

# Happy Teacher: The Projected Role Model of Social Studies Teacher

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**Abstract:** This research study investigated the ideal role model of the Social Studies teacher. Resolving the issues on the problems that surrounding the teaching of Social Studies subjects attributed to the nature of Social Studies teacher. It employed descriptive-survey method to examine the line of inquiry. A total of two hundred eighty-nine students served as the respondents in the study. The structured survey questionnaire was subject to validation and reliability test. It was structured to identify the ideal personal and professional qualities of Social Studies teacher. Findings showed that the ideal personal qualities of the Social Studies teacher must be sociable, approachable, friendly, and creative. While the professional qualities of the Social Studies teacher must have an in-depth knowledge of the Social Studies Curriculum, creative in classroom management, employ interactive tasks, and competent and fair in assessing student's learning. Social Studies teacher must embody these qualities to address the need of the learners of an effective Social Studies teacher.

**Keywords:** Happy Teacher, Role Model Social Studies Teacher, Personal Qualities, Professional Qualities.

## 1. Introduction

According to National Curriculum Standards for Social Studies (NCSS), Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences, (NCSS, 2001).

While in the United States where the subject was invented, social studies is an academic subject that primarily taught in elementary and secondary schools. Social studies is an interdisciplinary subject that includes history, geography, civics, and several other disciplines, (Study.com, 2022). Social studies as part of the curriculum in North America, Wayne Ross (2018) gives the objective of social studies as preparation of young people so that they possess the knowledge, skills, and values necessary for active participation in the society.

With clear delineation of the nature and objectives of the social studies curriculum in different countries. Social studies curriculum still remains as unpopular subjects among students, as Hauser (1994) found that social studies had been put on the

"backburner". He believes that social studies is "undervalued and underrepresented in the classroom". This attitude of the learners toward social studies subjects may attributed to teachers. In the study of, Hangoma (2020), she identified that teacher factor as a challenge in teaching social studies subjects.

In the Philippines, social studies curriculum is one of the integral subjects under the K-12 curriculum. The objective of the social studies curriculum is focus on civic competency. However, since time immemorial Social Studies subjects are one of the less appreciated subjects and sometimes even labeled as boring subjects among the students, (Hangoma, 2020). This problem may attribute to personal and professional qualities of the teachers teaching social studies subjects. The study of Murat Kece (2013) found out that social studies teachers have difficulty in teaching the subject. Lockwood (1996) emphasized that realizing the curriculum goal of social studies depends on the qualities of the teacher. Quality of teaching may directly attribute to the quality of a teacher.

The researcher believes that quality education is the heart of the teaching-learning process. If the students appreciate the personal and professional qualities of the teacher, they are more motivated to study. Hence, the realization of achieving the goals of teaching *Social Studies* subjects and ensuring the offering of quality education to the Filipino students.

## 2. Methodology

The researcher used descriptive-survey research design. A descriptive survey research design is a quantitative method used to systematically describe the characteristics of a population or phenomenon through data collection, often using surveys (Fraenkel and Wallen, 2010). This research design was used to identify the ideal qualities of a Social Studies teacher.

The study was conducted to the students at PRMSU Laboratory High Schools at Iba Campus and San Marcelino Campus. The two hundred eighty-nine (289), the total population of the students were the subject of the study.

The instrument which used in the quantitative phase of the study was a structured survey questionnaire. The Likert scale survey questionnaire was a 4-page composed of four parts and has a total of 40 indicators The 40 indicators were answered by the respondents using the Likert Scale. The first part was about the profile of the respondents. The profile of the students

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included the age, sex, and grade.

The second part determined the perception of the students about the personal qualities of the social studies teacher. This has 10 indicators. The third part determined the perception of the students about the professional qualities of the social studies teacher. It is subdivided into two categories: a) the Content Knowledge with 8 indicators, b) the Pedagogical Knowledge with 10 indicators, and pedagogical content knowledge with 12 indicators.

In order to assess the reliability of the indicators of the research instrument, twenty (20) high school students from San Guillermo National High School, San Marcelino Zambales served as the subjects for the pilot testing of the survey questionnaire. Cronbach's alpha was computed test the reliability of the responses in the pilot test. The computed value of the Cronbach alpha ( $r = 0.7146$ ) which was interpreted as reliable (Adhika, 2017).

