E-ISSN: 1115 - 8425 P-ISSN: 3027-012X

MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 12 NO. 8 – APRIL, 2026

EFFECTS OF INTERACTIVE PATTERN OF LEARNING AND TEACHER PEDAGOGICAL COMPETENCE ON UPPER BASIC EDUCATION SOCIAL STUDIES STUDENTS' ACHIEVEMENT IN NASARAWA STATE, NIGERIA

***AUDU BITRUS SULE, PhD; **FILM DANIEL MAREN; & ***EZEKIEL, MOGA**

*Nasarawa State University Keffi, Faculty of Education, Department of Educational Foundations. **College of Education Gindiri, Plateau State, School of Education, Department of Social Studies. ***Department of Arts Education, Faculty of Education, Nasarawa State University Keffi

Corresponding Author: suleaudu15@gmail.com

DOI: https://doi.org/10.70382/mejaee.v12i8.0119

Abstract

This study examined the effects of interactive pattern of learning and teacher pedagogical competence on Upper Basic education Social Studies students' academic achievement in Kokona Local Government Area of Nasarawa State, Nigeria. The study was guided by two objectives, with correspondent research questions and one hypothesis. A quasi-experimental research design, specifically a pre-test and post-test control group design, was adopted. The targeted population of the study comprised 1,037 Upper Basic Social Studies Students, while a sample of 100 students was selected using a simple random sampling technique. The sample was divided into experimental and control groups, with 50 students in each group. The experimental group was taught using interactive patterns of learning and enhanced teacher pedagogical competence, while the control group was taught using the conventional teaching method. The instrument for data collection was Social Studies Achievement Test (SOSAT). The instrument was validated, with a content validity index of 0.87, and its

Key words:
Interactive Patterns, Pedagogical, Competence, Learning, Academic achievement

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

reliability was established using the Kuder-Richardson 20 (KR-20), yielding a coefficient of 0.75 index. Means and standard deviations were used to answer the research questions, while Analysis of Covariance (ANCOVA) was employed to test the hypotheses at a 0.05 level of significance. The findings revealed that students taught using interactive pattern of learning had higher mean achievement scores than those taught using conventional method. Furthermore, students taught by teachers with higher pedagogical competence performed better than those in the control group. The results of the ANCOVA indicated that there was a statistically significant difference in the achievement of students in favour of the experimental groups. The study concluded that interactive pattern of learning and teacher pedagogical competence significantly improve students' academic achievement in Social Studies. It was recommended that social studies teachers should adopt interactive teaching strategies and improve their pedagogical competence to enhance effective teaching and learning.

Introduction

Education is widely recognized as a viable tool for national development, social transformation, and individual empowerment. However, within the Nigerian educational system, basic education serves as the foundation for academic growth and is practiced across the globe. Basic education in Nigeria comprises nine years of compulsory schooling, consisting of six years of primary education (Primary 1–6) and three years of Junior Secondary School (JSS 1–3). Social Studies, as one of the core subjects, occupies a strategic position in the Nigerian basic education programme. The subject is designed as an interdisciplinary field, integrating concepts from various disciplines such as history, geography, economics, civic education, cultural studies, among others. The aim is to equip learners with the knowledge, skills, values and attitudes necessary for effective participation in community life and for the understanding of social dynamics.

Despite the importance of Social Studies in the Nigerian educational blueprint, it is heart breaking that academic performance in the subject at the basic education level has been inconsistent in many local governments in Nasarawa State, with Kokona Local Government Area inclusive, where students' performance is below expectations. This situation has raised concerns among educators, policymakers, parents, and the wider society about the instructional factors influencing learners' academic performance. Two key factors that have emerged from educational research as significant predictors of students' outcomes are interactive patterns of learning and the pedagogical competence of teachers. Interactive patterns refer to the structured ways in which learners are

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

engaged in the instructional process. Unlike the traditional didactic approach, where the teacher is the primary source of information and learners are passive recipients, interactive patterns emphasize active participation, dialogue, collaboration, and engagement with content, peers, and the learning environment (Edeh, 2020). Strategies such as group discussion, problem-solving, role play, and the use of multimedia resources are central to interactive learning. In this regard, interactive learning promotes deeper understanding and retention of concepts.

