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# Teaching Competencies of Social Studies and Filipino pre-service Teachers

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## ABSTRACT

The quality of education is primarily determined by the teacher's quality standardization. The goal of any teacher education programs is to produce pre-service teachers who can start their career with sufficient competencies and positive attitudes towards the teaching profession. This study generally aimed to determine the level of teaching competencies of the Social Studies and Filipino pre-service teachers of state university in eastern province of the Philippines in relation to student's performance. A survey questionnaire was used to gather information from the pre-service teachers regarding their teaching competencies. Descriptive statistics was used to analyze the data. Results revealed that the pre-service teachers were competent in terms of content, knowledge and pedagogy and diversity of learners in relation to the students' performance.

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Keywords: Teaching Competencies, Pre-Service Teachers, Teacher Education, Social Studies Teachers, Filipino Teachers

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## 1. Introduction

The teacher's competency reflects the quality and caliber of teachers of a country (Magno, 2013). As teachers play a decisive role in education, the competent and committed teachers for today's modern era are identified as one of the essential components for the success of education and schools. The respective leaders of education in the international arena has formulated and developed teaching standards as a growing feature of the global education agenda. The preparation of pre-service teachers academically and professionally is a vital responsibility of the state and its people through the respective teachers training institutions (Nzilano, J., 2013). It is deemed necessary that schools must have a pool of highly competent teachers to cater the delivery of education to produce preservice teachers who are well-prepared and well-suited to the needs of the 21st century learners. It is the aim of any teacher education program to produce pre-service teachers who can start their career with sufficient competencies and positive attitudes towards the teaching profession (Abu Sharbain et al., 2012). Hence, it is essential to improve pre-service teacher's competencies to provide meaningful change that encourages professional learning and to ensure the quality delivery of teacher education program through the alignment of its curriculum to the standards.

### 1.1 Objectives of the Study

Specifically, the study sought to answer the following:

1. Determine the level of teaching competencies of the Social Studies and Filipino pre-service teachers in terms of:
  - 1.1 Content, Knowledge and Pedagogy;
  - 1.2 Diversity of Learners;
2. Determine the level of performance among selected junior high school students in Araling Panlipunan and Filipino subjects.

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## 2. Methodology

This study employed the descriptive and exploratory methods of research or data mining with the questionnaire as the main tool in gathering data. The questionnaire is based on the PPST specifically domain 1 and 3. To maintain the validity of the results, the instrument was rated by one teacher, the pre-service teachers and the researcher. Data were analyzed and summarized using weighted mean as the primarily tool for the data analysis.

**Table 1.1** Level of Teaching Competencies of the Social Studies Pre-Service Teachers of BiPSU on Content, Knowledge, and Pedagogy

Indicators	Mean			Total Mean
	Faculty (n=1)	Students (n = 12)	Researcher (n=1)	
<b>Content knowledge and its application within and across curriculum areas.</b>				
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	4.00	4.17	3.75	<b>3.97</b> <b>Competent (C)</b>
<b>Research-based knowledge and principles of teaching and learning</b>				
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	3.92	4.08	3.83	<b>3.94</b> <b>Competent (C)</b>
<b>Positive use of ICT</b>				
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	4.17	4.25	3.92	<b>4.11</b> <b>Competent (C)</b>
<b>Strategies for promoting literacy and numeracy</b>				
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	3.92	4.00	3.75	<b>3.89</b> <b>Competent (C)</b>
<b>Strategies for developing critical and creative thinking, as well as other higher-order thinking skills</b>				
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	3.67	4.08	3.83	<b>3.86</b> <b>Competent (C)</b>
<b>Mother Tongue, Filipino and English in teaching and learning</b>				
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	3.92	4.17	3.83	<b>3.97</b> <b>Competent (C)</b>
<b>Classroom Communication Strategies</b>				
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.	3.83	3.75	3.58	<b>3.72</b> <b>Competent (C)</b>
<b>Overall Mean</b>	<b>3.81</b> <b>C</b>	<b>4.04</b> <b>C</b>	<b>3.65</b> <b>C</b>	<b>3.83</b> <b>Competent (C)</b>

Reliability: Cronbach's alpha = 0.7722

**Table 1.2:** Level of Teaching Competencies of the Filipino Pre-Service Teachers of BiPSU on Content, Knowledge, and Pedagogy

Indicators	Faculty (n=1)	Mean Students (n = 15)	Researcher (n=1)	Total Mean
<b>Content knowledge and its application within and across curriculum areas.</b>				
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	4.40	4.60	4.67	<b>4.56</b> <b>Very Competent (VC)</b>
<b>Research-based knowledge and principles of teaching and learning</b>				
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	4.47	4.67	4.67	<b>4.60</b> <b>Very Competent (VC)</b>
<b>Positive use of ICT</b>				
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	4.27	4.60	4.40	<b>4.42</b> <b>Very Competent (VC)</b>
<b>Strategies for promoting literacy and numeracy</b>				
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	4.47	4.53	4.40	<b>4.47</b> <b>Very Competent (VC)</b>
<b>Strategies for developing critical and creative thinking, as well as other higher-order thinking skills</b>				
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	4.33	4.47	4.40	<b>4.40</b> <b>Very Competent (VC)</b>
<b>Mother Tongue, Filipino and English in teaching and learning</b>				
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	4.27	4.73	4.33	<b>4.44</b> <b>Very Competent (VC)</b>
<b>Classroom Communication Strategies</b>				
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.	4.13	4.20	4.07	<b>4.13</b> <b>Very Competent (VC)</b>
<b>Overall Mean</b>	<b>4.37</b> <b>VC</b>	<b>4.54</b> <b>VC</b>	<b>4.40</b> <b>VC</b>	<b>4.44</b> <b>Very Competent (VC)</b>

