Theory, particularly the principle of reciprocal determinism, which posits that behavior, personal factors, and the environment interact to shape outcomes (Bandura, 2001). Murdock and Hammell (2021) support this by showing that both individual self-regulation and classroom climate are influential in promoting student engagement. Therefore, this study affirms that instructional competence is not only about teacher knowledge and skills but also about their ability to foster an interactive and supportive learning environment.

Teachers' Adaptability Skills

Teachers' adaptability skills are increasingly critical in dynamic educational contexts. The results suggest that teachers demonstrate effective adaptability, enabling them to tailor their instruction to meet evolving curricular demands and diverse student needs. These findings echo Zhang et al. (2020), who concluded that teacher adaptability significantly predicts student engagement by enhancing the teacher's responsiveness to classroom challenges and student differences.

Additionally, Laniton et al. (2022) found that while teachers practice high levels of professional competence, the direct influence on student engagement can be mediated by learner-specific variables, such as learning styles and intrinsic motivation. Teachers who exhibit adaptability are more likely to succeed in creating personalized and inclusive learning experiences, which is particularly important in heterogeneous classrooms (Collie & Martin, 2017).

In sum, adaptable teachers are better positioned to navigate the complexities of modern classrooms, thus indirectly enhancing student participation and motivation.

Students' Classroom Engagement

Student engagement emerged as high in this study, reflecting active participation in affective, behavioral, and cognitive domains. This is consistent with prior literature that highlights student engagement as a multifaceted construct that contributes significantly to learning outcomes (Heilporn et al., 2021). Behavioral engagement, in particular, reflects students' active participation and adherence to classroom norms, which is foundational for fostering an orderly and productive learning environment.

Davies et al. (2018) argued that fostering behavioral involvement is a key strategy for motivating and sustaining student learning, particularly for those with higher academic resilience. Likewise, cognitive engagement involves students' deep investment in learning tasks and the use of metacognitive strategies to master complex content (Schindler, 2017). The affective dimension, which encompasses interest, enthusiasm, and emotional connection to learning, is crucial for long-term educational commitment (Fredricks et al., 2019).

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Creating a supportive and inclusive classroom environment is essential for enhancing student engagement. Amanda (2020) and McMahon et al. (2021) both found that when students perceive their classrooms as safe, inclusive, and stimulating, they are more likely to participate actively and take ownership of their learning. This supports the findings of Bond and Bedenlier (2019), who highlighted that engagement is shaped by contextual factors, such as instructional methods and classroom dynamics.

Interestingly, while instructional competence and adaptability are high among teachers, this does not always guarantee student engagement. As noted by Laniton et al. (2022), student engagement is influenced by a complex interplay of teacher behaviors, student characteristics, and environmental conditions. This nuanced understanding underscores the importance of differentiated instruction and adaptive teaching strategies.

Lastly, Lakhal et al. (2021) emphasized that student engagement transcends mere attendance or task completion; it involves effort, persistence, and a proactive approach to learning. Engaged students are those who embrace academic challenges and find intrinsic satisfaction in the learning process, contributing to a richer and more meaningful educational experience.

Conclusion

From the result of this study, it was found that while instructional competence is essential, adaptability skills are a more powerful predictor of student engagement, emphasizing the need for teachers to be flexible and responsive to dynamic classroom environments. Additionally, teachers' adaptability skills are important skills of the teachers as they need to understand and equip themselves with the necessary pedagogical knowledge to adapt to the changes and needs of the curriculum to influence the students' engagement in the classroom setting.

As reflected in the result, it signifies that teachers can effectively manage the outcomes and context on their adaptability skills. On the other hand, students' engagement classroom in terms of affective, cognitive, and behavioral engagement is high; hence, teachers' competence in terms of instructional and adaptability skills do not guarantee that students are engaged since students have different learning styles and techniques. Moreover, the social-constructivist theory affirms that students will be engaged in learning activities through interaction with others and are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities.

The findings of the study imply that the high level of teachers' instructional competence and adaptability skills play a crucial role in fostering students' classroom engagement. This suggests that when teachers possess strong instructional abilities and are flexible in addressing the diverse needs and learning styles of students, learners are more likely to actively participate and engage in classroom activities. It further indicates that enhancing teachers' competence and adaptability may lead to improved student engagement, which is essential for better learning outcomes. However, it is important to note that teachers' instructional competence and adaptability skills do not guarantee increased student engagement in social science, as students have varying learning styles and preferences

Recommendations

This study underscores the critical influence of teachers' instructional competence and adaptability skills on students' classroom engagement, particularly in the context of social science education. Given the significance of these findings, several implications for teacher training, educational policy, and future research are proposed.

