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LEVEL OF PERFORMANCE IN PROFESSIONAL EDUCATION SUBJECT AND FIELD STUDY COURSES AND THE TEACHING COMPETENCIES OF STUDENT TEACHERS

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Abstract: **The study attempted to determine the level of competency in professional education subject and the field study courses and the student teacher student teaching competency during the academic year 2012-2013. The study made used of descriptive-survey method for the sample of 346 both students and cooperating teachers from the different campuses of the Bulacan State University. A questionnaire with a Five-point Likert scale was asked for the cooperating teachers for them to complete; the data gathered were analyzed and treated statistically. Mean and standard Deviation were computed and determined the correlation of the level of performance in the Professional Education subject and Field Study Courses and the Student teaching competency of the Student teacher using Spearman Rho Correlation. The level of competency in Professional Education subject shows that in general the respondents shows a very good performance in the Professional Education subjects. The level of competency in the Field Study Courses shows that the respondent, in general performs a very good performance in the course. There is a significant effects between Professional Education 3 and 4 and NCBTS Domain 6, Professional Education 9 and 10 and NCBTS Domain 2, 3 and 5, Professional Education 10 and Domains 4 and 7. Field Study 4 (FS4) Exploring the Curriculum is significantly correlate with Domain 1 of the National Competency Based Teachers Standards (NCBTS) Social regard for Learning at -.112 correlation coefficient at .037 level of significance.**

Keywords: **level of performance, professional education, field study courses, teaching Competencies.**

1. INTRODUCTION

Student teaching is an exciting time in the life of a young educator. It is a developmental time when students become teachers, teachers become colleagues, and colleagues become friends, and mentors. It is also a providing time when theory meets practice and idealism meets reality. This period of self-evaluation and values clarification allows for the melding of years of preparation with teachers' training. The ultimate purpose of student teaching is to produce a graduate who can effectively instruct school students.

The challenge for the triad of student teacher, cooperating teacher, and university supervisor is to create an environment in which information is shared, skills are tested, and a new career can be launched. The perseverance of student teacher and the insightful guidance of the cooperating teacher and the university supervisor can combine for a successful field experience. The goal is to have this experience as the keystone for education student-hold tightly.

Deployment is the most critical step in ensuring a high-quality student teaching experience. Both the location of the deployment and the choice of the cooperating teacher directly influence the student teachers performance. Additionally, the deployment should ensure a variety of instructional opportunities with different age groups and cooperating teachers.

When selecting a student teaching deployment, it is important to give careful thought to the college student's personality, readiness level, and teaching style. Student performance on experiences from the undergraduate curriculum, such as teaching activities in methods classes, written philosophies of teaching, journals from observation, and interaction with university professors, can all provide helpful insights into pairing a student teacher's needs with the strengths of the cooperating teacher and avoiding incompatible matches.

Teacher education programs tend to develop their own evaluation forms to determine student teacher effectiveness. In a survey of 178 colleges and universities in the Philippines, Fant et. al (2008) found teacher education programs used rating scales, daily logs, anecdotal records, behavior coding, and self-assessment for evaluating student teachers. More than half of the institutions surveyed used rating scales.

Two instruments used frequently in student teacher evaluation research have been adopted by some NCBTS programs (Defino, 2008). The Teacher Performance Assessment Instrument (TPAI) lists competency indicators and sets of descriptors. The evaluator decides how well the student teacher's performance meets the competency described. The Classroom Observation Keyed for Research (COKER) instrument requires the evaluator to record specified behavior demonstrated by the student teacher. Research shows these instruments to be reliable, i.e., the scores of an individual remain relatively consistent on repeated measurements. Validity, i.e., whether the instruments measure what they are supposed to, remains questionable.

Research indicates that student teaching grades usually are high regardless of the evaluation instrument used. Inflated grades may be because of improved field experiences before student teaching (Defino, 2008). In addition, many incompetent or marginal students elect or are counseled out of teacher education programs. The high grades could reflect an evaluation of the student teachers' potential rather than a measure of demonstrated skills. Other reasons, however, stem from the evaluators who judge student teaching. In this time, a new curriculum had been introduced which calls for too much effort of adjustment. One of the changes done was the one semester actual observation on the field school which known today as Field Study Courses. Field Study or Experiential Learning is a component of the New Pre-Service Teacher Education Curriculum that aims to give exposure to the students in actual field experience so that they can relate the theories learned inside the classroom to actual practice. These off-classroom experiences emphasize the importance of understanding the complex task of the teacher especially in this era of globalization.

