EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

ACADEMIC PERFORMANCE AND TEACHING COMPETENCE OF PRE-SERVICE TEACHERS

Rhea Jane Lasala Salacao
Zamboanga Peninsula Polytechnic State University

Article DOI: https://doi.org/10.36713/epra31997
DOI No: 10.36713/epra31997

ABSTRACT

This study examined the relationship between academic performance and teaching competence among pre-service teachers at Jose Rizal Memorial State University–Siocon Campus. In particular, these were aspects of teaching competency, namely: 1) planning and preparation, 2) classroom management and learning environment, 3) delivery of instruction, 4) assessment for learning, and 5) professionalism and reflective practice. The instrument used to assess teaching competence in this study was fully adopted from the pre-service teacher demonstration teaching evaluation tool developed and used by Jose Rizal Memorial State University (JRMSU). Academic performance was measured in terms of their General Weighted Average (GWA). It used a descriptive-correlational design with 67 pre-service teachers. Data were analyzed by descriptive statistics and Pearson's product moment correlation coefficient with a less than 0.05 significant level. The results showed that pre-service teachers' academic performance was "good," and they were found to be "outstanding" in all five aspects of teaching competence. Moreover, correlation analysis revealed a significant weak negative relationship between GWA and delivery of instruction ($r = -0.328$, $p = 0.007$) and between GWA and overall teaching competence ($r = -0.260$, $p = 0.034$). However, the relationships between GWA and the other four aspects were not statistically significant at the 0.05 level. Thus, the results show that pre-service teachers with strong academic performance were rated higher in the delivery of instruction and overall teaching competence than those with weak academic performance, although weakly. This study suggests that pre-service teachers should be evaluated in both academic performance and practical teaching competence.

KEYWORDS: *Academic Performance, Teaching Competence, Pre-Service Teachers, General Weighted Average, Descriptive-Correlational Research*

INTRODUCTION

Background of the Study

Academic performance is commonly used as an indicator of student achievement in teacher education, usually expressed through General Weighted Average (GWA). In the Philippine context, evidence suggests that academic performance is related to later teaching competence, but the relationship is generally modest and not the same across studies. A nationwide study of pre-service teachers found that college GPA significantly related to teaching performance, while smaller pre-service studies reported only marginal or domain-specific relationships, and some found no significant relationship at all (Bacus et al., 2024; Olvido et al., 2024; Fabelico & Afalla, 2023; Gaganao & Odon, 2024; Liclican, 2026; Meneses et al., 2017). This pattern supports a cautious framing: academic performance is relevant, but it is not a sufficient stand-alone proxy for teaching competence or classroom effectiveness (Liclican, 2026; D'Agostino, 2009).

The transition from coursework to practicum is therefore a critical point of inquiry. Lardizabal et al. (1991) and Barnuevo et al. (2012) acknowledged that practice teaching is part of a lifelong process of inquiry and growth by professional educators. Practicum and field experiences help pre-service teachers apply theory in real classrooms, strengthen classroom management and assessment, and build confidence, yet they also expose persistent gaps in mentoring, time, resources, and performance feedback (Ulla, 2016; Dumayas, 2026; Origenes, 2024).

Teaching competence in teacher education is also multidimensional rather than unitary (Gepila, 2020; Rubio & Saenz, 2023). In the Philippine context, the Philippine Professional Standards for Teachers (PPST) provides a framework for assessing teaching competence across domains such as content knowledge and pedagogy, learning environment, curriculum and planning, assessment, community engagement, and professional development (Gepila, 2020). Similarly, Rubio and Saenz (2023) examined the competence of pre-service teachers across these professional domains, demonstrating the applicability of a multidimensional framework to teacher education. More specifically, studies of pre-service teaching and demonstration teaching have assessed competence through related practicum domains, including lesson planning, instructional delivery, classroom management, assessment, and professional dispositions (Wagan et al., 2026; Mangundayao, 2026).

These aspects were adopted from the Pre-Service Teacher Demonstration Teaching Evaluation Tool used by Jose Rizal Memorial State University (JRMSU) to evaluate student teachers' demonstrated teaching competence. The use of this existing institutional instrument provides the operational basis for assessing the five aspects in the present study. Previous studies support the examination of teaching competence through multiple dimensions. De Asis et al. (2020) assessed the instructional competencies of student interns through planning and preparation, teaching skills, evaluation skills, and classroom management, demonstrating the relevance of these areas in evaluating pre-service teachers. Enoc (2019) likewise identified classroom management, teaching strategy, lesson planning, and professional behavior as distinct factors in student teachers' teaching demonstration performance. In addition, Ramirez (2021) examined the teaching knowledge, skills, and attitudes of secondary pre-service science teachers, while De Guia et al. (2025) considered lesson planning, instructional delivery, assessment strategies, and classroom management in assessing pedagogical competence. More recently, studies by Bentayao (2026) and Mangundayao (2026) further emphasized the importance of planning, instructional delivery, classroom management, assessment, professional conduct, and reflective growth in evaluating pre-service teaching competence. Taken together, these studies provide support for examining teaching competence through planning and preparation, learning environment and classroom management, delivery of instruction, assessment for learning, and professionalism and reflective practice.

Moreover, several studies have examined whether academic performance is associated with the teaching competence demonstrated by pre-service teachers, although their findings have not been entirely consistent. Gaganao and Odon (2024) found a significant relationship between academic performance and teaching proficiency among pre-service secondary teachers, whose assessed competencies included lesson planning, classroom management, instructional strategies, communication, and professionalism. Similarly, Falsario et al. (2021) reported significant relationships between identified factors and student-teaching performance, with grades in major subjects demonstrating the highest reported predictive value among the factors examined. Fabelico and Afalla (2023), meanwhile, found a marginally significant association between academic achievement and pedagogical competence among pre-service teachers. In contrast, Liclican et al. (2026) found no significant relationship between academic recognition and observed teaching effectiveness among pre-service elementary teachers. Vecaldo et al. (2017) found that academic performance in professional education subjects was not significantly related to most domains of pedagogical competence among pre-service elementary teachers. Taken together, these findings suggest that academic performance may be related to teaching competence, but the nature and strength of this relationship may vary according to the population, academic indicators, and measures of teaching competence employed. These differing findings support the need for further investigation into the relationship between academic performance and the teaching competence demonstrated by student teachers.

Conceptual Framework

The conceptual framework of the study assumes that academic performance serves as the independent variable and teaching competence serves as the dependent variable. Academic performance, represented by the pre-service teachers' General Weighted Average, reflects the level of achievement attained in formal academic preparation, while teaching competence represents the extent to which pre-service teachers demonstrate the professional knowledge, pedagogical skills, and classroom dispositions expected during practicum (Fabelico & Afalla, 2023; Vecaldo et al., 2017; Mangundayao, 2026). Teaching competence in this study is viewed through five interrelated aspects: planning and preparation, learning environment and classroom management, delivery of instruction, assessment for learning, and professionalism and reflective practice. These aspects are consistent with prior literature showing that teaching competence develops through the integration of planning, implementation, assessment, reflection, and authentic school-based performance rather than through academic grades alone (Liu, 2021; Cavanagh, 2019; Wagan, 2026; Hendriwanto, 2021).

Accordingly, the framework proposes that pre-service teachers with stronger academic performance tend to demonstrate stronger teaching competence, both in specific aspects and in overall teaching competence, although the relationship is expected to be modest rather than absolute because prior evidence is mixed (Fabelico & Afalla, 2023; Gaganao & Odon, 2024; Bag-ao, 2026; Vecaldo et al., 2017; Meneses et al., 2017).