First, there is a strong need to integrate the findings into teacher education and continuous professional development programs. Training programs should focus on enhancing both instructional competence and adaptability skills to ensure that teachers are equipped to meet the diverse and evolving needs of learners. Embedding adaptive teaching strategies and evidence-based classroom management techniques into professional development can support teachers in fostering higher student engagement.

Second, to contribute meaningfully to Sustainable Development Goal 4 (SDG 4)—which advocates for inclusive and equitable quality education and the promotion of lifelong learning opportunities—educational institutions must actively support initiatives that elevate instructional quality. This includes investing in ongoing research that explores the dynamics of teacher competencies and student engagement, ensuring that institutional practices align with international education standards.

Third, the results call for education policymakers to consider the implementation of institutional frameworks that support career-long teacher development. Policies that prioritize pedagogical innovation, inclusive practices, and adaptive teaching are crucial to cultivating an engaging and equitable learning environment. Furthermore, institutional support for reflective practice and collaboration among teachers should be encouraged to create a culture of continuous improvement.

For future research, it is recommended that comparative studies be conducted across various educational institutions or academic strands to assess the generalizability and contextual nuances of the findings. Employing qualitative or mixed-method approaches would allow for deeper exploration of the mechanisms through which instructional competence and adaptability influence student engagement, particularly across different learning environments or educational systems.

By expanding the scope of research and enhancing policy support, educational institutions can better support teachers in cultivating meaningful, engaging, and inclusive classrooms—thereby contributing to the broader global commitment to SDG 4.

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Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

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Appendix A
Map of the Research Locale



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EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
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Appendix B
Survey Questionnaire

1. Teachers' Instructional Competence

Please rate the following based on the given rating scale below. Mark a check (/) on the corresponding column.

Scale	Description	Descriptive level	Interpretation
4	Strongly Agree	Very high	The instructional competence of the teachers is exceptional.
3	Agree	High	The instructional competence of the teachers is commendable.
2	Disagree	Low	The instructional competence of the teachers is in progress.
1	Strongly disagree	Very low	The instructional competence of the teachers needs significant improvement.

	A. Classroom Management **The Teacher…**	4	3	2	1
1.	Provides clear expectations and strong support through teacher mentoring and helpful feedback to improve teaching and learning.				
2.	Planned and adapted classroom management to fit modern teaching needs.				
3.	Provides proper constructivism, scaffolding, and gradual instruction for active learning and practice to support the autonomy of classroom management.				
4.	Helps understand the basic needs of their learners for classroom management.				
5.	supports classroom management for the learning routine of learners' appropriate classroom dynamics and behavior.				
6.	intensifies and redirects learners' behavior as part of classroom management and discipline in teaching and learning.				
7.	organizes classroom management and learners' learning processes for instructional skills and competency skills in modern teaching.				
8.	ensures classroom management to facilitate learners' cognitive awareness impact and behavior of learning.				
B.	**Instructional delivery** **The teacher…**	**4**	**3**	**2**	**1**
1.	evaluates the quality of classroom interactions and manages emotional exhaustion to improve teaching and learning.				
2.	demonstrates instructional delivery associated with quality instruction for learners inside the classroom.				
3.	emphasizes the importance of supporting positive classroom interactions to prevent emotional exhaustion among teachers.				
4.	supports well-being and effective strategies to help minimize emotional exhaustion, improving classroom management and teaching quality.				
5.	focuses on improving teaching methods and enhancing learning outcomes.				
6.	shapes classroom teaching by considering teachers' backgrounds, experiences, skills, training, and knowledge.				
7.	ensures emotional availability and helps regulate how teachers respond during lessons.				
C.	**Facilitation and Engagement** **The Teacher…**	**4**	**3**	**2**	**1**
1.	creates active participation and engagement for a conducive atmosphere and independent environment facilities of learning				
2.	engages learners in strategies, methods, and multiple facilities of learning and teaching.				
3.	integrates learning principles based on the needs of students as the centers of learning.				
4.	offers a variety of tools and engaging learning activities to support modern teaching..				

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EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
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5.	facilitates learning styles and consideration of the task and activities on cognitive complexity of teaching.				
6.	encourages interactions based on learners' interests and abilities, making learning relevant to the modern world.				
7.	engages learners' learning process focus and attention to a higher level of thinking and motivation.				
D.	**Communication and Interpersonal Skills The teacher…**	**4**	**3**	**2**	**1**
1.	demonstrates role models and acts for learners' professionalism in the communication process and skills manner.				
2.	communicates clearly and effectively, both in written and verbal communication.				
3.	provides a way to seek and understand people, concerns, and other ideas in communication and interpersonal skills.				
4.	clarifies and understands the ask question and communicative skills in a nonthreatening manner and competency.				
5.	assumes creativity, a responsibility that engages reluctant educational setting interpersonal skills, and communicative competence.				
6.	distinguishes effective complex communication and performance on sensitive matters in group dynamic instructional skills and competency skills.				
7.	promotes essential creativity and critical thinking in communication and interpersonal competence skills.				
E.	**Organization and Planning The teacher…**	**4**	**3**	**2**	**1**
1.	Plans and integrates to prepare efficient and effective lesson plans, syllabus, and module units.				
2.	prepares and anticipates technological tools and resources for the lesson.				
3.	provides various instructional assessments and instructional methods for students.				
4.	explores progress and reports the achievement of the learners in a timely manner and relevant to competency skills and instructional skills				
5.	It facilitates systems and goals for student learning output and feedback results.				
6.	demonstrates initiative and active leadership in planning to impact the learning output of learners.				
7.	develops learning perspective and instructional skills and competency skills plans for learners learning.				

