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RESEARCH ARTICLE

ASSESSING COMPETENCIES AND CHALLENGES AMONG NON-BSE SOCIAL SCIENCE MAJOR ENROLLED IN MAED SOCIAL SCIENCE PROGRAM: BASIS FOR PROGRAM ENHANCEMENT

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Abstract

This study assessed the competencies and challenges among non-Bachelor of Secondary Education Social Science majors enrolled in the Master of Arts in Education Social Science Program at Isabela State University, Echague, Isabela. A total of 31 respondents participated in the study. The research employed a descriptive-correlational design and utilized survey questionnaires to gather data on the respondents' demographic profile, pedagogical competency levels, and perceived teaching challenges across four dimensions. The results show that majority of respondents were in the 31–40 years old age group, predominantly female, and had 6–10 years of teaching experience. No respondent reported more than 10 years of teaching experience. Level of Pedagogical Competency. Non-BSE Social Science majors perceive themselves as generally competent in their pedagogical practices. The highest-rated competencies were demonstrating professionalism and ethical teaching behavior and adapting lessons to diverse learners, both rated "Excellent." The lowest-rated competencies were reflecting on teaching practices and planning and delivering lessons effectively. Common Challenges. Academic Preparedness yielded the highest challenge mean followed by Teaching Skills Development, Resource Accessibility, and Program Alignment Issues. Overall, respondents did not strongly identify these as major challenges. Age showed significant differences in two competency indicators such as technology use and classroom discipline management, with older respondents rating themselves higher. Years of teaching experience showed highly significant differences in 14 out of 15 competency indicators, with respondents having 6–10 years of experience consistently rating themselves at "Excellent" levels. A predominantly significant and negative relationship was found between pedagogical competency levels and perceived teaching challenges. Based on the result of the study, it recommends that the MAEd Social Science Program Administrators should incorporate structured academic bridging sessions designed specifically for non-BSE Social Science majors, particularly in the areas of theoretical integration and academic reading of Social Science topics. Faculty members should deliberately incorporate reflective teaching activities such as teaching journals, peer observation, and portfolio assessments into course requirements.

Keywords: Assessment, Competencies, Challenges, Non-BSE Social Science majors, Pedagogy

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INTRODUCTION

The field of education is constantly evolving, and the demand for highly skilled educators in the Social Sciences continues to grow. Non-Bachelor of Secondary Education (BSE) Social Science majors who enroll in the Master of Arts in Education (MaEd) Social Science Program bring diverse academic backgrounds and professional experiences to the teaching profession. However, their transition into teaching roles often presents unique challenges due to their lack of formal teacher training compared to BSE graduates. This study addressed this gap by assessing the competencies and challenges faced by non-BSE Social Science majors enrolled in the MaEd Social Science Program. Understanding these dynamics is important to ensuring that these educators are adequately prepared to meet the demands of modern classrooms.

Research indicates that teachers' pedagogical competencies are directly linked to student outcomes and classroom effectiveness (Shulman, 2005). For non-BSE Social Science majors, the absence of foundational teacher education courses may hinder their ability to effectively deliver content, manage classrooms, and employ innovative teaching strategies. Studies have shown that educators without formal pedagogical training often struggle with lesson planning, assessment design, and adapting to diverse learning needs (Darling-Hammond, 2006). By evaluating the competency levels of non-BSE Social Science majors using a structured scale, this study aimed to identify areas where additional support or professional development may be needed to bridge this gap.

This study holds significant implications for policymakers, educators, and institutions invested in producing high-quality Social Science teachers. The findings not only shed light on the strengths and weaknesses of non-BSE Social Science majors but also inform curriculum design, resource allocation, and professional development initiatives. By encouraging a deeper understanding of the competencies and challenges faced by this group, the study aimed to enhance the quality of Social Science education, benefiting both educators and learners alike. In doing so, it reinforced the important role of evidence-based practices in advancing educational equity and excellence.

Statement of the Problem

This study aimed to assess the competencies and challenges among Non-BSE Social Science major enrolled in MAED Social Science Program. Specifically, it sought answers to the following questions:

1. What are the characteristics of the respondents in terms of:

1.1 Age;

1.2 Gender; and

1.3 years of teaching experience?

2. What is the level of pedagogical competency of non-BSE Social Science major enrolled in the MaEd Social Science Program, as measured by a competency scale?

