

Pedagogical Competence and Academic Performance of Pre-Service Teachers of Basilan State College

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Abstract— *The Philippine Professional Standards for Teachers (PPST) defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing levels of knowledge, practice, and professional engagement. Thus, this study was conducted to assess the pedagogical competency of 60 Pre-service teachers of Basilan State College. Specifically, this study aims to determine the level of pedagogical competency and the academic performance in the professional education. The descript survey method was used, with mean and standard deviation, t-test was employed to compare the assessment of the pre-service teachers and teachers teaching professional education subjects. The findings revealed that: The Pre-service teachers of Basilan state College performed "very satisfactory" on the seven domains of the Philippine Professional Standards, "outstanding" on the domain on Personal Growth and Professional Development, on the average have "very satisfactory" academic performance in their professional education subjects, and this study found out that there is no significant difference between the level of Pedagogical Competence and Academic Performance of the Pre-service Teachers. However, there is a need to capacitate the Pre-service Teachers on areas such as Assessment and Reporting as well as Curriculum and Planning by conducting Seminar Workshops and or Training before they will finally be evaluated of their course outcomes.*

Keywords— *Academic performance, pedagogical competency, pre-service teachers, personal growth, professional development, professional standards.*

I. INTRODUCTION

Background of the Study

The constant change and increasing competitiveness resulting from the demands of globalization, the Association of South-East Asian Nations (ASEAN) integration, and the goals of 21st-century learning has led to new demands in the Philippine educational system and thus, made it inevitable to question quality at Teacher Education Institutions (TEIs) in the Philippines. In line with these, the Department of Education (DepEd) is committed in partnership with Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA) to put in place a demand-driven teacher education program with public schools as laboratories for an internship program. TEI's in the Philippines are mandated to provide quality, relevant and goal-oriented experience to would-be-teachers, as CHED emphasized, that "Quality pre-service teacher education is the key factor in Philippine education" (CMO 30 s. 2004), It means that all efforts to improve the quality of education in the Philippines are

dependent on the performance and delivery of teachers who are well-equipped to undertake various tasks of a quality teacher.

Given that, quality teacher training can be measured through the lens of the pedagogical competence of the pre-service teachers. According to Gliga (as cited in Vecaldo, Andres, Carag, and Caranguian 2017), pedagogical competence refers to the "minimum professional standard, often specified by law, which should raise a person in fulfilling a particular role of the teaching profession".

In the Philippines, the professional standard refers to the National Competency-Based Teacher Standards (NCBTS). CHED spells out through a memorandum circular that "NCBTS must form the core competencies that teacher education students should imbibe and possess". (CMO.52, 2007). However, DepEd through the Teacher Education Council (TEC), issued a DepEd Order no. 42, s. 2017 entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped and effectively implement the K12 program.

The PPST defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing levels of knowledge, practice, and professional engagement. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations. It is in this context that the researchers would like to assess the pedagogical competencies of pre-service teachers through the PPST.

Statement of the Problem

Generally, this study hopes to generate baseline data and an overall picture of the academic performance and pedagogical competence of Basilan State College's pre-service teachers along with the acceptable national standards. This can provide empirical evidence on which areas still need further improvement and intervention. In essence, the results of this study may be used to form recommendations that may specifically guide Basilan State College in its curriculum enhancement and policy-making geared toward quality instruction.

Specifically, this study will try to answer the following questions:

1. What is the level of pedagogical competency of the pre-service teachers?

2. What is the level of academic performance of the pre-service teachers in their professional education subjects?
3. Is there a relationship between the level of pedagogical competence and academic performance of the pre-service teachers?
4. To provide a framework to enhance the pedagogical competency of pre-service teachers in the Teacher Education Program of Basilan State College.

Hypothesis:

The researchers advance the hypothesis as:

1. There is no relationship between the level of pedagogical competence and academic performance of the pre-service teachers.

II. METHODOLOGY

Research Design

The study used a survey design employing the Philippine Professional Standards for Teachers questionnaires, which were accomplished by both the Pre-service teachers and the teachers teaching professional subjects.

Subjects/Respondents

The respondents of this study were the Pre-service Teachers (School Year 2021-2022), they are the upcoming fourth year students who enrolled during the first semester school year 2021-2022 and their respective teachers in all their professional education subjects.

Sampling Design

The study utilized total enumeration since all the preservice teachers enrolled in student teaching in Basilan State College were used as the respondents and their respective teachers in all their professional education subjects.

