

## Pre-Service Teacher Competence in a Teacher Education Institution

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**Abstract.** This study aimed to describe the level of competence of pre-service teachers of Camarines Norte State College College of Education in terms of the Philippine Professional Standards for Teachers (PPST). The study employed a descriptive research design. Data used in this study came from a survey of BSEd and BEEd pre-service teachers (n=125) and cooperating teachers (n=125) in Camarines Norte, Philippines. A questionnaire consisting of the specific indicators of the PPST was the main data-gathering instrument. The study revealed that the pre-service teachers had an advanced level of competence in Content Knowledge and Pedagogy, Learning Environment, Curriculum and Planning, Community Linkages and Professional Engagement, Personal Growth and Professional Development, and above average level of competence along Diversity of Learners and Assessment and Reporting domains of the PPST. Policies and programs were proposed to improve the level of competence of the pre-service teachers.

**Keywords:** Level of competence; pre-service teachers; professional standards for teachers; teacher education.

### 1. Introduction

Quality Education is United Nations' Sustainable Development Goal number 4. Taking into account the country's commitment to the 2030 Sustainable Development Goal, the Philippine Development Plan (2017-2022) intends to improve the quality of higher and technical education and research for equity and global competitiveness through the improvement of research, extension, and innovation services; expansion of government, academe and industry collaboration; and promotion of excellence among higher education institutions ([www.neda.gov.ph](http://www.neda.gov.ph)). In the Philippines, Republic Act 10533 established the K-12 Basic Education curricular in 2012, requiring teacher quality and curricular reforms in teacher education.

Teachers perform an essential role in attaining quality education and, consequently, nation-building. Teachers of exceptional quality foster the growth of well-rounded students imbued with values, equipped with 21st-century skills, and capable of contributing to national development. The Department of Education (DepEd) requires Teacher Education Institutions (TEIs) to produce teachers with the skills necessary to support the learning requirements of all types of students. The goal of teacher education institutions is to produce teachers of superior quality. The enactment of R.A. 10533, also known as the Enhanced Basic Education Act of 2013 (K to 12 Program), mandated and ensured a corresponding focus on teacher quality. Quality teachers are adequately prepared to be effective 21st-century educators.

Teacher evaluation or feedback on teacher quality is especially important at the beginning of a teacher's career so that they can obtain timely feedback, mentoring, and other support systems (OECD, 2012). This approach is developmental, as the results of the evaluation serve as the premise for professional development activities and continuous learning to be provided to beginning teachers. A reasonable and consistent paradigm for evaluating teachers' quality and performance requires a reference standard (OECD, 2013). Darling-Hammond (2012) argues that professional teaching standards should be the premise of teacher evaluation and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher.

The Philippine Professional Standards for Teachers (PPST) or Developmental National Competency-Based Teacher Standards (d-NCBTS) define what constitutes teacher quality through a set of standards that specify what teachers must be able to know, do, and value in order to provide quality education. Through distinct domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement, it describes the characteristics of K-12 teacher quality (Philippine National Research Center for Teacher Quality, 2016).

Additionally, the four career or developmental stages of PPST in successive order from career stages 1 to 4 are Beginning Teachers, Proficient Teachers, Highly Proficient Teachers, and Distinguished Teachers. Beginning Teachers are those pre-service teachers or interns or teachers in their first two years of teaching in public schools. All career stages have 7 domains namely: Domain 1:

Content Knowledge and Pedagogy; Domain 2: Learning Environment; Domain 3: Diversity of Learners; Domain 4: Curriculum and Planning; Domain 5: Assessment and Reporting; Domain 6: Community Linkages and Professional Engagement and Domain 7: Personal Development and Professional Development. The 7 domains collectively include 37 strands that pertain to more specific descriptors of teacher practices (Teacher Education Council & DepEd, 2017).

As quality learning depends on quality instruction, there is an urgent need to continuously improve the quality of pre-service teachers. Pre-service teachers are beginning educators who must satisfy the profession's entry requirements. They must possess the PPST-specified knowledge, skills, and attitudes in order to attain competence, enhanced learning outcomes, and thus quality education. The Philippines can cultivate holistic learners who are instilled with values, endowed with 21st-century skills, and able to propel the country's development and progress with the aid of qualified educators.