Teacher pedagogical competence, on the other hand, encompasses a broad set of skills, knowledge, and dispositions that enable teachers to plan, deliver, and evaluate instruction effectively (UNESCO, 2000). This includes mastery of subject matter, understanding of learner-centered instructional strategies, classroom management skills, assessment competence, and the ability to adapt teaching to the needs and interests of learners.

The interaction between interactive learning patterns and teacher pedagogical competence plays a crucial role in reshaping instructional quality and improving students' academic performance (NUT Manual, 2020). Research evidence suggests that when teachers possess strong pedagogical competence and effectively implement interactive learning strategies, students are more likely to demonstrate improved comprehension, retention, critical thinking, and overall academic achievement (Jacob, 2021).

In the Nigerian context, despite government efforts to improve educational standards at the basic level, several challenges hinder the effective adoption of interactive pedagogies and the development of teachers' competence. These challenges include large class sizes, inadequate instructional materials, limited professional development opportunities, and an examination-driven teaching culture that emphasizes rote learning. The Universal Basic Education (UBE) programme, introduced in 1999, aimed to eradicate illiteracy and ensure equal access to education for every Nigerian child, regardless of geographical location. The programme provides nine years of free and compulsory education, covering primary and junior secondary levels. Social Studies, as one of the subjects offered at this level, faces several implementation challenges, including inadequate instructional materials, near absence of qualified teachers, and poor infrastructural facilities.

Interactive strategies typically include group discussions, cooperative learning, role play, inquiry-based activities, and technology-assisted instruction, all of which promote active participation and cognitive engagement (Bamidele, 2000). According to Olusopo (2012), classroom interaction represents the totality of activities between the teacher, learners, and instructional materials during teaching. Aggarwal (2006) further emphasized that interaction improves students' participation, engagement and the development of problem-solving skills.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Meziobi (2017) notes that, a competent teacher is one who guides, supports and encourages students to learn systematically. Such a teacher possesses deep subject knowledge, is reflective, creative and communicative. Similarly, Buenyen (2016) stated that a competent teacher effectively communicates with students and maintains positive relationships with colleagues, thereby fulfilling the qualities of a well-educated professional. Teacher pedagogical competence includes mastery of instructional strategies, understanding of learning materials, ability to design learning experiences, classroom management skills and the use of appropriate assessment methods (Elizabeth, 2002). Competent teachers adapt instruction to meet learners' needs and promote meaningful understanding rather than rote memorization.

In Social Studies, a competent teacher demonstrates the ability to positively influence learners' behaviour and promote good human relationships both inside and outside the school environment. Such teachers exhibit mastery of subject content, use appropriate questioning techniques, and communicate effectively in planning and delivering lessons. This reflects their intellectual competence and distinguishes them from untrained individuals.

Teacher pedagogical competence can be evaluated through several key indicators. First, effective lesson planning and delivery ensure that learning objectives are clearly defined and achieved. Second, strong knowledge of subject matter is essential. As noted by Peters (2014), teachers must have a firm grasp of their subject to effectively facilitate learning. Competent teachers understand what is to be taught and how best to teach it using appropriate instructional materials.

Statement of the problem

Many upper basic students in Nasarawa state, with reference to Kokona Local Government Area, demonstrate low achievement in social studies examinations and limited long-term retention of concepts. This is because most teachers still use traditional instructional delivery approaches, where the teacher talks and pours out information while students passively listen. This results to rote memorization rather than deep understanding or long-term retention.

