

---

# **Need Based Management Plan for Pre-Service Teachers**

**Dr. Rowena R. Abrea**

Corresponding author email id: [rowenarabrea@yahoo.com](mailto:rowenarabrea@yahoo.com)

*Date of publication (dd/mm/yyyy): 16/01/2019*

---

**Abstract** – This study assessed the competencies of pre-service teachers in Batangas State University. It also determined the significant relationship of their profile variables and their competencies.

The descriptive research design was used in the study and the questionnaire as the main data gathering tool. An informal interview was conducted to sustain the interpretation of data. A total of 287 pre-service teachers from the different campuses were utilized as respondents.

Findings of this research revealed that majority of the pre-service teachers are female and in the age bracket of 18 – 19. Most of their parents have an average monthly income of Php 5,000.00 to Php 9,999.00. With regard to their competencies, self management was found to be the weakest or manifested to a least extent. While the communication skills was assessed to a great extent and found to be the most developed competency. It was found out that there is significant relationship between the pre-service teachers' competencies in age, year level and area of specialization. However, their human relations found no significant relationship to sex and their communication skills was found not significantly related to parents' average monthly income.

It was recommended that the College may implement the management plan to enhance the competencies of the pre-service teachers. A follow up study may also be conducted after the implementation of the management plan to assess if it has been effective.

**Keywords** – Competencies, Management Plan, Pre-service Teachers, Skills.

---

## **I. INTRODUCTION**

Living in a highly globalized society offers both opportunities and challenges. The 21<sup>st</sup> century education undeniably brings numerous challenges not only in the basic education sector but also in the Higher Education Institutions. Modern educators have to deal with the challenge of living in an era in which time is fluid, nothing lasts, and everything is unstable. However, change is impossible without change.

As education in the modern society relentlessly advances towards uncertain scenarios, the policymakers in the academe must try to redirect it towards a new way of doing things in order to improve the education and its environment. Inevitably, the need for a new face of management of educational operations must be assumed to happen. Being able to adapt to this rapidly changing trends in the management of schools definitely brings advantages to people in the administration.

The attainment of quality student services depends mainly on the school administrator's cognizance of their nature and purpose of existence in the university. By being aware of the different forms of crises that the learners are currently facing nowadays, the concerned entities in the school administration would be able to match the needs and interests of the 21<sup>st</sup> century learners. The awareness of the proper authorities on these critical issues must be coupled with their effort of identifying the specific challenges that both basic and higher education faces nowadays because the consequences of the said crises may result to the exacerbation of social and economic inequality.

---

In addressing the student learning profile, attempts must be made to provide students with opportunities to learn in ways that are natural and efficient. As such, consideration should be given to student preference for working alone, with partners, or as a group. Opportunities should also be provided for students to choose work spaces that are conducive to various learning preferences – a quiet place or with music playing, in a dark room or one with bright lights, work spaces with tables instead of desks .Hobson, A.J. & Britain G. (2006). Key factors in the student learning profile include learning environment preferences, group orientation, cognitive styles, and intelligence preferences.

When the teachers differentiate instruction according to a student's existing interests, such students are motivated to connect what is being taught with things they already value.( Bilbao, Purita P. et.al. 2012) Interest-based differentiation also encourages students to discover 'new interests. In a classroom setting, for example, teachers may choose to differentiate key skills and materials to be learned by aligning them with particular students' interests in several areas such as music, sports, or current affairs. Interest-based differentiation is directly linked to studies in motivation which show enhanced student engagement with the task, great evidence of student creativity and productivity, as well as higher level of intrinsic motivation when instruction is modified to cater to student interest.

The three main aspects to make teaching profession successful are knowledge, competencies and attitudes. All teacher education institution aims to produce pre-service teachers who can start their career with well developed competencies and desirable attitudes towards the teaching profession (Scocco, 2006). Based from the survey, most novice teachers experience culture shock when they are in the field. The realities and complexities of the teaching tasks are somewhat different from the theories taught in the theoretical courses. However, if they were honed to their fullest, they easily adapt to the life of a teacher.