As an application of the research survey, a letter request seeking permission to allow the researcher to gather the needed data for the study was sent to the university president for the indorsement to gather data from the two Laboratory High School of President Ramon Magsaysay State University, letter of permission was also submitted to the offices of the campus director and assistant principal in both campuses of PRMSU San Marcelino and PRMSU Iba. The researcher was personally managed the distribution and retrieval of the survey questionnaire. It was conducted on the 4<sup>th</sup> Quarter of the school year 2022-2023. The objectives of the study were explained to the respondents. Enough time was provided to the respondents to answer the instrument. Their responses were treated with utmost confidentiality.

Following the ethical practices of research on human subjects, the following principles were strictly observed by the researcher during the course of the study. First, the researcher has secured a permit approved by the university president, campus directors and principal and assistant principal of PRMSU San Marcelino and PRMSU Iba Campus. Second, the participants were duly informed about the concepts, objectives, and scope of the study. Profile of the respondents were treated with utmost confidentiality. Third, all participants were given the freedom to choose whether to participate or not. Aside from this, the participants were informed about their rights if they wished to discontinue being a respondent. Fourth, the participants were informed that they can invoke their rights to privacy if they felt that the question being asked are too invasive for them. Lastly, all participants were remained anonymous and answers of the participants were remained discrete and confidential.

Upon retrieval of the distributed survey questionnaires, the data were tallied and tabulated following the objectives of the study using the MS Excel. The data were analyzed using descriptive statistics (percent, frequency counts and measure of central tendencies).

Percent. To present the profile of the respondents and to determine the assessment and evaluation strategies appropriate for Social Studies teaching, percent was computed.

Frequency. To gather data on the actual response of the

respondents to a specific question or items in the survey questionnaires, frequency was used.

Weighted Mean. It is the sum of the observations divided by the number of observations and used to gather the response to the ideal qualities of teacher.

The four-point Likert Scale which was used to allow the individual to express their perception with a particular statement.

Use of Assessment and Evaluation on the Response of the Students about the Personal and Professional

### 3. Results and Discussion

#### A. Profile of the Junior High School

The profile of the respondents from the two Laboratory High School of President Ramon Magsaysay State University (PRMSU), it includes the age, sex, and grade level. The profile of the student-respondents in terms of age is presented below.

Table 1  
Frequency and percent distribution of the students' profile

Age	Frequency	Percent
12	32	11.07
13	80	27.68
14	71	24.57
15	55	19.03
16	51	17.65
Total	289	100.0
Sex	Frequency	Percent
Male	137	47.40
Female	152	52.60
Total	289	100.0
Grade	Frequency	Percent
Grade 7	79	27.34
Grade 8	77	26.64
Grade 9	61	21.11
Grade 10	72	24.91
Total	289	100.0

#### 1) Perception of the Students on the Ideal Personal Qualities of Social Studies Teacher

Table 2 shows the indicators that embodies the personal qualities of the *Social Studies* teachers. The indicators range about the personality traits, behavioral qualities, attitudes, and personal outlook.

Table 2 presents the perception of the students on the ideal personal qualities of Social Studies teacher. The second indicator, "Social Studies teacher must be sociable and approachable", obtained a weighted mean of 3.64 which rank first. Students prefer that the *Social Studies* teacher must be easily to approach and be friendly. To eliminate the animosity between the teachers and the students and the old image of a teacher that was autocratic. The finding in this study as supported by the study conducted by Koski-Heikkinen, Määttä and Uusiautti (2014), stated that the teacher's personal behavior pleases students and with good social skills, the teacher creates an interaction atmosphere that enhances learning. Koski-Heikkinen, Määttä and Uusiautti (2014), further added that the teacher creates a safe learning atmosphere by being friendly and approachable with genuine and caring behavior and by

Table 2  
Students' perception on the ideal personal qualities of social studies teacher