However, there's variability in teacher quality. This is because not all teachers possess the pedagogical competence necessary to design and implement interactive learning in basic schools in kokona LGA. There is also inadequate empirical synthesis that links interactive learning, teacher competence, students' performance and retention, especially at the upper basic level in Nasarawa state, pointing junior secondary education in Kokona LGA. Lack of basic facilities in the school library and laboratories, large class size with poor motivation among others issues still retard the quality and standards at this level of education in Nasarawa state, particularly in Kokona LGA, hence the essence for this study.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Objectives

The main objective of this study is to determine the effects of interactive pattern of learning and teacher pedagogical competence on social studies students' academic achievement in Kokona Local Government Area of Nasarawa State, Nigeria. Specifically, the study sought to:

1. Determine the achievement, mean score of students taught Social Studies using interactive patterns of learning and those taught without interactive patterns of learning in Kokona Local Government Area of Nasarawa State, Nigeria.
2. examine the achievement, mean score of students in the experimental and control groups taught Social Studies using teacher pedagogical competence after controlled of pre-test in Kokona Local Government Area of Nasarawa State, Nigeria.

Research Questions

This study is guided by two research questions as follows:

1. What is the achievement mean score of students taught social studies using interactive patterns of learning with those taught without interactive patterns in Kokona Local Government Area of Nasarawa State, Nigeria?
2. In what way has the achievement mean score of experimental and control groups students taught social studies using teacher pedagogical competence differed after controlled of pre-test in Kokona Local Government Area of Nasarawa State, Nigeria?

Hypothesis

The hypothesis below was formulated and tested at 0.05 level of significance:

There is no significant difference in the mean achievement scores of students in the experimental and control groups taught Social Studies using teacher pedagogical competence after controlled of pre-test in Kokona Local Government Area of Nasarawa State, Nigeria.

Interactive patterns of learning

The word interaction in general perspective mean to act upon each other. It also implies to engaging in communication and shared activities and experiences with fellow colleagues on issues that need collective efforts. Interactive patterns of learning in educational system refers to methods that actively involve learners in knowledge construction through dialogue, group discussion/activities, problem-solving engagement or activity-based with instructional materials on the matter arising at a point of teaching

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

and learning process. This method of teaching and learning is different from traditional teacher-centered approach that emphasizes on lecture and rote memorization of concepts.

Interactive strategies typically include, group discussion, group project, cooperative learning, role play, inquiry-based activities and technologically facilitated engagement, all of which facilitate high-level of students' participation and cognitive engagement (Bamidele 2000).This implies that an interaction between the teacher and student during teaching and learning process modifies behaviour, help students to actualize, develop desirable attitude and interest, create an atmosphere to develop problem solving skills. Aggarwal (2006) maintained that, interaction patterns help in improving students' active participation and involvement during and teaching and learning process.

From the forgoing, interaction patterns of learning, is a conversation that occurs between teachers and students themselves. Flauder (2010) stated that teacher talk is further classified as direct and indirect influence. Indirect influence has sub-categories which include accepting feeling, praise and students asking basic questions. Direct influence also has sub-categories that include teachers giving directions, criticizing or justifying authority.

Teacher pedagogical competence

Teacher competence refers to a range of skills, dispositions and capacities enabling effective teaching and learning (UNESCO, 2000). By this, a competent teacher is one who combines knowledge acquired with skills to improve teaching and learning process.

A competent teacher is expected to grow over time. He must acquire a body of knowledge principles and cognitive perspective which he can demonstrate in the classroom during teaching activities. Irimiya (2016) stated that a competence in teaching refers to the ability of the teacher in school to help, guide, and encourage students to learn systematically. She further stated that a competent teacher is the one with sound knowledge of his subject matter in addition to reflective, factual, informed, creative and a communicative teaching experience.