As part of student's development there is a need of emphasis by building relationship with other people. This bridges on how they will establish camaraderie with their peers, teachers, and other persons they go along with. Moreover, learning depends on how students communicate with the people around. This brings them to articulate what should be expressed to come with the desired goals. Communication resolves all the possible difficulties and challenges that may come with the desired goals. When the communication skills of the students are developed; this will provide them more avenues and great opportunities. The ability to speak clearly, eloquently and effectively become the link of all individuals on how to communicate to different world. The teacher role is very crucial to help students to achieve this development. To intensify the learning of the language of actual participation in real situation requires formal structural drills. This requires the exercise of imagination on the part of both the teachers and students. Effective communication is extremely crucial for success in most positions in a formal working environment. It has been proven that employees spend more time speaking and writing, whether talking on the phone, conveying informally with colleagues, conducting meetings and others. It can be concluded that communication skills is indeed an important link in the process of students' learning and thinking development.

According to Lardizabal, Amparo S. et al. (2001), the 21<sup>st</sup> century teacher is one who is adequately equipped with communication, learning, innovation, information, media, and technology, life and career skills. He collaborates and interrelates with others from all walks of life. He is innovative and embarks on lifelong learning. He uses technology to the maximum and to the maximum and to the optimum to improve his learning and

productivity. He critically analyzes and evaluates information derived from the various sources and is able to read message from media whether directly given or subtly expressed. With the advent of technology, the learning environment has improved greatly in terms of more modern equipment that could facilitate investigative activities in the fastest and more reliable ways.

Research skills have been considered as one of the teachers' core skills. To achieve the development of teacher education students' research skills means that the whole teaching and learning process must be outcomes oriented. This is very complex, and each course in the whole curriculum must create conditions for the students to develop a relevant aspect of these skills. Therefore, there is a need for a class collaboration of all academic instructors of the teacher education programs so that there will be continuity in the development of students' research skills. Through conducting research, teachers provide a condition that would inspire the students to initiate their own research projects or do research work in partnership with the members.

In order to produce competitive graduates, the head of an organization or particular unit should determine whether the students under his jurisdiction acquire the competencies needed. It is part of his prime duties to ensure that the graduates can be at par with other graduates from other universities.

Hence, having been inspired by the foregoing provisions, the researcher who is the College Dean and a person authority in the College of teacher Education deemed it necessary to conduct this study. She would like to determine if the College was able to provide the needed competencies of the students and with end view of proposing a management plan to enhance the competencies of the pre- service –teachers.

## **II. OBJECTIVES OF THE STUDY**

This study sought to assess the competencies of pre-service teachers of Batangas State University with the end view of proposing a management plan to enhance their competencies.

1. Determined the profile of the pre-service teachers in terms of:

1.1 Age

1.2 Sex

1.3 Year level

1.4 Area of specialization

1.5 Parents' average monthly income

2. Assess the pre-service teachers' competencies relative to:

2.1 Self-management

2.2 Communication skills

2.3 Decision making skills

2.4 Technology application

2.5 Human relations

2.6 Research capacity

3. Find the significant relationship between the pre-service teachers' profile and their competencies
4. Prepare a management plan to enhance pre-service teachers' competencies

### III. MATERIALS AND METHODS

The descriptive research design was used in the study with the questionnaire as the main data gathering tool. The main instrument went through the rigid process of construction and validation. Research experts validated the questionnaires and these were tried out to some pre-service teachers who are not respondents of the study. An informal interview was conducted to sustain the interpretation of data. Random sampling was utilized to select the number of pre-service teachers as respondents at 0.05 level of significance. Weighted Mean, Frequency, Percentage and chi- square were the statistical tools used in this study.

### IV. RESULTS AND DISCUSSION

The profile of the respondents as to age, sex, year level, area of specialization and average monthly income of parents were described.

