

# Teaching Effectiveness on Pre-Service Teachers' Pedagogical Competence and Internship Performance: Basis for an Action Plan

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## ABSTRACT

This study examined the relationship among teaching effectiveness, pedagogical competence, and internship performance of pre-service teachers at Buenavista Community College. A total of 288 graduating students enrolled in the Bachelor of Elementary Education (BEED), Bachelor of Secondary Education major in English, and Bachelor of Secondary Education major in Mathematics programs participated in the study. Employing a descriptive–correlational research design, data were collected using adapted survey instruments and analyzed through mean, standard

deviation, and Pearson product–moment correlation. Findings revealed that faculty members were generally evaluated as effective, with the highest ratings observed in Commitment, while comparatively lower ratings were noted in Teaching for Independent Learning and Management of Learning. Pre-service teachers demonstrated proficient pedagogical competence, particularly in Content Knowledge, Learning Environment, and Curriculum Planning. However, relatively lower scores in Personal Growth and Professional Development indicated the need to further strengthen reflective practice and professional readiness among future educators. Internship performance results were predominantly positive, with more than seventy percent of participants receiving Outstanding to Very Good ratings, suggesting the effectiveness of the teacher education program in preparing students for authentic teaching environments. Nevertheless, a small proportion of students obtained lower evaluations, emphasizing the importance of targeted mentoring and competency enhancement initiatives. Correlation analysis showed a weak and statistically insignificant relationship between teaching effectiveness and pedagogical competence, indicating that additional variables may influence competence development. Meanwhile, a significant but negative relationship emerged between teaching effectiveness and internship performance, suggesting possible differences between classroom-based instruction and field evaluation standards. A weak positive relationship between pedagogical competence and internship performance approached statistical significance, highlighting the multifaceted nature of teacher preparedness. Overall, the findings underscore the need for a more integrated and evidence-informed teacher education framework that aligns instructional practices, competence development, and internship assessment mechanisms.

**Keywords:** *Teaching Effectiveness, Pedagogical Competence, Internship Performance*

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## INTRODUCTION

The preparation of competent educators remains central to the improvement of educational systems and student learning outcomes. Teacher education institutions play a critical role in shaping future educators by providing instructional experiences that cultivate pedagogical knowledge, professional skills, and reflective practice. Effective instruction does not merely transmit knowledge; rather, it develops the professional dispositions and instructional capacities necessary for pre-service teachers to respond to diverse classroom realities.

Teaching effectiveness serves as a foundational element in teacher preparation. Faculty members influence pre-service teachers through instructional modeling, feedback mechanisms, and learning facilitation strategies that shape professional competence. When instruction is delivered effectively, pre-service teachers develop stronger pedagogical understanding, increased confidence in instructional decision-making, and greater readiness to apply theoretical knowledge in authentic teaching situations.

Research consistently emphasizes the importance of teaching competence in achieving educational quality. Studies have demonstrated that teaching skills are essential for meaningful instruction and learner engagement across educational levels (Dervenis et al., 2022, as cited in Chen & Liu, 2023). Empirical findings further indicate that faculty teaching effectiveness significantly contributes to student success through commitment, subject mastery, promotion of independent learning, and effective learning management practices. These dimensions collectively influence how future educators internalize professional standards and instructional approaches.

At the local level, scholars have also highlighted the necessity for educators to possess adaptable instructional competencies capable of responding to continuous changes in the educational landscape (Bauzon, 2001, as cited in Bulilan, 2023). Such adaptability reinforces the importance of examining how faculty teaching practices contribute to the development of pedagogical competence among pre-service teachers.

Pedagogical competence has been widely recognized as a critical determinant of teacher readiness. Existing studies have explored how pedagogical skills shape instructional effectiveness and professional growth among pre-service teachers (Chetty et al., 2014; Burroughs et al., 2019; Sukarni et al., 2023). However, a notable population gap persists. Much of the existing literature focuses primarily on university settings, while teacher education programs in colleges remain comparatively underexplored.

For instance, research conducted in Philippine state universities demonstrated that faculty instruction plays a vital role in enhancing pre-service teachers' pedagogical competence and instructional preparedness (Afalla & Fabelico, 2020). Similarly, investigations involving teacher education programs recommended continuous curriculum enhancement to sustain competence development among future educators (Dacer, 2024). Despite these contributions, limited empirical evidence directly examines the relationship among teaching effectiveness, pedagogical competence, and internship performance within college-based teacher education institutions, thereby establishing a clear research gap

This study is anchored in Article XIV, Sections 1 and 2 of the 1987 Philippine Constitution, which mandates the State to protect and promote the right of all citizens to quality education and ensure accessibility at all levels. Furthermore, the Constitution requires the establishment of an integrated educational system responsive to societal needs. These constitutional provisions justify examining teacher preparation and instructional effectiveness because ensuring quality education depends largely on competent teachers capable of delivering meaningful learning experiences.

Complementing this mandate is Article III, Chapter 1, Section 23 of Batas Pambansa Blg. 232 (Education Act of 1982), which emphasizes training manpower and developing professional leadership through tertiary education. This legal basis establishes higher education institutions as responsible agents in producing professionally competent teachers, thereby supporting the investigation of faculty teaching effectiveness and pre-service teacher competence.

Moreover, DepEd Order No. 42, s. 2017, institutionalizing the Philippine Professional Standards for Teachers (PPST), highlights lifelong learning and competency-based professional development aligned with global educational standards (Gepila Jr., 2020). The PPST provides the operational framework for defining teacher quality; thus, it serves as a benchmark in evaluating pedagogical competence and instructional effectiveness among teacher education programs.

Bandura's Self-Efficacy Theory (1977) asserts that individuals' belief in their capabilities influences motivation, persistence, and performance. Sehgal et al. (2017), cited by Hussain and Khan (2022), confirmed that teacher effectiveness correlates strongly with self-efficacy and collaborative support systems. These findings support the assumption that effective faculty teaching strengthens pre-service teachers' confidence, which consequently enhances internship performance and professional readiness.

Likewise, Vygotsky's Zone of Proximal Development (1978) emphasizes guided learning through mentorship. Studies summarized by Poon and Chan (2023) demonstrated that support from a More Knowledgeable Other improves competence and resilience. This perspective explains how faculty supervision and mentoring function as developmental mechanisms that help pre-service teachers translate theoretical knowledge into classroom practice.

Furthermore, Constructivist Theory (Piaget, 1952; Bruner, 1996; Fosnot, 2013) posits that knowledge is actively constructed through experience and reflection. The theory reinforces the importance of experiential learning during teaching internships, where pedagogical competence is developed through authentic teaching experiences rather than passive instruction.

The effectiveness of faculty teaching in teacher education programs plays a crucial role in shaping the pedagogical competence of pre-service teachers. Skilled faculty provide pre-service teachers with invaluable learning opportunities by modelling effective teaching strategies for instruction, assessment, and student engagement, serving as inspiring role models and shaping their development into competent educators.

