

## Teachers' Attitudes towards Teaching Social Sciences at Sulu State College

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**Abstract:** *This study investigated the teachers' attitudes towards teaching Social Sciences at Sulu State College. Specifically, it ascertained the following: the extent of teaching Social Sciences as assessed by students; and the significant difference in the attitudes of Social Science teachers as perceived by students. This study employed a descriptive research design with one hundred student-respondents from Sulu State College. Weighted mean, t-test, and one-way ANOVA were used to ascertain the extent of teaching Social Sciences and the significant difference in the attitudes of Social Science teachers. This study found that students assessed teachers' attitudes towards teaching Social Sciences considerably high, and year level has been observed to have a stronger influence than other factors like gender and age in perceiving teachers' attitudes towards teaching Social Sciences. This study supports the theory of Albert Bandura on the role of social interactions in shaping individual behavior, attitudes, and beliefs. The interactions made by the teachers in their day-to-day engagement with their students have a significant influence on determining the desired outcomes. Therefore, teachers should be reasonable in assisting students in overcoming obstacles in Social Science coursework and keep themselves up-to-date on pedagogical knowledge and skills relevant to the needs of the students.*

**Keywords:** Sulu State College, Teachers' Attitudes, Teaching Social Sciences

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### Introduction

The attitude of a person influences how he or she thinks and acts. An individual's performance can be influenced by their attitude, either favorably or adversely. Attitudes may also influence how effectively a teacher organizes and prepares his or her courses. Hattie (2015) remarked that "the art of teaching is to balance the need for surface knowledge with the deep processing of this knowledge". It indicates that teaching is more than just delivering facts; it is also about modifying material to meet the needs of the students. As a result, the teacher's perspective on the significance of communicating material to his or her pupils has had a tremendous influence.

Omolara and Adebukola conducted research and reported that social studies teachers show a lack of interest in their teaching duties demonstrated through irregular appearances for classes, poor comprehension of topics, redundant teaching approaches, and lack of passion in teaching. Consequently, some of the reasons for their poor attitudes include lack of support, inadequate motivation and job fulfilment, low will to learn demonstrated by students, poor economic conditions, lack of government support, lack of current and relevant teaching resources, poor instructional supervision, and the delay in their monthly stipend.

Despite these findings in the study of Omolara and Adebukola, it also implies that there is also a possibility for positive attitudes towards teaching social studies or social sciences. Therefore, in this study, it strived to determine whether there is a positive or negative attitude among teachers in teaching Social Studies or Social Sciences at Sulu State College, as this may serve as an avenue to strengthen the teaching and learning environment in the institution.

### Statement of the Problem

This study examined the teachers' attitudes towards teaching Social Sciences at Sulu State College. Specifically, it sought to answer the following questions:

- What is the extent of teaching Social Sciences as assess by students at Sulu State College in terms of professional development, rich educational experiences, and the availability of instructional materials?
- Is there a significant difference in the attitudes of Social Science teachers as perceived by students when data are grouped according to gender, age, and year level in each of the following areas: professional development, rich educational experiences, and availability of instructional materials?

## Materials and Methods

The research design chosen to suit the individual purposes and objectives of the present study was a descriptive research method. College students at Sulu State College were the primary source of data, which was measured and analyzed using proper statistical methods to address the study's research questions. The respondents of this study were the students of Sulu State College, Patikul, Sulu, with at least one hundred (100) students as samples. A non-probability sampling design through a purposive sampling procedure was employed in this study to ensure that the collected data possessed quality and quantity.

A self-report questionnaire was the instrument used to gather data on socio-demographic profiles and attitudes of teachers towards teaching social sciences among college students at Sulu State College. The questionnaire on the attitudes of teachers towards teaching social sciences was patterned and adapted from Audisio et al. (2023), Omolara and Adebukola (2015), and Galle et al. (2020) questionnaire. There were two parts to each of the research instruments used in this study. The first part of the questionnaire focused on obtaining the socio-demographic profiles of the respondents, which include sex, age, and year level. The second part dealt with the collection of data on the attitudes of teachers towards teaching social sciences.

## Results

### Socio-Demographic Profile of the Student-Respondents

The study has a sample size of 100. The student-respondents were described in terms of gender, age, and year level.