#### 1. Profile of the CTE Pre-service Teachers

##### 1.1 Age. The Profile of Pre-service Teachers in Terms of Age is Presented in Table I.

Table I. Profile of the pre-service teachers in terms of Age

Age	Frequency	Percentage
16-17	52	18.12
18-19	127	44.25
20-21	67	23.34
Above 21	41	14.29
<b>TOTAL</b>	<b>287</b>	<b>100.00</b>

The results show that 127 CTE pre-service teachers or 44.25 percent are in the age bracket of 18-19 years old. The age ranging from 20-21 is of 67 or 23.34 percent. There are 52 pre-service teachers or 18.12 percent who are in the age bracket of 16-17 and 41 or 14.29 percent are above 21.

##### 1.2 Sex.

The profile of the pre-service teachers in terms of sex is presented in Table II.

Table II. Profile of the pre-service teachers in terms of Sex.

Sex	F	Percentage
Female	210	73.17
Male	77	26.83
<b>TOTAL</b>	<b>287</b>	<b>100.00</b>

As shown in the table, there are 210 or 73.7 percent of female pre-service teachers and 77 or 26.83 percent male pre-service teachers. It is evident that there are more females leaned towards the teaching profession than those of males.

##### 1.3 Year Level.

The profile of the pre-service teachers in terms of year level is presented in Table III.

Table III. Profile of the pre-service teachers in terms of Year Level.

Year Level	Frequency	Percentage
First Year	55	19.16
Second Year	81	28.22
Third Year	81	28.22
Fourth Year	61	21.25
<b>TOTAL</b>	<b>287</b>	<b>96.86</b>

Table 3 shows that out of 287 pre service teachers, 81 or 28.22 percent are second year and third year, 61 or 21.25 are fourth year, while 55 or 19.16 percent are first year students.

#### 1.4 Area of Specialization.

The profile of pre-service teachers in terms of area of specialization is presented in Table IV.

Table IV. Profile of the pre-service teachers in terms of Area of Specialization.

Area of Specialization	Frequency	Percentage
English	54	18.82
Science	60	20.91
Math	25	8.71
Early Childhood	28	9.76
Social Studies	24	8.36
MAPEH	27	9.41
Filipino	26	9.06
TLE	25	8.71
Other	18	6.27
<b>TOTAL</b>	<b>287</b>	<b>100.00</b>

As can be seen in the table, out of 287, 60 or 20.91 percent pre- service teachers whose specialization is science. There are 54 or 18.82 percent and 28 or 9.76 percent whose specialization are English and Early Childhood respectively. There are 27 or 9.41 percent whose area of specialization is MAPEH and 26 or 9.06 whose major is Filipino. As reflected in the table, there are 25 or 8.71 percent who preferred Math and TLE as their area of specializations while 24 or 8.36 whose specialization is Social Studies.

#### 1.5 Average Monthly Income of Parents.

The profile of the pre-service teachers as to average monthly income of parents is presented in Table V.

Table V. Profile of the pre-service teachers in terms of Average Monthly Income of Parents.

Average Monthly Income	Frequency	Percentage
P5,000 and below	85	29.62
P5,000-P9,999	98	34.15
P5,000-P15,999	42	14.63
P16,000-P19,999	35	12.20
P20,000 and above	27	9.41
<b>TOTAL</b>	<b>287</b>	<b>100.00</b>

As shown in the table there is 98 of 34.15 respondents whose average monthly income of parents is in the bracket of P5, 000-P9, 999. It is sad to note that there is 85 or 29.62 fall in the income bracket of P5, 000 and below. In this regards it is just a right move of the University that most of the MSTP scholars are from College of Teacher Education. This give them the opportunity to pursue their study even their parents have low income.

## 2. Assessment of the Pre-service Teachers' Competencies

The competencies of the respondents as to self management, communication ability, decision making skills, technology application, human relations and research capacity were determine in this study.