Babu and Mendro (2003), cited by Francisco and Caingcoy (2022), emphasized that teachers are the strongest influence on student achievement. This supports the premise that faculty members serve as primary models whose instructional practices directly shape the professional competencies of pre-service teachers.

Similarly, Jacob et al. (2020) identified teachers as the most important factor in students' learning. With the critical roles that teachers play in schools, their competencies in terms of knowledge and skills, need to be looked into for these are factors that affect learners' performance (Francisco & Caingcoy 2022 p. 546). Hence, it gives emphasis on the connection between teacher competencies and student performance. While recognizing the limitations of focusing solely on this aspect, it encourages efforts to ensure educators possess the necessary knowledge and skills to fulfil their critical roles and ultimately contribute to better learning outcomes for all students.

Panda (2019), cited by Dumaguing and Yango (2023) affirmed that high-quality teachers are essential for the future growth of national educational systems and economic vitality. It highlights the strategic importance of investing in teachers as key players in national development. By fostering a pipeline of highly skilled and dedicated educators, nations can cultivate a well-equipped workforce, fuel economic growth, and create a prosperous future for all.

Kporyi (2021) found that the pedagogical competence of teachers could help promote deep knowledge, understanding and expectation among students if teacher's pedagogical competencies are effective. Also, when teachers increase their knowledge and competence to manage the classroom, they could provide high expectations for student's social support, guidance and independent thought in learning. The statement emphasizes the crucial role of teacher pedagogical competence in promoting deeper learning, high expectations, and independent thought among students.

Seidel and Shavelson (2007), cited by Bardach and Klassen (2020), viewed high quality teaching as the dynamic and interactive process of creating, fostering, adapting, and negotiating learning environments in which all students are supported in activities that have a good chance of improving learning. This paints a comprehensive picture of high-quality teaching as a multi-faceted and ever-evolving process. By embracing this dynamic approach, teachers can create learning environments that truly enable all students to reach their full potential.

Thus, teaching effectiveness has a profound impact on student success in their chosen careers. Effective faculty equip students with the necessary knowledge, skills, and confidence, while nurturing their passion and resilience, ultimately preparing them to thrive in their future professional endeavors.

The future of education is not confined to the four walls of a classroom but rather rests on the shoulders of those who guide learning within them: our future educators. Equipping them with the necessary pedagogical skills isn't just about honing their abilities; it's about empowering them to shape the learning journeys of generations to come, a responsibility that demands investment and dedication.

Manigbas et al. (2024) affirmed that pre-service teachers as future teachers should possess a high degree of competency to provide a conducive learning environment to accommodate the changing needs of the students. This implies the importance of equipping pre-service teachers with the necessary skills and knowledge to become effective educators who can foster positive learning experiences for all students, even as their needs and the educational landscape continue to evolve.

In like manner, Absolor (2023) note that future educators encounter numerous difficulties as a result of the complexity and breadth of education today. Therefore, it is essential for future teachers to be highly prepared and competent as they are the basis of just and efficient educational systems. The statement suggests that investing in the preparation and competence of teachers is crucial for creating a fair and effective education system that benefits all students. It acknowledges that well-equipped teachers are not just educators, but architects of a just and efficient learning environment for all.

Moreover, Sasmito and Wijaya (2022) emphasized that pedagogical competence is one of four competencies that should be possessed by a teacher. This underscores the vital role of pedagogical competence in equipping pre-service teachers with the necessary skills to become impactful educators and nurture future generations of learners.

Connected to the point above, Rahman (2014), cited by Sasmito and Wijaya (2022) stated that this competency is the teacher's ability to manage to learn includes planning, implementation and evaluation. This statement points out the multifaceted nature of "managing to learn" as a vital competency for pre-service teachers. By fostering this ability, they will be empowered to become lifelong learners, effective educators, and positive role models for their students.

Related to this, Afalla and Fabelico (2022) stated that in student teaching, pre-service teachers need to refresh their learning in theory and subject courses, teaching methods, strategies and techniques and demonstrate the pedagogical material skills they gained from related courses prior to their teaching immersion. Hence, the importance of active learning and application of knowledge during student teaching. By effectively refreshing their knowledge, implementing learned skills, and demonstrating their abilities, pre-service teachers gain valuable experience and confidence, preparing them to become successful and impactful educators.

On that note, the importance of pre-service teachers' pedagogical competence cannot be overstated. It sets the foundation for effective teaching, fostering positive learning environments, promoting student growth, and contributing to a more equitable and just society.

The transition from teacher-in-training to confident educator hinges on internship performance. This crucial phase bridges the gap between theoretical knowledge and real-world practice, shaping pre-service teachers into effective changemakers in the classroom.

Laguador et al. (2020) mentioned that internship is an important learning activity to practice what the students learned from theories. Thus, it highlights the value of experiential learning through internships, where students can translate theoretical knowledge into practical skills and gain valuable insights into their chosen field. This combination of learning and experience can be transformative and prepare students for a successful future.

In a similar note, Miller and Wilson (2010), cited by Reaves et al. (2023), reported that student teaching internships provide opportunities for preservice teachers to develop skills in classroom instruction, student management, lesson preparation, personal and professional growth, and reflection as an educator. Hence, student teaching internships offer a powerful combination of real-world experience, skill development, and personal growth, preparing pre-service teachers for success in their future careers.

Damoco et al. (2023) revealed that positive performance of the pre-service teachers highlights the effectiveness of the teaching internship in preparing them for their future careers. Their strong instructional-related skills, personal and social qualities, teacher qualities and motivation, and attitude towards punctuality and promptness demonstrate their readiness and competence as future teachers.

Moreover, Martin and Wikerson (2006), cited by Caraig (2018) believed that students' internship experience enhanced their knowledge and skills. Therefore, internships are proving to be valuable learning experiences, boosting students' knowledge and skillsets.

Teachers have an important role in national development. With them, the country can produce and nurture learners who can lead the country to growth and advancement. Improving teacher quality and maintaining great teaching standards should therefore be accorded top priority for long-term and sustainable country building.

Sung et al. (2022), cited by Martin (2024) postulated that the Higher Education Institution (HEI) acknowledges the significance of professional standards in teachers' advancement and ongoing professional development to ensure the idea of lifelong learning. It is dedicated to helping educators and acknowledging the clear evidence that high-achieving students benefit greatly from having excellent teachers. Thus, the HEI believes that high-quality teachers are essential for successful education, and they support their faculty by setting standards, offering development opportunities, and fostering a culture of continuous learning. This creates a beneficial cycle where good teachers become even better, ultimately leading to improved student learning outcomes.

In a similar vein, Agsalud (2017) emphasized that faculty teaching effectiveness is crucial to student success. The study assessed commitment, subject knowledge, independent learning, and learning management. Findings showed that faculty at Pangasinan State University–Asingan Campus are highly qualified, though few graduated with honors or attended national and international training. Hence, it is implied that PSU produced equally competent graduates as reflected by their competent educators.