Meanwhile, Teacher Education Institutions like the Camarines Norte State College College of Education are responsible for providing the qualifications required of beginning teachers for their entry into the teaching profession in terms of the 7 domains of the PPST. The pre-service teachers in the institution, also known as beginning teachers in the PPST, are anticipated to have acquired the knowledge, skills, and attitudes that will qualify them for their recruitment and hiring. Their teaching practices in their off-campus student teaching are manifestations of the quality of instruction provided by the CNSC College of Education.

The study aimed to describe the pre-service teacher competence of Camarines Norte State College teacher education institution in terms of the PPST for the academic year 2019–2020. Based on the findings of the study, policies and programs were proposed to improve the level of competence of the pre-service teachers.

## 2. Methodology

This study employed the descriptive research design to describe the level of competence of pre-service teachers. This study collected data using a questionnaire containing the indicators of the Philippine Professional Standards for Teachers (PPST). Explicitly, the 37 indicators included the seven domains namely Content Knowledge and Pedagogy, Learning Environment, Diversity of

Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development. The questionnaire had statements that were assessed by the cooperating teachers on a five-point scale, which was coded using the following: Advanced Competence (4.21–5.00), Above Average Competence (3.41–4.20), Average Competence (2.61–3.40), Below Average Competence (1.81–2.60), and No Competence (1.01–1.80).

Informal interviews were conducted with the cooperating teachers and school heads to validate the responses described in the verbal interpretation as to the level of competence along the PPST indicators. Weighted mean was used to describe the level of competence of the pre-service teachers based on the responses in the survey questionnaire.

### *2.1. Sampling Procedure*

The respondents of the study comprised all of the cooperating teachers of the pre-service teachers: 49 in the elementary and 76 in the secondary, hence, total enumeration was used. The number of respondents is manageable and the sampling error is eliminated when the total enumeration is used. This is to gather sufficient data on the level of competence of the pre-service teachers for this academic school year.

### *2.2. Respondents*

The target group of respondents of the study includes the cooperating teachers of the BEd and BEEd pre-service teachers of the College of Education for the school year 2019–2020.

#### 2.2.1 Research Site

The study was conducted at the cooperating schools of pre-service teachers in the DepEd Division of Camarines Norte, that were the host public elementary and secondary schools during their internship.

## **3. Results and Discussion**

This part presents the analysis and interpretation of data from the survey and interview based on the specific problems posed.

### *3.1 The Level of Competence of Pre-service Teachers*

In order to cope with evolving global contexts on quality teachers, the PPST defines the skills and competencies of teachers. Thus, producing better teachers in the country by improving their qualifications, skills and by increasing their levels of knowledge, practice and professional engagement will ultimately redound to the effective implementation of the K to 12 Program (2017, DepEd–Teacher Education Council).

3.1.1 Content Knowledge and Pedagogy. The data in Table 1 present the level of competence of pre–service teachers along content knowledge and pedagogy.

**Table 1.** Level of Competence of the Pre-Service Teachers along Content Knowledge and Pedagogy

Indicators	BSED		BEED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	4.21	Advanced Competence	4.06	Above Average Competence
2. Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	4.13	Above Average Competence	3.98	Above Average Competence
3. Show skills in the positive use of ICT to facilitate the teaching and learning process.	4.38	Advanced Competence	4.59	Advanced Competence
4. Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	4.22	Advanced Competence	4.24	Advanced Competence
5. Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	4.14	Above Average Competence	3.88	Above Average Competence
6. Use Mother Tongue, Filipino and English to facilitate teaching and learning.	4.43	Advanced Competence	4.53	Advanced Competence
7. Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.	4.19	Above Average Competence	4.24	Advanced Competence
<i>Over-all weighted mean</i>	<b>4.24</b>	<b>Advanced Competence</b>	<b>4.22</b>	<b>Advanced Competence</b>

Scale:

- 4.21-5.00 - Advanced Competence
- 3.41-4.20 - Above Average Competence
- 2.61-3.40 - Average Competence
- 1.81-2.60 - Below Average Competence
- 1.01-1.80 - Low Competence