### 2.1 Self-Management.

Table VI presents the pre-service teachers' competency relative to self-management.

Table VI. Pre-service Teachers' Competency in Self-Management

Self-Management	Weighted Mean	VI
1. I have a purpose for doing anything.		
2. I try to give out my best each time an opportunity comes.	2.07	GE
3. I make use of time wisely.		
4. I am an action-oriented person.	2.09	GE
5. I work hard for the realization of my dreams.	2.32	GE
6. I get myself focused so as not to be influenced by other people.	2.26	GE
7. I look for better ways to improve myself each day.	2.20	GE
8. I set aside time to prepare myself for successful Licensure Examination for Teachers.	2.16	GE
9. I have time to read Educational Journals and magazines to deepen my interest in the teaching profession.	1.98	GE
10. I try to become a person worthy of emulation in living up to the standards of the profession I chose.	2.11	GE
	2.36	GE
	2.16	GE
<b>COMPOSITE MEAN</b>	<b>2.17</b>	<b>GE</b>

As seen from the results, the composite mean of 2.17 indicates that pre-service teachers manifest self-management to a great extent. It can be noted their highest rating is on reading educational journals and magazines to deepen their interest in the teaching profession.

They disclosed that they use their time wisely and they are action oriented person as shown on the weighted mean of 2.32 and 2.36 respectively. However, though they use their time wisely, they failed to set aside time to prepare for the Licensure examination as shown in the weighted mean of 2.11 and look for better ways to improve themselves with weighted mean of 1.98. This can be attributed to the fact that there are various distractions which lead them not to prepare themselves for LET.

## 2.2 Communication Ability.

Table VII presents the pre-service teachers’ competency relative to communication skills.

Table VII. Pre-service Teachers’ Competency in Communication Skills.

Communication Ability	Weighted Mean	VI
1. I can express myself clearly both I oral and written forms	2.29	GE
2. I can read with a high degree of comprehension	2.36	GE
3. I can confidently write unified and coherent paragraphs	2.32	GE
4. I can comfortably engage in meaning discussion	2.31	GE
5. I can understand and able to apply the rules of grammar	2.37	GE
6. I can capture my listeners when I speak	2.51	ME
7. I can paraphrase and summarize paragraphs read	2.42	GE
8. I can discuss any topic spontaneously when given a chance	2.39	GE
9. I can write different type of letters (request, order, complaint etc.)	2.61	ME
10. I can deliver my message meaningfully with appropriate use of gestures intonation and facial expression.	2.53	ME
<b>COMPOSITE MEAN</b>	<b>2.41</b>	<b>GE</b>

The pre-service teachers rated that they can write different type of letters to a moderate extent as shown in the weighted mean of 2.61. This is a good indication that they learn the basic skills in English. This will be beneficial to them because they have to prepare letters once they are in the field. Results showed that they can deliver their message meaningfully with appropriate use of gestures, intonation and facial expression, to a moderate extent and manifested on the weighted mean of 2.53.

They captured their listeners when they speak was rated to a moderate extent and got a weighted mean of 2.51. This can be attributed to the student exposure to various experiences which give them enough confidence to develop their communication skills. They disclosed that they can paraphrase and summarize paragraphs, read topic spontaneously and able to apply the rules of grammar to a great extent. This could mean that communication ability of the students was developed.

However, it is a contradiction that the least rated by them was that they can express themselves clearly both in oral and written forms to a great extent with weighted mean of 2.29. This could probably attribute to the gravity of ideas circumstances that they have.

The composite mean of 2.41 indicates that the pre-service teachers’ communication skills are manifested to a great extent.

### 2.3 Decision Making Skills.

Table VIII presents the pre-service teachers’ competency relative to decision making.

Table VIII. Pre-service Teachers’ Competency in Decision Making.