Sampling Procedure

Sampling procedure were not employed in this study since this study utilized total enumeration, that is, all students who were enrolled in the Teacher Education Program (BSED, BEED, Prof.Ed) were considered as participants of this study

Instrument of the Study

The Philippine Professional Standards for Teachers (PPST), a questionnaire was used in this study. It comprises well-defined Domains, Strands, and Indicators that provide measures of professional learning, competent practice, and effective engagement. The set of standards includes seven Domains of teacher quality: (1) Content Knowledge and Pedagogy (2) Learning Environment (3) Diversity of Learners (4) Curriculum and Planning; (5) Assessment and Reporting (6) Community Linkages and Professional Engagement and (7) Personal Growth and Professional Development. The 7 Domains collectively comprise 37 strands that refer to more specific dimensions of teacher practices.

This survey instrument revealed the self-assessment of the pre-service teachers regarding their pedagogical competence, as well as the assessment of the teachers teaching professional education subjects regarding the pedagogical competence of the pre-service teachers presently assigned to them during student teaching.

The questionnaire is composed of statements that both pre-service teachers and teachers in the professional education subjects will have to respond to a four-point rating scale as follows:

P – Poor, U – Unsatisfactory, S – Satisfactory, VS – Very Satisfactory, O – Outstanding

The Grade- Point Average (GPA) of the pre-service teachers along their professional education subjects will be used to determine their academic performance. This will be taken from their permanent record from the Office of the College Registrar, this will be coded using the following scale: Excellent (1.4 – 1.0), Very Satisfactory (1.5 – 1.8), Satisfactory (1.9 – 2.2) Fair (2.3 – 2.6), and Poor (2.7 – 3.0)

Data Analysis/Statistical Analysis

Responses from the participants were consolidated, tabulated, encoded, and analyzed in response to the questions raised.

The Weighted mean scores and standard deviation were used to describe the level of pedagogical competence of the preservice teachers based on the responses in the survey questionnaire;

The Pearson product-moment correlation coefficient (PPMCC) or the bivariate correlation was used to determine whether a significant relationship between the level of pedagogical competence and academic performance of the pre-service teachers existed.

Ethical Considerations

Before the administration of the questionnaire, the researcher explained the nature of the study and its purpose and made an assurance to the respondents that their responses were treated with the utmost confidentiality. Likewise, the researcher made them realized that accurate results do not only contribute to their welfare but to the entire program and the school as well. Individual consent forms were distributed by the researcher to the participants of the study before the distribution of the questionnaire in that no harm occurred during the conduct of the study, as the researcher ensured the protection of the rights of all the participants in the study (Cohen et al., 2007).

III. RESULTS AND DISCUSSION

This chapter presents the data collected in the study and reports the findings from the statistical analysis for each of the research questions. The results of the quantitative study using questionnaire is presented here. Data were randomly collected from sixty participants. To answer the questions, quantitative data from sixty pre-service teachers were collected of which they have answered on a four-point Likert scale which was coded using the following scale: P – Poor (1.00-1.8) U – Unsatisfactory (1.9-2.6) S – Satisfactory (2.7-3.4) VS – Very Satisfactory (3.5-4.2) O – Outstanding (4.3-5.00)

1. What is the level of pedagogical competency of the pre-service teachers?

Tables 1 – 7. Level of pedagogical competency of pre-service teachers along seven domains of the PPST: Content Knowledge and Pedagogy (2) Learning Environment (3) Diversity of Learners (4) Curriculum and Planning; (5)

Assessment and Reporting (6) Community Linkages and Professional Engagement and (7) Personal Growth and Professional Development.

TABLE 1. Domain 1 - Content Knowledge and Pedagogy

Domain 1. Content Knowledge and Pedagogy	n	Mean	Interpretation
1. Demonstrates content knowledge and its application within and/or across curriculum teaching areas.	60	4.3	Outstanding
2. Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	60	3.7	Very Satisfactory
3. Show skills in the positive use of ICT to facilitate the teaching and learning process.	60	4.4	Outstanding
4. Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	60	3.8	Very Satisfactory
5. Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	60	3.5	Very Satisfactory
6. Use Mother Tongue, Filipino and English to facilitate teaching and learning.	60	3.6	Very Satisfactory
7. Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.	60	3.5	Very Satisfactory
		3.82	Very Satisfactory

Table 1 above shows the domain on Content Knowledge and Pedagogy. The respondents reported an average weighted mean of 3.82 which is rated as 4 interpreted as very satisfactory, this indicates that the Pre-service teachers of Basilan State college performed very satisfactorily in terms of the Content Knowledge and Pedagogy of their teaching and Learning experiences. The participants reported the highest means of 4.4 and 4.3 on the constructs on *Show skills in the positive use of ICT to facilitate the teaching and learning process* and *Demonstrates content knowledge and its application within and/or across curriculum teaching areas* respectively. This indicates that the preservice teachers can demonstrate the skills in ICT and integrate them in their teaching process. However, the preservice teachers also reported a mean of 3.5 both on *Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills*, and *Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement*. This indicates that they still perform satisfactorily in these two strands of the domain.