The National Competency-Based Teacher Standards (NCBTS) contains domains and strands that are implemented in the experiential Learning Courses, Field-Study and Practice Teaching. Setting up the standards for teacher competence is a progressive move in order to uplift the teaching profession. Field Study courses are based on Vygotsky's theory which states that meaningful learning and construction of knowledge take place if learners work hands-on in actual settings and with proper guidance. Bandura's Social Learning Theory asserts that learning takes place.

In accordance with the pertinent provisions of Republic Act No. 7722, the Higher Education Act of 2004, CHED Memorandum Order No. 30 (CMO 30) embodies the policies and standards for the undergraduate teacher education curriculum in our country. This is to keep pace with the demands of global competitiveness. Article V Sec.13 of CHED Memorandum Order No. 30 state "Field Study courses are intended to provide students with practical learning experiences in which they observe, verify, analyze and reflect on actual school settings. The experiences begin with field observation and gradually intensify until students undertake practice teaching."

According to Pobre (2002), performance of graduates in licensure examination is one gauge of the quality of education. The percentage of graduates of an institution who pass the board examination is a good indicator of the quality of the attained curriculum as well as of the implemented curriculum.

Performance in the Licensure examination for teachers of the Bulacan State University shows a high percentage of passing for the last three years from 2010 to 2012.

Statement of the Problem:

The general problem of the study is: How do the level of performance in professional education subjects and field study courses affect the teaching competencies of student teachers?

Specifically, it sought answer to the following questions:

1. What is the level of performance of the pre-service teachers in the following professional education subjects:

1.1 Child and Adolescent Development;

1.2 Facilitating learning;

1.3 Social Dimensions of Learning;

1.4 Principles of Teaching 1;

1.5 Principles of Teaching 2;

1.6 Educational Technology 1;

1.7 Educational Technology 2;

1.8 Curriculum Development;

1.9 Assessment of Student Learning1;

1.10 Assessment of Student Learning 2; and

1.11 The Teaching Professions?

2. What is the level of competency of pre-service teachers in terms of the following Field Study Courses:

2.1 FS1 The Learner's Development and Environment;

2.2 FS2 Experiencing Teaching-learning Process;

2.3 FS3 Technology in the Learning Development;

2.4 FS4 Exploring Curriculum;

2.5 FS5 Learning Assessment Strategies; and

2.6 FS6 On Becoming a Teacher?

3. What is the level of competency of pre-service teachers according to:

3.1 Social regard for learning;

3.2 Learning environment;

3.3 Diversity of learners;

3.4 Curriculum;

3.5 Planning, assessing and reporting;

3.6 Community linkages; and

3.7 Personal growth and Professional development?

4. Is there a significant effect between the level of performance in professional subjects and the student teaching competency?

5. Is there a significant effect between the level of competency in field study courses and the student teaching competency?

2. METHODS

This study makes use of the descriptive-normative method of research. It employs a questionnaire as the technique in data collection. Descriptive-normative method of research provides scientific basis for professional judgments.

Qualitative research involves the use of qualitative data, such as interviews, documents, and participant observation data, to understand and explain social phenomena. Qualitative researchers can be found in many disciplines and fields, using a variety of approaches, methods and techniques. In Information Systems were study the managerial and organizational issues associated with innovations in information and communications technology; hence the interest in the application of qualitative research methods.

The pre-service teachers of the different campuses of the Bulacan State University taking up Education courses for the school year 2012-2013 are the main respondents of the study. Pre-service teachers who have completed the eleven (11) professional education subjects and six (6) field study courses are target respondents of the study.

The researcher also includes the cooperating teachers of the pre-service teachers as the respondents of the study.

The study used the Survey Instrument for the Field Study Courses to determine the effectiveness of the programs and the evaluation instrument used in rating the pre-service teacher during their student teaching activities.

The instrument has two sets namely; questionnaire for profile of pre-service teachers, and questionnaire for the performance of the pre-service teachers. Part I of the questionnaire is the respondent related factors and Part II is the 5-point Likert Scale for performance indicators of the pre-service teachers.

The data were content-analyzed in terms of main ideas and Collations of these ideas were made. Data processing made used of Statistical Package for Social Science (SPSS) version 18.

3. RESULTS AN DISCUSSION

Table 1 shows the summary table for level of performance in professional education subject.