In short, the study is justified because academic performance appears to be relevant to pre-service teachers' teaching competence, but it does not consistently explain competence across all domains. This makes it necessary to test the relationship between General Weighted Average and the identified aspects of teaching competence among pre-service teachers.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

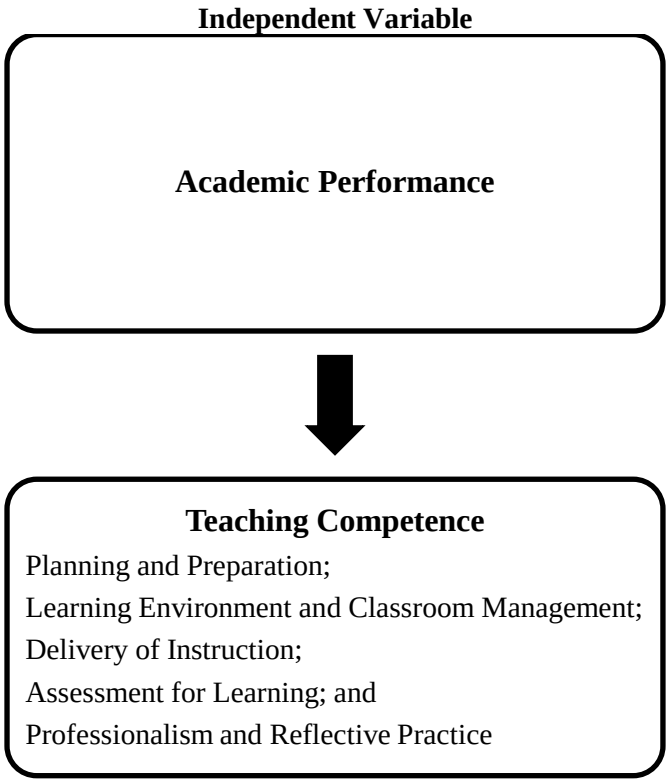


Figure 1. *The Conceptual Framework Showing the relationship between the pre-service teacher's academic performance and their teaching competence*

Statement of the Problem

The study aimed to determine the relationship between the academic performance and teaching competence of the pre-service teachers. Specifically, it sought to answer the following questions:

1. What is the level of academic performance of the pre-service teachers as measured by their General Weighted Average (GWA)?
2. What is the level of teaching competence of the pre-service teachers in terms of:
   - Planning and Preparation;
   - Learning Environment and Classroom Management;
   - Delivery of Instruction;
   - Assessment for Learning; and
   - Professionalism and Reflective Practice?
3. Is there a significant relationship between the academic performance and each identified aspect of the teaching competence of the pre-service teachers?
4. Is there a significant relationship between the academic performance and overall teaching competences of the pre-service teachers?

Hypotheses

Based on the statement of the problem in this study. The researcher seeks to know the relationship between the pre-service teachers' academic performance and their teaching competence. Therefore, the researcher proposed the following null hypotheses for this study:

H_o1: There is no significant relationship between the academic performance and each identified aspect of the teaching competence of the pre-service teachers.

H_o2: There is no significant relationship between the academic performance and overall teaching competences of the pre-service teachers.

Scope and Delimitation

This study examined the relationship between academic performance and teaching competence among pre-service teachers at Jose Rizal Memorial State University–Siocon Campus. Specifically, it described the academic performance of the participants as measured by their

General Weighted Average (GWA) and assessed their teaching competence in terms of five aspects: planning and preparation, learning environment and classroom management, delivery of instruction, assessment for learning, and professionalism and reflective practice. It also determined the relationships between GWA and each aspect of teaching competence, as well as overall teaching competence.

The study includes 67 pre-service teachers from the Bachelor of Secondary Education (BSED) programs in Filipino, Mathematics, and English; and Bachelor of Physical Education; and the Bachelor of Elementary Education (BEED) program at Jose Rizal Memorial State University–Siocon Campus. The participants were selected through stratified random sampling to obtain representation from the relevant program groups. DeYoreo (2018) describes stratified random sampling as the process of categorizing a population into identifiable subgroups, known as strata, and subsequently conducting random selections of individuals from each segment. This strategy is applicable when researchers need to confirm the representation of key subgroups. The study used a descriptive-correlational research design to describe the variables and determine whether statistically significant relationships existed between academic performance and teaching competence. As stated by Creswell (2012), correlational research analyzes the level of correlation between many variables utilizing statistical methods. Miksza et al. (2023) also said that descriptive research is about describing something, while correlational research looks at how variables are related without changing the variables themselves. This research design was appropriate because the study described and relate pre-service teachers' academic performance based on their General Weighted Average (GWA) and their teaching competence. Academic performance was measured using the participants' GWA records, while teaching competence was assessed using the pre-service teacher demonstration teaching evaluation tool fully adopted from Jose Rizal Memorial State University.

The study was delimited to the selected participants, the specified institutional setting, and the variables included in the research. It focused exclusively on the relationship between academic performance and the five identified aspects of teaching competence, together with overall teaching competence. It did not examine other possible factors associated with teaching competence. Furthermore, because the study employed a correlational design, its findings could establish the presence, direction, and strength of statistical relationships but could not establish causal relationships between the variables.

The findings were interpreted within the context of the participants, institutional setting, available academic records, and teaching-competence evaluations included in the study. Therefore, the results may not be generalizable to all pre-service teachers or teacher education institutions. Their applicability to other settings should be considered in light of differences in participants, institutional practices, and evaluation procedures.

Significance of the Study

The focus of this study is to determine the academic performance and teaching competence of the pre-service teachers and to explore the relationship between the two variables. The study findings may provide useful information to the following:

Pre-service Teachers

The results could assist pre-service teachers in understanding the possible relationship between their academic achievement and teaching competence. The findings may encourage them to recognize their strengths and areas for improvement in their academic preparation and teaching practice.

Program in Teacher Education

The findings may provide the program with evidence of the academic performance and teaching competence of its pre-service teachers. This can form the basis for identifying areas where the preparation and support given to pre-service teachers may need to be strengthened.

Teacher educators and staff

The findings may offer faculty members information that can direct them in developing appropriate academic and instructional support for pre-service teachers. The findings could also help them to identify areas where mentoring, training or intervention might be useful.

University

The study may provide the university with evidence to support the continuous improvement of its teacher education programs, especially in preparing future mathematics teachers for their teaching practicum and professional responsibilities.

Schools and Cooperating Teachers

The findings may give cooperating teachers and schools more information about pre-service teachers' academic preparation and their competence in teaching. This can help them provide more focused supervision, mentorship and feedback during the teaching practicum.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

Future Researchers

The study may be useful reference for future researchers who wish to study academic performance, teaching competence or relationship between academic preparation and teaching practice among pre-service teachers. It may also provide a basis for similar studies of other programs, campuses, or groups of pre-service teachers.

RESEARCH METHODOLOGY

Research Design

This study will use the descriptive-correlational research design. As stated by Creswell (2012), correlational research analyzes the level of correlation between many variables utilizing statistical methods. Miksza et al. (2023) also said that descriptive research is about describing something, while correlational research looks at how variables are related without changing the variables themselves. This research design was appropriate because the study described and analyzed the relationship between pre-service teachers' academic performance based on their General Weighted Average (GWA) and their teaching competence. The descriptive part of the study described the level of academic performance of pre-service teachers as measured by their General Weighted Average (GWA) and the level of teaching competence of pre-service teachers as measured by their pre-service teacher demonstration teaching evaluation. Competence in teaching will be described in terms of the identified aspects: planning and preparation, learning environment and classroom management, delivery of instruction, assessment for learning, and professionalism and reflective practice. The correlational component will be used to determine whether a significant relationship exists between the academic performance and teaching competence of pre-service teachers. Specifically, the study will examine the relationship between their GWA and their overall teaching competence and the relationship between GWA and each identified aspect of teaching competence. The research design is suitable because the study does not control or manipulate the variables. Instead, it uses available academic records and teaching-performance evaluations to identify the variables and to establish their statistical relationship (Miksza et al., 2023; Creswell, 2012).

