ABSTRACT

Title of the Research: COMPETENCIES OF STUDENT TEACHERS IN SELECTED TEACHER EDUCATION INSTITUTIONS (TEIs) IN REGION IV-A: BASIS FOR A PROPOSED NATIONAL COMPETENCY-BASED TEACHER STANDARDS (NCBTS) MODEL OF PROGRAM IMPLEMENTATION

Author: JOEL D. ESPEDIDO
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Major: Educational Management
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This descriptive-qualitative-quantitative study was conducted to assess the achieved teaching competencies of student teachers of the selected Teacher Education Institutions (TEIs) in Region IV-A towards the development of a National Competency-Based Teacher Standards (NCBTS) Model of Program Implementation. The framework of this study was anchored on (1) the theory of Wilkerson and Lang (2007) on the national demand for assessing teacher competency using teacher standards that are clear and compelling and the importance of assessing teacher candidates and teachers using systematic processes based on recognized standards; (2) the DepEd Order No. 32, s. 2009 or the National
Adoption and Implementation of NCBTS-TSNA and IPPD for Teachers, and Integration of its System Operations in the Over-all Program for Continuing Teacher Capacity Building in assessing the achieved level of teaching competencies of student-teachers using the context of the competency-based standards utilizing the NCBTS-TSNA tool; and (3) the CMO No. 52, series of 2007 or otherwise known as Addendum to CMO 30 series of 2004 or the Revised Policies and Standards for Undergraduate Teacher Education Curriculum that mandates all TEIs to refer to the specific domains, strands, and indicators of the NCBTS and the articulation of a singular competency-based framework for teaching and teacher development that would guide all policies, reforms and activities related to teaching and teacher development.

Data in this study came from the two hundred seventy (270) student-teacher respondents from fifteen selected TEIs in Region IV-A, using questionnaires and key informant interviews through focused group discussion (FGD). The gathered data were analyzed using statistical tools, like frequency count, percentages, mean/weighted mean and F-Test or Analysis of Variance (ANOVA).

The study reveals and concludes that, generally, the assessment of the student-teacher respondents on their achieved level of competencies in the seven NCBTS Domains is high. Domain 7: **Personal Growth and Professional Development** ranks first, followed by Domain 5: **Planning**,
Assessing and Reporting. The third in rank is Domain 4: Curriculum, followed by Domain 2: Learning Environment and Domain 3: Diversity of Learners, which have the same rank. The next in rank is Domain 1: Social Regard for Learning. Domain 6: Community Linkages ranks the least. Although it is in the last in rank, it is still interpreted as high level (HL). The respondents do not differ in their responses on their achieved level of competencies in terms of gender and types of TEIs. However, in terms of program or course and major or field of specialization/area of concentration, the respondents differ in their responses. There are still many ways that should be considered in developing the needed competencies among the student-teachers or pre-service teachers based on the many suggestions and/or recommendations given by them. There is a need to have a model of program implementation for teacher education that would further develop the needed teaching competencies among student-teachers or pre-service teachers.

Therefore, the study recommends to: strengthen the teaching competencies of education students anchored from the seven NCBTS domains, specially Domain 6: Community Linkages; expose education students to different community-related activities; design and provide various activities to pre-service students and student-teachers anchored from the different domains of the NCBTS that are relevant and responsive to their needs in order to maintain high level of teaching competencies
among them and eventually become excellent in terms of the necessary competencies they need to become more effective teachers of the future; have maintained, updated knowledge and enhanced professional skills on the part of faculty members who are handling professional education subjects so that they would be able to better train future effective teachers; ensure that all the NCBTS competencies are integrated in the different course syllabi and are translated in the different teaching strategies employed by teachers and in the learning activities being engaged with students; and have updated materials, as well as multi-technologically-inclined equipment and facilities, on the part of the TEIs that would eventually help prospective teachers to develop their competencies in ICT and to become more ready to face whatever challenges that await them in their practice of the teaching profession and; use an NCBTS-Model of Program Implementation for teacher education that would guide all TEI administrators and faculty in developing future teachers’ competencies.