Decision Making	Weighted Mean	VI
1. I can decide for myself.	2.04	GE
2. I consult others in making decision.		
3. I try not to be affected by my emotions when I decide.	2.28	GE
4. I consider all possible consequences of the decision made.	2.25	GE
5. I figure out possible consequences of the decision made.		
6. I get enough information before deciding.	2.21	GE
7. I give the decision made a second thought.		
8. When I told my friends about the decision, I oftentimes, I make decisions right away.	2.27	GE
9. I think of 2-3 options before finalizing decision, I consider the benefits of the decision to be made.	2.32	GE
10. I pray before making decisions.	2.24	GE
	2.37	GE
	2.20	GE
	2.02	GE
<b>COMPOSITE MEAN</b>	<b>2.24</b>	<b>GE</b>

As assessed by the pre-service teachers, their decision making skills was manifest to a great extent as indicated by the composite mean of 2.24. They disclosed that they figure out possible consequences after the decision has been made. This is shown in the weighted mean of 2.47. They make decisions right away and get enough information before making discussions are manifested to a great extent and had weighted mean of 2.37 and 2.32 respectively.

Praying before making discussions was rated last by the pre-service teachers as shown in the weighted mean of 2.02 and they can decide for themselves got a weighted mean of 2.04. This is an indication that they do not rely on prayers when making decisions.

### 2.4 Technology Application.

Table IX presents pre-service teachers’ competency relative to technology application.

Table IX. Pre-service Teachers’ Competency in Technology Application.

Technology Application	Weighted Mean	VI
1. I have the ability to use personal or laptop computers	2.25	GE
2. I can use printer to present an electronic document		
3. I can use LCD projector and interactive board in presenting projects, outputs and reports.	2.43	GE
4. I can utilize LED television as tool for learning.	2.32	GE
5. I can generate reports and collect learning outcomes using E-portfolio.		



6. I can apply E-assessment in any related activities in preparation for computations with grades.	2.47	GE
7. I can apply web browser and software application.	2.53	ME
8. I can use digital camera to capture images.	2.51	ME
	2.44	GE
	2.16	GE
<b>COMPOSITE MEAN</b>	<b>2.39</b>	<b>GE</b>

With regard to technology application, the pre-service teachers rated that they can generate reports and collect learning outcomes using E portfolio and can apply E-assessment in any related activities in preparation for computation with grades to moderate extent. This can be attributed to the fact of their exposure to modern technology. This got weighted means of 2.53 and 2.51 respectively. They can use LED television as tool for learning and can apply web browser and software application, can use printer to represent an electronic document were rated by them to a great extent. These conform the idea of Acero, Victorina D. (2015) that teachers on the 21<sup>st</sup> century are computer literate, and can address the demands of the time through technology application.

However, least rated by them is that they can use digital camera to capture things as shown in a weighted mean of 2.16. This can be attributed that because of their parents' average monthly income, they are not familiar to digital camera. The composite mean of 2.39 indicates that the pre-service teachers' technology application is manifested to a great extent.

### 2.5 Human Relations.

Table X presents the pre-service teachers' competency relative to human relations.

Table X. Pre-service Teachers' Competency in Human Relations.

Human Relation	Weighted Mean	VI
1. I can get along well with other people.		
2. I respect the rights of others.	2.28	GE
3. I am open for suggestions.	2.26	GE
4. I don't lose self-control.	2.28	GE
5. I possess caring attitude	2.39	GE
6. I refrain from judging other people.	2.20	GE
7. I give other people their chances.		
8. I try not to cause trouble and problems	2.42	GE
9. I listen intently to other people	2.14	GE
10. I don't bad-mouth when I get criticized		
	2.15	GE
	2.34	GE
	2.22	GE
<b>COMPOSITE MEAN</b>	<b>2.27</b>	<b>GE</b>

The pre-service teachers relate to other people to a great extent as indicated in the composite mean of 2.27. The respondents assessed that they refrain from judging other people as shown in the weighted mean of 2.42. They don't lose self control and listen intently to other people, they are open to suggestion and get along with other people got weighted means of 2.39, 2.34 and 2.28 respectively. These are good indications that pre-service teachers have good human relations. However, they frequently give other people their chances got a weighted mean of 2.14. This can be attributed to the fact that they are competitive and aim to grab every chances met.