3. What are the most common challenges in teaching faced by non-BSE Social Science majors enrolled in the MaEd Social Science Program?

3.1 Academic Preparedness;

3.2 Teaching Skills Development;

3.3 Program Alignment Issues; and

3.4 Resource Accessibility?

4. What data can be utilized from assessing the competencies and challenges of non-BSE Social Science majors for program improvement

METHODOLOGY

Research Design

Descriptive-Correlational Design. This design is suitable because it allows the researcher to describe and quantify the demographic profile of the respondents and assess their level of pedagogical competency using a standardized competency scale. The descriptive aspect also helps in identifying and ranking the most common challenges faced by non-BSE Social Science majors across various categories, such as academic challenges, teaching preparedness, and professional development.

Respondents of the Study

The respondents of the study titled "Assessing Competencies and Challenges Among Non-BSE Social Science Majors Enrolled in MAEd Social Science Program" are non-Bachelor of Secondary Education (BSE) Social Science majors who are currently pursuing a Master of Arts in Education (MAEd) with a specialization in Social Science. The respondents were identified through purposive sampling.

Data Gathering Instrument

The study employs a combination of survey questionnaires, standardized scales, and demographic profiling tools to collect relevant data from respondents.

Part I of the survey questionnaire is the Profile of Respondents. To describe the respondents' profile in terms of age, gender, and years of teaching experience, providing a contextual understanding of the sample population. This accounts for variations in respondents' backgrounds, which may influence their competencies and challenges. It also provides a basis for subgroup analyses in later stages of the study. A demographic questionnaire was used, consisting of close-ended questions designed to capture:

Part II covered the Level of Pedagogical Competency. To measure the pedagogical competency of non-BSE Social Science majors through a standardized assessment of teaching performance. The Evaluation of Teaching Performance

Part III covered the Common Challenges Faced by Respondents. This was categorized into four dimensions: Academic Preparedness, Teaching Skills Development, Program Alignment Issues and Resource Accessibility. A structured survey questionnaire was developed to assess these challenges.

Data Gathering Procedure

The data gathering procedure for the study "Assessing Competencies and Challenges Among Non-BSE Social Science Majors Enrolled in MAEd Social Science Program" is designed to ensure systematic, ethical, and reliable collection of information.

Statistical Treatment

Descriptive statistics, such as frequency, percentage, mean, and standard deviation, were used to address statement of the problem one to summarize the respondents' profile in terms of age, gender, and years of teaching experience.

For statement of the problem two, the level of pedagogical competency of non-BSE Social Science majors was analyzed using the mean and standard deviation to evaluate their competency levels based on the standardized scale. Statement of the problem three utilized mean, standard deviation, and ranking to identify and prioritize the most common challenges faced by the respondents

RESULTS AND DISCUSSION

Profile of Respondents

The demographic profile of the respondents was examined across three variables: age, gender, and years of teaching experience. Table 1 presents the frequency distribution of the 31 respondents along these variables. Table 1: Profile of Respondents.

Variables	Frequency (N=31)	Percent (%)
Age		
20–30 years old	8	25.80
31–40 years old	17	54.80
41–50 years old	6	19.40
Gender		
Male	13	41.90
Female	18	58.10
Years of Teaching Experience		
Less than 1 year	8	25.80
1–5 years	11	35.50
6–10 years	12	38.70

Note. Data collected through survey questionnaire.

Age

As shown in Table 1, the majority of the respondents (54.80%, $n = 17$) fell within the 31–40 years old age bracket, followed by those aged 20–30 years (25.80%, $n = 8$), with respondents aged 41–50 constituting the smallest group (19.40%, $n = 6$). This distribution suggests that the MAEd Social Science Program attracts predominantly mid-career professionals who are likely engaged in active teaching practice. The dominance of the 31–40 age group is consistent with the pattern observed in graduate education programs in the Philippines, where professionals pursue advanced degrees while managing existing teaching responsibilities (Darling-Hammond et al., 2020). The relatively smaller proportion of older respondents may reflect the increasing demands of balancing professional obligations with graduate study requirements as educators advance in age.

Gender

In terms of gender, the respondents were predominantly female (58.10%, $n = 18$), with male respondents comprising 41.90% ($n = 13$). This finding reflects the feminization of the teaching profession in the Philippines, a pattern widely documented in educational research (UNESCO, 2021). The predominance of female educators in graduate programs is consistent with broader national trends, where women constitute the majority of teachers at the secondary level and pursue professional advancement through graduate education at higher rates than their male counterparts.