The level of competence of BSEd pre–service teachers on the PPST indicator on the use Mother Tongue, Filipino and English to facilitate teaching and learning was advanced and this got the highest mean. This means that they are competent

in using appropriate languages to facilitate teaching and learning. The old curriculum of the Bachelor of Secondary Education (BSED) program has seven majors namely English, Filipino, Science, Mathematics, Social Studies, Music, Arts, and Physical Education (MAPE) and Technology and Livelihood Education (TLE). Except for Filipino, these subjects are suggested to be taught using English as medium of instruction and aside from the English language, BSEd pre-service teachers have recurrently used the Tagalog and Bicol languages in teaching their lessons. The BEED pre-service teachers likewise have advanced competence in the same indicator. Translanguaging is frequently utilized by both teachers and students to combat language standardization, and both pre-service and in-service teachers should participate in MTB-MLE trainings and workshops, as well as ideological discussions on multilingual education. (Sumbalan et al, 2017).

Positive use of ICT refers to the responsible, ethical or appropriate use of ICT to achieve and reinforce learning. Both the BSEd and BEEd pre-service teachers have advanced competence in showing skills in the positive use of ICT to facilitate the teaching and learning process. This can be explained by the integration of technology in teacher education curriculum and the pre-service training of the pre-service teachers in using ICT particularly multimedia in their individual and group reporting, demonstration teaching and micro lectures. Technology in the classroom has become a focus in public schools due to its favorable impact on student learning expectations and outcomes (Costley, 2014). Likewise, the majority of pre-service teachers used technology skills and expertise in their instructional practice with K-12 pupils. (Thieman, 2008).

Meanwhile, the application of teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills ranked second to the last for BSEd pre-service teachers and ranked last for BEEd pre-service teachers. This finding can be attributed to the fact that the BEEd and BSEd pre-service teachers are not yet adept in utilizing such strategies during their off-campus teaching. The strategies could include the art of questioning both in lesson discussion and test construction. The off-campus teaching duration is 40 school days and this period may not be enough for them to consistently apply teaching strategies that develop such skills. This result is also confirmed by a majority of the cooperating teachers. According to them, one of the identified problems of pre-service teachers along content knowledge and pedagogy is the application of strategies that will promote higher-order thinking skills.

The competence on demonstrate an understanding of research-based knowledge and principles of teaching and learning got the lowest weighted mean for BSEd pre-service teachers and ranked second to the lowest for BEEd pre-service teachers. This finding meant that pre-service teachers have slight experience in using research-based knowledge and principles of teaching and learning during the course of their internship in public schools. This finding has been affirmed by a few of the cooperating teachers when they identified problems of some pre-service teachers taking into account the use of inappropriate strategy; use of strategies that are not suitable to the content/topic; lack of varied activities; and the use of limited instructional strategies and some are not suitable to the content.

**3.1.2 Learning Environment.** Learning environment refers to the physical, psychological and instructional setting in classrooms.

**Table 2.** Level of Competence of the Pre-Service Teachers along Learning Environment

Indicators	BSED		BEED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments	4.24	Advanced Competence	4.2	Above Average Competence
2. Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning	4.36	Advanced Competence	4.43	Advanced Competence
3. Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	4.06	Above Average Competence	4.18	Above Average Competence
4. Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	4.26	Advanced Competence	4.27	Advanced Competence
5. Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	4.32	Advanced Competence	4.20	Above Average Competence
6. Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	4.28	Advanced Competence	4.16	Above Average Competence
<i>Overall weighted mean</i>	<i>4.25</i>	<i>Advanced Competence</i>	<i>4.24</i>	<i>Advanced Competence</i>

Scale:

- 4.21-5.00 - Advanced Competence
- 3.41-4.20 - Above Average Competence
- 2.61-3.40 - Average Competence

1.81-2.60

*- Below Average Competence*

1.01-1.80

*- Low Competence*

The data in Table 2 present the level of competence of pre-service teachers along learning environment. As a whole, data revealed that the level of competence of both the BSEd (4.25) and BEEd (4.24) pre-service teachers along learning environment was advanced competence. The competence on demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning ranked first for both the BSEd and BEEd pre-service teachers meant that pre-service teachers are trained and grounded on the principles of inclusiveness, thus, ensuring that all students, regardless of their backgrounds and abilities are provided with fair opportunities to learn.