The composite mean of 2.27 indicates that the pre-service teachers' human relation is manifested to a great extent.

### 2.6 Research Capacity.

Table XI presents the pre-service teachers' competency relative to research capacity.

Table XI. Pre-service Teachers' Competency in Research Capacity.

Research Capacity	Weighted Mean	VI
1. I know the topics good for research	2.20	LE
2. I have the ability to find materials to be used.		
3. I can summarize/paraphrase the ideas of the authors and the researchers	2.36	LE
4. I have the ability to write unified, coherent and emphatic paragraphs	2.39	ME
5. I know how to interpret the data gathered		
6. I understand how to define terms conceptually and operationally.	2.27	LE
7. I know and can use the statistical tools need in the treatment of the gathered data.	2.21	LE
8. I know how to prepare a working bibliography		
9. I am familiar with the research format required by the College	2.40	ME
	2.22	LE
	2.11	LE
	2.42	ME
<b>COMPOSITE MEAN</b>	<b>2.29</b>	<b>LE</b>

It can be noted that the respondents understood the research format required by the College to a moderate extent. This is shown in the weighted mean of 2.42. They can summarize/paraphrase the ideas of the authors and researchers and define terms conceptually and operationally to a moderate extent as shown in the weighted means of 2.40 and 2.39 respectively.

However, they can prepare a working bibliography to a least extent with a weighted mean of 2.11. This is an indication that they failed to conceptualize as to what references will be utilized.

The composite mean of 2.29 indicates that the pre- service students' research capacity is slightly manifested.

### 3. Relationship between Pre-service Teachers' Profile and their Competencies.

#### 3.1 Relationship between Pre-service teachers' Competencies and Age.

Table XII presents the relationship of pre-service teachers’ competencies and age.

Table XII. Relationship between pre-service teachers’ Competencies and Age.

Profile	$X^2$	p-value	Decision	Interpretation
Self Management				
Communication Skills	38.37	0.0000	Reject	Significant
Decision Making Skills				
Technology Application	103.33	0.0000	Reject	Significant
Human Relations				
Research Capacity	24.37	0.0037	Reject	Significant
	40.28	0.0000	Reject	Significant
	38.76	0.0000	Reject	Significant
	38.74	0.0001	Reject	Significant

Based on the assessments of the respondents, the pre-service teachers’ competencies are significantly related to sex. This is indicated in the p-values which are lesser than 0.05 level of significance at 9 degrees of freedom thus, the null hypothesis was rejected. This is an indication that as students grow older, they learn how to manage themselves. They can communicate and relate well with other people, weigh things to come up with good and wise decision, and can explore the field of research. It can be concluded that their competencies are developed as they spend more years in the school which is a vital requirement to teaching profession.

### 3.2 Relationship between Pre-service teachers’ Competencies and Sex.

Table XIII presents the relationship between pre-service teachers’ competencies and sex.

Table XIII. Relationship between pre-service teachers’ Competencies and Sex.

Profile	$X^2$	p-value	Decision	Interpretation
Self Management				
Communication Skills	330.37	0.0000	Reject	Significant
Decision Making Skills				
Technology Application	21.188	0.0009	Reject	Significant
Human Relations				
Research Capacity	267.49	0.0000	Reject	Significant
	261.30	0.0000	Reject	Significant
	5.81	0.1209	Failed to Reject	Not Significant
	15.24	0.0000	Reject	Significant

It can be noted that the human relations of the pre-service teachers did not relate significantly to their sex. This is shown in the p-value of .1209 which is greater than 0.05 level of significance at 3 degree of freedom, thus the null hypothesis was accepted. This can be deduced that male or female can get along with their co workers or with other people in the school or in the workplace. This indicates that it doesn’t matter whether you are male or female to develop good and harmonious relations with other people. This contradicts what had been mentioned by Marchant (2002) pre-service teacher meet diverse problems, which made them feel alone and isolated which give them negative attitude towards the teaching profession. However, other competencies are significantly related to

sex, thus null hypothesis is rejected. Based from the data, it can be said that male and female differed on how they manage themselves, which is correct because most females are prepared to manage things in their life than those of males. With regard to other competencies, it can be concluded that males and females differ on their decision making skill, technology application and research capacity.