Table 2 shows the different strands under Domain 2 Learning Environment, it can be gleaned from the table that the strand on *Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments* exhibit the highest mean score of 4.0 interpreted as Very Satisfactory, which means that the Preservice teachers have high understanding on the policies and guidelines as well as procedures that provides them with safe and secure learning

environment, this is true because one of the goals of the college is to give the best environment for would be teachers for them to experience as they learned, and so that they will also have that deep concern on the kind of environment they will be in when they will be already teaching in the field. However, the least recorded mean is that of strand *Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior* with a mean of 3.5, but interpreted as very satisfactory, this means that when it comes to management of learner’s behavior, there is still a need for them to nourish it or develop that skill as they are not yet really facing the real crowd of students in the field. Overall the participants reported an average mean of 3.72 which is described as Very Satisfactory, this indicates that the on the average, Preservice teachers are exposed with the needed learning environment necessary for them to thrive in the field during the period covered in this study.

TABLE 2. Domain 2. Learning Environment

Domain 2. Learning Environment	n	Mean	Interpretation
1. Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	60	4.0	Very Satisfactory
2. Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	60	3.6	Very Satisfactory
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.	60	4.1	Very Satisfactory
4. Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	60	3.7	Very Satisfactory
5. Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	60	3.5	Very Satisfactory
6. Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	60	3.4	Very Satisfactory
		3.72	Very Satisfactory

Table 3 shows the different strands under Domain 3 - Diversity of Learners, the data on the table suggest that on the average, the Pre-service teachers reported an average mean of 3.80 which is described as Very Satisfactory. This indicates that on the average the Pre-service Teachers have a satisfactory knowledge when it comes to the kind of the students they will have in the field, that is they are aware that they will have a diversity of learners in the field. The participants reported as shown in the table a highest mean of 4.2 which is described as Very satisfactory on the strand *Use strategies responsive to learners with disabilities, giftedness and talents*, which further indicates that the Pre-service teachers are ready and are equipped with the necessary methodology and teaching strategies for learners with disabilities, gifted and with talents, meaning the Pre-service teachers can either adjust or suit the kind of strategies they use whatever the learner’s ability level

may be. The participants also reported the least mean of 3.5 on the strand *Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups*. This indicates that when it comes to the Indigenous group of people or IPs, the Pre-service teachers still needs to develop them, as there is a need for them for one the language, second the culture, as Basilan is an Island Province that is multilingual and so diverse in terms of the culture.

TABLE 3. Domain 3. Diversity of Learners

Domain 3. Diversity of Learners	n	Mean	Interpretation
1. Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	60	4.0	Very Satisfactory
2. Implement teaching strategies that are responsive to learners' linguistic, cultural, socio-economic and religious backgrounds.	60	3.6	Very Satisfactory
3. Use strategies responsive to learners with disabilities, giftedness and talents.	60	4.2	Very Satisfactory
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.	60	3.7	Very Satisfactory
5. Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	60	3.5	Very Satisfactory
		3.80	Very Satisfactory

TABLE 4. Domain 4. Curriculum and Planning

Domain 4. Curriculum and Planning	n	Mean	Interpretation
1. Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	60	3.4	Satisfactory
2. Identify learning outcomes that are aligned with learning competencies.	60	3.4	Satisfactory
3. Demonstrate knowledge of the implementation of relevant and responsive learning programs.	60	3.6	Very Satisfactory
4. Seek advice concerning strategies that can enrich teaching practice.	60	3.6	Very Satisfactory
5. Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	60	4.0	Very Satisfactory
		3.60	Very Satisfactory

Table 4 shows the data on the different strands under the domain on Curriculum and Planning. It can be noted that the participants reported a highest mean score on *Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals*. This indicates that the Preservice teachers are computer literate and ready to face the 21st century learners are considered as computer savvy. The lowest mean of 3.40 which is described as Very Satisfactory was reported on the strand on *Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements*. Which indicates that the Pre-service teachers still needs guidance in terms of preparing developmentally sequenced teaching and learning process as they are still considered developing them.