Research Locale

The study will be carried out at the Jose Rizal Memorial State University- Siocon Campus (JRMSU-SC). The campus offers different teacher education programs under the College of Teacher Education (CTED). These include the Bachelor of Secondary Education (BSED) programs with majors in Mathematics, Filipino, and English, Bachelor of Physical Education (BPED) program, and the Bachelor of Elementary Education (BEED) program (JRMSU, 2026). The study will focus on the pre-service teachers who have undergone or completed their teaching practicum in the teacher education programs of JRMSU-SC. Furthermore, a study conducted at the campus by Saberan et al. (2024), examined the experiential learning pathways of pre-service teachers and their alignment with desired competencies and standards. The programs and research context provide a relevant setting for studying the academic performance and teaching competence of pre-service teachers and if there is a significant relationship between these variables. The academic performance data of the participants, the General Weighted Average (GWA), was collected from the appropriate university academic records or authorized records custodian. Data on teaching competence was obtained from existing teaching-performance evaluation records of participants by the appropriate office, program, faculty member or authorized records custodian. The collection and use of these records shall be in accordance with required institutional permissions, records-access procedures, informed consent and confidentiality requirements.

Population and Sampling

The study sample consisted of 67 pre-service teachers from the teacher education programs of Jose Rizal Memorial State University–Siocon Campus (JRMSU-SC) who had undergone or completed their teaching practicum during Academic Year 2025–2026. The study employed stratified random sampling to ensure that the different teacher education programs were represented in the sample. Participants were then randomly selected from the identified strata to obtain a sample representative of the different teacher education programs. This sampling technique was appropriate because the population consisted of distinct subgroups that needed representation in the study (DeYoreo, 2018). To qualify for inclusion, participants had to have undergone or completed their teaching practicum during Academic Year 2025–2026 and have the academic performance and teaching competence records required for the study. This can be supported by Fabelico and Afalla (2023), whose study consisted of 65 randomly selected pre-service teachers.

Research Instrument

The instrument was fully adopted from Jose Rizal Memorial State University (JRMSU) without modifications to its original items, rating scale, or assessment criteria. The Pre-Service Teacher Demonstration Teaching Evaluation Tool is an existing evaluation tool to evaluate the teaching performance of pre-service teachers in their teaching demonstration. It covered five aspects of teaching competence: (1) Planning and Preparation, (2) Learning Environment and Classroom Management, (3) Delivery of Instruction, (4) Assessment for Learning, and (5) Professionalism and Reflective Practice. Each aspect is assigned an area-specific weight reflecting its contribution to the overall evaluation of teaching competence. The participants' academic performance was determined using their General Weighted Average (GWA), obtained from the relevant office and academic record.

The Planning and Preparation standard makes up 20% of the total evaluation and has four indicators that address the alignment and suitability of learning objectives; the accuracy and logical order of lesson content; sound pedagogical design; and contextualized, inclusive, and ICT-aided application of learning resources. Learning Environment and Classroom Management is also 20% and includes indicators like fostering a safe and inclusive classroom environment, managing behavior and routines, maintaining an orderly and engaging learning space, and implementing positive discipline for responsibility.

Delivery of Instruction receives the highest weight of 30%. It has four indicators that evaluate the mastery of content through appropriate and innovative teaching strategies, clarity of communication and questioning, responsiveness to the diversity of learners and differentiation, and management of learning interactions that foster collaboration and meaningful learning. Assessment for Learning (15%) Use of valid and reliable formative and summative assessment tools Monitor learners' performance Provide timely guidance Make instructional adjustments based on assessment results Time-bound formative and summative assessment

The remaining 15% is Professionalism and Reflective Practice, which consists of four indicators. They evaluate professional conduct, punctuality, readiness, ethical behaviour, and suitable teacher attitude; professionalism in interaction with learners and development-oriented feedback; responsiveness to feedback after conferences and reflection on strengths and areas for improvement; and ethical standards related to technology use, intellectual property rights, and responsible digital citizenship.

Each indicator in the evaluation tool is rated using a five-point scale, ranging from 1 to 5. A rating of 5 is described as *Outstanding*, 4 as *Very Satisfactory*, 3 as *Satisfactory*, 2 as *Fair*, and 1 as *Poor*. The scores from the five areas are summarized according to their corresponding weights to obtain the overall teaching-competence score. The present study will use existing evaluation results rather than administering a separate teaching-competence questionnaire.

For academic performance, the researchers will record the participants' General Weighted Average (GWA) based on their official academic records. The GWA will serve as the numerical measure of academic performance in examining its relationship with the participants' overall teaching competence and the five aspects of teaching competence. Access to academic and teaching-performance records will be subject to the necessary institutional permissions, informed consent, confidentiality measures, and applicable data privacy requirements. Participant identities will be coded, and only information relevant to the study objectives will be collected and analyzed.

Data Gathering Procedure

Before conducting the study, the researcher secured permission from the campus director of Jose Rizal Memorial State University–Siocon Campus to gather the necessary data. Before collecting the data, the researcher provided the participants with an informed consent form explaining the purpose of the study, the nature of their participation, and the use of the data to be collected. The participants were given the opportunity to understand the information and voluntarily agree to participate before proceeding with the data collection.

Then, the researcher coordinated with the respective program chairs of the College of Teacher Education to obtain the academic performance records of the pre-service teachers who graduated during Academic Year 2025–2026. The data were gathered in accordance with the approved research protocol and applicable confidentiality requirements.

To gather data on teaching competence, the researcher obtained the available demonstration teaching evaluation records of the pre-service teachers from internship supervisors. These records were reviewed and organized according to the five aspects of teaching competence: planning and preparation, learning environment and classroom management, delivery of instruction, assessment for learning, and professionalism and reflective practice. Where necessary, the researcher coordinated with the appropriate program chairs to verify the completeness and accuracy of the evaluation records.

After obtaining the necessary records, the researcher organized the data using respondent codes to protect the identities of the participants. The GWA and teaching competence scores were matched using the corresponding codes. The researcher then encoded the data in a spreadsheet for checking, tabulation, and statistical analysis.

Finally, the gathered data were analyzed using appropriate statistical tools to determine the levels of academic performance and teaching competence of the pre-service teachers and to examine whether a significant relationship existed between the two variables. The results were interpreted based on the research questions and hypotheses of the study.

Ethical Considerations

Ethical principles were observed throughout the conduct of the study to protect the rights, privacy, and welfare of the participants. Before data collection, permission was obtained from the appropriate university authorities to access the academic performance records and teaching competence evaluation results of the pre-service teachers. The purpose of the study, the nature of their participation, and the intended use of the collected data were clearly explained to the participants.

Informed consent was obtained from the participants before their data were included in the study. Participation was voluntary, and the participants were informed of their right to decline participation without any penalty or adverse consequences. Their decision to participate or withdraw did not affect their academic standing, professional relationships, or access to university services.

Confidentiality and privacy were maintained throughout the research process. Names and other identifying information were excluded from the research dataset and replaced with respondent codes to protect the participants' identities. Academic records and teaching competence evaluation results were handled responsibly and accessed only for purposes directly related to the study. The collected data were securely stored and used solely for research and academic purposes.