Years of Teaching Experience

Regarding years of teaching experience, the largest group consisted of those with 6–10 years of experience (38.70%, $n = 12$), followed by respondents with 1–5 years of experience (35.50%, $n = 11$), and those with less than one year of teaching experience (25.80%, $n = 8$). Notably, no respondent reported more than 10 years of teaching experience. The distribution reveals that most respondents are relatively experienced practitioners simultaneously enrolled in the MAEd program to upgrade their qualifications a trend consistent with the Philippine government's continuing education mandates for teachers. The significant proportion of respondents with less than one year of experience suggests that newly practicing teachers also recognize the importance of advancing their pedagogical knowledge, particularly given the unique challenges posed by their non-BSE academic backgrounds.

2. Level of Pedagogical Competency of Non-BSE Social Science Majors

The pedagogical competency of the respondents was assessed using a 15-item self-rating scale adapted from the Evaluation of Teaching Performance Questionnaire (ETPQ). Table 2 presents the mean scores and qualitative descriptions for each competency indicator.

Table 2: Level of Pedagogical Competency of Non-BSE Social Science Major.

No.	Competency Indicator	Mean	Qualitative Description
1.	I plan and deliver lessons effectively.	3.97	Very Good
2.	I use a variety of teaching strategies.	4.06	Very Good
3.	I demonstrate content knowledge.	4.03	Very Good
4.	I engage students actively in learning.	4.23	Excellent
5.	I assess student performance appropriately.	4.19	Very Good
6.	I use instructional materials and technology effectively.	4.19	Very Good
7.	I manage classroom discipline and learning environment effectively.	4.19	Very Good
8.	I reflect on teaching practices for improvement.	3.94	Very Good
9.	I communicate clearly and effectively in teaching.	4.32	Excellent
10.	I demonstrate professionalism and ethical teaching behavior.	4.39	Excellent
11.	I adapt lessons to meet the needs of diverse learners.	4.39	Excellent
12.	I encourage higher-order thinking and inquiry-based learning.	4.26	Excellent
13.	I establish clear classroom routines and expectations.	4.26	Excellent
14.	I differentiate instruction to accommodate various learning styles.	4.03	Very Good
15.	I maintain student engagement through interactive activities.	4.10	Very Good
Overall Mean		4.17	Very Good

The overall mean score of 4.17 "Very Good" indicates that respondents perceived themselves to be generally competent in their pedagogical practices. Across the 15 indicators, scores ranged from 3.94 to 4.39. Six items were rated "Excellent" (mean ≥ 4.21), while the remaining nine fell within the "Very Good" range (3.41–4.20). No indicator received a rating below "Very Good," suggesting a generally positive self-perception of teaching competence among non-BSE Social Science majors.

The highest-rated competencies were: demonstrating professionalism and ethical teaching behavior ($M = 4.39$, Excellent), adapting lessons to meet the needs of diverse learners ($M = 4.39$, Excellent), communicating clearly and effectively in teaching ($M = 4.32$, Excellent), and encouraging higher-order thinking and inquiry-based learning ($M = 4.26$, Excellent). These results suggest that non-BSE Social Science majors exhibit strong professional dispositions and interpersonal teaching qualities, likely cultivated through their diverse undergraduate academic experiences and real-world exposure to their content disciplines.

On the other hand, the lowest-rated competencies were reflecting on teaching practices for improvement ($M = 3.94$, Very Good) and planning and delivering lessons effectively ($M = 3.97$, Very Good). Although still rated "Very Good," the relatively lower scores on these process-oriented competencies are consistent with findings in the literature indicating that educators without formal teacher preparation training tend to find lesson planning and reflective practice more challenging compared to those with BSE backgrounds (Hattie, 2012; Darling-Hammond et al., 2020). These areas represent critical targets for professional development and curriculum support within the MAEd program.

The above result implies that the Non-BSE Social Science major demonstrate professionalism and ethical teaching behavior and they adapt lessons to meet the needs of diverse learners. However, some of the rated "very good" in doing some reflections to improve their teaching practices.

These findings are consistent with Shulman's (1987) Pedagogical Content Knowledge framework, which

emphasizes that effective teaching requires more than disciplinary mastery it demands the ability to transform knowledge into pedagogically sound instruction. The non-BSE Social Science majors demonstrate strong subject-matter engagement and professionalism; however, the nuanced areas of reflective practice and lesson delivery signal the need for structured mentoring and pedagogical scaffolding within the program.