TABLE 5. Domain 5. Assessment and Reporting

Domain 5. Assessment and Reporting	n	Mean	Interpretation
1. Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	60	3.5	Very Satisfactory
2. Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	60	3.5	Very Satisfactory
3. Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	60	3.6	Very Satisfactory
4. Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	60	3.6	Very Satisfactory
5. Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.	60	3.5	Very Satisfactory
		3.54	Very Satisfactory

Table 5 above shows the different strands under the Domain on Assessment and Reporting, it can be noted that the participants have reported a weighted average mean of 3.54 which is described as Very Satisfactory. This indicates that on the average the Pre-service teachers are equipped with the knowledge and skills in reporting and assessment. This domain is necessary in evaluating student's performance and the like, as such all teachers and the would be teachers should be equipped and well-versed with these kind of skills and competency. Most of the strands are within the average with a mean of 3.5 described as Very Satisfactory, which indicates that the Pre-service teachers can demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements, knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data, and an understanding of the role of assessment data as feedback in teaching and learning practices and programs.

TABLE 6. Domain 6. Community Linkages and Professional Engagement

Domain 6. Community Linkages and Professional Engagement	n	Mean	Interpretation
1. Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	60	3.7	Very Satisfactory
2. Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	60	3.6	Very Satisfactory
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.	60	4.0	Very Satisfactory
4. Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	60	4.2	Very Satisfactory
		3.89	Very Satisfactory

Table 6 above shows the different strands of the domain on Community Linkages and Professional Engagement. It can be gleaned in the table that the participants have reported a weighted average mean of 3.89 which is described as Very satisfactory, this indicates that on the average, the Pre-service teachers can extend their knowledge and skills to the community as part of their social responsibility and commitment to the stakeholders. As teachers they should have a sense of responsibility towards the community where their pupils/students in the future will be situated. The Preservice teachers also reported the highest mean of 4.2 on the strand *Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community*. This indicates that the pre-service teachers are aware of the school policies and procedures in order to work harmoniously with the community where the school is situated, that includes other stakeholders such as the parents and the local government units. The lowest mean reported was on the strand on *Seek advice concerning strategies that build relationships with parents/guardians and the wider community*. This means that the Pre-service teachers is still in need of guidance and to continuously develop their skills in seeking an advice not only to the stakeholders such as those from parents and guardians but that include also coming from their future colleagues who have more experiences in the field.

TABLE 7. Domain 7. Personal Growth and Professional Development

Domain 7. Personal Growth and Professional Development	n	Mean	Interpretation
1. Articulate a personal philosophy of teaching that is learner-centered.	60	4.4	Outstanding
2. Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	60	4.3	Outstanding
3. Seek opportunities to establish professional links with colleagues.	60	4.5	Outstanding
4. Demonstrate an understanding of how professional reflection and learning can be used to improve practice.	60	4.4	Outstanding
5. Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.		4.8	Outstanding
		4.48	Outstanding

Table 7 above shows the different strands under the domain on Personal Growth and Professional Development, the table shows that the participants have reported a weighted average mean of 4.48 described as Outstanding, this indicates that on the average, the Pre-service teachers are excellent in terms of Personal Growth and Professional Development as such the Preservice teachers can *Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers* with the highest mean of 4.8 described as outstanding, followed by *Seek opportunities to establish professional links with colleagues*, next, *Articulate a personal philosophy of teaching that is learner-centered* and *Demonstrate an understanding of how professional reflection and learning can be used to improve practice*.

TABLE 8. Summary of the Domains of the PPST

Domains of the PPST	n	Mean	Interpretation
1. Content Knowledge and Pedagogy	60	3.82	Very Satisfactory
2. Learning Environment	60	3.72	Very Satisfactory
3. Diversity of Learners	60	3.80	Very Satisfactory
4. Curriculum and Planning	60	3.60	Very Satisfactory
5. Assessment and Reporting	60	3.54	Very Satisfactory
6. Community Linkages and Professional Engagement	60	3.89	Very Satisfactory
7. Personal Growth and Professional Development	60	4.48	Outstanding
Average Mean			

Table 8 shows the summary of the level of pedagogical competency of pre-service teachers along the seven domains of the PPST. It can be seen in the table that the pre-service teachers performed “very satisfactorily” in the six domains of the Philippine Professional Standards for Teachers, except for the seventh domain which is “*Personal Growth and Professional Development*” of which they perceived as “Outstanding” in this domain. This means that based on the assessment of the respondents, the pre-service teachers have adequately achieved the expected performance level as stipulated in the CMO No. 74, and CMO No. 75) Series of 2017. This study is supported by the study conducted by Vecaldo et.al., (2017) that preservice teachers are very competent in terms of the level of teaching performance. According to Abao 2013 (as cited in Vecaldo et.al.,2017), “this can be attributed to the intensive training of the pre-service teachers during their practicum that provides an avenue for the interplay of theories and practice facilitating the pre-service teachers to acquire the fundamental aspects of teaching and to be immersed to the realities of the teaching profession”