The researcher also ensured that the findings were presented objectively and accurately. The data were analyzed and interpreted based on the actual results, without fabrication, falsification, or misrepresentation. The findings were reported in aggregate form whenever appropriate to minimize the possibility of identifying individual participants. All sources used in the study were properly acknowledged to uphold academic integrity and avoid plagiarism.

Data Analysis

The data obtained from the study will be organized, coded, tabulated and analyzed using appropriate descriptive and inferential statistical methods. The analysis will focus on the academic performance level of pre-service teachers, the level of competence in teaching, and the relationship between academic performance and teaching competence.

The academic performance of the pre-service teachers was determined using their General Weighted Average (GWA), obtained from their official academic records. The mean and standard deviation were used to summarize the participants' GWA and describe their overall academic performance. The obtained GWA values were interpreted using the institutional grading classification adopted for this study, as presented in Table 1.

For the teaching competence of the pre-service teachers, the scores from the existing Pre-Service Teacher Demonstration Teaching Evaluation Tool will be analyzed according to its five aspects: Planning and Preparation (20%), Learning Environment and Classroom Management (20%), Delivery of Instruction (30%), Assessment for Learning (15%), and Professionalism and Reflective Practice (15%). The mean and standard deviation of the scores for each aspect will be computed to describe the level of teaching competence. The weighted scores provided in the existing evaluation tool will also be used to obtain the participants' overall teaching-competence scores. The mean scores for teaching competence were interpreted using a five-point scale. The class interval was calculated by subtracting the lowest scale value (1) from the highest scale value (5) and dividing the difference by the number of interpretation categories (5), resulting in a class interval of 0.80 (Buenaventura et al., 2018; Alkharusi, 2022). The resulting ranges were used to describe the pre-service teachers' teaching competence as Outstanding, Very Satisfactory, Satisfactory, Fair, or Poor as shown in Table 2.

To determine whether a significant relationship exists between academic performance and overall teaching competence, the Pearson Product-Moment Correlation Coefficient (Pearson's r) will be employed. This statistical technique will be used to determine the strength and direction of the linear relationship between the two variables (Daniel & Cross, 2014). Pearson's r will be used to determine the strength and direction of the relationship between participants' GWA and their overall teaching-competence scores. The same statistical procedure will be used to determine the relationship between GWA and each of the five aspects of teaching competence: Planning and Preparation; Learning Environment and Classroom Management; Delivery of Instruction; Assessment for Learning; and Professionalism and Reflective Practice. All inferential tests will be analyzed at 0.05 level of significance.

Table 1: Grading Interpretation for General Weighted Average (GWA)

GWA	Verbal Interpretation
1.0	*Excellent*
1.1 to 1.5	*Very Good*
1.6 to 2.5	*Good*
2.6 to 3.0	*Fair*
3.1 to 5.0	*Poor*

Table 2: Teaching Competence Mean Score Interpretation

Mean Score	Verbal Interpretation
4.21 – 5.00	*Outstanding*
3.41–4.20	*Very Satisfactory*
2.61–3.40	*Satisfactory*
1.81–2.60	*Fair*
1.00–2.80	*Poor*

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

RESULTS AND DISCUSSION

Problem 1: Level of Pre-service Teachers Academic Performance

Table 3. Level of Pre-service Teachers Academic Performance

Variable	N	Mean	SD	Minimum	Maximum	Interpretation
General Weighted Average (GWA	*67*	*1.63*	*0.28*	*1.23*	*2.51*	*Good*

Legend:

Value	Description	Value	Description
1.0	= Excellent	2.6–3.0	= Fair
1.1–1.5	= Very Good	3.1–5.0	= Failure
1.6–2.5	= Good		

Table 3 presents the level of academic performance of pre-service teachers. The findings revealed that the 67 pre-service teachers obtained a mean GWA of 1.63, with a standard deviation of 0.28 and values ranging from 1.23 to 2.51. Based on the adopted grading classification used in the study, their academic performance was interpreted as Good.

The results indicated that the pre-service teachers generally demonstrated good academic performance in their teacher education program. Similarly, Barbosa et al. (2025) reported a mean GWA of 1.6333 among 64 early childhood education pre-service teachers, describing their academic performance as above average. Damasco et al. (2024) used GWA to measure the academic achievement among 60 pre-service teachers and reported the same mean and described it as a very good level of academic performance. Also, Gaganao and Odon (2024) revealed that the pre-service secondary teachers' academic performance in professional education and major subjects was rated very good. Similarly, Resuelo et al. (2026) reported a mean GWA of 89.41, interpreted as Very Good, among pre-service teachers. Escarlos et al. (2025) also examined academic performance using GWA among early childhood pre-service teachers at Central Mindanao University and reported consistently strong academic results. The finding is also supported by the study of Barnuevo et al. (2012) stated that the studens' level of academic performance is on the average level.

Although these studies provide relevant comparisons, the presented study findings should be interpreted in consideration of differences in institutional grading systems, participants, and academic-performance classifications. Collectively, these studies demonstrate the use of GWA as an indicator of academic performance in teacher education research.

Problem 2: Level of Pre-service Teachers Teaching Competence

Planning and Preparation

Table 4. The Level of Teaching Competence of Pre-service Teachers in Terms of Planning and Preparation

Statement	Mean	SD	Interpretation
Learning objectives are competency aligned, and appropriate.	*4.67*	*0.53*	*Outstanding*
Lesson content is accurate and logically sequenced.	*4.63*	*0.55*	*Outstanding*
Instructional design demonstrates sound pedagogy with activities that match learners needs.	*4.58*	*0.53*	*Outstanding*
Learning resources/IMs are contextualized, inclusive, and ICT-aided.	*4.75*	*0.50*	*Outstanding*
Overall	**4.66**	**0.42**	**Outstanding**

Legend:

Value	Description	Value	Description
4.21–5.00	= Outstanding	1.81–2.60	= Fair
3.41–4.20	= Very Satisfactory	1.00–1.80	= Poor
2.61–3.40	= Satisfactory		

Table 4 presents the level of teaching competence of pre-service teachers in terms of planning and preparation. The results revealed that the pre-service teachers demonstrated an outstanding level of competence in all four aspects, with mean scores ranging from 4.58 to 4.75. The highest mean score was obtained for the use of learning resources and instructional materials that are contextualized, inclusive, and ICT-aided (M = 4.75, SD = 0.50). This was followed by the alignment and appropriateness of learning objectives (M = 4.67, SD = 0.53) and the accuracy and logical sequencing of lesson content (M = 4.63, SD = 0.55). Meanwhile, instructional design that demonstrates sound pedagogy through activities suited to learners' needs received the lowest mean score (M = 4.58, SD = 0.53), although it was still interpreted as outstanding. Overall, the pre-service teachers obtained a mean score of 4.66 (SD = 0.42), interpreted as outstanding.

The results imply that the participants demonstrated outstanding teaching competence in planning and preparation. This finding aligned with Fabelico and Afalla (2023), which reported that pre-service teachers demonstrated outstanding competence in lesson planning, as evaluated by their cooperating teachers and university professors. The finding is also consistent with Dela Cruz et al. (2025), who

reported an outstanding rating in lesson planning among pre-service teachers during their internship. Furthermore, De Asis et al. (2020) reported very satisfactory instructional competence, including planning and preparation among bachelor of elementary education pre-service interns. The finding is consistent with Beckmann and Ehmke (2023), who reported that pre-service teachers perceived their lesson-planning competence as high during their school internships. This finding can be viewed alongside the results of De Guia et al. (2025), who reported that pre-service teachers demonstrated high competence in lesson planning and preparation, particularly in aligning learning objectives with content and selecting appropriate teaching strategies. Additionally, Magno (2019) reports that pre-service teachers' lesson preparation skills were outstanding.

