

Pedagogical Competency and Teaching Performance of Pre-Service Teachers of Partido College-Goa, Philippines

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: August 2026 Keywords: Pre-Service Teachers Pedagogical Competency Teaching Performance	This study aimed to assess the pedagogical competency of pre-service teachers. The participants of the study were the 53 pre-service teachers of Partido College, Goa, Camarines Sur, Philippines enrolled for the school year 2024-2025. The researchers used survey questionnaire adopted from the study of Manigbas et al. (2024). Weighted mean, ranking order, Spearman rho, Kruskal Wallis H and T-test were used to statistically treat the data. The findings of the study emphasized that pre-service teachers have strong pedagogical competency and outstanding level teaching performance. However, there is no significant relationship between pedagogical competency and teaching performance of the pre-service teachers. Likewise, there is no significant differences on teachers' pedagogical competencies when they are grouped according to their profiles. The results suggest that pre-service teachers should sustain their high level of pedagogical competency and teaching performance through experiential learning opportunities including extended teaching internships, mentoring, and microteaching sessions that simulate real classroom conditions.

1. Introduction

Teaching competency generally refers to the combination of knowledge, skills, attitudes, and professional behaviors required for effective teaching. It plays a vital role in shaping the effectiveness of teachers in the classroom. Teaching is not merely about delivering lessons but about possessing the necessary competencies that enable meaningful learning experiences. Teaching competency involves mastery of subject matter, effective classroom management, appropriate instructional strategies or pedagogical competency, teaching performance, and the ability to address diverse learners. In the Philippines, teacher competency is guided by the policy framework established by the Department of Education through the DepEd Order No. 42, s. 2017, also known as the Philippine Professional Standards for Teachers (PPST). This policy institutionalized the PPST, which outlines the expected knowledge, skills, values, and professional practices that teachers must demonstrate in their teaching career. The PPST serves as a framework for teacher quality by defining seven domains of teaching competence, including 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. These standards serve as the basis for teacher development programs, performance evaluation, and career progression in the education sector. The policy highlights that improving teacher competencies is essential because quality teaching is fundamental to improving student achievement and ensuring quality education. According to Amankwah, Oti-Agyen, and Sam (2017), students enrolled in teacher education programs are referred to as pre-service teachers. They are considered the future contributors to a nation's educational success. As part of their professional preparation, these pre-service teachers participate in on-campus or off-campus teaching experiences that allow them to gain classroom exposure. During this training, they manage students, deliver lessons under the supervision of cooperating teachers, prepare lesson plans, and perform other teaching-related tasks. Through these experiences, pre-service teachers become physically and psychologically prepared, developing the necessary knowledge, skills, and professional attitudes. Zhao and Zhang (2017) stated that field teaching practice strengthens pre-service teachers' professional identity. Moreover, Morallo and Abay (2019) highlighted that sufficient professional development programs are necessary to improve the teaching competencies of teachers. When pre-service teachers develop strong competencies during their training, they are more likely to perform effectively during their teaching practice and in their future careers. Hence, different trainings, seminars, and advanced education contribute to their teaching performance. Teaching performance, therefore, reflects how well teachers apply their knowledge, skills, and attitudes in facilitating learning. The relationship between teaching competency and performance highlights the importance of preparing competent pre-service teachers who can meet the demands of the modern classroom.

Several studies have emphasized the relationship between teaching competency and teaching performance. According to Hermoso and Brobo (2023), personal and professional competencies such as cognitive competence, motivational competence, teaching ability, and communication skills significantly influence teachers' performance in the classroom. Their study revealed that teachers with higher levels of competencies tend to demonstrate better teaching performance and contribute to improved learning outcomes. This

is confirmed by the study by Manigbas et al. (2024), who found that pre-service teachers who demonstrate higher levels of teaching competence tend to exhibit stronger teaching performance during practice teaching. Thus, teaching competency is a strong predictor of teaching performance among pre-service teachers. Teaching competency equips pre-service teachers with the pedagogical knowledge and practical skills needed to manage classrooms, implement effective instructional strategies, and assess student learning. When these competencies are well developed, pre-service teachers are more capable of demonstrating effective teaching behaviors during their practicum, leading to improved teaching performance evaluations by cooperating teachers and supervisors. Therefore, teacher education institutions emphasize competency-based training to ensure that pre-service teachers are prepared for professional practice (Rubio & Saenz, 2023).