**Reliability:** Cronbach's alpha =0.7722

Tables 1.1 and 1.2 show the level of teaching competencies of the Social Studies and Filipino Pre-service teachers of BiPSU on Content, Knowledge, and Pedagogy. The findings reveal that most of the indicators are rated Very Competent (VC) which means that the indicators were practiced and observed in all cases. Specifically, the Social Studies pre-service teachers were competent especially on the positive use of ICT as got the highest weighted mean. This further shows that considering their specialization which includes geography and other areas of social sciences, the utilization of digital technology was prevalent. This supported the study of Cantu, 2000 that to achieve the desired gains with technology, courses must not focus only on making preservice teachers proficient at using technology, but must promote strategies to integrate technology to enhance teaching and learning. However, the Filipino pre-service teachers on the positive use of technology got the lowest total mean which implies that they need to enhance themselves on this competency to become more effective in teaching.

**Table 2.1:** Level of Teaching Competencies of the Social Studies Pre-Service Teachers of BiPSU on Diversity of Learners

Indicators	Faculty (n=1)	Mean Students (n = 12)	Researcher (n=1)	Total Mean
<b>Learner's gender, needs, strengths, interests and experiences</b>				
3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	4.00	4.17	3.58	<b>3.92</b> <b>Competent (C)</b>
<b>Learners' linguistic, cultural, socio-economic and religious backgrounds.</b>				
3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.	3.83	3.92	3.50	<b>3.75</b> <b>Competent (C)</b>
<b>Learners with disabilities, giftedness and talents</b>				
3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.	3.67	3.50	3.58	<b>3.58</b> <b>Competent (C)</b>
<b>Learners in difficult circumstances</b>				
3.4.1 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.	3.92	3.83	3.75	<b>3.83</b> <b>Competent (C)</b>
<b>Learners from indigenous groups</b>				
3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	3.83	3.83	3.75	<b>3.81</b> <b>Competent (C)</b>
<b>Overall Mean</b>	<b>3.85</b> <b>C</b>	<b>3.85</b> <b>C</b>	<b>3.63</b> <b>C</b>	<b>3.78</b> <b>Competent (C)</b>

Reliability:Cronbach's alpha =0.7722

**Table 2.2:** Level of Teaching Competencies of the Filipino Pre-Service Teachers of BiPSU on Diversity of Learners

Indicators	Faculty (n=1)	Mean Students (n = 15)	Researcher (n=1)	Total Mean
<b>Strand 3.1 Learner's gender, needs, strengths, interests and experiences</b>				
3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	4.53	4.53	4.27	<b>4.44</b> <b>Very</b> <b>Competent (VC)</b>
<b>Strand 3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds.</b>				
3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.	4.40	4.60	4.27	<b>4.42</b> <b>Very</b> <b>Competent (VC)</b>
<b>Strand 3.3 Learners with disabilities, giftedness and talents</b>				
3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.	4.53	4.40	4.40	<b>4.44</b> <b>Very</b> <b>Competent (VC)</b>
<b>Strand 3.4 Learners in difficult circumstances</b>				
3.4.1 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.	4.20	4.40	4.33	<b>4.31</b> <b>Very</b> <b>Competent (VC)</b>
<b>Strand 3.5 Learners from indigenous groups</b>				
3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	4.47	4.60	4.47	<b>4.51</b> <b>Very</b> <b>Competent (VC)</b>
<b>Overall Mean</b>	<b>4.43</b> <b>VC</b>	<b>4.51</b> <b>VC</b>	<b>4.35</b> <b>VC</b>	<b>4.42</b> <b>Very</b> <b>Competent (VC)</b>

Reliability:Cronbach's alpha =0.7722

Tables 2.1 and 2.2 show the level of teaching competencies of the Social Studies and Filipino pre-service teachers on the diversity of learners. The pre-service teachers were rated competent which means that the indicators were practiced and observed in most cases. This also implies that both group of pre-service teachers recognized the significance on understanding the diverse needs of learners through the use of differentiated teaching strategies that suit to the learner's capacity of learning. The results confirmed to Tomlinson in 1999 who stated that all schools share the mission of helping every student reach his or her full potential.

**Table 3.** *Level of Students' Performance*

<b>Grade level</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
Grade 7	80.91	Slightly Satisfactory Performance
Grade 8	83.35	Satisfactory Performance
Grade 9	82.23	Satisfactory Performance
Grade 10	81.71	Satisfactory Performance
<b>Total</b>	<b>82.05</b>	<b>Satisfactory Performance</b>

Table 3 presents the level of student's performance among selected junior high school students in Araling Panlipunan and Filipino subjects. This implies that the students were satisfactorily performing their duties and responsibilities as expected due to the good teaching influence their student teachers have showcased.

## 4. Conclusion and Recommendation

### 4.1 Conclusion

Based on the findings of the study it is concluded that the pre-service teachers specializing Social Studies and Filipino were able to practice and observed most of the beginning teacher competencies which influence the level of students' performance in AralingPanlipunan and Filipino subjects as manifested on student grades.

### 4.2 Recommendations

The pre-service teachers particularly specializing Social Studies and Filipino need more enhancement in terms of the teaching competencies stated in the other indicators covered in the study. A review of the curriculum in the teacher-education has to be done to align the necessary teaching competencies that the pre-service teachers needed.

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