Furthermore, according to Khan's (2009) study, which Magno (2019) cited, UE graduates were proficient in creating lesson plans, carrying out lessons, and evaluating students; however, they saw comparatively little impact on their performance when utilizing instructional materials and teaching strategies. The findings suggest that the pre-service teachers were well-prepared to plan and organize instruction that responds to learners' needs. However, the comparatively lower rating for instructional design indicates an area where continued development may further strengthen their ability to design pedagogically sound and learner-centered activities (Gravett & van der Merwe, 2023; Ansyari & Hui, 2018; Lumbreras & Rupley, 2020).

Learning Environment and Classroom Management

Table 5. The Level of Teaching Competence of Pre-service Teachers in Terms of Learning Environment and Classroom Management

Statement	Mean	SD	Interpretation
Establishes a safe, inclusive, and respectful environment by establishing rules at the beginning of class.	*4.90*	*0.35*	*Outstanding*
Manages behavior and routines effectively by providing psychologically safe remarks.	*4.66*	*0.54*	*Outstanding*
Ensures orderly, engaging physical/digital learning space.	*4.70*	*0.52*	*Outstanding*
Uses positive discipline and encourages responsibility.	*4.81*	*0.47*	*Outstanding*
Overall	**4.76**	**0.38**	**Outstanding**

Legend:

Value	Description	Value	Description
4.21–5.00	= Outstanding	1.81–2.60	= Fair
3.41–4.20	= Very Satisfactory	1.00–1.80	= Poor
2.61–3.40	= Satisfactory		

Table 5 presents the level of teaching competence of pre-service teachers in terms of learning environment and classroom management. The results revealed that all indicators were rated outstanding, with mean scores ranging from 4.66 to 4.90. The highest mean score was obtained for establishing a safe, inclusive, and respectful environment by setting rules at the beginning of class (M = 4.90, SD = 0.35). This was followed by using positive discipline and encouraging responsibility (M = 4.81, SD = 0.47) and ensuring an orderly and engaging physical or digital learning space (M = 4.70, SD = 0.52). Meanwhile, managing behavior and routines effectively through psychologically safe remarks received the lowest mean score (M = 4.66, SD = 0.54), although it was still interpreted as outstanding. Overall, the pre-service teachers obtained a mean score of 4.76 (SD = 0.38), interpreted as outstanding.

This finding indicates that the pre-service teachers demonstrated strong competence in establishing a positive classroom environment, promoting respectful interactions, maintaining classroom routines, and encouraging responsible behavior. This result is cnsistent with Manigbas et al. (2024), who reported that pre-service teachers possessed a high level of competence in pedagogy and classroom management. Similarly, De Asis et al. (2020) found that classroom management was among the areas of highest performance among the pre-service teachers. Liclican et al. (2026) also reported outstanding competence in classroom management among the pre-service teachers. Additionally, Magno (2019) reports that pre-service teachers' classroom management skills were outstanding. According to Bajan et al. (2025), Manioba and Sambo (2023) and Jaca and Lopez-Baroman (2021) found that pre-service teachers in the Philippines often exhibit competency in managing learning environments.

Furthermore, this finding is consistent with Climaco and Barcelona (2025), who reported that establishing clear classroom rules and creating a positive classroom atmosphere received very high ratings among pre-service teachers, while handling disruptive behavior received a comparatively lower rating. The finding suggests that the particularly high rating for establishing classroom rules suggests that setting clear expectations was a notable strength among the pre-service teachers (Climaco & Barcelona, 2025). However, the comparatively lower rating for managing behavior and routines indicates an area where further development may help strengthen their classroom management practices, particularly in maintaining psychologically safe and supportive interactions with learners (Climaco & Barcelona, 2025; Magday & Magday, 2025; Hart et al., 2025; Willis, 2026).

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

Delivery of Instruction

Table 6. The Level of Teaching Competence of Pre-service Teachers in Terms of Delivery of Instruction				
Statement	**Mean**	**SD**	**Interpretation**	
Demonstrates mastery of content through the use of innovative teaching strategies.	*4.46*	*0.61*	*Outstanding*	
Communicates clearly; uses questioning that promotes HOTS.	*4.40*	*0.55*	*Outstanding*	
Demonstrates sensitivity to learner diversity & provides differentiation.	*4.61*	*0.55*	*Outstanding*	
Manages learning interactions that promote collaboration and provide emergency responses that leads to learning.	*4.72*	*0.52*	*Outstanding*	
Overall	**4.55**	**0.39**	**Outstanding**	

Legend:

Value	Description	Value	Description
4.21–5.00	= Outstanding	1.81–2.60	= Fair
3.41–4.20	= Very Satisfactory	1.00–1.80	= Poor
2.61–3.40	= Satisfactory		

Table 6 presents the level of teaching competence of pre-service teachers in terms of delivery of instruction. The results revealed that all indicators were rated outstanding, with mean scores ranging from 4.40 to 4.72. The highest mean score was obtained for managing learning interactions that promote collaboration and providing appropriate responses that facilitate learning (M = 4.72, SD = 0.52). This was followed by demonstrating sensitivity to learner diversity and providing differentiated instruction (M = 4.61, SD = 0.55) and demonstrating mastery of content through innovative teaching strategies (M = 4.46, SD = 0.61). Meanwhile, communicating clearly and using questioning techniques that promote higher-order thinking skills (HOTS) received the lowest mean score (M = 4.40, SD = 0.55), although it was still interpreted as outstanding. Overall, the pre-service teachers obtained a mean score of 4.55 (SD = 0.39), interpreted as outstanding.

This finding indicates that the pre-service teachers demonstrated strong competence in delivering instruction, facilitating collaborative learning, responding to learners' needs, and adapting instruction to learner diversity. This conclusion may be compared to that of De Guia et al. (2025), who found that pre-service teachers' instructional delivery was regarded high level of competence, particularly when it came to encouraging student involvement. Similarly, Wagan et al. (2026) found that pre-service teachers received an excellent rating in instruction from their cooperating teachers in terms of content mastery, teaching methods, and communication skills. Liclican et al. (2026) also reported outstanding teaching competence among pre-service teachers in terms of teaching methods. According to Bajan et al. (2025), Manioba and Sambo (2023) and Jaca and Lopez-Baroman (2021) found that pre-service teachers in the Philippines often exhibit competency instructional procedures. This result is consistent with the findings of Mahinay et al. (2024) and Bajan et al. (2024), who highlighted that a key component of inclusive teaching techniques is effective differentiation, which enables teachers to successfully serve a variety of learning demands.

Moreover, this finding is consistent with Fabelico and Afalla (2023), who reported that pre-service teachers demonstrated outstanding pedagogical competence in content and teaching methods. Also, Fabelico and Afalla (2023) identified questioning skills as a comparatively less developed area, receiving a very satisfactory rating. This finding provides a relevant comparison with the present study, in which communicating clearly and asking questions that promote higher-order thinking skills obtained the lowest mean among the indicators. The highest rating for managing collaborative learning interactions suggests that facilitating learner participation and interaction was a notable strength (Climaco & Barcelona, 2025). However, the comparatively lower rating for clear communication and questioning that promotes higher-order thinking skills suggests an opportunity to further develop instructional communication and questioning techniques that encourage learners to analyze, evaluate, and create. Strengthening these practices may further enhance the effectiveness of their instructional delivery (Sam et al., 2025; Joseph & Thomas, 2020; Nolan, 2024; DeSantis et al., 2023).