Despite the existence of professional standards and teacher preparation programs, concerns remain regarding the level of teaching competency among some pre-service teachers and how these competencies translate into actual teaching performance. Many pre-service teachers encounter difficulties in applying theoretical knowledge during their practice teaching experiences, particularly in areas such as classroom management, lesson planning, assessment strategies, and addressing diverse learning needs. Pre-service teachers often experience difficulties in managing their classrooms, particularly in reinforcing basic rules and addressing students' misbehavior (Mkhasibe & Mncube, 2020). Likewise, Junker, Gold, and Holodynski (2021) testified that both pre-service and beginning teachers commonly possessed inadequate competency in managing the classroom in the teaching-learning process. Additionally, Gashan (2015) stressed that pre-service teachers possessed limited knowledge of critical thinking concepts and skills and had insufficient knowledge in promoting critical thinking skills of the students in classroom instruction. This gap between competency development and actual classroom performance raises questions about the effectiveness of teacher preparation programs in equipping future educators with the necessary skills for real classroom situations. As a result, examining the relationship between teaching competency and teaching performance among pre-service teachers becomes an important area of investigation. Addressing this issue is essential because pre-service teachers represent the future workforce of the education system. Ensuring that they possess the required competencies before entering the profession is crucial for maintaining the quality of education. When teaching competency is strengthened during teacher preparation, it leads to improved teaching performance, better classroom practices, and enhanced student learning outcomes.

Furthermore, identifying the competencies that significantly influence teaching performance can guide teacher education institutions in designing more effective training programs and professional development initiatives. Ultimately, resolving this issue contributes to the development of competent, confident, and effective educators who can respond to the demands of 21st-century education and support the continuous improvement of the educational system. With the insights provided, the researchers decided to conduct this study to determine the pedagogical competency and teaching performance of the pre-service teachers of Partido College-Goa, Philippines. Specifically, it aimed to know their demographic profiles; determine their level of pedagogical competency; determine their level of performance; examine the significant relationship between pedagogical competency and teaching performance; and determine the significant difference in their pedagogical competency when grouped according to their profiles.

2. Methodology

This research study employed a descriptive -correlational-comparative research design. The descriptive design was utilized to assess the competency of pre-service teachers using the adopted survey from the study of Manigbas et al. (2024). This survey comprised indicators to assess teachers' pedagogical competence. In addition, the correlational design was used to determine the significant relationship between teaching competency and the performance of pre-service teachers. The comparative design was utilized to compare the competency of pre-service teachers when grouped according to their demographic profiles. The participants of the study were the 53 pre-service teachers, specifically graduating students of the Bachelor of Elementary Education and Bachelor of Secondary Education, enrolled for the school year 2024-2025. They had their practicum in varied public elementary and secondary schools. In addition, the researchers strictly observed the Dean's approval, and the participants' consent was secured to ensure their voluntary participation before the on-site administration of the survey. The participants were given enough time to answer the survey and provided with assistance. The data and privacy of the participants were treated with utmost confidentiality and anonymity, adhering to research ethical considerations.

3. Findings

3.1 Demographic Profile of the Respondents

Table 1 shows the demographic profiles of the respondents in terms of age, sex, course, and major. In terms of age, the majority of the respondents were within the 21–24 age group, comprising 44 respondents (83%), while the remaining respondents were distributed across the 25–27, 28–30, and 31 and above age groups with 3 respondents each (5.67%).