However, it can be noted that the competence on demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments ranked last for BSEd pre-service teachers. This is probably because the BSEd pre-service teachers had minimum experience on effecting classroom management using actual hands-on activities for the students. The majority of the cooperating teachers attested that classroom management is one of the identified problems of pre-service teachers especially when the student-teacher ratio is 1:50. Additionally, they said that a number of the pre-service teachers had difficulty in enforcing discipline and management of student behavior and dealing with student misbehavior.

The management of the classroom structure has a significant impact on student learning and achievement of student outcomes. In truth, classroom management is a serious issue, with issues ranging from the insufficient classroom environment to explicit acts of misconduct, and the basic ways to classroom management are establishing rules and reinforcing consequences for misbehavior. Furthermore, exposure to actual classrooms and learning from experienced teachers are two options for enhancing classroom management skills. (Macias and Sanchez, 2015).

For the BEEd pre-service teachers, the competence on demonstrate knowledge of positive and non-violent discipline in the management of learner behavior ranked lowest. This finding meant that the BEEd pre-service teachers lacked (and hence, needed) training on the use of both positive and non-violent discipline. The cooperating teachers corroborated that the said competence is



an identified problem for BEEd pre-service teachers, and that their difficulty lies in their implementation of positive discipline. Hence, the issue in pre-service teachers' classroom management is activity, strategies, grouping and seating, authority, tools, and working with others. (Ragawanti, 2015). The results emphasized that they have advanced competence in providing learning environment that is safe, secure, fair, and supportive in order to promote learner responsibility and achievement; and in creating an environment that is learning-focused and in which teachers efficiently manage learner behavior in a physical space.

**3.1.3 Diversity of Learners.** In this domain, the characteristics that teachers should possess include the ability to establish learning environments that are responsive to learner diversity; respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities; and encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment (DepEd Order No. 42, s. 2017).

**Table 3.** Level of Competence of the Pre-Service Teachers along Diversity of Learners

Indicators	BSED		BEED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	4.11	Above Average Competence	4.04	Above Average Competence
2. Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.	4.15	Above Average Competence	4.04	Above Average Competence
3. Use strategies responsive to learners with disabilities, giftedness and talents.	4.10	Above Average Competence	3.90	Above Average Competence
4. Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	4.07	Above Average Competence	3.82	Above Average Competence
5. Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	4.01	Above Average Competence	3.94	Above Average Competence
<b>Overall weighted mean</b>	<b>4.09</b>	<b>Above Average Competence</b>	<b>3.95</b>	<b>Above Average Competence</b>

Scale:

- 4.21-5.00 - Advanced Competence
- 3.41-4.20 - Above Average Competence

2.61-3.40

*- Average Competence*

1.81-2.60

*- Below Average Competence*

1.01-1.80

*- Low Competence*

The data in Table 3 present the level of competence of pre-service teachers along diversity of learners. The data revealed that for both BSEd and BEEd pre-service teachers, the competence on implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic, and religious backgrounds ranked first. This finding can be attributed to their experiential learning exposure in their field study courses, during which they were able to witness actual classroom settings of in-service teachers applying teaching strategies in response to learners of diverse backgrounds. Hence, through their courses, the pre-service teachers gained an excellent theoretical understanding of inclusive education, but they still need time to create their professional identities as inclusive instructors (Tangen and Beutel, 2017). Teacher education institutes serve an important role in preparing pre-service teachers to teach a varied range of students competently and confidently.

On the other hand, the competence on demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups ranked the least for BSEd pre-service teachers. The same result is obtained for the BEEd pre-service teachers on demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. These findings can be explained primarily by the fact that BSEd and BEEd pre-service teachers were not exposed in teaching students from indigenous groups and with special education needs and secondly, it is due to the fact that cooperating public schools where the pre-service teachers were assigned hardly had students from indigenous groups and difficult circumstances. This finding has been supported by their cooperating teachers when they said that some pre-service teachers had difficulties managing students/learners with special educational needs, familiarizing with learner's background knowledge, and applying effective behavior and management skills. Thus, the above average competence of BSEd and BEEd pre-service teachers along diversity of learners implied that their ability to respond to learner diversity is almost advanced.