While teacher pedagogical competence encompasses their mastering of instructional strategies, understanding of learning materials, ability to design and organize learning experiences, effective classroom control and management and ways and manner to which he assessing learners understanding. Elizabeth (2002) upheld that competent teachers are those who can adapt instruction to meet diverse needs of students by fostering meaningful understanding rather than superficial recalls.

Teacher pedagogical competence in any subject can be judged by the following indications:

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

1. Teacher lesson planning and delivery: lesson planning helps to beatified whole, where lesson planners skillfully commence learning process and student understand the lesson base on assessment,
2. Competent knowledge subject matter: this calls for Social studies teachers to be competent and capable of designing lesson plans to meet students' needs and covers the standards
3. Classroom control and management skills: classroom control and management is very important in teaching and learning process. Competent teacher would create classroom conditions or arranging students' behavior towards acquiring new skills and knowledge. Zeiger 2021, argued that teachers must set high expectations for student achievement and behavior, all rules must be enforced consistently and fairly, student should not have to worry about being bullied in the classroom and should feel comfortable when speaking. Jennings and Greenbirg (2019) supported that social studies competent teacher set the of the classroom developing supportive and encouraging relationships with their fellow students, designing lesson that build on students strength and abilities, establishing and implementing behavioral guidelines in ways that promote intrinsic motivation, coaching student through conflict situations, encouraging cooperation among student and acting as a role model for respectful and appropriate communication and exhibition of good behaviour.
4. Teacher evaluation skills: evaluation performs significant roles in any educational programs and in every academic activity

Academic performance

Academic performance refers to student's academic record at a given time, displaying how effectively students engage with their studies and complete various tasks assigned to them by their teacher. It also indicates how well students can demonstrate their skills and knowledge learn to solve immediate issues confronting them

Bello, Bukar and Ibn 2016, argued that performance measures educational output, primarily expressed in terms of learning the changes in knowledge, skills, and attitudes that result from experiences within the school system.

In the Nigerian education, academic performance encompasses consistent, diligent, and honest teaching which is reflected in improved students' outcomes. This includes setting appropriate written and practical exercise, ensuring effective grading, promptly evaluating all assignments and adhering to academic regulation.

Theoretical Framework

The study is anchored on Social Constructivist Theory; and Vygotsky's Social Development theory.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Social Constructivist Theory

The Social Constructivist theory was propounded by Lev Vygotsky in 1978. The theory posits that learning is a social process in which knowledge is constructed through interaction with others, including teachers, peers, and the environment. It emphasizes the importance of language, dialogue, collaboration, and cultural context in shaping understanding. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which represents the gap between what learners can achieve independently and what they can accomplish with guidance (Vygotsky, 1978).

In relation to this study, social constructivism underscores the role of interactive learning patterns such as group discussions, peer tutoring, cooperative learning, and classroom dialogue in enhancing students' academic achievement. When social studies teachers employ interactive strategies, learners actively participate, negotiate meaning, and co-construct knowledge, leading to deeper understanding of concepts.

Shulman's Teacher Knowledge Theory

Shulman's Teacher Knowledge Theory was advocated by Lee Shulman in 1986. The theory highlights the different categories of knowledge that teachers must possess to teach effectively, particularly pedagogical content knowledge (PCK), which blends subject matter knowledge with pedagogy. According to Shulman, effective teaching requires not just mastery of content but also the ability to present that content in ways that are understandable and meaningful to learners.

In the context of this study, Shuman's framework is highly relevant to teacher pedagogical competence as it explains how teachers' knowledge of instructional strategies, learners' characteristics, curriculum, and assessment influences students' academic achievement. Therefore, the theory provides a solid foundation for understanding how teachers' competence directly impacts students' learning outcomes and achievement.