Assessment for Learning

Table 7. The Level of Teaching Competence of Pre-service Teachers in Terms of Assessment for Learning				
Statement	**Mean**	**SD**	**Interpretation**	
Uses valid and reliable formative and summative assessment tools	*4.67*	*0.56*	*Outstanding*	
Monitors learners' performance during class assessments and group activities	*4.75*	*0.47*	*Outstanding*	

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

Provides timely guidance and making immediate instructional adjustments based on their responses, difficulties, and level of engagement.	*4.58*	*0.53*	*Outstanding*	
Formative and summative assessments are timebound.	*4.73*	*0.51*	*Outstanding*	
Overall	**4.68**	**0.39**	**Outstanding**	

Legend:

Value	Description	Value	Description
4.21–5.00	= Outstanding	1.81–2.60	= Fair
3.41–4.20	= Very Satisfactory	1.00–1.80	= Poor
2.61–3.40	= Satisfactory		

Table 7 presents the level of teaching competence of pre-service teachers in terms of assessment for learning. The results revealed that all indicators were rated outstanding, with mean scores ranging from 4.58 to 4.75. The highest mean score was obtained for monitoring learners' performance during class assessments and group activities (M = 4.75, SD = 0.47). This was followed by ensuring that formative and summative assessments are time-bound (M = 4.73, SD = 0.51) and using valid and reliable formative and summative assessment tools (M = 4.67, SD = 0.56). Meanwhile, providing timely guidance and making immediate instructional adjustments based on learners' responses, difficulties, and levels of engagement received the lowest mean score (M = 4.58, SD = 0.53), although it was still interpreted as outstanding. Overall, the pre-service teachers obtained a mean score of 4.68 (SD = 0.39), interpreted as outstanding.

This finding indicates that the pre-service teachers demonstrated strong competence in assessing learning, monitoring learners' progress, and using assessment tools to evaluate learning outcomes. This is consistent with Atienza (2026) findings that pre-service teachers demonstrated strong competence in assessment and reporting. Furthermore, Delosa and Morales (2015) reported that pre-service teachers performed best in selecting appropriate assessment tools. These findings support the present study by highlighting assessment-related skills as an important area of competence among pre-service teachers. Liclican et al. (2026) also reported outstanding competence in terms of questioning skills among pre-service teachers.

Moreover, the highest rating for monitoring learners' performance suggests that tracking learners' progress during classroom assessments and group activities was a notable strength. This finding is consistent with De Asis et al. (2020), whose study found that evaluation skills were among the areas of highest performance among pre-service teachers. Similarly, Atienza (2026) reported that pre-service teacher got the highest rated score in providing feedback to encourage learners to reflect on and monitor their progress. However, the comparatively lower rating for providing timely guidance and adjusting instruction based on learners' needs suggests an opportunity to further strengthen the use of assessment results to guide instructional decisions. Similarly, Gaete-Cornejo et al. (2026) found that proposing improvements was the most difficult component of pre-service teachers' reasoning about formative assessment. This finding is also consistent with Kohler et al. (2008), who found that pre-service teachers relied on a limited range of formative assessment strategies and instructional modifications. The finding also relates to Joaquin (2024), who identified feedback and assessment-data interpretation as areas requiring further development among pre-service teachers. Thus, developing this practice may help pre-service teachers respond more effectively to learning difficulties and improve learners' understanding (Reyes, 2023; Buan & Lahoylahoy, 2017; Gaete-Cornejo et al., 2026; Kohler et al., 2008; Joaquin, 2024).

Professionalism and Reflective Practice

Table 8. The Level of Teaching Competence of Pre-service Teachers in Terms of Professionalism & Reflective Practice

Statement	Mean	SD	Interpretation	
Exhibits professional conduct, punctuality, preparedness, ethical behavior, and appropriate teacher disposition during the teaching demonstration.	*4.75*	*0.53*	*Outstanding*	
Shows professionalism in interacting with learners by providing development-focused feedback; manages sensitive or complicated classroom situations with composure and good judgment.	*4.90*	*0.39*	*Outstanding*	
Responds to post-conference feedback from critic observers with openness and professionalism; show reflective understanding of strengths and areas for improvement immediately after the demonstration.	*4.91*	*0.34*	*Outstanding*	
Adheres to ethical standards in the use of technology, ensuring data privacy, intellectual property rights (proper sourcing), and the modeling of responsible digital citizenship for learners.	*4.96*	*0.27*	*Outstanding*	
Overall	**4.88**	**0.32**	**Outstanding**	

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

Legend:

Value	Description	Value	Description
4.21–5.00	= Outstanding	1.81–2.60	= Fair
3.41–4.20	= Very Satisfactory	1.00–1.80	= Poor
2.61–3.40	= Satisfactory		

Table 8 presents the level of teaching competence of pre-service teachers in terms of professionalism and reflective practice. The results revealed that all indicators were rated outstanding, with mean scores ranging from 4.75 to 4.96. The highest mean score was obtained for adhering to ethical standards in the use of technology, including data privacy, intellectual property rights, proper sourcing, and responsible digital citizenship (M = 4.96, SD = 0.27). This was followed by responding to post-conference feedback from critic observers with openness and professionalism and demonstrating reflective understanding of strengths and areas for improvement (M = 4.91, SD = 0.34). Meanwhile, professionalism in interacting with learners through development-focused feedback and handling sensitive or complicated classroom situations with composure and sound judgment obtained a mean score of 4.90 (SD = 0.39). Exhibiting professional conduct, punctuality, preparedness, ethical behavior, and appropriate teacher disposition during the teaching demonstration received the lowest mean score (M = 4.75, SD = 0.53), although it was still interpreted as outstanding. Overall, the pre-service teachers obtained a mean score of 4.88 (SD = 0.32), interpreted as outstanding.

This finding indicates that the pre-service teachers demonstrated a high level of competence in maintaining professional conduct, responding constructively to feedback, reflecting on their teaching performance, and observing ethical standards in technology use. Similarly, Fabelico and Afalla (2023) reported that pre-service teachers demonstrated high competence in displaying attitude. Furthermore, Liclican et al. (2026) reported that the teaching competence in terms of personality among pre-service teachers were rated as outstanding.

The highest rating for responsible and ethical technology use suggests that this was a particularly strong area among the pre-service teachers (Marín et al., 2021; Milton et al., 2021). Furthermore, the high rating for openness to post-conference feedback indicates that they demonstrated readiness to reflect on their performance and recognize opportunities for professional growth (Tubal et al., 2025; Akcan & Tatar, 2010). Although professional conduct during the teaching demonstration received the lowest mean, it remained outstanding, suggesting an area in which continued practice and professional development may further strengthen their teaching competence (Ormilla, 2025; Robichaux & Guarino, 2012; Hendriwanto, 2021).