It can be gleaned in the table that among the seven domains, the domain on *Personal Growth and Professional Development* got the highest mean which is 4.48 which is interpreted as Outstanding, this indicates that the participants of this study considered this domain as their strength and used them during the process of teaching and learning. However, the domain on *Assessment and Reporting* got a mean of 3.54 which is lowest, however interpreted as very satisfactory. This indicates that when it comes to *Assessment and Reporting* that addresses teachers' knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements, monitoring and evaluation of learner progress and achievement using learner attainment data, providing timely, accurate and constructive feedback to improve learner performance, familiarity with a range of strategies for communicating learner needs, progress and achievement, and an understanding of the role of assessment data as feedback in teaching and learning practices and programs. The respondents seem hesitant to believe in themselves as these domains calls for an experienced teacher already.

2. What is the level of academic performance of the pre-service teachers in their professional education subjects?

TABLE 9. Academic Performance of the Pre-service in their Professional Education Subjects

Grade Interval	Descriptive Value	f	%
1.4 – 1.0	Excellent	12	20
1.5 – 1.8	Very Satisfactory	25	42
1.9 – 2.2	Satisfactory	15	25
2.3 – 2.6	Fair	5	8.33
2.7 – 3.0	Poor	3	5
Total		60	100

Table 9 above shows that on the average the pre-service teachers have “very satisfactory” academic performance in their professional education subjects. This finding is consistent with the study of Barnuevo, Hugo and Hasegawa (2012) which states that “the pre-service teachers’ level of academic performance is on the average level”. In addition, according to Falsario, Muyong and Nuevaespaña (2014) in their study found out that The Teaching Profession subject of the pre-service teachers are of good academic performance based on their grades.

3. Is there a relationship between the level of pedagogical competence and academic performance of the pre-service teachers?

TABLE 10. Relationship between the Level of Pedagogical Competence and Academic Performance of the Pre-service Teachers

Domains of the PPST	Correlation Value	Decision Ho
1. Content Knowledge and Pedagogy	0.03238	Accept
2. Learning Environment	-0.03036	Accept
3. Diversity of Learners	-0.07501	Accept
4. Curriculum and Planning	0.03782	Accept
5. Assessment and Reporting	-0.04307	Accept
6. Community Linkages and Professional Engagement	-0.04208	Accept
7. Personal Growth and Professional Development	0.04705	Accept

*Significant at $\alpha = 0.05$

Table 10 shows the summary on the Relationship between the Level of Pedagogical Competence and Academic Performance of the Pre-service Teachers. It can be noted that in general, there is no significant difference between the level of Pedagogical Competence and Academic Performance of the Pre-service Teachers. The result is consistent with the study of Vecaldo et.al. (2016) in their studies on the Pedagogical Competence and Academic Performance of Pre-Service Elementary Teachers in Tuguegarao City, Philippines. Their study used the NCBTS as their tool to measure the pedagogical competency standards for teachers.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings the researchers arrived at the following conclusions:

1. The Pre-service teachers of Basilan state College performed “very satisfactory” on the following domains of the Philippine Professional Standards for Teachers namely:
 1. Content Knowledge and Pedagogy
 2. Learning Environment
 3. Diversity of Learners
 4. Curriculum and Planning

5. Assessment and Reporting

6. Community Linkages and Professional Engagement

2. The Pre-service teachers of Basilan state College performed “outstanding” on the domain on Personal Growth and Professional Development
3. On the average the pre-service teachers have “very satisfactory” academic performance in their professional education subjects.
4. Generally, there is no significant difference between the level of Pedagogical Competence and Academic Performance of the Pre-service Teachers.

Recommendation:

1. The need to capacitate the Pre-service Teachers on areas such as but not limited to Assessment and Reporting as well as Curriculum and Planning by conducting Seminar Workshops and or Training before they will finally be evaluated of their course outcomes.
2. The need to introduce a Framework on how teachers will be guided and monitored in terms of their pedagogical competencies using the tools of the PPST.
3. The need to evaluate and monitor their Progress during their field studies and reinforce where they are considered weak.

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