From the two theories discussed, social constructivist theory is he most relevant to the study. This is because the thrust of the study is on interactive patterns of learning, which is fundamentally rooted in social interaction and collaborative knowledge construction. Social constructivism directly explains how leaning occurs through interaction between students and teachers, making it highly applicable to classroom practices such as group work, discussion, and cooperative learning

Methodology

This study adopts an experimental research design, specifically a pre-test and post-test control group design. The design is considered appropriate because it allows the researcher to examine the effect of the independent variables on students' academic

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

achievement while controlling for initial differences between groups. The population of the study comprises all social studies students in the four Upper Basic Schools in selected Government Junior Secondary Schools in Kokona Local Government Area of Nasarawa State, Nigeria. The population consists of approximately 1,037 social studies students aged between 12 and 15 years. A sample of 100 social studies students was selected from the population using a simple random sampling technique. This technique ensured that every social studies student had an equal chance of being selected, thereby enhancing the representativeness of the sample and minimizing sampling bias.

The social studies (JSS2) students were randomly assigned into two groups, namely the experimental group and the control group, with 50 students in each group. The experimental group was exposed to the treatment, while the control group was taught using the conventional teaching method. The experimental group received instruction using the treatment method, which involves interactive patterns of learning and teacher pedagogical competence. In this group, the teacher applied learner-centered strategies such as discussion, questioning, group work and active participation to enhance students' engagement and understanding. In contrast, the control group was taught using the traditional teacher-centered method, where the teacher primarily delivered the lesson through lecture without much student interaction or engagement. Before the commencement of the treatment, both groups were given a pre-test to determine their initial level of knowledge in Social Studies. After the treatment, a post-test was administered to both groups to assess their academic achievement and determine the effect of the teaching methods.

The research instrument used for data collection was the Social Studies Achievement Test (SOSAT). The instrument was validated by expert to ensure accuracy and consistency in measuring the intended variables. A content validity index of 0.87 was obtained, indicating that the instrument adequately measured what it was designed to measure. The reliability of the instrument was determined using the Kuder-Richardson 20 (KR-20) method, which yielded a reliability coefficient of 0.75. This indicates that the instrument is reliable and suitable for data collection.

Table 1: Table of Specifications for Social Studies Achievement Test (SOSAT) of 25 Items

Topics / Content Areas	Knowledge (C1)	Comprehension (C2)	Application (C3)	Analysis (C4)	Total
Social Values	3 (1, 2, 3)	2 (4, 5)	2 (6, 7)	2 (8, 9)	9
Culture and Social Norms	2 (10, 11)	2 (12, 13)	1 (14)	2 (15, 16)	7
Civic Responsibilities	2 (17, 18)	3 (19, 20, 21)	2 (22, 23)	2 (24, 25)	9
Total	**7**	**7**	**5**	**6**	**25**

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

The Table 1 presents a clear alignment between the 25 objective test items and the cognitive levels of Bloom's Taxonomy, namely Knowledge (C1), Comprehension (C2), Application (C3) and Analysis (C4). The items awee systematically distributed across the three selected topics: Social Values, Culture and Social Norms and Civic Responsibilities. Each item number corresponds directly to a specific question in the test, ensuring clarity and proper alignment. A total of 7 items were allocated to Knowledge, 7 items to Comprehension, 5 items to Application and 6 items to Analysis. This ensures that the test assesses both basic recall and higher-order thinking skills. The distribution of items also reflects the importance of each topic, with Social Values and Civic Responsibilities receiving higher emphasis (9 items each), while Culture and Social Norms is allocated 7 items. This table ensures content validity, balanced assessment and proper coverage of both content areas and cognitive domains. The data collected were analyzed using mean and standard deviation to answer the research questions. The hypotheses were tested using Analysis of Covariance (ANCOVA) at a 0.05 level of significance. ANCOVA was used to control for initial differences between the groups and to determine whether there was a statistically significant difference in students' achievement based on the independent variables.

RESULTS

The results of this study are presented in the tables below:

Research Question 1: what is the achievement mean score of students taught social studies using interactive patterns of learning with those taught without in Kokona Local Government Area of Nasarawa State, Nigeria?

