



TEACHING COMPETENCE OF THE BACHELOR OF ELEMENTARY EDUCATION STUDENT TEACHERS

Dr. Gregg O. Siat

Biliran Province State University
Naval, Biliran Philippines
greggsiat@gmail.com

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Abstract: The study generally aimed to determine the competencies of the Bachelor of Elementary Education (BEEd) of Naval State University. Using the descriptive survey method, 10 schools and 60 cooperating teachers of the different elementary schools of Biliran and Leyte Divisions were involved as respondents of the study considering the following objectives: determine the teaching competencies of student teachers on the following namely: lesson planning, teaching strategies, questioning skills, information communication technology (ICT), communication with students, classroom management, assessment of students' learning and k to 12 implementation; determine the strengths and weaknesses of the student teachers; and determine the performance of the student teachers. The Bachelor of Elementary Education (BEEd) student teachers were rated lesson planning very satisfactory with a weighted mean of 4.15, teaching strategies scored with a weighted mean of 3.94 interpreted as very satisfactory, questioning skills has a weighted mean of 3.82 which signifies very satisfactory, information communication technology rated very satisfactory with a weighted mean of 3.81, communication with students 4.04 interpreted as very satisfactory, classroom management has a weighted mean of 4.14 which signifies very satisfactory, assessment of students' learning with a weighted mean of 3.85 interpreted as very satisfactory and k to 12 implementation scored with a weighted mean of 3.18 interpreted as satisfactory. The performance of the Bachelor of Elementary Education (BEEd).

Keywords: teaching competence; student teachers; bachelor of elementary education

I. Introduction

Today's education system faces irrelevance unless we bridge the gap between how students live and how they learn. Schools are struggling to keep pace with the astonishing rate of change in students' lives outside of school. Students will spend their adult lives in a multitasking, multifaceted, technology driven, diverse, vibrant world--and they must arrive equipped to do so.

Teaching in the 21st century has become more demanding than ever. Teachers of this era are often characterized as needing to have the necessary skills and knowledge to cope with the rapid technological advancement and changes that are rapidly taking place all in the field of education. The important skills and demands of the 21st century include that of being able to engage in critical, analytical and creative thinking.

Silva (2009) cited that the more profound shift is of course the sudden surge in focus and attention given to what is called “technological literacy” which includes information science skills, digital media fluency, advanced computer and internet communications, as well as the newborn term –“technacy” a deep knowledge of technological systems apart from being up-to date with the technological-know-how, there is also another current trend of belief in the discussion of what constitutes the essence of the 21st century skills that all students needs to be equipped with and this is “an emphasis on what students can do with the knowledge, rather than units of the knowledge they have”. In other words, the shift is towards practical and meaningful skills which are applicable in the classroom is seen to be predominantly important rather than courses which are theoretical or historical in nature. This is because, such skills are seen as less relevant and beneficial for students, in facing the challenges of the 21st century.

Thus, Biliran State University being the only higher learning institution in the province produces education students graduates who are equip with the theories and principles as far as teaching is concern. Hence, the study will be conducted to determine how ready are the student teachers to teach in their respective fields of expertise. Therefore, findings of the study will help the School of Teacher Education to design an intervention plan to improve the teaching performance of our student teachers.

II. Objectives of the Study

Specifically, the study aimed to:

1. Determine the teaching competencies of the BEd student teachers on the following:
 - 1.1 lesson planning;
 - 1.2 teaching strategies;
 - 1.3 questioning skills;
 - 1.4 information communication technology (ICT);
 - 1.5 communication with students;
 - 1.6 classroom management;
 - 1.7 assessment of students’ learning; and
 - 1.8 k to 12 implementation.
2. Find out the strengths and weaknesses of the BEd student teachers during their internship.

III. Methodology

A descriptive-survey research was utilized in this study to determine the teaching competencies of the BEd student teachers deployed in the different elementary schools in Leyte

and Biliran Divisions. A questionnaire was used to gather the needed data of the current study. Data collected were analysed, interpreted, collated, tabulated and summarized using weighted mean as the primarily tool for the data analysis.

IV. Results and Discussion
Competencies of Bachelor in Elementary Education (BEED) Student Teachers

The succeeding table show the competencies of student teachers during planning until assessment process. These competencies were categorized into eight (8) namely: lesson planning, teaching strategies, questioning skills, information communication technology, communication with students, classroom management, assessment and k to 12 implementation.