2. Teachers' Adaptability Skills

Please rate the following based on the given rating scale below. Mark a check (/) on the corresponding column.

Scale	Description	Descriptive level	Interpretation
4	Strongly Agree	Very high	The teacher demonstrates an exceptional ability to adjust to new conditions or changes in their environment. They respond effectively to varying circumstances, challenges, or demands, showcasing high resilience, flexibility, and innovation in diverse situations.
3	Agree	High	The teacher displays a strong ability to adjust to new conditions or changes. They can modify their approach or behavior as needed, effectively managing different situations or environments with flexibility and a problem-solving mindset..
2	Disagree	Low	The teacher shows limited ability to respond effectively to changing environments or demands. Their approach may lack consistency, and they may require support or additional time to adapt to new conditions.
1	Strongly disagree	Very low	The teacher lacks the ability or flexibility to adjust to new conditions, situations, or changes. This indicates significant difficulty in coping with challenges or managing different environments, potentially leading to inefficiencies in their role.

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A. Adaptive Processes An adaptive teacher…	**4**	**3**	**2**	**1**
1. Evaluates whether appropriate instructional practices are being employed.				
2. Evaluates their assumptions, values, and beliefs about language teaching.				
3. Prepares lesson plans.				
4. Explains what happened.				
5. Explains why it happened.				
6. Finds possible solutions.				
7. Differentiates the instruction.				
8. Individualizes the instruction.				
9. Discuss the findings of critical moments requiring adaptation.				
10. Modifies teaching instructions.				
11. Modifies their self				
B. Adaptability Conditions Adaptive teaching…	**4**	**3**	**2**	**1**
1. Imposes extra demands on teachers.				
2. Challenges teachers' routinized ways of teaching.				
3. Creates uncertainty for teachers.				
4. Is influenced by teacher's own language learning experiences.				
5. Is influenced by teacher's personality.				
6. Is initiated to encourage students' participation.				
7. Is initiated to ensure students' comprehension				
C. Adaptability Consequences Adaptive teaching…	**4**	**3**	**2**	**1**
1. Responds to the demands of institutions				
2. Promotes teacher professional development				
3. Unveils new understanding of teaching				
4. Improves instruction				
5. Renews instruction				
6. Enhances students' learning				
7. Improves teachers' self				
8. Improves understanding and appreciation				
9. Renews teachers themselves				
D. Adaptability Context Adaptive teaching…	**4**	**3**	**2**	**1**
1. Is continuous				
2. Is cyclical				
3. Is systematic and planned				
4. Is knowledgeable				
5. Is open-minded				
6. Is professionally skillful				

(Adapted from: Rostami, S., Tavakoli, M., & Amirian, Z. (2023). Adaptation and validation of a measure for evaluating teacher adaptability in English teaching higher education. *tesl.shirazu.ac.ir*. https://doi.org/10.22099/tesl.2023.47106.3181**)**

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3. Students' Classroom Engagement

Scale	Description	Descriptive Level	Interpretation
4	Strongly Agree	Always	The student is always engaged in the classroom. This means they consistently exhibit cognitive, affective, and behavioral engagement in nearly every activity or situation, demonstrating a dependable pattern of involvement.
3	Agree	Often	The student is often engaged in the classroom. This indicates they regularly participate in cognitive, affective, and behavioral engagement, though there may be occasional lapses in their involvement.
2	Disagree	Seldom	The student is seldom engaged in the classroom. This suggests that engagement is inconsistent and infrequent, with participation occurring only in some instances.
1	Strongly disagree	Never	The student is never engaged in the classroom. This reflects a total or nearly total lack of cognitive, affective, and behavioral involvement in classroom activities.