### 3.3 Relationship between Pre-service Teachers’ Competencies and year Level.

Table XIV presents teachers’ competencies and year level.

Table XIV. Relationship between pre-service teachers’ Competencies and Year Level.

Profile	$X^2$	p-value	Decision	Interpretation
Self Management				
Communication Skills	33.94	0.0000	Reject	Significant
Decision Making Skills				
Technology Application	21.18	0.0009	Reject	Significant
Human Relations				
	267.49	0.0008	Reject	Significant
	26.24	0.0000	Reject	Significant
	122.37	0.0008	Reject	Significant
Research Capacity	50.40	0.0012	Reject	Significant

Base from the data, the pre-service teachers’ competencies is significantly related to their year level. This is indicated in the p-values which are lower than, .05 level of significance at 9 degrees of freedom. There is congruency on the findings since their competencies are likewise related to age. This means that as they reach higher level, these competencies are developed. This can be attributed to their experiences and exposures to various avenues. The Teacher Education Institutions provide them with variety of activities that honed them into holistic individuals.

### 3.4 Relationship between the Pre-service Teachers’ Competencies and Area of Specialization.

Table XV presents the relationship between pre-service teachers’ competencies and area of specialization.

Table XV. Relationship between pre-service teachers’ Competencies and Area of Specialization.

Profile	$X^2$	p-value	Decision	Interpretation
Self Management				
Communication Skills	239.96	0.0000	Reject	Significant
Decision Making Skills				
Technology Application	138.25	0.0000	Reject	Significant
Human Relations				
Research Capacity	50.40	0.0012	Reject	Significant
			Failed to Reject	Not Significant
	97.68	0.0000		
			Reject	Significant
	34.17	0.0815		
			Reject	Significant
	97.68	0.0003		

As seen from the data, pre-service teachers’ human relations do not relate to their area of specialization. This is shown in the p- value of 0.0815 which is higher than 0.05 level of significance at 24 degrees of freedom. Thus,

the null hypothesis is accepted. This may be true because it is human nature to socialize regardless of any factors present within the environment. Likewise the area of specialization cannot be associated to human relations because it's a personal characteristic of an individual. However, all other competencies presented are significantly related as shown on the p-values which are lower than 0.05 level of significance with the same degrees of freedom. This can be attributed to the fact as these competencies are developed base from the learning and activities provided by the subject teacher.

### 3.5 Relationship between the Pre-service teachers' Competencies and Parent average Monthly Income.

Table XVI presents the relationship between pre-service teachers' competencies and their parent average monthly income.

Table XVI. Relationship between pre-service teachers' Competencies and Parent Average Monthly Income.

Profile	$X^2$	p-value	Decision	Interpretation
Self Management				
Communication Skills	30.22	0.0025	Reject	Significant
Decision Making Skills			Failed to	Not Significant
Technology Application	15.24	0.2284	Reject	
Human Relations				Significant
Research Capacity	27.27	0.0070	Reject	
	35.67	0.0003	Reject	Significant
	24.95	0.0150	Reject	Significant
	5.81	0.0003	Reject	Significant

Surprisingly, pre- service teachers' communication skills do not established significant relationship to their parents' average monthly income. The p- value of .2284 is greater than .05 level of significance, at 3 degrees of freedom, thus, hypothesis was accepted. However, other competencies shown significant relationships as shown in the p-values which are lower than .05 level of significance. Thus null hypothesis was rejected. This can be attributed to the fact that economic status of parents greatly causes the development of some competencies. This means that if parents can provide best opportunities to their children. This may equipped them the competencies needed to become effective teacher.