The cornerstone of any successful education system lies in its educators. Teachers' commitment plays a vital role in shaping student learning experiences, influencing academic achievement, and fostering a positive learning environment

Han et al. (2015), cited by Cansoy et al. (2020) affirmed that teachers' commitment to school is related to their willingness to make efforts on behalf of the school reforms, which aim to develop the quality of instruction and improve collaboration among teachers at school, are directly related to teacher. Thus, it highlights the importance of considering teacher well-being, professional development, and collaborative strategies when implementing school reforms.

In addition, Sun (2015), cited by Cansoy et al. (2020) stated that research related to teacher commitment has focused on teachers' commitment to teaching, students, school and change. Some studies have shown that teacher commitment is vital for following changes in instructional practices and for professional motivation.

It underlines the invaluable role of teachers in shaping the future generations and emphasizes the need to invest in their well-being, professional development, and overall working conditions within an education system.

Teachers play a crucial role in shaping the minds of future generations. Their knowledge and understanding of the subject matter they teach are fundamental to effective instruction and student learning.

Guerriero (2014), cited by Gamayao and Binas (2021) defined pedagogical content knowledge as transforming subject matter into understandable learning experiences. Hence, PCK is the art of translation, transforming complex knowledge into a form that is meaningful and accessible for learners. This is a crucial skill for effective teaching and plays a vital role in fostering student engagement and understanding. Knowledge. It is also a unique form of knowledge for teaching which is based on subject matter knowledge, knowledge of potential student learning difficulties, and students' prior knowledge of specific concepts.

Moreover, it revealed that teachers with outstanding pedagogical content knowledge combined with a high level of teaching competency build a strong foundation of education and producing highly competent and knowledgeable students. It also contributes to the well-organized learning environment, conducive learning for everyone, and thus provides effective learning (Gamayao & Binas, 2021).

In today's rapidly evolving world, equipping students with the ability to learn independently is crucial for their long-term success. This requires a shift in the traditional teacher-centered model towards a learner-centered approach, where teachers facilitate and guide students to become self-directed learners.

According to the study of Aminatun and Oktaviani (2019) they stated that teachers nowadays can use different medium to teach in every meeting they are teaching. Moreover, teachers are now demanded to make students become independent learners. Therefore, the roles of teachers are not only teaching, but also facilitate students to study. Teachers now play a more facilitative role in empowering students to become independent learners who are actively engaged in their own learning journey. This shift requires teachers to be adaptable, innovative, and skilled in utilizing various resources to create meaningful and engaging learning experiences that foster both knowledge acquisition and critical thinking skills.

Education thrives on effective learning environments, and fostering such environments is the cornerstone of successful teaching. At the heart of this lies teachers' management of learning, a multifaceted process encompassing various strategies and practices.

Adham and Mahmudah (2021) affirmed that one of the keys to the success of learning is good management. Research confirms that proper management of learning can create optimal learning conditions and neutralize the situation, particularly when there is a disturbance in the classroom during teaching and learning activities

In essence, good management fosters purposeful learning, allowing individuals to optimize their time, resources, and effort to achieve their desired learning outcomes.

The education landscape is constantly evolving, demanding teachers equipped with diverse pedagogical skills to foster effective learning in their students. However, evaluating and ensuring pre-service teachers possess these essential competencies remains a central challenge. This necessitates the development and implementation of robust standards to measure their pedagogical competence.

The Department of Education, through the Teacher Education Council (TEC), recognized the importance of professional development for teachers by issuing DepEd Order No. 42, s. 2017, which mandated the adoption and implementation of the Philippine Professional Standards for Teachers (PPST). This move underscored the principle of lifelong learning, emphasizing the continuous acquisition and improvement of knowledge, skills, and attitudes.

The PPST evolved from the National Competency-Based Teacher Standards (NCBTS) but was revised to better reflect the changing landscape of education. It is now designed to equip teachers with the capabilities needed to nurture 21st-century learners – individuals who are creative, critical thinkers, effective collaborators and communicators, technologically savvy, and adaptable.

Philippine National Research Center for Teacher Quality (2016), cited by Rubio and Saenz (2023), the Philippine Professional Standards for Teachers (PPST) or Developmental National Competency-Based Teacher Standards (d-NCBTS) define what constitutes teacher quality through a set of standards that specify what teachers must be able to know, do, and value in order to provide quality education. Through distinct domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement, it describes the characteristics of K–12 teacher quality. Thus, the PPST is a crucial tool for shaping the teaching profession in the Philippines by setting clear standards, guiding development, and ultimately, ensuring teachers are equipped to provide their students with the best possible education.

Moreover, The Philippine Professional Standards for Teachers (PPST) defines four career stages: Beginning, Proficient, Highly Proficient, and Distinguished, which represent increasing levels of expertise. Beginning Teachers are those pre-service teachers or interns or teachers in their first two years of teaching in public schools. All career stages have 7 domains namely: Domain 1: Content Knowledge and Pedagogy; Domain 2: Learning Environment; Domain 3: Diversity of Learners; Domain 4: Curriculum and Planning; Domain 5: Assessment and Reporting; Domain 6: Community Linkages and Professional Engagement and Domain 7: Personal Development and Professional Development. The 7 domains collectively include 37 strands that pertain to more specific descriptors of teacher practices.

Investing in high-quality pre-service teachers is crucial for achieving quality education. These aspiring educators, who form the foundation of the profession, must be equipped with the knowledge, skills, and attitudes outlined in the PPST. Only then can they effectively foster competent learners, enhance learning outcomes, and ultimately contribute to the Philippines' progress and development by nurturing well-rounded individuals equipped with 21st-century skills and strong values.

Teacher Education Institutions (TEIs) like the Buenavista Community College plays a critical role in shaping the future of education. Their responsibility lies in equipping aspiring teachers, known as "Beginning Teachers" in the PPST framework, with the qualifications required for entry into the profession. This involves mastering the knowledge, skills, and attitudes outlined in the PPST's 7 domains. Through their off-campus student teaching experiences, these pre-service teachers demonstrate the quality of instruction they received at BCC College of Education, ultimately influencing the next generation of learners.

The foundation of successful teaching lies in the skillful combination of two crucial elements: content knowledge and pedagogy. Pre-service teachers, embarking on their journeys to become educators, need to develop both areas concurrently to ensure effective learning experiences for future students.

Kultsum (2017), cited by Luzon and Cubillas (2022) defined Content Knowledge as the knowledge of the specific topic or the ability to understand the subject matter. Therefore, effective content knowledge combines factual knowledge with the ability to think critically and creatively about the subject matter. It allows teachers to not only present information accurately and clearly but also to encourage students to engage with the material in meaningful ways.

Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes (Llego et al., 2019).