		4	**3**	**2**	**1**
	A. Affective Engagement				
1.	I am very interested in learning.				
2.	I find the material we are studying in class to be engaging.				
3.	I like what I am learning in the classroom.				
4.	I enjoy learning new things in class.				
5.	I am happy to be at this classroom.				
	B. Behavioral Engagement	**4**	**3**	**2**	**1**
1.	In class, I work as hard as I can.				
2.	I engage in class activities when I'm in class.				
3.	I pay attention in class.				
4.	If I have trouble understanding a problem, I go over it again until I understand it				
5.	When I face a tough homework problem, I keep trying until I solve it.				
	C. Cognitive Engagement	**4**	**3**	**2**	**1**
1.	When I study, I try to understand the material better by relating it to things I already know				
2.	When I study, I figure out how the information might be useful in the real world.				
3.	I make up my own examples to help me understand the important concepts I learn from the class.				
4.	When learning things for school, I often try to associate them with what I learnt in other classes about similar things.				
5.	I try to think through topics and decide what I'm supposed to learn from them.				

Adapted questionnaire from the study of: Hart, S.R., Stewart, K. & Jimerson, S.R. The Student Engagement in Schools Questionnaire (SESQ) and the Teacher Engagement Report Form-New (TERF-N): Examining the Preliminary Evidence. *Contemp School Psychol* **15**, 67–79 (2011). https://doi.org/10.1007/BF03340964)

ISSN (Online): 2455-3662
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Appendix C
Statistical Result

Descriptive Statistics

	N	Mean	Std. Deviation
cpMean	326	3.4941	.49813
idMean	326	3.4311	.49218
fpMean	326	3.4437	.51961
csMean	326	3.4939	.50646
opMean	326	3.4636	.50181
TICoverall_IV1	326	3.4652	.47287
adpMean	326	3.4783	.51051
adcMean	326	3.3651	.51728
adgMean	326	3.4371	.52127
adaMean	326	3.4518	.52253
TASoverall_IV2	326	3.4338	.48161
apMean	326	3.4160	.60886
bpMean	326	3.4638	.55368
cpMean	326	3.4503	.54320
CLEoverall_DV	326	3.4432	.52471
Valid N (listwise)	326		

Correlations

		TICoverall_IV1	TASoverall_IV2	CLEoverall_DV
TICoverall_IV1	Pearson Correlation	1	.854**	.745**
	Sig. (2-tailed)		.000	.000
	N	326	326	326
TASoverall_IV2	Pearson Correlation	.854**	1	.792**
	Sig. (2-tailed)	.000		.000
	N	326	326	326
CLEoverall_DV	Pearson Correlation	.745**	.792**	1
	Sig. (2-tailed)	.000	.000	
	N	326	326	326

**. Correlation is significant at the 0.01 level (2-tailed).

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.699	2	28.850	293.213	.000[b]
	Residual	31.780	323	.098		
	Total	89.479	325			

a. Dependent Variable: CLEoverall_DV
b. Predictors: (Constant), TASoverall_IV2, TICoverall_IV1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.315	.132		2.390	.017
	TICoverall_IV1	.280	.071	.252	3.957	.000
	TASoverall_IV2	.628	.069	.577	9.048	.000

a. Dependent Variable: CLEoverall_DV

CONFLICT OF INTEREST
This study is not funded by any organization. It is a final requirement of the researcher in fulfillment of his degree in Master of Arts in Education major in Teaching Social Studies.

ACKOWLEDGEMENT
I would like to express my deepest appreciation to the following persons who have greatly contributed to the fulfillment and success of this paper.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
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Foremost, I would like to express my deepest gratitude to the Panel of Examiners headed by Dr. Arvin Gutang, with the rest of the thesis panel of examiners: Mr. Marbhen Dominique O. Abedaño, Dr. Luzviminda Ates for their insightful comments, constructive criticisms, and recommendations which greatly helped for the improvement of this paper. Also, my sincere gratitude to the expert validators: Dr. Rudelyn Demerin, Dr. Lolito D. Estrera and Dr. Arvin Gutang, for without their passionate participation and relevant input, the questionnaire could not have been completed and administered; I would also like to acknowledge and give my warmest thanks to my thesis adviser, Dr. Alona S. Galache, for imparting her knowledge, wisdom, and expertise in this study. Her guidance and pieces of advice carried me through all the stages of writing my study.

To my loving family and siblings, who have been my rock and source of strength and inspiration to finish this paper in the uncertainties and trials that I have been through throughout the completion of this paper. Finally, I would like to offer this endeavor to our God Almighty for the wisdom he bestowed upon me.

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I am Welmark T. Bagus, a Licensed Professional Teacher with a deep passion for teaching and the social sciences. I earned my Bachelor's degree in Secondary Education major in Social Studies from Davao Central College, where I currently serve as a Senior High School Faculty, College Instructor, and Modified Working Special Program (MWSP) Teacher. I have also completed the academic requirements for my Master of Arts in Education major in Teaching Social Studies at the Holy Cross of Davao College.

My professional journey has allowed me to engage with learners from various levels, and I take pride in designing lessons that encourage critical thinking and meaningful discussions about Philippine society and global issues. Before fully committing to the field of education, I also gained experience in the retail sector, which helped shape my work ethic and interpersonal skills.