Table 1: Socio-Demographic Profile of the Student-Respondents

Gender	Frequency Counts	Percentage
Female	49	49
Male	51	51
Total	100	100
Age		
18 – 19 years old	8	8
20 – 21 years old	33	33
22 – 23 years old	40	40
24 years old and above	19	19
Total	100	100
Year Level		
First Year	26	26
Second Year	23	23
Third Year	27	27
Fourth Year	24	24
Total	100	100

**Gender:** Table 1 depicts the socio-demographic characteristics of Sulu State College's student responders. This table shows that 51% of the 100 students who responded were male and 49% were female. This signifies that male college students enrolled at Sulu State College during the academic year 2023-2024 outnumber their female counterparts. This means that male student respondents actively took part in the survey.

**Age:** The respondents are segmented in terms of age group, as shown in Table 1. This figure shows that 8% of 100 student respondents were 18 to 19 years old, 19% were 24 years old or older, 33% were 20 to 21 years old, and 40% were 22 to 23 years old. This suggests that a significant proportion of student responses are between the ages of 22 and 23.

**Year Level:** The respondents are segregated in terms of year level, as shown in Table 1. This table shows that 23% of the 100 student responses are in their second year, 24% are in their fourth year, 26% are in their first year, and 27% are in their third year. Since the data was collected via purposive sampling, it was predicted that each year level would be represented.

### On the extent of teaching Social Sciences as assess by students

The extent of teaching Social Sciences as assessed by students were best described in terms of professional development, rich educational experience, and availability of instructional materials.

**Table 2: Extent of teaching Social Sciences as assessed by students in terms of Professional Development**

No	Professional Development	Mean	S.D.	Description
1	Social Science teachers are focused on creating equity for all students through rigorous content.	4.06	.95155.	High
2	Social Science teachers seek out strategies for making classroom content engaging for us.	4.29	.75605	High
3	Social Science teachers rely on evidence of our learning when planning for instruction.	4.21	.82014	High
4	Social Science teachers rely on evidence when deciding to adopt new instructional materials or practices.	4.18	.77041	High
5	Social Science teachers provide us with many opportunities to participate in classroom discussion.	4.15	.91425	High
Total		<b>4.178</b>	<b>.64441</b>	<b>High</b>

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Table 2 shows the extent of teaching social sciences as perceived by students in terms of professional development. This table shows that, in general, student-respondents received a composite mean score of 4.178 with a standard deviation of .64441, indicating a "high" rating in the professional development area. This suggests that Social Science instructors excel at creating classroom teaching tactics based on their scholastic abilities. This finding suggests that social science instructors at Sulu State College may perform admirably in terms of efficiently preparing the course outline for social science topics at the institution.

More precisely, statement number three had the highest mean of 4.21 with a standard deviation of .82014, which is regarded as "high," and states: "Social science teachers rely on evidence of our learning when planning for instruction."

Audisio et al. (2023) found that teachers who engage in professional development record statistically considerable gains in academic performance. Evidently, this means that teachers stand to enhance their effectiveness in teaching the students a lesson with proper professional development participation.

Furthermore, Roshida Binti Mustaffa and Salleh Bin Abd Rashid (2023) affirm that it is believed that students value a teacher more when they hold academic qualifications higher than the others. The academic qualifications of a teacher tremendously have a psychological implication educating the dynamic configuration as perceived by the students that influence the students' relations.

**Table 3: Extent of teaching Social Sciences as assessed by students in terms of Rich Educational Experience**

No	Rich Educational Experience	Mean	S.D.	Description
1	Social Science teachers encourage us to be interested in the subject	4.39	.73711	High
2	Social Science teachers come to the class regularly and punctually.	4.37	.79968	High
3	Social Science teachers teach us how to solve problem and make sound decisions.	4.35	.67232	High
4	Social Science teachers teach us complex topic that involve reasoning.	4.29	.62434	High
5	Social Science teachers strive to showcase societal disposition and interest towards Social Science.	4.28	.71181	High
Total		<b>4.336</b>	<b>.53927</b>	<b>High</b>

Table 3 shows the extent of teaching social sciences as observed by students in terms of a rich educational experience. This table shows that the student-respondents had a composite mean score of 4.336 with a standard deviation of .53927, which is classified as "high" in the rich educational experience category. This implies that social science instructors excel at transferring their diverse educational experiences into social sciences instruction. This finding suggests that social science instructors at Sulu State College may excel at efficiently teaching and fostering interest in social science disciplines within the institution.