Personal Qualities of Social Studies Teacher	N	Mean	Rank	VD
1. Social Studies teacher must be well groomed, neat and presentable	289	3.51	5	SA
2. Social Studies teacher must be sociable and approachable	289	3.64	1	SA
3. Social Studies teacher must be sympathetic and kind	289	3.57	4	SA
4. Social Studies teacher must be fair and tolerant	289	3.58	3	S
5. Social Studies teacher must show enthusiasm and cheerfulness	289	3.53	6	SA
6. Social Studies teacher must have sense of humor	289	3.49	7	SA
7. Social Studies teacher must be free from mannerism	289	3.26	9	A
8. Social Studies teacher must have a well-modulated voice	289	3.45	8	SA
9. Social Studies teacher must be democratic rather than autocratic	289	3.24	10	A
10. Social Studies teacher must be assertive and active	289	3.60	2	SA
<b>Total</b>	<b>289</b>	<b>3.49</b>		<b>A</b>

Legend: 3.50-4 Strongly Agree (SD); 2.50-3.49 Agree (A); 1.50-2.49 Disagree (D); 1-1.49 Strongly Disagree (SD)

Table 3  
Students' perception on the ideal professional qualities of social studies teacher in terms of content knowledge

Content Knowledge	N	Mean	Rank	VD
Social Studies teacher must understand the general objectives and goals of the Social Studies curriculum in the basic education level.	289	3.68	2	SA
Social Studies teacher must have an in-depth knowledge and mastery of every Social Studies topics.	289	3.73	1	SA
Social Studies teacher must be able to explain concepts in the manner that can be easily understood by every learner.	289	3.60	4	SA
Social Studies teacher must be updated with current trends and events in the country and the world.	289	3.49	8	A
Social Studies teacher must develop the lesson logically.	289	3.50	7	SA
Social Studies teacher must know how to relate the lesson in actual life setting.	289	3.54	5	SA
Social Studies teacher must be clear in integrating values in the lesson.	289	3.61	3	SA
Social Studies teacher must integrate lessons from other disciplines.	289	3.52	6	SA
<b>Total</b>	<b>289</b>	<b>3.58</b>		<b>SA</b>

Legend: 3.50-4 Strongly Agree (SD); 2.50-3.49 Agree (A); 1.50-2.49 Disagree (D); 1-1.49 Strongly Disagree (SD)

Table 4  
Students' perception on the ideal professional qualities of social studies teacher in terms of pedagogical knowledge

Pedagogical Knowledge	N	Mean	Rank	VD
Social Studies teacher must have clear understanding of the nature of every learner.	289	3.60	3.5	SA
Social Studies teacher must know how to prepare lesson plan that cater the needs of the learners.	289	3.59	5	SA
Social Studies teacher must have mastery of the different methodologies in teaching appropriate to the ability of the learner.	289	3.49	10	A
Social Studies teacher must use variety of techniques with consideration of the differences among learners.	289	3.55	7	SA
Social Studies teacher must know how to prepare Social Studies appropriate instructional materials and teaching devices.	289	3.53	8	SA
Social Studies teacher must know how to design lesson align to desired learning outcomes.	289	3.52	9	SA
Social Studies teacher must know to prepare assessment of student learning align to lesson objectives.	289	3.60	3.5	SA
Social Studies teacher must know how to prepare student task based on the lesson.	289	3.69	1	SA
Social Studies teacher must be firm in implementing classroom rules and policies.	289	3.57	6	SA
Social Studies teacher must have a better understanding of classroom management	289	3.63	2	SA
<b>Total</b>	<b>289</b>	<b>3.58</b>		<b>SA</b>

Legend: 3.50-4 Strongly Agree (SD); 2.50-3.49 Agree (A); 1.50-2.49 Disagree (D); 1-1.49 Strongly Disagree (SD)

enhancing relaxed situations that allow every student to talk about their thoughts and experience (Griffin & Zinskie, 2020). In consonant, Hill, Rosehart, St. Helene and Sadhra (2020) found out that caring and approachable were necessary personal qualities of a teacher to established a reciprocal relationship with the learners. While Ida (2017) affirmed that having a healthy working relation between teacher and students result tot positive impact to the learners.

The overall weighted average mean from the response of the student for the ideal personal qualities of the Social Studies teacher is 3.49.

### 2) Perception of the Students on the Ideal Professional Qualities of Social Studies

Table 3 shows the indicators of the qualities of Social Studies teacher that needs to be observed by the students in terms of content knowledge.