Problem 3: Relationship Between the Academic Performance and the Aspects of Teaching Competence

Table 9. Relationship Between Academic Performance and the Aspects of Teaching Competence

Variables Correlated	Pearson's r	p-value	Interpretation	Decision
GWA and Planning and Preparation	*-0.166*	*0.180*	*Very weak negative correlation; not significant*	*Fail to reject H_0*
GWA and Learning Environment & Classroom Management	*-0.222*	*0.071*	*Weak negative correlation; not significant*	*Fail to reject H_0*
GWA and Delivery of Instruction	*-0.328*	*0.007*	*Weak negative correlation; significant*	*Reject H_0*
GWA and Assessment for Learning	*-0.075*	*0.545*	*Very weak negative correlation; not significant*	*Fail to reject H_0*
GWA and Professionalism & Reflective Practice	*-0.163*	*0.187*	*Very weak negative correlation; not significant*	*Fail to reject H_0*

Legend:

$p < 0.05$ *Significant level at the 0.05 level*

Absolute value of r	Interpretation (Schober et al., 2018; Evans, 1996)
0.00–0.19	Very weak
0.20–0.39	Weak
0.40–0.59	Moderate
0.60–0.79	Strong
0.80–1.00	Very strong

Table 9 presents the relationship between the academic performance and the five aspects of teaching competence using Pearson's product-moment correlation coefficient. The results revealed that there is a significant relationship with GWA and delivery of instruction ($r = -0.328$, $p = 0.007$). Since the p-value of 0.007 is lower than the 0.05 significance level, the null hypothesis was rejected. In contrast, planning and preparation ($r = -0.166$, $p = 0.180$), learning environment and classroom management ($r = -0.222$, $p = 0.071$), assessment for learning ($r = -0.075$, $p = 0.545$), and professionalism and reflective practice ($r = -0.163$, $p = 0.187$) showed negative correlations with GWA. However, the results indicate that the relationships between academic performance and these four aspects were not statistically significant at the 0.05 level. Therefore, the null hypotheses for these aspects were not rejected. Therefore, academic performance has a statistically significant relationship with the delivery of instructions but did not demonstrate statistically significant relationships to planning and preparation, learning environment and classroom management, assessment for learning, and professionalism and reflective practice among pre-service teachers.

This implies that stronger academic performance may be related to certain instructional delivery skills, such as content mastery, communication, learner sensitivity, and facilitating learning. This finding can be supported by Gaganao and Odon (2024) who reported that academic performance is significantly correlated with teaching competence areas, such as subject matter knowledge, instructional techniques, communication skills, and questioning abilities. According to Guyton and Farokhi (1987), teaching success and GPA are significantly correlated. However, not every teaching ability is equally linked to academic success. For instance, among German student teachers, Walz et al. (2024) discovered a substantial correlation between general pedagogical knowledge and grades, but not between grades and communication abilities.

However, academic performance alone may not sufficiently explain associations in planning, classroom management, assessment practices, or professional conduct. This is supported by Bajan et al. (2025), which found no statistically significant relationships between academic performance, measured by general weighted average (GWA), and the different domains of pre-service teachers' readiness, including curriculum and planning, learning environment, assessment and reporting, and professional engagement. O'Neill and Stephenson (2012) highlighted the importance of targeted courses in building classroom management readiness, whereas Molding et al. (2014) and Mok and Staub (2021) indicated that coaching, mentoring, and supervision can enhance pre-service teachers' instructional skills. Additionally, Van Orman et al. (2025) emphasized the significance of practice, feedback, modeling, and explicit teaching in training teacher candidates to use assessment for learning. Fitzsimons et al. (2025) also showed that the professional abilities of pre-service teachers evolve with time and that advancement differs depending on the teaching specialty. To support the holistic development of pre-service teachers, teacher education institutions should enhance supervised teaching experiences, offer constructive and competency-specific feedback, and promote reflective practice.

Problem 4: Relationship Between Academic Performance and Overall Teaching Competence

Table 10. Relationship Between Academic Performance and Overall Teaching Competence

Variables Correlated	Pearson's r	p-value	Interpretation	Decision
GWA and Overall Teaching Competence	*-0.260*	*0.034*	*Weak negative correlation; significant*	*Reject H_0*

Legend:

$p < 0.05$ *Significant level at the 0.05 level*

Absolute value of *r*	Interpretation (Schober et al., 2018; Evans, 1996)
0.00–0.19	Very weak
0.20–0.39	Weak
0.40–0.59	Moderate
0.60–0.79	Strong
0.80–1.00	Very strong

Table 10 presents the relationship between academic performance and the overall teaching competence of pre-service teachers using Pearson's product-moment correlation coefficient. The results revealed a weak negative correlation between GWA and overall teaching competence ($r = -0.260$), which was statistically significant ($p = 0.034$) at the 0.05 level. Since the p-value of 0.034 is lower than the 0.05 significance level, the null hypothesis was rejected. Therefore, academic performance has a statistically significant relationship with the overall teaching competence of pre-service teachers.

The findings imply that academic performance is associated with teaching competence among pre-service teachers. According to Gaganao and Odon (2024), which is also supported by Meneses et al. (2017), the better the academic performance, the more proficient the level of teaching performance. Since lower numerical GWA values represent better academic performance, the negative correlation

reflects an inverse relationship between GWA and teaching competence scores. The finding is consistent with the study of Timbol (1999), as cited in Meneses et al. (2017), which reported a significant relationship between pre-service teachers' academic performance and pre-service teaching performance. Similarly, Fabelico and Afalla (2023) reported a low significant relationship between academic performance and pedagogical competence among the sixty-five randomly selected pre-service teachers. This finding is also consistent with Gaganao and Odon (2024), who reported a significant relationship between academic performance and teaching proficiency among pre-service secondary teachers. Similarly, Falsario et al. (2021) found that academic performance, particularly in major subjects, was significantly related to student teaching performance. However, the weak strength of the correlation suggests that the relationship between academic performance and overall teaching competence was limited. The finding suggests that academic performance is associated with overall teaching competence, although the relationship is weak.

CONCLUSION

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

1. The pre-service teachers demonstrated good academic performance, as reflected in their mean General Weighted Average (GWA) of 1.63. This indicates that the participants generally achieved satisfactory academic standing throughout their teacher education program.
2. The pre-service teachers demonstrated outstanding teaching competence in all five aspects: Planning and Preparation, Learning Environment and Classroom Management, Delivery of Instruction, Assessment for Learning, and Professionalism and Reflective Practice. These findings indicate that the participants demonstrated a high level of competence in the teaching practices assessed during their teaching demonstrations.
3. Academic performance was not significantly related to Planning and Preparation, Learning Environment and Classroom Management, Assessment for Learning, and Professionalism and Reflective Practice. However, a significant relationship was found between academic performance and Delivery of Instruction. This indicates that academic performance was associated with student teachers' ability to deliver instruction effectively.
4. Overall, academic performance had a weak but statistically significant negative relationship with overall teaching competence. The finding suggests that student teachers with better academic performance tended to demonstrate higher teaching competence. Nevertheless, the weak relationship indicates that academic performance alone does not fully reflect their demonstrated teaching competence.
5. The findings highlight the importance of considering both academic performance and demonstrated teaching competence in preparing future teachers. Teacher education programs should continue to strengthen pre-service teachers' theoretical knowledge and practical teaching skills to support their readiness for the teaching profession.

RECOMMENDATIONS

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

1. For the College of Teacher Education. The college may continue strengthening teacher preparation programs by integrating academic learning with practical teaching experiences. Opportunities for microteaching, demonstration teaching, classroom observation, and supervised field experiences may help pre-service teachers develop the knowledge and skills necessary for effective teaching.
2. For teacher education faculty. Faculty members may provide continuous guidance, constructive feedback, and appropriate learning activities to help pre-service teachers improve both their academic performance and teaching competence. Particular attention may be given to the teaching competence aspects that receive comparatively lower ratings in the study.
3. For pre-service teachers. Pre-service teachers are encouraged to maintain satisfactory academic performance while actively developing their instructional skills, classroom management strategies, assessment practices, and professional attitudes. They may also use feedback from teaching demonstrations and practicum experiences to identify areas for improvement.
4. For program administrators. The results may serve as a basis for reviewing and improving existing teacher education practices. Decisions regarding pre-service teacher development should consider multiple indicators of readiness for teaching rather than relying solely on academic grades.
5. For Practice Teaching Supervisors. Practice teaching supervisors should provide continuous guidance, constructive feedback, and mentoring to student teachers throughout their teaching practicum. They should help student teachers strengthen their lesson planning, classroom management, instructional delivery, assessment practices, and professional conduct through regular classroom observations and post-teaching conferences.
6. For future researchers. Future studies may examine other aspects associated with teaching competence, such as teaching experience, pedagogical content knowledge, self-efficacy, classroom management skills, and the quality of practicum experiences. Researchers may also use larger samples from multiple institutions to determine whether the findings are consistent across different teacher education programs and settings.