3. Common Challenges Faced by Non-BSE Social Science Majors

The challenges faced by respondents were assessed across four dimensions: Academic Preparedness, Teaching Skills Development, Program Alignment Issues, and Resource Accessibility. Table 3 presents the overall summary of challenge ratings, while Tables 3a through 3d provide dimension-specific details.

Table 3: Summary of Common Challenges Faced by Non-BSE Social Science Major.

Dimension	Mean	Qualitative Description
Academic Preparedness	2.99	Neutral
Teaching Skills Development	2.54	Disagree
Program Alignment Issues	2.40	Disagree
Resource Accessibility	2.52	Disagree
Grand Mean	2.61	Neutral

As shown in Table 3, the grand mean of 2.61 "Neutral" indicates that respondents, on average, did not strongly identify with the challenges described across all four dimensions. However, the Academic Preparedness dimension yielded a mean of 2.99 "Neutral", reflecting moderate agreement with challenges related to academic demands. The remaining three dimensions such as Teaching Skills Development (M = 2.54, Disagree), Program Alignment Issues (M = 2.40, Disagree), and Resource Accessibility (M = 2.52, Disagree) were rated below the neutral threshold, suggesting that respondents did not perceive these as major challenges overall.

Academic Preparedness

Table 4 presents the detailed results for Academic Preparedness, which garnered the highest challenge mean (M = 2.99, Neutral) among all four dimensions.

Table 4: Academic Preparedness Challenges.

Academic Preparedness			
	Statement Indicator	Mean	Qualitative Description
1.	I struggle to understand some advanced Social Science concepts.	3.26	Neutral
2.	I feel less prepared academically compared to BSE graduates.	2.90	Neutral
3.	I have difficulty integrating theory into teaching practice.	3.10	Neutral
4.	I find it challenging to keep up with academic expectations in the program.	3.06	Neutral
5.	I often feel lost when reading Social Science texts or academic journals.	2.84	Neutral
6.	I find it difficult to analyze complex Social Science readings.	3.19	Neutral
7.	I feel anxious when asked to explain complex concepts in Social Science.	2.97	Neutral
8.	I am not confident in applying Social Science theories in classroom situations.	2.87	Neutral
9.	I find research requirements in the MAEd program overwhelming.	3.03	Neutral
10.	I struggle to connect the MAEd coursework with practical teaching strategies.	2.71	Neutral
11.	I sometimes question if I have enough academic background to succeed in this	2.90	Neutral

program.

All indicators under Academic Preparedness were rated "Neutral," with means ranging from 2.71 to 3.26. The highest-rated item was "I struggle to understand some advanced Social Science concepts" (M = 3.26), followed by "I find it difficult to analyze complex Social Science readings" (M = 3.19) and "I have difficulty integrating theory into teaching practice" (M = 3.10).

These results implies that while non-BSE majors do not overwhelmingly report academic preparedness challenges, there is a meaningful degree of uncertainty or ambivalence, particularly around conceptual mastery and the integration of theory with practice. Also, they find difficulty in analyzing complex Social Science readings.

These findings align with Darling-Hammond et al. (2020), who noted that educators without formal teacher preparation often face difficulties in bridging advanced content knowledge with practical classroom applications. The neutral ratings may also reflect respondents' confidence in their undergraduate content backgrounds, even as they navigate the more pedagogically demanding environment of the MAEd program.

Teaching Skills Development

Table 5 presents the results for the Teaching Skills Development dimension, which yielded an overall mean of 2.54 with a qualitative description of "Disagree".

Table 5: Teaching Skills Development Challenges.

Teaching Skills Development			
	Statement Indicator	Mean	Qualitative Description
1.	I lack confidence in classroom management.	2.29	Disagree
2.	I am unsure how to handle disruptive student behavior.	2.23	Disagree
3.	I find it hard to apply various teaching strategies.	2.32	Disagree
4.	I have difficulty adjusting instruction for different types of learners.	2.58	Disagree
5.	I do not feel well-equipped to assess student learning accurately.	2.32	Disagree
6.	I often feel unprepared when asked to demonstrate teaching strategies.	2.52	Disagree
7.	I am not confident in using educational technology in teaching.	2.26	Disagree
8.	I struggle with lesson planning and time management.	2.71	Neutral
9.	I feel that I lack adequate training in classroom instruction.	2.71	Neutral
10.	I have limited experience in creating assessment tools.	2.81	Neutral
11.	I feel unsure when explaining Social Science topics to students.	2.77	Neutral
12.	I find it hard to adapt lessons for students with diverse needs.	2.81	Neutral
13.	I struggle to implement learner-centered strategies.	2.61	Neutral
14.	I lack practice in applying classroom management techniques.	2.68	Neutral