## V. CONCLUSION

1. Majority of the CTE students are female and in the age bracket of 18-19. Most of them are second year and parents' monthly income is ranging from Php 5,000.00 to Php 9,999.00.
2. The self management, communication and decision making skills and human relations of pre-service teachers are developed to a great extent while research capacity and technology application are not develop to a great extent.

3. The pre-service teachers' competencies are significantly related to age, year level and area of specialization, while human relations are not significant to sex and communication skills do not relate to parents' average monthly income.
4. Base from the findings, a management plan was proposed to enhance the competencies of the students.
5. The College may conduct benchmarking to other universities regarding measures to enhance students' competencies.
6. Parallel study maybe conducted to verify the findings.

### REFERENCES

- [1] Hobson, A. J. & Britain G. (2006). *Becoming a Teacher: Student Teachers' Experiences of Institutional Training in England*: Dept. for Education and Skills.
- [2] Bilbao Purita P. et. al. (2012). *The Teaching Profession*, Second Edition: Manila: Lorimar Publishing, Inc.
- [3] Scocco, D. (2006). *Knowledge, Competencies and Attitudes*. [http:// innovationzen](http://innovationzen)
- [4] Lardizabal, Amparo S., et. al (2001) *Principles and Methods of Teaching*. Quezon City: Phoenix Publishing House
- [5] Acero, Victorina D. (2015) *Principles of Teaching I*. Manila: Rex Bookstore, Inc.
- [6] Marchant , M. (2002). Attitudes toward research based effective Teaching Behaviors. *Journal Instructional Psychology*.

### AUTHOR'S PROFILE



**Rowena R. Abrea**

Rowena R. Abrea was born in As-is, Bauan, Batangas on October 26, 1965. She finished Bachelor of Arts major in Political Science in University of Batangas on April 1990 and earned 30 units of Professional Subjects under College of Teacher Education in Pablo Borbon Memorial Institute of Technology on April 2000. She finished Master of Arts major in Educational Management in Batangas State University on March 2004 and finished Doctor of Philosophy major in Educational Management in the same University on December 2009. She is the present DEAN of College of Teacher Education in Batangas State University, Main I and she worked as a TEACHER. Her publications are *Status of Co-Curricular and Extra-Curricular of Student Organizations from Selected Tertiary Institutions in the Philippines (2015)* and *Impact of BatStateU – College of Teacher Education Socio Economic Extension Services to Badjao Community in Libjo, Batangas City (2017)*. Dr. Abrea's professional memberships are Teachers Organization of the Philippine Public Sector, IAMURE Multidisciplinary Research, Philippine Association of Extension Program Implementers, Inc. (PAEPI), Association of Scholarly PEER Reviewers, Philippine Association of Institutions for Research, Inc. (PAIR), PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education) Inc., Asian Academic Association in Research and Management (AAARM), Inc., Enlightened Group for Quality and Excellence in Education Inc., Asian Intellect for Academic Organization and Development, Inc., Philippine Society for Educational Research and Evaluation, Inc., Research and Education Development Training Institute, Inc., Philippine Association for Teacher Education, Advocacy for Teacher Empowerment through Action Cooperation and Harmony towards Educational Reforms, Inc. (A TEACHER), National Organization of Professional Teachers, Inc., Philippine Association for Teachers of Educational Foundations (PATEF), Association of Higher Education Institutions, Region IV-A, Pambansang Samahan sa Linggwistikang Filipino, Ink., Teachers' Network Philippine Normal University, Alliance of Language and Literature Teachers, Philippine National Historical Society, National Organization of Professional Teachers, Inc. and Philippine Association for Graduate Education. The awards that she received are 10 and 15 years of Steadfast Commitment to the Vision and Mission of Batangas State University.