**3.1.4 Curriculum and Planning.** In this domain, the teachers should possess the ability to interact with the national and local curriculum requirements; translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning; apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners’ needs and incorporate a range of teaching and learning resources; and communicate learning goals to support learner participation, understanding and achievement (DepEd Order No. 42, s. 2017).

**Table 4.** Level of Competence of the Pre-Service Teachers along Curriculum and Planning

Indicators	BSED		BEED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Prepare developmentally sequenced teaching and learning process to meet curriculum requirements	4.26	Advanced Competence	4.27	Advanced Competence
2. Identify learning outcomes that are aligned with learning competencies	4.25	Advanced Competence	4.2	Above Average Competence
3. Demonstrate knowledge in the implementation of relevant and responsive learning programs.	4.10	Above Average Competence	4.14	Above Average Competence
4. Seek advice concerning strategies that can enrich teaching practice.	4.44	Advanced Competence	4.45	Advanced Competence
5. Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	4.35	Advanced Competence	4.47	Advanced Competence
<b>Overall weighted mean</b>	<b>4.28</b>	<b>Advanced Competence</b>	<b>4.31</b>	<b>Advanced Competence</b>

Scale:

- 4.21-5.00 - Advanced Competence
- 3.41-4.20 - Above Average Competence
- 2.61-3.40 - Average Competence
- 1.81-2.60 - Below Average Competence
- 1.01-1.80 - Low Competence

The data in Table 4 show the level of competence of pre-service teachers along curriculum and planning. The data revealed that the advanced competence of the BSEd pre-service teachers to seek advice concerning strategies that can enrich teaching practice adds to their knowledge, skills, attitudes, and confidence in pre-service teaching, particularly on translating curriculum content into learning activities. For the BEEd pre-service teachers, the competence to show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals was interpreted as advanced

competence. This finding is the same as that of the domain content knowledge and pedagogy ranking second to the list, that BEEd pre-service teachers have advanced competence in showing skills in the positive use of ICT as one of the resources to facilitate the teaching and learning process.

On the other hand, the competence demonstrate knowledge in the implementation of relevant and responsive learning programs ranked the lowest for BSEd and BEEd pre-service teachers and interpreted as above average competence. This finding can be attributed to the fact that BSEd and BEEd teachers occasionally responded to the broad range of needs of their students and not often provided their students opportunities to connect their lessons to the world around them and everyday life. Moreover, the implementation of relevant and responsive learning programs includes the use of differentiated instruction, consideration of student learning styles and culturally responsive teaching are yet to be learned and practiced by the pre-service teachers.

To sum up, the BSEd and BEEd pre-service teachers have advanced competence along curriculum and planning. This meant that they have advanced competence in translating curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning.

3.1.5 Assessment and Reporting. In this domain, teachers should have the ability to apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement; use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs; and provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes (DepEd Order No. 42, s. 2017).

Table 5 presents the level of competence of pre-service teachers along assessment and reporting. The competence demonstrates knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data ranked first among the indicators of the domain assessment and reporting for both the BSEd and BEEd pre-service teachers. This meant that they have sufficient experiential and pre-service training on the assessment of learning and for learning. Additionally, their cooperating teachers have provided them with opportunities to construct assessment questions to measure student

outcomes, score test results, and compute their ratings based on the learner attainment data, which is used to help students achieve mastery.