More precisely, statement number six had the highest mean of 4.39 with a standard deviation of .73711, which is regarded as "high," and stated "Social science teachers encourage us to be interested in the subject".

As stated by Miftakhu Rosyad et al. (2022), a teacher's influence on students' acquisition of historical knowledge is significant. More than just imparting knowledge, this education aims to develop in students the kind of sensitive, reason-responsive personalities that are necessary for problem-solving in the social world. It is because of the teacher that students develop into more perceptive and accommodating people when confronted with urgent problems that arise in their individual lives. These kinds of possibilities for learning go beyond conventional educational environments.

**Table 4: Extent of teaching Social Sciences as assess by students in terms of Availability of Instructional Materials**

No	Availability of Instructional Materials	Mean	S.D.	Description
1	There is enough supply of instructional materials available in school.	3.91	.85393	High
2	During lecture period, Social Sciences lectures in our school used microphones and speakers.	3.77	1.0904	High
3	During lecture period, Social Sciences lectures in our school used power point and video presentation.	4.01	.98980	High
4	Social Science teachers use e-learning assessment type to enhance learning performance of student.	4.14	.76568	High
5	Our academic performance increases when instructional material is used during lecture period.	4.33	.76614	High
Total		<b>4.032</b>	<b>.68503</b>	<b>High</b>

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Table 4 shows the extent to which students rate the availability of instructional material while teaching social sciences. This table shows that, in general, student-respondents received a composite mean score of 4.032 with a standard deviation of .68503, indicating "high" availability of instructional material. This means that social science instructors excel at offering supplemental educational resources. This finding suggests that social science instructors at Sulu State College can excel at providing significant supplemental instructional materials to enhance their teaching practices in social science topics at the institution.

More precisely, statement number fifteen had the highest mean of 4.33 with a standard deviation of .76614, rating it as "high," and states: "Our academic performance increases when instructional material is used during the lecture period".

A study by Chen and Li (2018) found that teachers who had access to a wide range of resources, including textbooks, multimedia materials, and online platforms, reported more positive attitudes towards teaching social science. This suggests that providing teachers with adequate resources can positively impact their attitudes and, subsequently, their instructional practices.

#### On the significant difference in the attitudes of Social Science teachers as perceived by students

The significant difference in students' perceptions of Social Science Teachers was best described when data were grouped by gender, age, and year level in the categories of professional development, rich educational experiences, and availability of instructional materials.

**Table 5: Differences in the attitudes of Social Science teachers as perceived by students according to gender**

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Professional Development	Male	4.2118	.68750	.06891	.533	.596	Not Significant
	Female	4.1429	.60139				
Rich Educational Experience	Male	4.3765	.49903	.08259	.764	.447	Not Significant
	Female	4.2939	.58038				
Availability of Instructional Materials	Male	4.1176	.61472	.17479	1.280	.204	Not Significant
	Female	3.9429	.74722				
Teachers' Attitudes Total	Male	4.2353	.50091	.10876	1.003	.319	Not Significant
	Female	4.1265	.58234				

Significance at alpha 0.05

Table 5 depicts the gender differences in attitudes of social science teachers at Sulu State College as observed by students. This table shows that the total mean differences and t-values obtained in this category do not suggest a significant difference. This suggests that male and female college students have similar assessments of instructors' approaches toward teaching social sciences in their respective departments. As a result, the hypothesis, "There is no significant difference in the attitudes of social science teachers as perceived by students when data are classified according to gender," is accepted.