In a like manner, The National College for School Leadership (2014), cited by Luzon and Cubillas (2022) stipulated that content or subject knowledge is a major element of what is transferred, along with teaching skills. In other words, it is very closely related to pedagogical knowledge. Subject knowledge has a very important role to play because high-quality teaching rests on teachers understanding the subjects they are teaching, knowing the structure and sequencing of concepts, developing factual knowledge essential to each subject and guiding their pupils into the different ways of knowing that subjects provide: subjects create disciplined ways of knowing (Luzon & Cubillas, 2022 p. 6).

Meanwhile, Kurt (2019) on his study posits Pedagogical Knowledge or (PK) which is a generic form of knowledge that encompasses the purposes, values, and aims of education, and may apply to more specific areas including the understanding of student learning styles, classroom management skills, lesson planning, and assessments. This form of knowledge plays a vital role in the success of education that pre-service institutions as well as the rest of the education sectors have to invest in to achieve a greater return of investment that is "quality education." With this in mind, teachers then, should commit to high quality professional development targeted to develop their expertise. The successful combination of content knowledge and pedagogy is the cornerstone of effective teaching. This combination allows teachers to effectively communicate their subject matter expertise, engage students in meaningful learning, and ultimately, support their growth and development.

A well-designed learning environment serves as the foundation for a successful student experience. This explores the critical role that safe, secure, fair, and supportive learning environments play in promoting learner responsibility and achievement. Moreover, effective learning environments act as catalysts for positive student development. Beyond physical safety and security, these environments foster a sense of fairness, support, and psychological well-being, which are essential for motivating students to take ownership of their learning (learner responsibility) and ultimately achieve their full potential.

Domain 2 highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. This Domain centers on creating an environment that is learning-focused and in which teachers efficiently manage learner behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning (Llego et al., 2019).

Evans (2008), cited by Mulang (2021) stated that the learning environment encompasses both physical and social aspects that influence the learning process. This interaction is reciprocal while the environment impacts the learner, the learner can also influence the environment. Factors such as facilities, infrastructure, space, lighting, and noise significantly determine the comfort and appeal of the learning setting, which in turn affects student motivation and the overall learning experience. Thus, understanding the different facets of a learning environment allows educators and individuals to optimize the conditions for effective learning and maximize the outcomes of the learning process.

On similar grounds, Hu (2020) affirmed that conducive classroom environments enhance students' ability to focus, support optimal learning outcomes, and promote a more enjoyable learning experience. Hence, It highlights the importance of creating comfortable classroom conditions as a foundation for effective learning. It emphasizes the interconnectedness of physical well-being, concentration, learning outcomes, and enjoyment in the learning process.

Furthermore, learning environment is the place where the teaching and learning process occurs. The learning environment can affect the success of a learning process. The learning environment is inanimate objects around the learning place, but the people who are in that place also include the learning environment (Mulang, 2021 p. 87)

From this point, therefore, we can say that a well-designed learning environment goes beyond just providing a space for learning. It actively contributes to and enhances the overall success of a student's educational experience by providing the necessary physical, pedagogical, and psychological support for effective learning and personal growth.

Diverse and responsive learning environments places the spotlight on teachers' crucial role in creating inclusive learning environments that cater to the diverse needs of all students. It emphasizes the importance of teachers' knowledge, understanding, and respect for the unique characteristics and experiences each learner brings to the classroom. These diverse backgrounds and perspectives serve as valuable inputs for teachers to design effective and responsive learning opportunities that reach every individual student.

Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment (Llego et al., 2019).

Yin and Chai (2020) asserted that every human being is unique. We are all born with unique strengths and weaknesses, born into a unique family in a specific time space within a particular sociocultural context. We interact with the world and others and we develop our own unique understandings of them. Regardless of the unique qualities each individual possesses, everyone needs to learn and develop. In any well-developed region, the recognition of diversity in learners' characteristics and the common need for all learners to develop their potential to the fullest undergirds the missions, policies, and practices of education entities. Thus, this stresses the importance of acknowledging that students are not uniform. They come from varied backgrounds, possess unique learning styles, talents, needs, and experiences.

In the same way, Bhogayata and Jadeja (2023) revealed that the teachers had to accommodate the diversity in their concurrent pedagogic and students had to develop new learning styles. The teachers have shown agreement on most of the hypothesis mentioned in the questionnaire; however it was found that catering the students' diversity in the class room is the function of the interpersonal skills, academic experience and ability to communicate effectively with the diversified learners. The results established that the teachers will have to accommodate the learner's diversity by a continuous up gradation and by embracing the new ways of pedagogical practices.

Moreover, Ramdani et al. (2022) stipulated that identification of the diversity of students is often an important point that teachers rarely consider before the learning is carried out. In fact, by understanding this diversity, teachers can undoubtedly carry out adaptive learning and assessments that are suitable for the conditions of student. Thus, the statement advocates for a shift away from a "one size fits all" mentality in education. By understanding the diversity of their students, teachers can create more equitable and effective learning environments where everyone has the opportunity to succeed. It paints a picture of a dynamic classroom where teachers are not just content providers, but responsive architects of the learning experience. It positions student diversity as an asset to be leveraged and emphasizes the importance of teachers who are knowledgeable, understanding, and proactive in creating inclusive environments where everyone can succeed.

Curriculum and planning explore the vital relationship between teachers and the curriculum framework. It focuses on teachers' engagement with the curriculum, encompassing both national and local frameworks. Delving into their ability to transform curriculum content into engaging learning experiences that consider students' needs and effective teaching principles. It emphasizes the importance of using professional knowledge to individually or collaboratively plan and design well-structured and sequenced lessons that effectively guide student learning.

Domain 4 addresses teachers' knowledge of and interaction with the national and local curriculum requirements. This Domain encompasses their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding and achievement (Llego et al., 2019).

Rice and Mars (2023) stated that curriculum planning is a vital and potentially daunting task. It first involves carefully thinking through what we need (and want) to teach as well as the best strategies for implementation. Second, it involves creating meaningful assessments that demonstrate student mastery of the content. Planning lessons is a critical component to being an effective educator. These instructional decisions inform and lead to what we call our curriculum. The statement highlights both the significance and the potential difficulties associated with curriculum planning. It acknowledges the crucial role it plays in education while recognizing the challenges educators face in designing effective and engaging learning experiences.

Furthermore, Nurtanto et al. (2021) asserted that the key to the success of the quality of education is not limited to curriculum changes, but rather the readiness and understanding of teachers in carrying out curriculum content. However, the good curriculum is, if the teacher's mindset is not changed, then the curriculum cannot be meaningful. In addition, the characteristics of teachers as curriculum practitioners are influenced by the length of time teachers are involved in the curriculum and high awareness in improving the quality of learning. Hence, it underscores that while a well-designed curriculum is important, it is ultimately the teachers who make it come alive in the classroom. Their knowledge, skills, and understanding are critical in ensuring that students can effectively learn and engage with the content, leading to a higher quality of education.