Table 3 presents the perception of the students on the ideal professional qualities of Social Studies teacher in terms of content knowledge. The second indicator, "Social Studies teacher must have an in-depth knowledge and mastery of every Social Studies topic", garnered a weighted mean of 3.73 which

rank first. Students favored that the Social Studies teacher must have a broad range of knowledge and mastery in every Social Studies subject to meet the requirements of the ideal Social Studies teacher. The finding in this study was supported by the several studies on the importance of having mastery of the topic to affect the students' motivation to study and educational achievement. The study of Asio and Riego de Dios (2019), emphasized the significance for the teacher to have a mastery of the subject matter to make them well qualified as facilitator in a teaching learning process. Similar finding was obtained in the study conducted by Toropova, Johansson and Myrberg (2019), they underscored the positive relationship between the indicator of teacher content knowledge and student achievement. While the study Alzeebaree and Zebari (2021), articulated in the result of their study of a having command of subject matter was taken into consideration as the most relevant quality to become effective teacher.

### 3) Perceptions of the Students About the Ideal Professional Qualities of Social Studies Teacher in Terms of Pedagogical Knowledge

Table 4 shows the indicators about the ideal professional

qualities of Social Studies teacher in terms of pedagogical knowledge.

Table 4 presents the perceptions of the students on the ideal professional qualities of Social Studies teacher in terms of pedagogical knowledge. The eighth indicator, “Social Studies teacher must know how to prepare student task based on the lesson”, gained a weighted mean of 3.69 which topped the list of ten indicators. Students preferred that the Social Studies teacher must have a competency in preferring learning tasks and group activities, making the teaching learning process to be interactive and student-based instructions. The task-based teaching is somehow connected to the outcome-based education. In the study of Parcon (2022) affirmed that the task-based instruction is effective way in the teaching learning process, motivation, and has a positive impact on developing different skills of the learners. Smets (2022) added that the differentiated instruction may design and align to the ability and interest of the learners. For higher motivation, a task may designed and assigned to specific student based on his/her interest (Nguyen, 2021). Hence careful planning and preparation must be considered to ensure the success of each activity.

The overall weighted average mean is 3.58 with descriptive interpretation of strongly agree.

#### 4) Perceptions of the Students About the Professional Qualities of Social Studies Teacher in Terms of Pedagogical Content Knowledge

Table 5 shows the indicators of the ideal professional qualities of Social Studies teacher in terms of pedagogical content knowledge.

Table 5 presents the perceptions of the students on the ideal professional qualities of Social Studies teacher in terms of pedagogical content knowledge. The second indicator, “Social Studies teacher must motivate the learners quickly and involve them in the learning tasks immediately”, obtained a weighted mean of 3.63 rank first among the indicators. The result entails

that the students desired an Social Studies teacher who knows how to motivate and make the teaching-learning process more exciting and challenging through learning tasks and activities. The result was supported by the study of Torio and Cabrillas-Torio, (2016) highlighted the importance of motivational activities during the teaching learning process, it stirs the interest of the learner making the learning process to be fun and enjoyable. Torio and Cabrillas-Torio (2016) further added that there was significant impact to the performance of the students the different motivational tasks. In vein with this result, Rogayan and Bautista (2019) emphasized that motivational tasks with auditory-visual in nature was more preferred by the students for it was more fun and exciting.

The overall weighted average mean is 3.54 with descriptive interpretation of strongly agree.

Table 6 shows the summary of the response of the students about their perception that must embodies an Social Studies teacher to deliver quality education.

Table 6 presents the summary of the perceptions of the students on the ideal qualities of Social Studies teacher. Content Knowledge and the Pedagogical knowledge shared the top spot with weighted average mean (WAM) of 3.58 with verbal description of Strongly Agree, respectively. It was followed closely by the Pedagogical Content Knowledge with weighted average mean of 3.54 with verbal description of Strongly Agree. While Personal Qualities landed at the last spot with a weighted average mean of 3.49 with verbal description of Agree.

The overall weighted average mean for the four categories of the ideal qualities of the Social Studies teacher was registered with 3.55 with verbal description of strongly agree.