**Table 6: Differences in the attitudes of Social Science teacher as perceived by student according to age**

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional Development	Between Groups	1.641	3	.547	1.331	.269	Not
	Within Groups	39.470	96	.411			Significant
	Total	41.112	99				
Rich Educational Experience	Between Groups	.387	3	.129	.436	.728	Not
	Within Groups	28.404	96	.296			Significant
	Total	28.790	99				
Availability of Instructional Materials	Between Groups	3.396	3	1.132	2.524	.062	Not
	Within Groups	43.062	96	.449			Significant
	Total	46.458	99				
Teachers' Attitudes total	Between Groups	1.367	3	.456	1.577	.200	Not
	Within Groups	27.751	96	.289			Significant
	Total	29.119	99				

Significance at alpha 0.05

Table 6 compares the attitudes of social science instructors at Sulu State College as perceived by students based on age. This table shows that the total mean differences and t-values obtained in this category do not suggest a significant difference. This suggests that college students, regardless of age, have similar assessments of instructors' approaches toward teaching social sciences in their respective departments. As a result, the hypothesis, "There is no significant difference in the attitudes of social science teachers as perceived by students when data are grouped according to age," is accepted.

**Table 7: Differences in the attitudes of Social Science teacher as perceived by student according to year level**

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional Development	Between Groups	3.621	3	1.207	3.091	.031*	
	Within Groups	37.490	96	.391			Significant
	Total	41.112	99				
Rich Educational Experience	Between Groups	3.354	3	1.118	4.219	.008*	
	Within Groups	25.437	96	.265			Significant
	Total	28.790	99				
Availability of Instructional Materials	Between Groups	10.529	3	3.510	9.378	.000*	
	Within Groups	35.929	96	.374			Significant
	Total	46.458	99				
Teachers' Attitudes total	Between Groups	4.867	3	1.622	6.421	.001*	
	Within Groups	24.252	96	.253			Significant
	Total	29.119	99				

Significance at alpha 0.05

Table 7 compares the attitudes of social science instructors at Sulu State College as perceived by students based on year level. This table shows that the total mean differences and t-values obtained in this category are significant. This implies that college students have different opinions of this category and its sub-

categories, such as professional development, rich educational experiences, and the availability of instructional resources. These findings suggest that college students enrolled in various academic programs and year levels have varying perceptions of instructors' attitudes toward teaching social sciences. This study means that being a first-year student, for example, will eventually provide him or her a competitive edge in learning social science courses compared to those enrolled in other year level. As a result, the hypothesis that "there is no significant difference in the attitudes of social science teachers as perceived by students when data are grouped according to year level," is rejected.

A post-hoc analysis using the Tukey HSD Test was performed to establish which groups were grouped according to year level to have varied degrees of mean in areas covered by instructors' attitudes as reported by college students at Sulu State College.

Table 8: Post Hoc Analysis

Dependent Variable	(I) Grouping Year Level	(J) Grouping Year Level	Mean Difference (I-J)	Std. Error	Sig.
(A) Professional Development	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	.20201	.17888	.672
		3 <sup>rd</sup> Year	.12536	.17171	.885
		4 <sup>th</sup> Year	-.30705	.17690	.311
	2 <sup>nd</sup> Year	1 <sup>st</sup> Year	-.20201	.17888	.672
		3 <sup>rd</sup> Year	-.07665	.17732	.973
		4 <sup>th</sup> Year	-.50906*	.18235	.032
	3 <sup>rd</sup> Year	1 <sup>st</sup> Year	-.12536	.17171	.885
		2 <sup>nd</sup> Year	.07665	.17732	.973
		4 <sup>th</sup> Year	-.43241	.17532	.072
	4 <sup>th</sup> Year	1 <sup>st</sup> Year	.30705	.17690	.311
		2 <sup>nd</sup> Year	.50906*	.18235	.032
		3 <sup>rd</sup> Year	.43241	.17532	.072
Dependent Variable	(I) Grouping Year Level	(J) Grouping Year Level	Mean Difference (I-J)	Std. Error	Sig.
(B) Rich Educational Experience	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	.18896	.14735	.576
		3 <sup>rd</sup> Year	.41795*	.14144	.020
		4 <sup>th</sup> Year	-.03205	.14571	.996
	2 <sup>nd</sup> Year	1 <sup>st</sup> Year	-.18896	.14735	.576
		3 <sup>rd</sup> Year	.22899	.14606	.402
		4 <sup>th</sup> Year	-.22101	.15020	.459
	3 <sup>rd</sup> Year	1 <sup>st</sup> Year	-.41795*	.14144	.020
		2 <sup>nd</sup> Year	-.22899	.14606	.402
		4 <sup>th</sup> Year	-.45000*	.14441	.013
	4 <sup>th</sup> Year	1 <sup>st</sup> Year	.03205	.14571	.996
		2 <sup>nd</sup> Year	.22101	.15020	.459
		3 <sup>rd</sup> Year	.45000*	.14441	.013
Dependent Variable	(I) Grouping Year Level	(J) Grouping Year Level	Mean Difference (I-J)	Std. Error	Sig.
(C) Availability of Instructional Materials	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	.33211	.17512	.236
		3 <sup>rd</sup> Year	.67607*	.16809	.001
		4 <sup>th</sup> Year	-.15449	.17317	.809
	2 <sup>nd</sup> Year	1 <sup>st</sup> Year	-.33211	.17512	.236
		3 <sup>rd</sup> Year	.34396	.17359	.202
		4 <sup>th</sup> Year	-.48659*	.17851	.038
	3 <sup>rd</sup> Year	1 <sup>st</sup> Year	-.67607*	.16809	.001
		2 <sup>nd</sup> Year	-.34396	.17359	.202
		4 <sup>th</sup> Year	-.83056*	.17163	.000
	4 <sup>th</sup> Year	1 <sup>st</sup> Year	.15449	.17317	.809
		2 <sup>nd</sup> Year	.48659*	.17851	.038
		3 <sup>rd</sup> Year	.83056*	.17163	.000