As a summary of the level of competency in Professional Education subject, table 1 shows that in general the respondents has a very good performance in the Professional Education subjects. Evidence for that is the average mean of all eleven (11) professional education subject which registered mean of 1.97.

Educational Technology 2 among the professional education subject registered the highest mean of 1.81 which means that the respondent performs a very good.

Table 1: Summary of Mean for the Level of Performance in the Professional Subject

Variables	Mean	Verbal Interpretation
Child and Adolescent Development	2.15	Good
Facilitating Learning	2.26	Good
Social Dimension of Learning	1.83	Very Good
Principles of Teaching 1	2.11	Good
Principles of Teaching 2	1.93	Very Good
Educational Technology 1	1.84	Very Good
Educational Technology 2	1.81	Very Good
Curriculum Development	1.90	Very Good
Assessment of Student Learning 1	2.02	Good
Assessment of Student Learning 2	1.92	Very Good
The Teaching Professions	1.94	Very Good
Average	**1.97**	**Very Good**

Performance in the subject, followed by Social Dimension of Learning which registered a mean rating of 1.83 which means also that the respondent of the study performs a very good performance in the subject.

The table also present that other than Educational Technology 2 and Social Dimensions of Learning which registered as the first and the second highest with regards to the mean rating showing that the respondents shows a very good performance in the professional education subjects, Principles of Teaching 2, Educational Technology 1, Curriculum development, Assessment of Student learning 1 and 2 also shows that the student respondent performs a very good performance in the following subject. Other professional education subjects like Assessment of Student Learning 1, Principles of Teaching 1, Child and Adolescent development, and Facilitating Learning shows that the respondents performs a good performance in each subject. As for the results of the mean grade for Professional Education subject it shows a 1.97 grade point average.

Table 2 presents the summary of the level of competency of the respondents in the Field Study Courses. The table shows that the respondents, in general performs a very good performance in the course which obtains an average rating of 1.69.

Table 2: Summary of Mean grades for the Level of Competency in the Field Study Courses

Variables	Rating	Verbal Interpretation
FS1 Learners Development and Environment	1.77	Very Good
FS2 Experiencing Teaching-Learning Process	1.74	Very Good
FS3 Technology in the Learning Development	1.67	Very Good
FS4 Understanding Curriculum Development	1.66	Very Good
FS5 Learning Assessment Strategies	1.63	Very Good
FS6 On Becoming a Teacher	1.68	Very Good
Average	**1.69**	**Very Good**

As further glean in the table FS5 or Learning Assessment Strategies registered the highest mean of 1.63 which means that a very good performance in the course. Likewise, FS1 or Learners Development and Environment registered the lowest mean of 1.77, but still the respondents shows a very good performance in the course.

The table further reveals that the respondents able to observe, verify and reflect on various events which relate to the concepts, methods and strategies previously learned. Likewise, the respondents capture other experiences which can be further verified, confirmed and reflected on in relation to becoming a teacher. The authentic experiences of the students will prepare them to become better teacher.

Table 3 will shows the Summary of Mean for the Student Teaching Performance of Pre-service Teachers.

Table 3: Summary of Mean for the Student Teaching Performance of Pre-service Teachers

Variables	Mean	Verbal Interpretation
Social Regard for Learning	4.44	Very Satisfactory
Learning Environment	4.34	Very Satisfactory
Diversity of Learners	4.26	Very Satisfactory
Curriculum	4.30	Very Satisfactory
Planning, Assessing and Reporting	4.25	Very Satisfactory
Community Linkages	4.17	Very Satisfactory
Personal Growth and Professional Development	4.36	Very Satisfactory
Average	**4.30**	**Very Satisfactory**

In summary, table 3 shows that the respondents perform a very satisfactory performance in all seven (7) sub-sections of part V which registered an average mean of 4.30.

Among the 7 sub-sections, social regard for learning registered the highest mean of 4.44. This further explains that the respondent acts as a positive role model for students. On the other hand, community linkages registered the lowest mean among the seven sub-section which has a mean of 4.17 which explains that the respondents establishes learning environments that respond to the aspirations of the community.

As further glean in the table, it shows that the respondents are committed and accountable for providing classroom instructions with results that are manifested in high performance level in terms of student learning outcomes. Respondents are dedicated to the well-being of the students and communities they serve, taking into account their cultural diversity, group aspirations and what is valued in education.