Table 1
Student Teachers Competence on Lesson Planning

Items	Weighted Mean	Interpretation
The objectives they used was taken from the Curriculum Guide (COG).	4.76	Outstanding
They adopt the pattern of Lesson plans prescribed by the Department of Education (DepEd).	4.12	Very Satisfactory
They plan and organize the activities to be undertaken.	3.85	Very Satisfactory
They use Specific, Attainable, Measurable, Reliable and Time Bound (SMART) objectives.	3.88	Very Satisfactory
Average Weighted Mean	4.15	Very Satisfactory

The table clearly shows that the weighted mean of the responses of the BEEd student teachers with regards to ‘lesson planning’ ranges from 3.85 to 4.76 interpreted as ‘very satisfactory’. It has also an average weighted mean of 4.15 interpreted as ‘very satisfactory’. It further shows that the respondents performed lesson planning very satisfactory.

Table 2
Student Teachers Competence on Teaching Strategies

Items	Weighted Mean	Interpretation
They lead in analysing outputs/ideas resulting in deeper learning.	3.69	Very Satisfactory
They highlight ideas that lead to new learning and proper attitude.	3.96	Very Satisfactory

They encourage group work activity in realizing the objectives.	4.42	Very Satisfactory
They use strategies suitable in developing the lesson	3.69	Very Satisfactory
Average Weighted Mean	3.94	Very Satisfactory

With regards to the teaching strategies of BEEd student teachers all of the responses were interpreted as ‘very satisfactory’ with weighted means that ranged from 3.69 to 4.42. The average weighted mean was 3.94 interpreted as ‘very satisfactory’. It further shows that the student teachers utilized teaching strategies that cater the varied learning needs of the learners.

Table 3
Competencies of Student Teachers on Questioning skills

Items	Weighted Mean	Interpretation
They formulate questions in a simple manner.	4.00	Very Satisfactory
They ask questions that are clear and focused.	4.15	Very Satisfactory
They formulate follow-up questions to learners’ response appropriately.	3.85	Very Satisfactory
They ask HOTS questions.	2.96	Satisfactory
They acknowledge learners responses.	3.92	Very Satisfactory
They ask thought-provoking questions during the teaching-learning process.	4.03	Very Satisfactory
Average Weighted Mean	3.82	Very Satisfactory

As to the questioning skills of BEEd student teachers, responses ranged from 2.96 to 4.15 interpreted as ‘very satisfactory with an average weighted mean of 3.82 interpreted as ‘very satisfactory’. Results implies that the student teachers needs to acquire strategies on how to give HOTS questions to the learners to make the teaching-learning process effective and efficient as well.

Table 4
Student Teachers Competence on Information Communication Technology (ICT)

Items	Weighted Mean	Interpretation
They employ appropriate, attractive and interesting learning aids.	4.03	Very Satisfactory

They use learning aids that are socially, culturally, and gender-fair.	4.00	Very Satisfactory
They use learning aids that are simple and clear.	4.12	Very Satisfactory
They use power point presentations during class discussions.	3.08	Satisfactory
Average Weighted Mean	3.81	Very Satisfactory

It can be gleaned from the table that out of four responses, one was interpreted as ‘satisfactory’ with a weighted mean of 3.08; while three were interpreted as ‘very satisfactory’ with weighted means, 4.00, 4.03 and 4.12. The average weighted mean was 3.81 interpreted as ‘very satisfactory’. This means that BEEd student teachers need to be motivated to integrate technology in their teaching as part of globalization and thus, learning will be more productive.

Table 5
Student Teachers Competence on Communication with Students

Items	Weighted Mean	Interpretation
They listen to and understand the meaning of what is being said.	4.12	Very Satisfactory
They respond positively to learners insights.	4.03	Very Satisfactory
They clarify and check learners understanding of what was heard and spoken.	4.12	Very Satisfactory
They react to the ideas not to the person.	3.80	Very Satisfactory
They speak in a well-modulated voice.	4.19	Very Satisfactory
They deliver ideas with confidence and sincerity.	4.00	Very Satisfactory
Average Weighted Mean	4.04	Very Satisfactory

As gleaned from table 5, the responses ranged from 3.80 to 4.19 interpreted as ‘very satisfactory’. The average weighted mean was 4.04 interpreted as ‘very satisfactory’. This means that BEEd student teachers possessed good communication skills.