Table 1. Demographic profile of the Pre-service teachers

Profiles	f	Percentage (%)
Age		
21-24	44	83
25-27	3	5.67
28-30	3	5.67
31 above	3	5.67
Sex		
Male	19	35.85
Female	34	64.15

Course		
Bachelor of Elementary Education	21	39.62
Bachelor of Secondary Education	32	60.38
Majors		
General Education	21	39.62
English	5	9.43
Filipino	15	28.30
Social Studies	8	15.10
Mathematics	4	7.55

Regarding sex, 34 respondents (64.15%) were female, while 19 respondents (35.85%) were male, indicating a higher representation of female participants. In terms of course, 32 respondents (60.38%) were enrolled in Bachelor of Secondary Education, whereas 21 respondents (39.62%) were from Bachelor of Elementary Education. As to specializations or majors, General Education had the highest representation with 21 respondents (39.62%), followed by Filipino with 15 respondents (28.30%), Social Studies with 8 respondents (15.10%), English with 5 respondents (9.43%), and Mathematics with 4 respondents (7.55%). The data suggest that the respondent group is predominantly composed of younger pre-service teachers; most of them are female and enrolled in the Bachelor of Secondary Education. These findings imply that the study results largely reflect the perspectives and characteristics of young, predominantly female pre-service teachers, particularly those enrolled in secondary education programs.

3.2 Pedagogical Competency of Pre-service Teachers

Table 2 illustrates the level of pedagogical competence of the pre-service teachers. The researcher administered the standardized survey questionnaire adopted from the study of Manigbas et al. (2024). It was composed of 12 indicators to assess the pedagogical competencies of the pre-service teachers.

Table 2. Pedagogical Competency of Pre-service Teachers

Indicators	Weighted mean	Interpretation	Rank
Had clear, effective lesson plans and learning programs based on the given learning resources or materials (i.e. books, syllabuses, manuals and others)	4.85	High Level of Competency	1
Explained concepts and principles related to the lessons and gave examples as needed.	4.81	High Level of Competency	2
Possess a mastery of content before delivering the instructions.	4.75	High Level of Competency	3
Attractively taught the lessons considering the students' learning.	4.72	High Level of Competency	5
Assessed students' learning outcomes regularly.	4.72	High Level of Competency	5
Had sufficient knowledge of students' learning styles and abilities to effectively teach them.	4.72	High Level of Competency	5
Stated the learning objectives and needed skills to master related to the lessons.	4.70	High Level of Competency	7.5
Employed appropriate medium of instructions during classroom instructions.	4.70	High Level of Competency	7.5
Utilization of innovative and creative teaching strategies that are appropriate to students' learning demands and styles.	4.68	High Level of Competency	9
Provided learning objectives and outcomes suited on students' practical situations.	4.55	High Level of Competency	10.5
Provided learning opportunities to the students during and outside scheduled time.	4.55	High Level of Competency	10.5
Utilization and selection of suited resources and instructional technologies in classroom instructions.	4.49	High Level of Competency	12
Average Weighted Mean	4.69	High Level of Competency	

Legend: 4.20-5.00 High Level of Competency, 3.40-4.19- Moderately High Level of Competency, 2.60-3.39- Average Level of Competency, 1.80-2.50- Low Level of Competency, 0 – 1.79- No level of Competency

The table presents the level of pedagogical competency of pre-service teachers across several indicators. Overall, all indicators were interpreted as having a High Level of Competency, with weighted means ranging from 4.49 to 4.85. The highest-ranked indicator was having clear and effective lesson plans and learning programs based on the given learning resources or materials, which obtained a weighted mean of 4.85 and ranked first. This was followed by explaining concepts and principles related to the lessons and providing examples when needed, with a weighted mean of 4.81, and possessing mastery of content before delivering instruction, with a weighted mean of 4.75, ranked second and third, respectively. The lowest mean, though still interpreted as a high level of competency, was utilization and selection of suited resources and instructional technologies in classroom instruction, with a weighted mean of 4.49, which placed in the bottom rank.