As quick perusal in table 4 the Professional Education 5 or Principle of Teaching 2 is highly correlated to Domain 6 (Community Linkages) of the National Competency Based Teacher Standard (NCBTS) at correlation coefficient value of .141 at 0.009 level of significance. The results of the study further reveal that the performance indicator in Domain 6 is correlated to the competency of Principles of teaching 2. It can further explain that the educational processes learned in Principles of Teaching 2 and relate these to the larger social, cultural and political processes.

Table 4: Significant relationship of the level of performance in the professional education subjects and the student teaching competency

	Statistical Treatment	Prof Ed 1	Prof Ed 2	Prof Ed 3	Prof Ed 4	Prof Ed 5	Prof Ed 6
Domain 1 (Social Regard for Learning)	Correlation Coefficient	-.034	-.052	-.057	-.095	-.012	-.063
	Sig. (2-tailed)	.524	.331	.290	.077	.819	.245
Domain 2 (The Learning Environment)	Correlation Coefficient	-.049	-.045	.038	.013	.056	.004
	Sig. (2-tailed)	.368	.407	.476	.807	.303	.934
Domain 3 (Diversity of Learners)	Correlation Coefficient	-.036	-.031	.054	.020	.080	.013
	Sig. (2-tailed)	.501	.565	.320	.709	.137	.810
Domain 4 (Curriculum)	Correlation Coefficient	-.035	-.059	.045	-.011	.042	-.010
	Sig. (2-tailed)	.519	.275	.407	.844	.433	.849
Domain 5 (Planning, Assessing and Reporting)	Correlation Coefficient	-.061	-.068	.063	.011	.078	.023
	Sig. (2-tailed)	.256	.207	.243	.832	.146	.668
Domain 6 (Community Linkages)	Correlation Coefficient	-.019	.021	.129*	.136*	.141**	.098
	Sig. (2-tailed)	.726	.695	.016	.011	.009	.069
Domain 7 (Personal Growth and Professional Development)	Correlation Coefficient	.007	.007	.034	.023	.043	-.017
	Sig. (2-tailed)	.901	.896	.526	.676	.426	.747

Continuation of Table 29

	Statistical Treatment	Prof Ed 7	Prof Ed 8	Prof Ed 9	Prof Ed 10	Prof Ed 11	Remarks
Domain 1 (Social Regard for Learning)	Correlation Coefficient	-.034	-.088	.018	.037	-.057	**. Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).
	Sig. (2-tailed)	.525	.103	.745	.497	.288	
Domain 2 (The Learning Environment)	Correlation Coefficient	-.030	-.035	.114*	.107*	.027	
	Sig. (2-tailed)	.576	.519	.034	.046	.614	
Domain 3 (Diversity of Learners)	Correlation Coefficient	-.065	-.020	.110*	.119*	.039	
	Sig. (2-tailed)	.228	.709	.041	.027	.475	
Domain 4 (Curriculum)	Correlation Coefficient	-.030	-.047	.140**	.124*	.031	
	Sig. (2-tailed)	.575	.385	.009	.021	.566	
Domain 5 (Planning, Assessing and Reporting)	Correlation Coefficient	-.008	-.016	.137*	.128*	.047	
	Sig. (2-tailed)	.889	.767	.011	.017	.384	
Domain 6 (Community Linkages)	Correlation Coefficient	-.051	-.042	.175**	.174**	.091	
	Sig. (2-tailed)	.348	.439	.001	.001	.090	
Domain 7 (Personal Growth and Professional Development)	Correlation Coefficient	-.034	-.019	.097	.111*	.038	
	Sig. (2-tailed)	.525	.722	.070	.039	.484	

Table 4, shows that Professional Education 9 (Assessment of Students Learning 1) is highly correlated to NCBTS Domain 4 (Curriculum) with a computed correlation coefficient of .140 at .009 level of significance. The results implies that Professional Education 9 competencies is congruent to the performance indicators of Domain 4. This domain aligns with lesson objectives the teaching method, learning activities and instructional materials or resources appropriate to the learners. The results further explains that it utilizes information derived from assessment to improve teaching and learning.

The table further shows that Professional Education 9 and 10 or Assessment of Students Learning 1 and 2 are highly correlated to Domain 6 (Community Linkages) with correlation coefficient of .175 and .174 at .001 level of significance respectively. It can be explain that competencies of Assessment for Learning 1 and 2 are interrelated to the performance indicators of Domain 6.