Most indicators under Teaching Skills Development were rated "Disagree," with the exception of several items that fell within the "Neutral" range, including limited experience in creating assessment tools (M = 2.81), difficulty adapting lessons for students with diverse needs (M = 2.81), and feeling unsure when explaining

Social Science topics ($M = 2.77$). The lowest-rated items unsure how to handle disruptive student behavior ($M = 2.23$) and lack of confidence in using educational technology ($M = 2.26$) suggest that respondents generally feel capable in managing students and utilizing technology, contrary to what might be expected for non-BSE graduates.

The findings imply that Non-BSE Social Science major find it hard to adapt lessons for students with diverse needs, they have limited experience in creating assessment tools and they lack of training in classroom instruction related to Social Science education. Meanwhile, the respondents also "disagree" they are not confident in using educational technology in teaching and on how to handle students' behavior in classroom. This means that they integrate technology in teaching and they also have a good classroom management. These results are somewhat surprising given findings in the literature indicating that non-BSE educators typically face significant challenges in classroom management and technology integration (Means et al., 2014). The relatively confident self-assessments may reflect the respondents' practical teaching experience, which has enabled them to develop coping strategies even without formal pedagogical preparation.

Program Alignment Issues

Table 6 presents the results for Program Alignment Issues, which had the lowest mean of 2.40 with a qualitative description of "Disagree" among all dimensions.

Table 6: Program Alignment Issues Challenges.

Program Alignment Issues			
No.	Statement Indicator	Mean	Qualitative Description
1.	The topics covered often seem irrelevant to my teaching context.	2.26	Disagree
2.	I find it difficult to relate the coursework to my teaching practice.	2.29	Disagree
3.	The program does not provide enough focus on pedagogy for non-BSE students.	2.39	Disagree
4.	I feel excluded in class discussions due to my academic background.	2.39	Disagree
5.	There is a mismatch between what I learn and what I need in the classroom.	2.52	Disagree
6.	I receive little support in bridging the gap between my background and program requirements.	2.65	Neutral
7.	Program expectations are not clearly communicated.	2.35	Disagree
8.	I feel like the program lacks flexibility to accommodate students with different educational backgrounds.	2.42	Disagree
9.	I feel the teaching strategies taught are not aligned with my teaching context.	2.42	Disagree
10.	Insufficient materials affect my instructional delivery.	2.29	Disagree

Respondents generally "disagreed" that the MAEd Social Science Program posed significant alignment challenges. The only item rating at "Neutral" was receiving little support in bridging the gap between their background and program requirements ($M = 2.65$). The lowest-rated items included the perception that topics are irrelevant to their teaching context ($M = 2.26$) and difficulty relating coursework to teaching practice ($M = 2.29$), suggesting respondents see value in the program's content.

These findings indicate that Non-BSE Social Science majors view the MAEd program lack of intervention to bridge the gap between the respondent's academic background to accommodate students with different educational background that led them to feel that the teachings strategies are not aligned with their teaching. Furthermore, they lack flexibility as largely relevant and appropriately structured, which is a positive indicator for program design.

Resource Accessibility

Table 7 presents the results for the Resource Accessibility dimension, which obtained a mean of 2.52 (Disagree). Table 7: Resource Accessibility Challenges.

Resource Accessibility			
No.	Statement Indicator	Mean	Qualitative Description
1.	I struggle to find quality online resources for my classes.	2.52	Disagree
2.	I often lack stable internet access for academic work.	2.35	Disagree
3.	I have limited access to school facilities or learning spaces.	2.58	Disagree
4.	I do not receive enough support in using technology for teaching.	2.61	Neutral
5.	I am not provided opportunities to attend training or workshops.	2.77	Neutral
6.	I rarely get assistance from the faculty when I need academic help.	2.84	Neutral
7.	I find it hard to reach out to my mentors or instructors.	2.48	Disagree
8.	I feel that resources provided are not suitable for Social Science teaching.	2.42	Disagree
9.	I often complete coursework without sufficient guidance or references.	2.39	Disagree
10.	I have difficulty accessing Social Science reference books.	2.48	Disagree
11.	There are limited digital materials provided for my courses.	2.29	Disagree