The study findings reveal that pre-service teachers possessed a high level of pedagogical competency in various aspects of teaching, including lesson planning, content mastery, and the ability to provide clear explanations of the lesson concepts. However, the comparatively lower mean for the utilization of instructional technologies may imply that some pre-service teachers are still developing their skills in integrating appropriate resources and technological tools into their teaching practices. This may reflect differences in access to technology, training opportunities, or experience in applying digital tools within classroom instruction.

The results imply that teacher education programs in this college are generally effective in developing the pedagogical competencies of pre-service teachers, particularly in areas related to lesson preparation, content delivery, and understanding students' learning needs. The pre-service teachers are adequately trained to meet the instructional demands of the classroom.

3.3 Level of Teaching Performance

Table 3 displays the level of teaching performance of pre-service teachers. The teaching performance data used in this study were based on the grades given to the respondents during the final demonstration teaching conducted after the end of their practicum teaching in different public or private schools where they were assigned.

Table 3. Level of Teacher's Teaching Performance

Performance level	f	Interpretation
95%-100%	43	Outstanding
90%-94%	7	Very Satisfactory
80%-89%	3	Satisfactory
79% and below	0	----

Legend: 95%-100% Outstanding, 90%-94%- Very Satisfactory, 80%-89%- Satisfactory, 79% and below- Unsatisfactory

Table 3 presents the evaluation data for the level of teachers' teaching performance across a total sample of 53 pre-service teachers of Partido College-Goa, Philippines. The data show that 43 teachers achieved an "Outstanding" performance rating with scores between 95% and 100%. Furthermore, 7 teachers scored within the 90%–94% range, earning a "Very Satisfactory" interpretation. The remaining 3 pre-service teachers fell into the 80%–89% bracket, classified as "Satisfactory." No pre-service teachers scored 79% and below, leaving them classified as "Unsatisfactory."

The findings revealed that pre-service teachers possessed a high standard of performance in teaching. The majority of them performed very well. This means that pre-service teachers have mastery over lesson delivery, allowing students to engage and participate. Because no teachers fell into the lowest performance level, the institution's teacher education program provides quality instruction to its students. These results imply that pre-service teachers have adequate teaching competency that supports students' learning. They also have a strong grasp of classroom management and curriculum delivery. To maximize this asset, pre-service teachers should sustain their performance by sharing their best practices with their colleagues.

3.4 Significant relationship between pedagogical competency and teaching performance

Table 4 illustrates the significant relationship between pedagogical competency and teaching performance of pre-service teachers. The researcher used the Spearman rho correlation coefficient to determine the correlation of the variables.

Table 4. Significant relationship between pedagogical competency and teaching performance of pre-service teachers

Research variables	p-value	Interpretation	Decision
Pedagogical competency and Teaching performance	0.430	Not Significant	Accept H_0

The relationship between pedagogical competency and teaching performance was examined using the Spearman rho correlation. The results revealed a p-value of .430, which indicates that the relationship between the two variables is not statistically significant. Based on the level of significance set at 0.05, the computed p-value exceeds 0.05, leading to the interpretation that there is no significant relationship between pedagogical competency and teaching performance. Consequently, the null hypothesis stating that there is no significant relationship between the pedagogical competency of pre-service teachers and their teaching performance is accepted. The findings suggest that although pre-service teachers may demonstrate a high level of pedagogical competency, such competency does not necessarily translate directly into measurable teaching performance within the context of this study. Several factors may explain this result. Teaching performance may be influenced by other variables such as teaching experience, classroom environment, supervision, instructional resources, and the level of support provided during practice teaching. In addition, teaching performance may involve practical and situational aspects that go beyond theoretical pedagogical knowledge, such as classroom management, communication skills, adaptability, and confidence during actual classroom instruction.