Table 6 presents the summary of the perceptions of the students on the ideal qualities of Social Studies teacher. Content Knowledge and the Pedagogical knowledge shared the top spot with weighted average mean (WAM) of 3.58 with verbal description of Strongly Agree, respectively. It was followed

Table 5  
Students' perception on the ideal professional qualities of social studies teacher in terms of pedagogical content knowledge

Pedagogical Content Knowledge	N	Mean	Rank	VD
Social Studies teacher must show efficiency in handling routine activities.	289	3.55	8	SA
Social Studies teacher must motivate the learners quickly and involve them in the learning tasks immediately.	289	3.63	1	SA
Social Studies teacher must show evidence of skill in guiding class discussion.	289	3.58	6	SA
Social Studies teacher must ask clear and relevant questions skillfully.	289	3.59	5	SA
Social Studies teacher must deal with wrong answers tactfully and properly corrects learners' mistakes.	289	3.57	7	SA
Social Studies teacher must know how to utilize ICT based teaching.	289	3.34	12	A
Social Studies teacher must integrate games or activities in teaching-learning process.	289	3.36	11	A
Social Studies teacher must know how to manage time allotted for Social Studies subjects.	289	3.52	10	SA
Social Studies teacher must summarize the lesson clearly.	289	3.60	3.5	SA
Social Studies teacher must assess student learning aligned with lesson objectives.	289	3.61	2	SA
Social Studies teacher must give appropriate assignment.	289	3.60	3.5	SA
Social Studies teacher must give feedback about the results of the quiz and activity.	289	3.54	9	SA
<b>Total</b>	<b>289</b>	<b>3.54</b>		<b>SA</b>

Legend: 3.50-4 Strongly Agree (SD); 2.50-3.49 Agree (A); 1.50-2.49 Disagree (D); 1-1.49 Strongly Disagree (SD)

Table 6  
Summary of the perceptions of the respondents on the ideal qualities of social studies teacher

Ideal Qualities of the Social Studies Teacher	N	WAM	Rank	VD
Personal Qualities	289	3.49	4	A
Content Knowledge	289	3.58	1.5	SA
Pedagogical Knowledge	289	3.58	1.5	SA
Pedagogical Content Knowledge	289	3.54	3	SA
<b>Total</b>	<b>289</b>	<b>3.55</b>		<b>SA</b>

Legend: 3.50-4 Strongly Agree (SD); 2.50-3.49 Agree (A); 1.50-2.49 Disagree (D); 1-1.49 Strongly Disagree (SD)

closely by the Pedagogical Content Knowledge with weighted average mean of 3.54 with verbal description of Strongly Agree. While Personal Qualities landed at the last spot with a weighted average mean of 3.49 with verbal description of Agree.

The overall weighted average mean for the four categories of the ideal qualities of the Social Studies teacher was registered with 3.55 with verbal description of strongly agree.

#### 4. Conclusions and Recommendations

##### A. Conclusions

Based on the findings, the researcher concluded that:

The student-respondents are typically female aged fourteen. The ideal personal qualities of Social Studies teacher from the point of view of the students the Social Studies teacher must be sociable and approachable. The ideal professional qualities of Social Studies teacher in terms of content knowledge the students remarked that Social Studies teacher must have an in-depth knowledge and mastery of every Social Studies topic. The ideal professional qualities of Social Studies teacher in terms of pedagogical knowledge the students answered that Social Studies teacher must know how to prepare student task based on the lesson. The ideal professional qualities of Social Studies teacher in terms of pedagogical content knowledge the students answered that Social Studies teacher must motivate the learners quickly and involve them in the learning tasks.

##### B. Recommendations

Aligned with conclusions of the study, the following recommendations were advanced:

1. Essential for Social Studies teachers to conduct themselves to be more approachable, sociable, and friendly all the time to the learners anchored on the principles of teaching.
2. Obligation of the Social Studies teacher to engage continuously in professional development by incessant studying and reading to broaden the knowledge and mastery on content of the Social Studies curriculum.
3. Social Studies teacher must strengthen the competency in teaching such as classroom management, designing differentiated activities, task-based teaching and fair assessment practices these could be possible in attending seminars.
4. Teachers in College of Teacher Education may include the findings in this study by integrating the topic of the ideal personal and professional qualities of the teachers on the professional subjects.
5. Future researchers may replicate the study to determining the more specific qualities of Social Studies teacher.

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