The Domain of Community Linkages focuses on the ideal that classroom activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. Thus the domain focuses on teachers' efforts directed at strengthening the links between schools and communities, particularly as these links help in the attainment of the curricular goals. In this domain, the mentee joins the mentor in the different community linkages/activities. In the process, the pre-service teacher will learn the value of community in the teaching-learning process. The indicators of this domain are associated to assessment of students learning. It involves community in sharing accountability for the learners' achievement and uses community resources to support learning. It also encourages pre-service and in-service teachers to use the community as a laboratory for learning and apply classroom learning to community.

The result of the study implies that grades in Professional Education 5 (Principles of Teaching 2), Professional Education 9 and 10 (Assessment of Students Learning 1 and 2) are good predictors of Domain 6, and Professional Education 9 is a good predictor of Domain 4 (Curriculum).

In addition, Professional Education 3 (Social Dimensions of Learning) and Professional Education 4 (Principles of Teaching 1) is correlated with NCBTS Domain 6 (Community Linkages) with a computed correlation coefficient .129 and .136 at .016 and .011 level of significance. It shows that the competencies of these Professional Education subjects are interrelated to the NCBTS Domain 6. These mean that the pre-service teacher as well as the in-service teacher needs to apply the four pillars of learning- learning to know, learning to do, learning to live together, learning to be- in responding to the aspirations of the learner and the community. Participates in community activities that promote learning.

The table reveal that Professional Education 9 and 10 (Assessment for Students Learning 1 and 2) are correlated to NCBTS Domain 2 (The Learning Environment), Domain 3 (Diversity of Learners) and Domain 5 (Planning, Assessing and Reporting) with a correlation coefficient value of .114, 1.07, .110, .119, .137 and .128 at .034, .046, .041, .027, .011 and .017 level of significance respectively.

Domain 2 focuses on importance of providing for social, psychological and physical environmental within which all students, regardless of their individual differences in learning, can engage the different learning activities and work towards attaining high standards of learning which is also the aim of assessment of students learning 1 and 2 to utilize processed data and assessment results in reporting learners' performance to improve teaching and learning.

In addition, Domain 3 emphasizes the ideal that the teachers can facilitate the learning process in diverse learners by first recognizing and respecting individuals differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain desired learning goals which is connected to the competencies of Assessment of Students Learning 1 and 2 that the pre-service and in-service teachers need to demonstrate skills in the use of techniques and tools in assessing affective learning and apply the principles in constructing traditional and alternative/authentic forms of high quality assessment in diverse learners.

Domain 5 (Planning, Assessing and Reporting) refers to the alignment of assessment and planning activities. In particular, the domain focuses on the (1) use of assessment data to plan and revise teaching-learning plans, (2) the integration of assessment procedures in the plan and implementation of teaching-learning activities, and (3) reporting on learner's actual achievement and behavior. The pre-service teacher should be made aware of the principles involve in planning, assessing and reporting and how they are applied (Experiential Learning Courses Handbook, 2006).

In addition Table 29 further shows that Professional education 10 (Assessment of Students Learning 2) is correlated to Domain 5 (Curriculum) with a correlation coefficient of .124 at .021 level of significance and to Domain 7 (Personal Growth and Professional Development) at a correlation coefficient value of .111 at .039 level of significance.

It implies that pre-service teachers need communicates clear learning goals for the lessons that are appropriate for learners. And utilizes information derived from assessment to improve teaching and learning. On the other hand, Domain 7 is also interrelated to Assessment of Learning 2, these reflect on the extent of the attainment of the professional development goals.

Domain 7 emphasizes the ideal the teachers value having a high personal regard for the teaching profession, concern for professional development, and continuous improvement as teachers. The pre-service teacher imbibes these ideals as the mentor models such characteristics (Experiential Learning Courses Handbook, 2006).

This shows that the alternative hypothesis is accepted, it means that there is a significant effects between Professional Education 3 and 4 and NCBTS Domain 6, Professional Education 9 and 10 and NCBTS Domain 2, 3 and 5, Professional Education 10 and Domains 4 and 7.

The results of the study show that grades in Professional Education 3 (Social Dimension of Learning), Professional Education 4 (Principles of Teaching 1), are good predictors of the performance of the Pre-service Teachers. In addition, grades in Professional Education 9 and 10 (Assessment of Learning 1 and 2) are good predictors of NCBTS Domain 2 (The Learning Environment), Domain 3 (Diversity of Learners) and Domain 5 (Planning, Assessing and Reporting). Finally, the grades of Professional education 10 (Assessment of Student Learning 2) are good predictors of NCBTS Domain 4 (Curriculum) and Domain 7 (Personal Growth and Professional Development).