Egan (2003), cited by Madondo (2020) curriculum refers to the study of any and all educational phenomena that may draw on any external discipline for methodological help and does not allow the methodology to determine inquiry. Of necessity, curriculum should aim at producing knowledge that may have educational value to the beneficiaries. Curriculum can be defined as a set of material resources that teachers use to implement a curriculum. It involves more than merely designing outlines on paper. It explores the dynamic connection between teachers and the curriculum frameworks they utilize. Effective curriculum implementation relies on teachers who expertly adapt these frameworks to create engaging, relevant, and inclusive learning experiences for their students.

Assessment and Reporting hold immense significance in the educational landscape. It focuses into the processes and strategies employed by teachers to monitor, evaluate, and document the needs, progress, and achievement of their students. It involves on utilizing a variety of assessment tools to gather relevant data that informs not only individual student learning but also the development and improvement of teaching and learning programs as a whole.

Domain 5 relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. This Domain concerns the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize and use sound assessment processes (Llego et al., 2019).

Brown (1990), cited by Aquino and Yambi (2020) assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals. Thus, the statement emphasizes that assessing complex attributes requires a multi-faceted approach. It's not enough to rely on one simple measure. Instead, a combination of different tools and methods that are interrelated is needed to gain a comprehensive understanding of the attribute being assessed. This could involve things like tests, observations, interviews, portfolios, or self-assessments.

In addition, Maison et al. (2020) affirmed that assessment is like a facility in maintaining the quality of students' learning with information about learning development. Therefore, it highlights the important role of assessment in supporting and enhancing learning. By providing valuable information about student progress, assessments act as a tool for educators and students to continuously improve the learning experience and ensure it meets the desired quality standards.

The object of assessment could be students' skills, attitudes, interests, or motivation. Apart from determining the profiles of students' skills, instruments can also nurture students' higher-level thinking skills. An appropriate assessment is capable of encouraging students to engage in high-level thinking abilities. To ensure a valid assessment process, the development of standardized and valid instruments is essential (Bhakti et al., 2024. p.57-58). The assessment and reporting are essential tools for ensuring effective teaching and learning in the educational landscape. They provide valuable insights into student progress, inform decision-making, and ultimately contribute to a more effective and successful educational experience for everyone involved.

Community Linkages and Professional Engagement is a vital domain for educators, emphasizing their role in fostering connections beyond the classroom walls. It recognizes the reciprocal value of establishing school-community partnerships that enrich the learning environment for students and engage the community in the educative process. It underscores teachers' responsibility to identify and embrace opportunities that connect classroom learning to the experiences, interests, and aspirations of the broader school community.

Domain 6 affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community (Llego et al., 2019).

In a similar note, Mori (2022) stated that it is operationally defined as service or experiential learning where an educator facilitates interaction and collaboration between learners and community members to identify community challenges while learners formulate and implement plans for their understanding and the community's well-being. CE can also be referred to as civic engagement. Learners become explorers and co-creators rather than ordinary acquirers of Knowledge, Skill, and Attitude (KSA). Educators act as facilitators, ensuring that learners' explanations and creations manifest opportunities to apply the content and skills that are mandated by the curriculum.

On the other hand, Watt and Richardson (2008), cited by Karakis (2021) stipulated that professional engagement' refers to the efforts that prospective teachers have decided to put forward when they start to work and their insistence on continuing the profession. Thus, it reflects a deep investment in the teaching profession and a genuine desire to contribute to the success of students and the educational system.

Community Linkages and Professional Engagement encourages educators to step outside the classroom, build bridges with the community, and leverage these partnerships to create a richer and more impactful learning environment for their students.

Personal Growth and Professional Development explores the crucial link between a teacher's personal well-being and professional effectiveness. It highlights the importance of uplifting the teaching profession through individual qualities, fostering a culture of self-reflection and continuous learning, and ultimately, fostering a lifelong commitment to growth.

Domain 7 focuses on teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning. (Llego et al., 2019).

Sancar et al. (2021) affirmed that teachers' professional development (PD) is crucial to improving student outcomes. Because it involves a multidimensional structure and changes across a teacher's professional life. In consequence, it acknowledges that comprehensive and sustained professional development is essential for equipping teachers with the knowledge, skills, and attitudes needed to positively impact student learning throughout their careers.

Meanwhile, Gore and Rosser (2020) revealed that professional development provides fresh insights about pedagogy and students, enhances collegiality and collaboration among teachers. Thus, professional development plays a vital role in revitalizing teachers' knowledge and practice while fostering stronger connections and collaboration within the teaching community.

Herman (2020) stipulated that Personal Development offers teachers a better adaptation to the school and social environment requirements, it also decreases the burn-out phenomenon, helps at increasing self-esteem, at consolidation of well-being and also at negative emotions management. The teaching profession is a serious responsibility, which requires skills of emotional self-control, crisis

intervention and conflict management, together with the development of an educational relationship with each student. Therefore, personal development empowers teachers to thrive in the demanding school environment. By enhancing adaptation skills, reducing burnout, fostering well-being, and managing emotions, teachers can approach their professional life with greater resilience, confidence, and effectiveness.

In a like manner, Gyorgy (2018), cited by Herman (2020) postulated that personal development is the foundation of a successful pedagogical act. A self-aware teacher, will have a better understanding, not only of his own person, but also of the children and adolescents, who need so much attention, understanding, modeling and compassion. Simply put, the statement emphasizes that a teacher's commitment to personal development is essential for effective teaching. By being self-aware, understanding their students, and leading by example, teachers can create a positive and impactful learning experience for all.

This study examines the relationships among teaching effectiveness, pedagogical competence, and internship performance of pre-service teachers at Buenavista Community College. The findings could provide valuable insights into how faculty contributions shape pre-service teachers' readiness for classroom teaching, ultimately impacting their success as future educators.

## **METHODOLOGY**

This study utilized the descriptive correlational research design, which utilizes questionnaires to gather data and information pertinent to the study. According to Bhat (2023), descriptive correlational research is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them. In selecting the respondents of the study, the researchers employed total enumeration sampling. It involves studying the entire population that meets certain predefined criteria, without selecting a subset. This method ensures comprehensive data collection and eliminates sampling bias, making it especially suitable for studies where the population size is manageable and the characteristics of interest are uncommon or specific. For instance, in educational research, if a study focuses on all pre-service teachers enrolled in a particular program at a college, employing total enumeration sampling would involve including every such student in the research. Survey questionnaires were distributed to respondents to achieve the study's main objective: determining the teaching effectiveness and its correlation with pre-service teachers' pedagogical competence and internship performance. Furthermore, the total population sampling method enhances the study's validity by including all eligible respondents, ensuring a comprehensive understanding of current conditions and practices in teaching effectiveness and pre-service training. This approach promotes efficiency, reliability, and clarity in analyzing key educational factors.