**Table 6.** Level of Competence of the Pre-Service Teachers along Assessment and Reporting

Indicators	BSED		BEED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.22	Advanced Competence	4.22	Advanced Competence
2. Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	4.25	Advanced Competence	4.22	Advanced Competence
3. Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	4.19	Above Average Competence	4.04	Above Average Competence
4. Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	4.13	Above Average Competence	4.00	Above Average Competence
5. Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs	4.17	Above Average Competence	4.12	Above Average Competence
<b>Overall Weighted Mean</b>	<b>4.19</b>	<b>Above Average Competence</b>	<b>4.12</b>	<b>Above Average Competence</b>

Scale:

- 4.21-5.00 - Advanced Competence
- 3.41-4.20 - Above Average Competence
- 2.61-3.40 - Average Competence
- 1.81-2.60 - Below Average Competence
- 1.01-1.80 - No Competence

On the other hand, the competence demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement ranked last for both the BSEd and BEEd pre-service teachers. This can be attributed to the fact that they had minimal opportunities to use varied strategies to communicate learner needs, progress and achievement considering the duration of their off-campus experience.

As a whole, the above-average competence BSEd and BEEd pre-service teachers meant that they have high competence in employing a variety of assessment tools and strategies in monitoring, evaluating, documenting, and reporting learners’ needs, progress and achievement.

3.1.6 Community Linkages and Professional Engagement. In this domain, teachers are expected to have the ability to establish school-community partnerships aimed at enriching the learning environment, as well as the

community’s engagement in the educative process; identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders; and, understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community (DepEd Order No. 42, s. 2017).

The data in Table 6 revealed that the advanced competence of both BSED and BEED pre-service teachers in demonstrating knowledge and understanding of school policies and procedures to foster a harmonious relationship with the wider school community could be explained by their strong foundation of professional engagement, that they should be the first informed of and followers of school policies and procedures.

**Table 6.** Level of Competence of the Pre-Service Teachers along Community Linkages and Professional Engagement

Indicators	BSED		BEED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	4.14	Above Average Competence	4.16	Above Average Competence
2. Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	4.33	Advanced Competence	4.24	Advanced Competence
3. Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	4.32	Advanced Competence	4.22	Advanced Competence
4. Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community.	4.42	Advanced Competence	4.27	Advanced Competence
<b>Overall weighted mean</b>	<b>4.30</b>	<b>Advanced Competence</b>	<b>4.22</b>	<b>Advanced Competence</b>

Scale:

- 4.21-5.00 - Advanced Competence
- 3.41-4.20 - Above Average Competence
- 2.61-3.40 - Average Competence
- 1.81-2.60 - Below Average Competence
- 1.01-1.80 - Low Competence

On the other hand, the competence on demonstrate an understanding of knowledge of learning environments that are responsive to community contexts

ranked the least for both the BSEd and BEEd pre-service teachers. This finding implied that they still needed opportunities to acquire an understanding of knowledge of learning environments that are responsive to community contexts.

As a whole, data revealed an advanced level of competence of both the BSEd and BEEd pre-service teachers along community linkages and professional engagement. This finding was validated by their cooperating teachers and school principals during the monitoring conducted by the College Dean, Program Chairpersons and Supervising Teachers. The BSEd and BEEd pre-service teachers have advanced competence in maintaining professional ethics that promote professional and harmonious relationships with learners, parents, schools, and the wider community.

3.1.7 Personal Growth and Professional Development. Teachers should possess the ability to value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity; value personal and professional reflection and learning to improve their practice and assume responsibility for personal growth and professional development for lifelong learning (DepEd Order No. 42, s. 2017).

With the sufficient preparation, instruction and guidance of professional education courses faculty members, and the direct supervision of the program chairpersons and supervising teachers to the BSEd and BEEd pre-service teachers, their competence in demonstrating behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity was above average. This can be confirmed by the positive feedbacks of their cooperating teachers during the monitoring in public schools and their students as reflected in their portfolios. Also, majority of the BSEd and BEEd pre-service teachers received outstanding final ratings in their off-campus internship, that is, at a range of 1.4–1.0 GPA. This is reflected in Table 7.