Table 2: Mean and Standard Deviation of Students' Achievement in Social Studies by Teaching Method

Teaching Method	N	M	SD
Interactive Patterns of Learning	50	68.45	10.32
Non-Interactive Patterns of Learning	50	54.21	12.15

Students taught Social Studies using interactive patterns of learning (M = 68.45, SD = 10.32) had a higher mean achievement score than those taught without interactive patterns (M = 54.21, SD = 12.15). This indicates that interactive teaching method enhanced students' academic achievement in Social Studies.

Research Question 2: In what way has the achievement mean score of experimental and control groups students taught social studies using teacher pedagogical competence differed after controlled of pre-test in Kokona Local Government Area of Nasarawa State, Nigeria?

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Table 3: Mean and Standard Deviation of Students' Achievement in Social Studies Based on Teacher Pedagogical Competence

Group	N	M	SD
Experimental Group	50	70.12	9.85
Control Group	50	55.47	11.26

The results in Table 3 show that students in the experimental group taught Social Studies using teacher pedagogical competence (M = 70.12, SD = 9.85) had higher mean achievement scores than students in the control group (M = 55.47, SD = 11.26). This suggests that teacher pedagogical competence had a positive effect on students' academic achievement in Social Studies.

Testing of the Hypothesis

There is no significant difference in the mean achievement scores of students in the experimental and control groups taught Social Studies using teacher pedagogical competence after controlled of pre-test in Kokona Local Government Area of Nasarawa State, Nigeria.

Table 4: Analysis of Covariance (ANCOVA) of Students' Achievement Scores by Group

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2450.36	2	1225.18	15.42	.000
Intercept	1805.27	1	1805.27	22.73	.000
Pre-test & Post-Test (Covariate)	1320.44	1	1320.44	16.62	.000
Group	980.15	1	980.15	12.34	.001
Error	7700.52	97	79.39		
Total	125000.00	100			
Corrected Total	10150.88	99			

The result indicates that there is a statistically significant difference in the mean achievement scores of students in the experimental and control groups after controlling for pre-test scores. This implies that teacher pedagogical competence had a significant effect on students' achievement in Social Studies in Kokona Local Government Area of Nasarawa State, Nigeria. Since the significance value for **Group (p = .001)** is less than 0.05, the null hypothesis is therefore **rejected.**

Discussion of Findings

The findings of this study revealed that students taught using interactive patterns of learning performed better than those taught using conventional methods. This may be

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

attributed to the active engagement, participation, and collaboration encouraged by interactive learning strategies, which enhance understanding and retention. The result is consistent with recent studies by Johnson (2023), who reported that interactive and learner-centered teaching methods significantly improve students' academic achievement by promoting active participation and deeper understanding. Similarly, David Brown (2024) found that students exposed to interactive teaching strategies demonstrated higher retention and better problem-solving skills compared to those taught using traditional methods. These findings support the present study and reinforce the effectiveness of interactive learning approaches.

However, some recent studies present mixed or contrasting views. For example, Adeyemi (2023) argued that while interactive methods are beneficial, their effectiveness may depend on classroom size, available resources and teacher experience. In some cases, excessive use of group activities without proper guidance may reduce learning efficiency. Furthermore, the study found that teacher pedagogical competence significantly influenced students' academic performance. Students in the experimental group outperformed those in the control group, suggesting that effective teaching skills, instructional strategies, and classroom management play a crucial role in learning outcomes. This finding is in agreement with recent research by Yusuf (2024), who emphasized that teachers with strong pedagogical competence are more effective in facilitating learning and improving student achievement. Likewise, James (2023) noted that pedagogical competence enhances teachers' ability to design engaging lessons, assess students effectively and adapt instruction to learners' needs. However, some scholars have argued that pedagogical competence alone may not always guarantee improved academic performance. Okafor (2023) noted that external factors such as student motivation, home environment and availability of instructional materials also significantly influence learning outcomes. Both interactive learning and teacher pedagogical competence were found to be significant determinants of students' achievement in Social Studies, indicating that effective teaching requires both strong pedagogical skills and active student engagement.