The questionnaire was composed of two parts namely, the faculty teaching effectiveness and pre-service teachers' pedagogical competence. The first part of the questionnaire measured the level of faculty teaching effectiveness as perceived by the pre-service teachers. The researcher adopted a questionnaire

from the existing Faculty Evaluation Instrument (QCE of the NBC 461). The Qualitative Contribution Evaluation (QCE) instrument, as outlined in the National Budget Circular (NBC) No. 461, serves as a standardized tool for assessing faculty performance in Philippine State Universities and Colleges (SUCs). This instrument evaluates faculty across four key domains: Commitment, Knowledge of Subject, Teaching for Independent Learning, and Management of Learning. These domains are integral to faculty promotion and ranking processes within SUCs. Faculty teaching effectiveness is measured in the following domains such as Commitment, Knowledge of the Subject Matter, Teaching for Independent Learning and Management of Learning, with item indicators in each area. The data on the level of teaching effectiveness were quantified using the score of a 20 items questions with a five-point Likert Scale. The responses to all items will be analyzed using the Average Weighted Mean. The teaching effectiveness level of the faculty was assessed using a 5-point Likert scale. A rating of Outstanding (4.21–5.00) indicates exceptional performance in teaching. A rating of Very Satisfactory (3.41–4.20) demonstrates a high level of competence in teaching. A rating of Satisfactory (2.61–3.40) indicates that the faculty member meets the expected standards. A rating of Fair (1.81–2.60) suggests that there are areas for improvement in teaching practices. A rating of Poor (1.00–1.80) suggests significant concerns in the faculty member's performance. The second part measured the level of pre-service teachers' pedagogical competence as perceived by their cooperating teachers. The Philippine Professional Standards for Teachers (PPST), implemented through DepEd Order No. 42, s. 2017, was used to assess pre service teachers. pedagogical competence. specifically focusing on the indicators for 'Beginning Teachers' (Career Stage 1). This aligns the evaluation with the expected competencies of newly qualified teachers. This serves as the current framework for assessing teachers' competence. This framework marks a significant shift from the previously used National Competency-Based Teacher Standards (NCBTS). Pre service teachers. pedagogical competence is measured in the following domains such as: 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 with item indicators in each area. To assess the pedagogical competence of pre-service teachers, a five-point Likert scale was utilized. Each response option corresponds to a defined range of mean scores and a corresponding level of competence. A rating of 5 (with a weighted mean range of 4.21 to 5.00) indicates Advanced Competence, signifying a high level of pedagogical skills and knowledge. A rating of 4 (with a weighted mean range of 3.41 to 4.20) indicates Proficient Competence, reflecting a strong foundation in pedagogical principles and teaching practices. A rating of 3 (with a weighted mean range of 2.61 to 3.40) indicates Basic Competence, suggesting that the pre-service teacher possesses adequate pedagogical skills for classroom practice. A rating of 2 (with a weighted mean range of 1.81 to 2.60) indicates Emerging Competence, which implies that there are areas for improvement in pedagogical knowledge and application. A rating of 1 (with a weighted mean range of 1.01 to 1.80) indicates No Competence, suggesting a significant lack of pedagogical understanding and instructional skill. Furthermore, internship performance of pre-service teachers was assessed using the Final Demonstration Rating completed by their cooperating teacher and faculty observer.

This study was conducted in Buenavista Community College is located at Cangawa, Buenavista, Bohol. It is 82.6 kilometers away from Tagbilaran City. It is a public community college belonging to Local Universities and Colleges (LUCs) that offers quality tertiary education that provides students with

free tuition fees for various programs and courses. At present, Buenavista Community College offers undergraduate courses in Bachelor of Science in Information Technology (BSIT), Bachelor of Hospitality Management (BSHM), Bachelor of Science in Criminal Justice Education (BSCJE), Bachelor of Elementary Education (BEED), Bachelor of Secondary Education major in English (BSED English), and Bachelor of Secondary Education major in Math (BSED Math). A total of two hundred eighty-eight (288) pre-service teachers from the three programs were included in the study: eighty (80) from Bachelor of Elementary Education (BEED), one hundred seventy-four (174) from Bachelor of Secondary Education major in English (BSED-English), and thirty-four (34) from Bachelor of Secondary Education major in Mathematics (BSED-Math).

## RESULTS AND DISCUSSIONS

The following section presents the results of the study on the teaching effectiveness of faculty and its influence on the pedagogical competence and internship performance of pre-service teachers. The findings are initially presented through tabular form to provide a clear and organized summary of the data, highlighting key statistical results and trends. This is followed by a detailed textual presentation that interprets and explains the data in depth, offering insights into the relationships among the variables and their implications for teacher education and training.

Table 1  
**Level of Teaching Effectiveness of the Faculty as perceived by the Pre-service Teachers**  
 n=288

Domain	Mean	SD	Interpretation
Commitment	3.75	0.49	Effective
Knowledge of the Subject	3.68	0.48	Effective
Teaching for Independent Learning	3.65	0.49	Effective
Management of Learning	3.63	0.51	Effective
<b>Overall Composite Mean</b>	<b>3.68</b>	<b>0.49</b>	<b>Effective</b>

Table 1 presents the level of teaching effectiveness of the faculty as perceived by the respondents, composed of 288 participants. The evaluation is based on four key domains: Commitment, Knowledge of the Subject, Teaching for Independent Learning, and Management of Learning.

The results indicate that all domains received mean scores ranging from 3.63 to 3.75, which fall within the interpretation range of "Effective" on the 5-point Likert scale. Among the four domains, Commitment got the highest mean score ( $M = 3.75$ ,  $SD = 0.49$ ), suggesting that faculty members are perceived to demonstrate a strong sense of dedication, responsibility, and enthusiasm in fulfilling their teaching duties. This includes punctuality, preparedness, and a visible passion for teaching, which contribute to a positive classroom atmosphere and student motivation.

Additionally, the domain Knowledge of the Subject received a mean score of 3.68 ( $SD = 0.48$ ), indicating that the respondents view their instructors as generally well-versed in their respective subject

areas. This implies competence in delivering content accurately, clearly, and with depth, which is essential in fostering academic credibility and learner understanding.

Meanwhile, the domains of Teaching for Independent Learning ( $M = 3.65$ ,  $SD = 0.49$ ) and Management of Learning ( $M = 3.63$ ,  $SD = 0.51$ ) were also rated as effective, though they received slightly lower mean scores compared to the other domains. These results indicate that while faculty are generally effective in fostering learner autonomy and managing classroom instruction, there may be areas for further enhancement in these aspects to maximize student-centered learning and instructional efficiency.

Overall, the composite mean score of 3.68 ( $SD = 0.49$ ) confirms that the teaching effectiveness of the faculty, as perceived by the pre-service teachers, is consistently effective across all evaluated dimensions. However, the relatively lower scores in the domains of independent learning and classroom management suggest opportunities for professional development aimed at further strengthening these areas.