The result of the analysis, which is shown in Table 8, indicates that the difference in the means of the teachers' attitude towards teaching social sciences as perceived by students is obtained by way of a lower group mean minus a higher group mean.

a) On the Professional Development Category, it shows that the second-year level group of students obtained a mean difference of  $-.50906^*$  with a standard error of  $.18235$  and a p value of  $.032$ , which is significant at  $\alpha = .05$  over the fourth-year level group. So, under this sub-category, no other groups of students are supposed to have a better way of perceiving the extent of teachers' attitudes towards teaching social sciences than those second-year level students.

b) On the Rich Educational Experience Category, it shows that the third-year level group of students obtained a mean difference of  $-.45000^*$  with a standard error of  $.14441$  and a p value of  $.013$ , which is significant at  $\alpha = .05$  over fourth-year level students. So, under this sub-category, no other groups of students have a better way of perceiving the extent of teachers' attitudes towards teaching social sciences than those third-year level students.

c) On Availability of Instructional Materials Category: It shows that the fourth-year level group of students obtained a mean difference of  $-.83056^*$  with a standard error of  $.17163$  and a p value of  $.000$ , which is significant at  $\alpha = .05$  over third-year level students. So, under this sub-category, no other groups of students have a better way of perceiving the extent of teachers' attitudes towards teaching social sciences than those fourth-year level students.

## Discussion

In this study, it was revealed that the attitudes of teachers towards teaching social sciences were high and positive. This assessment by the students connotes that the social science teachers showed a positive attitude whenever they engaged in social science coursework. This contradicted the findings of Omolara and Adebukola (2015) that social science teachers have bad attitudes towards teaching the subject. The attitudes are irregularities in attending class, poor mastery of the subject, monotony in the method of instructional delivery, and lack of enthusiasm. This also opens a different perspective that teachers' attitudes may vary depending on various circumstances, where at Sulu State College, teachers' attitudes varied more than those of those studied by Omolara and Adebukola (2015).

## Conclusions

As shown in this study, male students are more participative, with age groups of 22–23 years old. In terms of year level, almost all year levels are represented.

Generally, college students at Sulu State College enrolled during the school year 2023-2024 assess teachers' attitudes towards teaching social sciences considerably. Year level is observed to have a stronger influence than other factors like gender and age in perceiving teachers' attitudes towards teaching social sciences.

Given that year level has a significant impact on students' perceptions of teachers' attitudes toward teaching social sciences, this study lends support to Albert Bandura's theory, which focuses on the role of social interactions and the environment in shaping individual behaviour, attitudes, and beliefs. It stresses that humans learn by seeing others, and that environmental and cognitive variables impact behaviour. Teachers' interactions with their pupils on a daily basis have a tremendous impact on the teaching-learning environment, determining the desired outcomes. As a result, having a good attitude, actions, and beliefs produces a positive and desired consequence.

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