Table 5 will show the Significant relationship of the level of competency in the field study courses and the student teaching competency.

Table 5 shows that Field Study 4 (FS4) Exploring the Curriculum is significantly correlated with Domain 1 of the National Competency Based Teachers Standards (NCBTS) Social regard for Learning at -.112 correlation coefficient at .037 level of significance. Field Study 4 allows students to apply and verify knowledge gained on curriculum development through exposure to the existing curriculum. It shall also provide insights to students on how the curriculum can be effectively implemented. Furthermore, this field study courses observe the best practices in the effective implementation of the curriculum, develop insights on the implementation of the curriculum programs at different educational level, and to apply knowledge learned about the different curriculum designs.

Table 5: Significant relationship of the level of competency in the field study courses and the student teaching competency

	Statistical Treatment	FS 1	FS 2	FS 3	FS 4	FS 5	FS 6
Domain 1 (Social Regard for Learning)	Correlation Coefficient	-.072	-.019	-.083	-.112*	-.081	-.096
	Sig. (2-tailed)	.179	.719	.125	.037	.134	.074
Domain 2 (The Learning Environment)	Correlation Coefficient	.018	.051	-.052	-.063	-.047	-.025
	Sig. (2-tailed)	.744	.343	.335	.240	.379	.641
Domain 3 (Diversity of Learners)	Correlation Coefficient	-.012	.040	-.093	-.103	-.071	-.071
	Sig. (2-tailed)	.820	.462	.084	.056	.191	.186
Domain 4 (Curriculum)	Correlation Coefficient	.015	.040	-.066	-.080	-.059	-.057
	Sig. (2-tailed)	.786	.460	.221	.137	.277	.291
Domain 5 (Planning, Assessing and Reporting)	Correlation Coefficient	.003	.058	-.048	-.075	-.029	-.029
	Sig. (2-tailed)	.952	.278	.373	.165	.589	.587
Domain 6 (Community Linkages)	Correlation Coefficient	.076	.097	-.051	-.058	-.042	.011
	Sig. (2-tailed)	.156	.070	.344	.284	.438	.832
Domain 7 (Personal Growth and Professional Development)	Correlation Coefficient	.001	.010	-.073	-.063	-.059	-.043
	Sig. (2-tailed)	.978	.847	.175	.243	.271	.428

*. Correlation is significant at the 0.05 level (2-tailed).

Domain 1 or the Social Regards for learning focuses on the ideal that the prospective teachers must possess in the pursuit of promoting learning. Thus, their actions, statements and different types of social interactions with students exemplify this ideal.

The negative correlation coefficient at -.112 implies that the higher the grade in FS 4 the higher Performance of the Pre-service teacher in Domain 1. It further explains that the competencies in FS 4 and the Performance Indicators in the Domain 1 are interrelated.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

1. That, the pre-service teachers performs very good in the following professional education subjects; Social Dimension of Learning; Principles of Teaching 2; Educational Technology 1 and 2; Curriculum Development; and Assessment of Students Learning 2.

2. In general, pre-service teachers perform excellent in the Field Study Courses 5.

3. That, the pre-service teachers perform a very satisfactory performance in all seven (7) domains enumerated in the NCBTS Manual.

4. That, Professional Education 5 (Principles of Teaching 2), Professional Education 9 (Assessment of Students Learning 1) and Professional Education 10 (Assessment of Students Learning 2) is highly correlated to Domain 6 (Community Linkages). In addition, Professional Education 9 (Assessment of Students Learning 1) is highly correlated to Domain 4 (Curriculum).

5. And, Field Study 4 (Exploring Curriculum) is correlated to Domain 1 (Social Regard for Learning).

Based on the findings of the study and the conclusions arrived at, the following recommendations are hereby forwarded:

1. That the teachers handling other professional education subjects such as Child and Adolescent Development, Facilitating Human Learning, Principles of Teaching 1, Assessment of Students Learning 1 and The Teaching Profession to further improve the attainment of the competencies of the said subjects, through giving different activities and closely monitoring their performance.

2. Researches can be done to identify the specific competencies that need improvement and enhancement on the identified professional education subjects.

3. A closer monitoring on the different activities of the Field Study Courses should be done to check the competencies developed among students.

4. Continue monitoring the performance of the Pre-service Teachers to maintain the very satisfactory level among the students.

5. Further studies can be done to see correlation of the NCBTS Competencies and the different Professional Education and Field Study Courses in other institution can be done for further verification of the results of the study.

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