It supports the study of Kporyi (2021), concluded that the pedagogical competence of teachers could help promote deep knowledge, understanding and expectation among students if teacher's pedagogical competencies are effective.

Table 2  
**Level of Pedagogical Competence of Pre-service Teachers as perceived by the Cooperating Teachers**  
**n=288**

Domain	Mean	SD	Interpretation
Content Knowledge and Pedagogy	3.78	0.70	Proficient Competence
Learning Environment, Diversity of Learners	3.68	0.69	Proficient Competence
Diversity of Learners	3.59	0.68	Proficient Competence
Curriculum and Planning	3.62	0.68	Proficient Competence
Assessment and Reporting	3.59	0.66	Proficient Competence
Community Linkages and Professional Engagement	3.60	0.66	Proficient Competence
Personal Growth and Professional Development	3.57	0.68	Proficient Competence
<b>Overall Composite Mean</b>	<b>3.63</b>	<b>0.68</b>	<b>Proficient Competence</b>

Table 2 presents the perceived level of pedagogical competence of pre-service teachers as evaluated by their cooperating teachers, based on a sample size of 288 respondents. The assessment spans seven core domains aligned with recognized standards of teacher competence.

The results show that all domains fall within the interpretation range of "Proficient Competence", with mean scores ranging from 3.57 to 3.78. This indicates that cooperating teachers generally view the pre-service teachers as demonstrating a solid and consistent level of competence across key pedagogical areas, though still with potential for further growth and mastery.

The domain Content Knowledge and Pedagogy yielded the highest mean score ( $M = 3.78$ ,  $SD = 0.70$ ), suggesting that pre-service teachers are perceived to have a strong grasp of the subject matter and the ability to apply appropriate pedagogical strategies. This reflects positively on their preparation to deliver accurate and engaging lessons, select suitable instructional methods, and scaffold learning based on student needs.

The second highest domain, Learning Environment and Diversity of Learners ( $M = 3.68$ ), also indicates competence in creating safe, inclusive, and supportive classrooms that address learners' varied needs. This is essential in diverse educational settings where cultural, cognitive, and emotional differences must be accommodated to foster effective learning.

Other domains such as Curriculum and Planning ( $M = 3.62$ ) and Assessment and Reporting ( $M = 3.59$ ) reflect the pre-service teachers' ability to design lesson plans, align content with learning outcomes, and utilize appropriate assessment tools. Although competent, these areas may benefit from targeted training in differentiated instruction and the use of assessment data to inform instruction.

The domain Community Linkages and Professional Engagement ( $M = 3.60$ ) points to an adequate level of involvement in school-community relations and professional collaboration. Likewise, Personal Growth and Professional Development ( $M = 3.57$ ), the domain with the lowest mean, still reflects a positive but slightly less developed area. This suggests that while pre-service teachers are receptive to feedback and committed to self-improvement, they may need greater support and guidance in setting professional goals and engaging in reflective practice.

The overall composite mean of 3.63 ( $SD = 0.68$ ) confirms that pre-service teachers are generally proficient in their pedagogical skills. The relatively moderate standard deviations across domains imply some variability in perceptions, which could be attributed to differences in the pre-service teachers' individual capabilities, mentoring experiences, or the school contexts where they were deployed.

These findings imply that teacher education programs are successful in cultivating a foundational level of pedagogical competence among their students. However, the results also highlight the importance of reinforcing certain areas—particularly professional development, assessment literacy, and engagement with diverse learners—through enhanced mentorship, practice-based learning, and reflective teaching strategies during their practicum.

The results can inform teacher education institutions in refining their curriculum, practicum design, and support systems to better prepare pre-service teachers for the dynamic demands of the teaching profession.

It supports the study of Manigbas et al. (2024) affirmed that pre-service teachers as future teachers should possess a high degree of competency to provide a conducive learning environment to accommodate the changing needs of the students.

Table 3  
**Internship Performance of the Pre-service Teachers**  
n=288

<b>Grading Scale</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Descriptor</b>
1.0-1.1	37	12.85	Outstanding
1.2-1.3	88	30.56	Excellent
1.4-1.5	85	29.51	Very Good
1.6-1.7	63	21.87	Good
1.8-1.9	15	5.21	Satisfactory

Table 3 presents the distribution of pre-service teachers' internship performance as assessed through a grading scale from 1.0 (highest) to 1.9 (lowest acceptable performance). The results reflect the final ratings given to 288 pre-service teachers by their cooperating schools and supervisors based on classroom performance, teaching skills, and professional conduct during their internship.

The data reveal that a significant majority of the pre-service teachers performed at high to exemplary levels: 12.85% (n = 37) attained a rating between 1.0–1.1, classified as Outstanding, indicating exceptional teaching performance, mastery of pedagogical competencies, and a high level of professionalism. The largest portion, 30.56% (n = 88), fell within the 1.2–1.3 range, described as Excellent, suggesting they performed significantly above expectations, demonstrating strong content delivery, classroom management, and instructional planning, 29.51% (n = 85) were rated Very Good (1.4–1.5), showing above-average performance, competence in essential teaching tasks, and consistent professionalism. Another 21.87% (n = 63) achieved a rating of Good (1.6–1.7), which reflects satisfactory performance with some areas for growth, such as in-depth content delivery, assessment strategies, or classroom engagement. Only 5.21% (n = 15) received a Satisfactory rating (1.8–1.9), indicating they met the minimum requirements for internship completion but may require further support or mentoring in specific pedagogical domains.

The findings reveal that the overall strength of the teacher education program, with 72.92% of the pre-service teachers receiving ratings within the Outstanding to Very Good range (1.0–1.5). This suggests that the majority of pre-service teachers were well-prepared for the teaching profession, demonstrating not only foundational competence but also the ability to translate pedagogical knowledge into effective classroom practice.

The small percentage of students in the Satisfactory range indicates areas where additional support, remediation, or extended practice teaching may be warranted. It also points to the variability of individual performance, which may be influenced by factors such as the school environment, mentoring quality, or the student-teacher's adaptability.

These results validate the effectiveness of the internship program as a capstone experience in pre-service teacher preparation. However, it also emphasizes the need for continuous improvement in areas such as differentiated instruction, reflective practice, and classroom-based decision-making, particularly for those who did not perform at the expected level.

The table below presents the relationship between the teaching effectiveness of faculty, pre-service teachers' pedagogical competence, and internship performance, based on data gathered from a sample of 288 respondents. This tabular presentation provides a statistical overview of the correlations among the three key variables, offering insight into how faculty effectiveness may influence the competence and field performance of pre-service teachers.