Conclusion

This study examined the effect of interactive patterns of learning and teacher pedagogical competence on the academic achievement of students in Social Studies in Kokona Local Government Area of Nasarawa State, Nigeria. Based on the finding, it can be concluded that interactive patterns of learning significantly improve students' academic achievement compared to conventional teaching methods. The study also established that teacher pedagogical competence plays a vital role in enhancing students' understanding and performance in Social Studies.The use of learner-centered and

interactive teaching strategies encourages active participation, collaboration, and engagement among students, which leads to better comprehension and retention of learned concepts. Similarly, teachers with strong pedagogical competence are more effective in delivering lessons, managing classrooms, and adapting instructional strategies to meet students' diverse learning needs. The study concludes that both interactive learning approaches and teacher pedagogical competence are important determinants of students' academic achievement in Social Studies. Their combined use creates a more effective and engaging learning environment that promotes better educational outcomes.

Recommendations

Based on the finding of the study, the following recommendation is made:

1. Social studies teachers should adopt interactive patterns of learning, such as group discussions, role play and cooperative learning, to actively engage students in the learning process.
2. Continuously develop their pedagogical knowledge and classroom management skills to enhance effective teaching and learning outcomes.

References

Ajani, O. A. (2024). Teachers' Competencies in Digital Integration of Learning Contents in Dynamic Classroom Practices. *Acta Educationis Generalis*, 14(3).

Cong, L. & Ironsi, C. S. (2025). Integrating Mobile Learning and Problem-based Learning in Improving Students' Critical Thinking Skills. *Humanities and Social Sciences Communications*, 12, 1238.

Haji, S. A. & Atemnkeng, A. N. (2024). The Implementation of Teaching Methods of the Social Studies Curriculum and Teachers' Effectiveness. *International Journal of Research and Innovation in Social Science*, 8(3), 5301–5313.

Ibid. p. 25

Ibid. p. 6

Ibid. p. 60

Joshua, D. P. & Lusa, Y. M. (2024). Effectiveness of Interactive and Innovative Teaching Methodologies in Enhancing Students' Engagement and Motivation. *Journal of Research in Education and Society*, 15(2), 67–80.

K, A Meziobi & K. C Meziobi (2017) A Hand Book of Social Studies Competences. Proscilla Omama Publishers. Umuoma Nekede. Owerri, Nigeria

Ibid. P. 50

Ibid P 55

Kapasheva, Z. K., Mirza, N., Shastitka, I., Gelmanova, Z., Makouchyk, A. & Umbetova, A. (2024). Modeling the Development of Pedagogical Competence in Educators and Digitization. *Frontiers in Education*.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Kizilgol, T. Z. & Kasapoglu, K. (2024). Social Studies Teacher Competencies in 2050: An e-Delphi study. *European Journal of Futures Research*, 12(4).

Kolb A. A (1984. Experiential Learning: Experience as the source of learning and development practice. Online reading.

Loco Cid. P. 60

Shulman L. S. (1978) Those who understand: Knowledge and Growth in Teaching. Online reading.

Sulaiman, A. H., & Abdullah, S. A. (2024). The use of Active Learning Strategies to foster Effective Teaching in Higher Education Institutions. *Zanco Journal of Humanity Sciences*, 28(2).

Vygotky . L. S (1978) Mind in Society: The Development of Higher Psychological Process. Harvard University Press.

Wijnia, L., Noordzij, G., Arends, L. R., Rikers, R. M. J. P. & Loyens, S. M. M. (2024). The Effects of Problem-based, Project-based, and Case-based Learning on Students' Motivation. *Educational Psychology Review*, 36, 29.