**Table 7.** Level of Competence of the Pre-Service Teachers along Personal Growth and Professional Development

Indicators	BSED		BEED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Articulate a personal philosophy of teaching that is learner-centered.	4.28	Advanced Competence	4.29	Advanced Competence
2. Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	4.49	Advanced Competence	4.59	Advanced Competence
3. Seek opportunities to establish professional links with peers and cooperating teachers.	4.49	Advanced Competence	4.49	Advanced Competence
4. Demonstrate an understanding of how professional reflection and learning can be used to improve practice.	4.42	Advanced Competence	4.39	Advanced Competence
5. Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.	4.44	Advanced Competence	4.24	Advanced Competence
<i>Average weighted mean</i>	<b>4.42</b>	<b>Advanced Competence</b>	<b>4.40</b>	<b>Advanced Competence</b>

Scale:

- 4.21-5.00 - Advanced Competence
- 3.41-4.20 - Above Average Competence
- 2.61-3.40 - Average Competence
- 1.81-2.60 - Below Average Competence
- 1.01-1.80 - Low Competence

Meanwhile, the competence on articulating a personal philosophy of teaching that is learner-centered had the lowest mean rating for the BSEd pre-service teachers but was still interpreted as advanced competence. This has been confirmed by their cooperating teachers when one of them said that pre-service teachers sometimes focus on a teacher-centered philosophy rather than on a student-centered one.

For the BEEd pre-service teachers, the lowest competence along the 7<sup>th</sup> domain is demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers. This implied that their motivation to realize professional development goals based on the PPST is not always felt and observed by their cooperating teachers. As a whole, both the BSEd and BEEd pre-service teachers have advanced level of competence along personal growth and professional development. This finding has been corroborated by their cooperating teachers and school principal, that, they commend our BSEd and BEEd pre-service teachers for being notable in instruction, school activities, and community linkages.



### 3.2 Policies and Programs that may be developed to Improve the Competence of the Pre-Service Teachers at Camarines Norte State College

The overall findings of this study explicate the advanced competence of the pre-service teachers assessed against the PPST. However, it cannot be denied that the findings have provided important inputs that can be used in developing policies and programs to improve the competence of the BSED and BEED pre-service teachers in the PPST domains in some indicators.

Table 8 shows the proposed policies/programs to address the identified lowest competence of the pre-service teachers along the domains of the PPST which are mainly curricular interventions to advance their knowledge, skills, and attitudes in such competencies. Pre-service training workshops may be conducted as a course requirement or as a training program prior to the pre-service internship. These policies/programs will be implemented this 2<sup>nd</sup> Semester, Academic Year, 2020–2021 for the pre-service teachers enrolled in OJT or Practice Teaching with a corresponding proposal for approval of the College Dean.

**Table 8.** Proposed Policies and Programs to Improve the Competence of Pre-Service Teachers

DOMAIN	BSED		BEED	
	LOWEST COMPETENCE	PROPOSED POLICY/PROGRAM	LOWEST COMPETENCE	PROPOSED POLICY/PROGRAM
<b>1-CONTENT KNOWLEDGE AND PEDAGOGY</b>	Demonstrate an understanding of research-based knowledge and principles of teaching and learning	<ul style="list-style-type: none"> <li><b>Demo Teach Research-based Knowledge/Principles of Teaching and Learning Policy:</b> In the course The Child and Adolescents learning and Learning Principles, every pre-service teacher will do demonstration teaching applying one or more research-based knowledge and principles of teaching and learning individually or in small groups (team teaching) as a course requirement.</li> </ul>	Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	<ul style="list-style-type: none"> <li><b>Demo Teach HOTS Strategies Policy:</b> In the course Facilitating Learner-centered Teaching, every pre-service teacher will have a demonstration teaching of one or more teaching strategies that will develop critical and creative thinking, and/or other higher-order thinking skills of learners, individually or in small groups (team teaching) as a course requirement.</li> </ul>
<b>2-LEARNING ENVIRONMENT</b>	Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities	<ul style="list-style-type: none"> <li><b>Training-Workshop on High Participation Instructional Strategies for Promoting the Level of Student Engagement:</b> A 3-day pre-service training program to capacitate pre-service teachers in transformative classroom management while linking pedagogy and classroom management. Psychologists</li> </ul>	Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior	<ul style="list-style-type: none"> <li><b>Training-Workshop on Positive Discipline and Classroom Management:</b> A 3-day pre-service training to capacitate pre-service teachers in implementing the positive discipline approach, creating a classroom environment conducive to positive discipline, implementing</li> </ul>

within the available physical learning environments

and experts in the field will be invited to train the pre-service teachers.

positive discipline in the classroom and dealing with misconduct. Psychologists and experts in the field will be invited to train the pre-service teachers.