This finding implies that developing pedagogical competency alone may not be sufficient to ensure improved teaching performance among pre-service teachers. Teacher education institutions may need to strengthen experiential learning opportunities, such as practice teaching, mentoring, and classroom immersion, to help bridge the gap between theoretical competencies and actual teaching performance. Furthermore, training programs should integrate both pedagogical knowledge and practical teaching experiences to better prepare pre-service teachers for real classroom situations. By doing so, teacher preparation programs can enhance not only the competency but also the overall teaching effectiveness of future educators.

3.5 Significant Difference of Pedagogical Competency of Pre-service Teachers

Table 5 presents the results of the test of significant difference on the pedagogical competencies of the pre-service teachers when they are grouped according to their profiles. Kruskal-Wallis H test for age and majors, and Independent T-test for sex and course, were used as statistical tools.

Table 5. Significant difference in pedagogical competency when they are grouped according to their profiles

Profiles	Aspect	Computed value	p-value	Interpretation	Decision
Age	Pedagogical	2.494	.476	Not significant	Accept H_0
Majors	Competency	6.198	.185	Not significant	Accept H_0

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Sex		-0.103	.918	Not significant	Accept H ₀
Course		-1.451	.153	Not significant	Accept H ₀

The table presents the results of the tests of difference conducted to determine whether pedagogical competency varies according to the respondents' demographic profiles, specifically age, majors, sex, and course. The findings show that the difference in pedagogical competency according to age yielded an H value of 2.494 with a p-value of .476, indicating a non-significant result. Similarly, the difference according to majors produced an H value of 6.198 with a p-value of .185, which is also not significant. In terms of sex, the t-test result showed a computed value of -0.103 with a p-value of .918, suggesting no significant difference between male and female respondents. Likewise, the difference based on course resulted in a t-value of -1.451 with a p-value of .153, which is also interpreted as not significant. Overall, the results reveal that pedagogical competency does not significantly differ across the respondents' age, majors, sex, and course.

The study findings suggest that the level of pedagogical competency among pre-service teachers is relatively the same regardless of their demographic characteristics. The results indicate that their age, majors, sex, and course are not factors that may affect their pedagogical competency. The absence of significant differences may imply that the teacher education program provides similar training, learning experiences, and instructional preparation to all pre-service teachers regardless of their background. Furthermore, it suggests that the competencies required for effective teaching are being uniformly developed across different groups of pre-service teachers, allowing them to achieve comparable levels of preparedness for classroom instruction.

4. Conclusion and Recommendations

4.1 Conclusion

Based on the results of the study, it can be concluded that pre-service teachers demonstrate a high level of pedagogical competence, particularly in lesson planning, content mastery, and explaining concepts effectively. Likewise, they possessed a high level of teaching performance. However, the findings also reveal that this competency has no significant relationship with their teaching performance, which means that their pedagogical competency was not associated with their teaching performance. Variations in demographic factors such as age, sex, course, and majors did not result in significant differences in competency levels, suggesting that these characteristics did not affect their pedagogical competency. Overall, while pre-service teachers are well-prepared in theoretical and planning aspects of teaching, translating these competencies into measurable classroom performance remains a challenge.

4.2 Recommendation

In light of these findings, it is recommended that teacher education programs of this institution should enhance the experiential learning opportunities for pre-service teachers, including extended teaching internships, mentoring, and microteaching sessions that simulate real classroom conditions to sustain their high level of pedagogical competency and teaching performance. Additionally, integrating training in instructional technology, adaptive teaching strategies, and reflective practice may help bridge the gap between pedagogical competence and teaching performance. Institutions should also consider continuous assessment and feedback mechanisms during practicums or practice teaching to identify areas where pre-service teachers may need additional support, ensuring that theoretical competencies are effectively applied in actual teaching contexts. This also suggests that future studies may need to explore other potential factors that could influence pedagogical competency, such as teaching experience, exposure to classroom practice, mentoring support, or access to instructional resources. Understanding these factors may help further enhance teacher preparation programs and ensure that pre-service teachers are well-equipped to meet the demands of the teaching profession.

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