Table 4  
**Relationship Between the Teaching Effectiveness of Faculty, Pre-Service Teachers' Pedagogical Competence and Internship Performance**  
 n=288

Variable	df	$\alpha$	$r$	$p$ -value	Interpretation	Decision
Teaching Effectiveness of the Faculty and Pre-service Teachers' Pedagogical Competence	286	.05	-0.09	.126	Not significant	Do not reject $H_0$
Teaching Effectiveness of Faculty and Internship Performance of the Pre-service Teachers	286	.05	-0.19	<.001	Significant	Reject $H_0$
Pre-service Teachers' Pedagogical Competence and Internship Performance	286	.05	0.11	.059	Not significant	Do not reject $H_0$

Table 4 presents whether relationships exist between the Teaching Effectiveness of Faculty, Pre-Service Teachers' Pedagogical Competence and Internship Performance. In terms of Teaching Effectiveness of the Faculty and Pre-Service Teachers' Pedagogical Competence, the correlation is found to be not significant ( $r(286) = -0.09, p = .126$ ). Thus, the decision is not to reject the null hypothesis. Although a negative correlation is observed, it is weak and statistically insignificant at the 0.05 level. This suggests that, within this sample, the perceived effectiveness of faculty members did not have a measurable or direct influence on how cooperating teachers rated the pedagogical competence of pre-service teachers. This finding may reflect the complex and multifaceted nature of pedagogical development, which could be influenced by other factors such as personal motivation, individual learning styles, peer collaboration, or prior academic preparation.

Upon an extensive review of the existing literature, no prior studies were found that directly support the current finding indicating a non-significant relationship between faculty teaching effectiveness and the pedagogical competence of pre-service teachers. Most existing research tends to emphasize a positive and significant association between effective teaching and student learning outcomes. The absence of supporting studies for this specific finding suggests that this area remains underexplored and highlights the need for further investigation into the complex, multifactorial influences on the development of pedagogical competence among pre-service teachers.

Consequently, in terms of Teaching Effectiveness of the Faculty and Internship Performance of the Pre-Service Teachers, a significant negative correlation is observed ( $r(286) = -0.19, p < .001$ ), leading to the rejection of the null hypothesis. While the relationship is statistically significant, the direction of the correlation is negative, which is unexpected and needs to be looked into more closely. This unexpected result may be attributed to a number of contextual or methodological factors. One possible explanation is that pre-service teachers under highly effective faculty may be held to stricter evaluation standards, which could lead to more critical assessments during internship. Alternatively, this may reflect variability in the alignment between instructional methods used by faculty and the realities encountered during the internship phase. The findings align with the study of Babu and Mendro (2003), as cited by Francisco and Caingcoy (2022), which emphasizes that teachers play a pivotal role in student success. Their knowledge, commitment, and individualized support significantly influence students' academic achievement, social growth, and overall development.

Lastly, in terms of Pre-Service Teachers' Pedagogical Competence and Internship Performance, the correlation is positive but not statistically significant ( $r(286) = 0.11, p = .059$ ). Although nearing significance, the result implies that there is only a weak association between how cooperating teachers assess pedagogical competence and the final internship ratings received by pre-service teachers. This could indicate inconsistencies in how competence is demonstrated across different settings or reflect that internship performance is influenced by broader professional behaviors, such as adaptability, initiative, and interpersonal skills, which may not be fully captured by pedagogical competence assessments alone.

The findings of this analysis suggest that while faculty teaching effectiveness and pedagogical competence are essential components of teacher education, their direct influence on internship

performance may not always be linear or straightforward. The only statistically significant relationship observed was a negative correlation between teaching effectiveness and internship performance, which calls for a critical review of how teaching quality is aligned with the expectations and evaluation practices during field experiences.

The findings are consistent with the study of Bauer et al. (2024), which revealed that although both self-perceived competence and pedagogical knowledge improved over time, there was no significant correlation between them. This suggests that how pre-service teachers perceive their competence may not necessarily reflect their actual performance, underscoring the complex factors that influence success during internships.

The results highlight the importance of coherence between college-based instruction and field-based practice, as well as the need for collaborative alignment between faculty and cooperating teachers to ensure that students are not only pedagogically competent but also able to apply their knowledge effectively in real-world classroom settings. Furthermore, the weak correlations suggest that multiple factors influence internship outcomes, such as emotional intelligence, mentorship quality, classroom dynamics, and institutional support systems. Therefore, future studies may benefit from using mixed-method approaches to capture qualitative insights and deeper patterns behind these statistical relationships.

## CONCLUSIONS

The study concludes that faculty members of Buenavista Community College demonstrate effective teaching practices, particularly in professional commitment and subject mastery. Pre-service teachers possess proficient pedagogical competence, indicating successful preparation for classroom teaching. Internship results further confirm the effectiveness of the teacher education program, as most students performed at high levels during field deployment. However, the absence of a strong relationship between teaching effectiveness and pedagogical competence suggests that teacher development extends beyond classroom instruction alone. The significant negative relationship between teaching effectiveness and internship performance further indicates possible misalignment between institutional teaching practices and field evaluation standards. Overall, teacher preparation emerges as a dynamic process influenced by instructional quality, experiential learning, mentorship, and professional growth opportunities.

## RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed for key stakeholders:

1. Pre-service teachers may be encouraged to engage in continuous reflective practice and professional goal setting. Maximize internship opportunities by demonstrating adaptability, initiative, and

professionalism and seek constructive feedback to strengthen pedagogical and interpersonal competencies.

2. Faculty members are encouraged to enhance their teaching by promoting independent learning, using student-centered strategies, and effectively managing diverse classrooms. They should also strengthen collaboration with cooperating teachers to align classroom instruction with field experiences. Additionally, engaging in professional development and modeling reflective, lifelong learning will support and inspire pre-service teachers.

3. School administrators are encouraged to support comprehensive faculty development focused on innovative teaching, classroom management, and differentiated instruction. Strengthening the internship program through better coordination, aligned evaluation standards, and regular monitoring is also recommended. Additionally, a strong feedback system involving all stakeholders should be established to ensure the teacher education program remains responsive and continuously improves.

4. Future researchers are encouraged to explore additional variables that may influence pedagogical competence and internship performance, such as student motivation, emotional intelligence, and learning styles. Employing mixed-methods approaches, including interviews and classroom observations, is recommended to gain deeper insights into the dynamics of teacher preparation. Expanding the scope of research to include multiple institutions or regional comparisons will allow for broader generalizations and identification of best practices.

#### **AUTHOR'S BIOGRAPHY**

Mr. Christian D. Padilla, MAEd, earned his Master of Arts in Education from Bohol Island State University–Clarín Campus (BISU–Clarín). His graduate studies strengthened his expertise in educational research, data analysis, and evidence-based instructional practices, equipping him with advanced skills in academic inquiry and institutional research development.

He currently serves as a Research Technical Personnel at the Research Development Center of Buenavista Community College. In this role, he actively supports institutional research initiatives, assists faculty and students in the conduct of research studies, and contributes to improving instructional practices through systematic and data-driven approaches.

Through his commitment to academic excellence and continuous professional growth, Mr. Padilla remains dedicated to advancing research engagement, improving educational practices, and fostering a culture of innovation and scholarly collaboration within the academic community.

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