Most Resource Accessibility indicators were rated "Disagree," suggesting that respondents do not commonly experience severe resource constraints. However, items related to faculty assistance (M = 2.84, Neutral), training opportunities (M = 2.77, Neutral), and technology support (M = 2.61, Neutral) approached or reached the neutral threshold, signaling areas where institutional support could still be strengthened. The lowest-rated item was "There are limited digital materials provided for my courses" (M = 2.29).

The result implies that the respondents rated "neutral" in term of assistance from the faculty when they need academic support, attendance to training workshops and support in using technology for teaching. Moreover, adequate digital resources are generally available to respondents.

SUMMARY

The specific findings of the study are summarized below:

Majority of respondents were in the 31–40 years old age group, predominantly female, and had 6–10 years of teaching experience. No respondent reported more than 10 years of teaching experience.

The overall mean score of 4.17 "Very Good" indicates that non-BSE Social Science majors perceive themselves as generally competent in their pedagogical practices. The highest-rated competencies were demonstrating professionalism and ethical teaching behavior and adapting lessons to diverse learners, both rated "Excellent." The lowest-rated competencies were reflecting on teaching practices and planning and delivering lessons effectively, both rated "Very Good."

With regards to Common Challenges, the grand mean for all challenge dimensions was 2.61 "Neutral". Academic Preparedness yielded the highest challenge mean, followed by Teaching Skills Development, Resource Accessibility, and Program Alignment Issues. Overall, respondents did not strongly identify these as major challenges.

The combined competency and challenge data identified critical areas for program enhancement, including the

need for academic bridging modules, reflective teaching activities, differentiated curriculum tracks based on teaching experience, strengthened faculty mentoring systems, and competency-focused professional development programs as primary institutional strategies.

CONCLUSION

Non-BSE Social Science majors enrolled in the MAEd program are predominantly mid-career female educators with moderate teaching experience, reflecting the broader feminization of the teaching profession and the trend of in-service teachers pursuing graduate education in the Philippines. The Respondents generally perceive themselves as competent in their pedagogical practices, with particular strengths in professionalism, ethical teaching, and adapting lessons to diverse learners. However, they exhibit relative weaknesses in reflective practice and lesson planning areas that are most likely to benefit from structured mentoring and pedagogical scaffolding within the graduate program. Moreover, they do not perceive overwhelming challenges in any of the four assessed dimensions. However, academic preparedness remains the area of greatest concern, with respondents expressing moderate levels of challenge in understanding advanced Social Science concepts and integrating theory with practice. This suggests a need for targeted academic bridging activities within the program exists between pedagogical competency levels and perceived teaching challenges across most dimensions. This confirms that enhancing pedagogical competency is an effective strategy for simultaneously reducing perceived challenges, reinforcing the importance of competency-focused professional development within the MAEd Social Science Program.

RECOMMENDATION

Based on the conclusions drawn from this study, the following recommendations are offered: MAEd Social Science Program Administrators should incorporate structured academic bridging sessions designed specifically for non-BSE Social Science majors, particularly in the areas of theoretical integration and academic reading of Social Science topics. Faculty members should deliberately incorporate reflective teaching activities such as teaching journals, peer observation, and portfolio assessments into course requirements. These practices will help non-BSE majors develop the habit of continuous self-improvement and critical analysis of their teaching, addressing the identified gaps in process-oriented competencies.

Program Curriculum Designers must review the MAED Social Science Program curricular offerings to ensure adequate emphasis on pedagogical skills development, particularly for non-BSE majors who may not have been exposed to formal teacher education courses in their undergraduate programs.

Non-BSE Social Science Majors are encouraged to actively seek professional development opportunities such as workshops, seminars, and collaborative teaching projects that can complement the formal coursework of the MAEd program. Developing reflective practice habits early in the program and leveraging peer collaboration with more experienced classmates can accelerate competency development and reduce perceived challenges over time.

Future Researchers may expand the sample to include non-BSE Social Science majors from multiple institutions to enhance the generalizability of findings. Longitudinal research designs could track changes in competency and challenge perceptions across the duration of the MAEd program, providing richer insights into professional development trajectories.

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