Table 6
Student Teachers Competence on Classroom Management

Items	Weighted Mean	Interpretation
They observe proper arrangement of chairs before they start their classes.	4.26	Very Satisfactory
They always monitor the energy level of learners during the activity.	4.03	Very Satisfactory
They note learners' level of involvement in the discussion.	3.85	Very Satisfactory
They sense the needs of the learners that may affect classroom activities.	4.31	Very Satisfactory
They maintain cleanliness inside and outside the classroom.	4.35	Very Satisfactory
They keep learners track to achieve objectives in a given time frame.	4.03	Very Satisfactory
Average Weighted Mean	4.14	Very Satisfactory

As shown on the table the classroom management competencies of BEd student teachers ranged from 3.85 to 4.35 interpreted as 'very satisfactory'. The overall weighted mean was 4.14 which means 'very satisfactory'. This indicates that the student teachers are good leaders in managing classroom activities.

Table 7
Student Teachers Competence on Assessment of Students' Learning

Items	Weighted Mean	Interpretation
They solicit, accept and act on feedback from learners.	3.85	Very Satisfactory
They evaluate the learners through seatwork exercises and pencil tests.	4.19	Very Satisfactory
They evaluate through portfolio assessment.	3.46	Very Satisfactory
They diagnose learners other learning needs after the assessment.	3.65	Very Satisfactory
They assess the lesson to determine if the objectives are meet.	4.08	Very Satisfactory
They prepare valid assessments.	3.85	Very Satisfactory
They formulate assessment questions congruent to the objectives.	3.88	Very Satisfactory
Average Weighted Mean	3.85	Very Satisfactory

The table shows that the BEEd student teachers competencies on assessment of students learning ranged from 3.46 to 4.19 interpreted as ‘very satisfactory’. The average weighted mean was 3.85 interpreted as ‘very satisfactory’. This means that they utilize variations of learning assessments to measure the exact learning gained by the students.

Table 8
Student Teachers Competence on K to 12
Implementation

Items	Weighted Mean	Interpretation
They are familiar with the different features of the new educational system.	3.54	Satisfactory
They use the different new school forms (SF1, SF2, SF5 and etc.).	3.38	Satisfactory
They use the electronic class record.	2.62	Unsatisfactory
Average Weighted Mean	3.18	Satisfactory

As shown in the table the BEEd student teachers competence on the k to 12 implementation ranged from 2.62 to 3.54 interpreted as ‘satisfactory’. The weighted mean was 3.18 interpreted as ‘satisfactory’. This imply that the student teachers need to be updated with the current educational system for them to be equipped with the necessary knowledge and skills for them to become an effective partner in attaining quality education.

Strengths and Weaknesses of the Student Teachers

Strengths. With regards to the strengths of the BEEd student teachers, they are very satisfactory in seven competencies namely: lesson planning with an average weighted mean of 4.15, teaching strategies with 3.94 as their weighted mean interpreted as ‘very satisfactory’, questioning skills with an average weighted mean of 3.82 interpreted as ‘very satisfactory’, information communication technology with an average weighted mean of 3.81 interpreted as ‘very satisfactory’, communication with students interpreted as ‘very satisfactory’ with an average weighted mean of 4.04, classroom management with an average weighted mean of 4.14 interpreted as ‘very satisfactory’, assessment of students’ learning interpreted as ‘very satisfactory’ with an average weighted mean of 3.85.

Weakness. On the other hand the weaknesses of the BEEd student teachers is the k to 12 implementation having an average weighted mean of 3.18 interpreted as ‘satisfactory’ and 3.45 interpreted as ‘satisfactory’, respectively.

V. Conclusion

In the light of the findings derived from the study, the following conclusions were made. Majority of the competencies of the BEd student teachers were very satisfactory. Only their competence in the K to 12 were rated satisfactory.

Recommendation

From the findings and conclusions of the study, the following recommendations are hereby offered for consideration:

1. The School of Teacher Education of the university should conduct orientation seminars and conferences inviting resource persons coming from DepEd who are knowledgeable enough of the educational system of the basic education in order for our student teachers to be equipped with the current issues and trends in educating Filipino people of today's generation.
2. The school heads and cooperating teachers in DepEd should continue to give insights and knowledge needed by the student teachers for them to become an effective partners in our quest for quality education.
3. The School Dean and Chairpersons should monitor regularly the student teachers in their respective school assignments to give them technical assistance and support if needed.
4. Replication studies should be conducted to further validate the findings of this study. Studies that will delve deeper into the factors associated with the competencies of student teachers to provide information for the improvement of their teaching performance.

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