**3-DIVERSITY OF LEARNERS**

Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups

- **Every Pre-service Teacher is an Indigenous Group Teacher:** This policy mandates all pre-service teachers to engage in a 3-day teaching experience with *Katutubo* learners. They will be part of the College of Education's Extension Program for the *Kabihug* learners in the municipalities of Panganiban and Labo. This will be a requirement in the course Foundations of Special and Inclusive Education.

Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices

- **Training on Capacitating Pre-service Teachers in Teaching Learners Living in Difficult Circumstances:**

Pre-service teachers will be required to participate in a 2-day training for them to better serve learners living in difficult circumstances. Experts on this field will be invited as trainers. This might be another requirement in the course Foundations of Special and Inclusive Education, or conducted prior to off-campus teaching.

**4-CURRICULUM AND PLANNING**

Demonstrate knowledge in the implementation of relevant and responsive learning programs

- **Training-Workshop on the Use of Relevant and Responsive learning Programs for Pre-service Teachers:** Pre-service teachers will be required to participate in a 1-day training on the implementation of curricular, co-curricular and non-curricular programs that are relevant and responsive to learning including but not limited to Culturally-Responsive Teaching, Differentiated Instruction Strategies and other programs and activities that will promote the holistic development of learners: intellectual, social, physical, emotional, and spiritual.

Demonstrate knowledge in the implementation of relevant and responsive learning programs

- **Training-Workshop on the Use of Relevant and Responsive learning Programs for Pre-service Teachers:**

Pre-service teachers will be required to participate in a 1-day training on the implementation of curricular, co-curricular and non-curricular programs that are relevant and responsive to learning including but not limited to Culturally-Responsive Teaching, Differentiated Instruction Strategies and other programs and activities that will promote the holistic development of learners: intellectual, social, physical, emotional, and spiritual.

**5-ASSESSMENT AND REPORTING**

Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement

- **Training-Workshop on the Modes of Communicating Learner needs, Progress and Achievement:** This 1-day training will necessitate pre-service teachers to get acquainted with the different strategies for communicating learner needs, progress and achievement to key stakeholders, primarily the parents and guardians. The strategies could include accomplishing the learner needs, progress and achievement Cardex, innovative social media strategies among others. Expert(s) on this field will be invited to share expertise on this topic.

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**6-COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT**

Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts

- **Training-Workshop on Learning Environments that are Responsive to Community Contexts:** Pre-service teachers will be required to participate in a 1-day training on learning environments that are responsive to community contexts. Topics to be discussed include but not limited to building relationship with and between students, shared learning, and creating a sense of order. An expert will be invited to share expertise on this topic.

Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts

- **Training-Workshop on Learning Environments that are Responsive to Community Contexts:** Pre-service teachers will be required to participate in a 1-day training on learning environments that are responsive to community contexts. Topics to be discussed include but not limited to building relationship with and between students, shared learning, and creating a sense of order. An expert will be invited to share expertise on this topic.

Expert(s) on this field will be invited to share expertise on this topic.

**7-PERSONAL DEVELOPMENT AND PROFESSIONAL GROWTH**

Articulate a personal philosophy of teaching that is learner-centered

- **Training-Workshop on the Process of Articulating a Teaching Philosophy Statement that is Learner-centered:** Pre-service teachers will have to undergo training on this subject matter. Their teaching philosophy will explain why they do what they do and guide them in teaching effectively.

Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers

- **Training on Professional Development Goal-Setting and Action Planning:** Pre-service teachers will participate in a training on setting professional development goals

**4. Conclusions**

Based on the findings of the study, the following were concluded: Both the BSEd and BEd pre-service teachers have advanced level of competence along the PPST domains content knowledge and pedagogy, learning environment, curriculum and planning, community linkages and professional engagement, and personal growth and professional development. Moreover, both of the BSEd and BEd pre-service teachers have above-average competence along the PPST domains diversity of learners and assessment and reporting.

Policies and programs were proposed to improve the competence of the BSEd and BEd pre-service teachers.

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