REFERENCES

1. *Bacus, R. C., Picardal, M. T., Perez, N. B., & Balo, V. T. M. (2024). Predictors of beginning teachers' teaching performance. Frontiers in Education, 9, Article 1375726. https://doi.org/10.3389/feduc.2024.1375726*
2. *Enoc, J. O. (2019). The development of a student teachers teaching demonstration performance evaluation tool. European Scientific Journal, 15(16), 75–96. https://doi.org/10.19044/esj.2019.v15n16p75*
3. *Fabelico, F. L., & Afalla, B. T. (2023). Revisiting the curriculum: Insights from pedagogical competence and academic performance of preservice teachers. Cogent Education, 10(2), Article 2272597. https://doi.org/10.1080/2331186X.2023.2272597*
4. *Falsario, H. N., Montaño, H. T., Balisang, F. M., Delfin, J. C., Nacionales, E. N., & Naciongayo, R. A. P. (2021). Factors related to the teaching performance of pre-service teachers. Psychology and Education: A Multidisciplinary Journal, 58(4). Factors Related to the Teaching Performance of Pre-Service Teachers*
5. *Gaganao, R. D., & Odon, M. G. B. (2024). Teaching proficiency of pre-service secondary teachers in Eastern Samar State University–Salcedo Campus. Journal of Education and Learning (EduLearn), 18(3), 848–857. https://doi.org/10.11591/edulearn.v18i3.21070*
6. *Guyton, E., & Farokhi, E. (1987). Relationships among academic performance, basic skills, subject matter knowledge, and teaching skills of teacher education graduates. Journal of Teacher Education, 38(5), 37–42. https://doi.org/10.1177/002248718703800508*
7. *Liclican, M. J., Ganuelas, M. A., Castillo, M. J. L., Natarte, R., Cayabyab, E., & Ancheta, O., Jr. (2026). Academic performance of BEEd pre-service teachers and its relationship in teaching effectiveness. Education and Learning, 2(1), 1–10. https://doi.org/10.58920/edu0201552*
8. *Olvido, M. M. J., Dayagbil, F. T., Alda, R. C., Uytico, B. J., & Rodriguez, K. F. R. (2024). An exploration of the quality of graduates of Philippine teacher education institutions. Frontiers in Education, 9, Article 1235261. https://doi.org/10.3389/feduc.2024.1235261*
9. *Rubio, J. S., & Saenz, C. R. (2023). Pre-service teacher competence in a teacher education institution. The QUEST: Journal of Multidisciplinary Research and Development, 2(2). https://doi.org/10.60008/thequest.v2i2.78*
10. *Vecaldo, R. T., Andres, A. B., Carag, C. G., & Caranguian, C. B. (2017). Pedagogical competence and academic performance of pre-service elementary teachers in Tuguegarao City, Philippines. Asia Pacific Journal of Multidisciplinary Research, 5(1), 47–54.*
11. *Bentayao, G. J. L. (2026). Developing assessment tool for experiential learning in teacher education programs: A sequential exploratory study. International Journal of Research and Innovation in Social Science, 10(6), 8017–8052. https://doi.org/10.47772/IJRISS.2026.100600560*
12. *De Asis, J. G., Palma, N. H., Tellermo, E. S., & Dilag, C. F. (2020). Assessment of instructional competencies of Bachelor of Elementary Education student interns: Basis for training enhancement. Higher Education Research Review, 4(1).*
13. *De Guia, S. D., Coronel, E. A., & Cruzat, R. A. (2025). Pedagogical competence of pre-service teachers of Sta. Teresa College. International Multidisciplinary Research Journal, 7(3). https://doi.org/10.54476/ioer-imrj/350780*
14. *Mangundayao, J. R. B. (2026). Confirmatory factor analysis of a new standardized observation instrument for pre-service teaching: A validation study. The International Review of Multidisciplinary Research, 1(8), 10–17. https://doi.org/10.67167/vertex.354*
15. *Wagan, R. N., Alba, S., & Castillo, J. (2026). Bridging the gap between demonstration teaching performance and cooperating teachers' feedback in evaluating pre-service teacher competence at the City College of Calamba. International Journal for Multidisciplinary Research, 8(2). Bridging the Gap Between Demonstration Teaching Performance and Cooperating Teachers' Feedback*
16. *Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson.*
17. *Daniel, W. W., & Cross, C. L. (2014). Biostatistics: A foundation for analysis in the health sciences (10th ed.). Wiley.*
18. *Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. Anesthesia & Analgesia, 126(5), 1763–1768. https://doi.org/10.1213/ANE.0000000000002864*
19. *Evans, J. D. (1996). Straightforward statistics for the behavioral sciences. Brooks/Cole Publishing Company. Straightforward Statistics for the Behavioral Sciences*
20. *Jose Rizal Memorial State University, College of Teacher Education. (n.d.). Pre-service teacher demonstration teaching evaluation tool (JRMSU CTED 007) [Unpublished institutional document].*
21. *Akcan, S., & Tatar, S. (2010). An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience. Teacher Development, 14(2), 153–172. https://doi.org/10.1080/13664530.2010.494495*
22. *Alkharusi, H. (2022). A descriptive analysis and interpretation of data from Likert scales in educational and psychological research. Indian Journal of Psychology & Education, 12(2), 13–16. https://www.ijpe.co.in/index.php/ijpe/article/view/101*
23. *Ansyari, M. F., & Hui, S. K. F. (2018). Developing a rubric for assessing pre-service English teacher struggles with instructional planning. Cogent Education, 5(1), Article 1507175. https://doi.org/10.1080/2331186X.2018.1507175*
24. *Atienza, R. D. (2026). Attuning pre-service teachers' competencies in the context of Philippine professional standards for teachers. International Journal of Education and Practice, 14(1), 43–62. https://doi.org/10.18488/61.v14i1.4579*
25. *Bajan, D. O., Balabagan, E. B., Cañamo, M. D., Orilla, B. C., Escarlos, G. S., & Loren, R. B. (2025). Readiness and performance of early childhood pre-service teachers of Central Mindanao University. International Journal of Research and Innovation in Social Science, 9(3S), 4383–4402. https://doi.org/10.47772/IJRISS.2025.903SEDU0313*
26. *Barbosa, A. G. F., Rayon, A. R. E., Nicolas, N. R. L., Digman, M., & Escarlos, G. S. (2025). Disposition and academic performance of early childhood education pre-service teachers. International Journal of Research and Innovation in Social Science, 9(6), 2389–2421. https://doi.org/10.47772/IJRISS.2025.906000183*
27. *Beckmann, T., & Ehmke, T. (2023). Informal and formal lesson planning in school internships: Practices among pre-service teachers. Teaching and Teacher Education, 132, Article 104249. https://doi.org/10.1016/j.tate.2023.104249*
28. *Buan, A. T., & Lahoylahoy, M. E. (2017). Enhancing preservice teaching competence through collaborative planning. In Learning science and mathematics in the classroom: Successful lessons and practices that work (pp. 164–180). SEAMEO RECSAM. https://www.iit.edu.ph/faculty-staff/article-detail.php?no=62&s=c75000747b942657ae62adce601d7f7e*

29. *Cavanagh, M., Barr, J., Moloney, R., Lane, R., Hay, I., & Chu, H.-E. (2019). Pre-service teachers' impact on student learning: Planning, teaching, and assessing during professional practice. Australian Journal of Teacher Education, 44(2). https://ro.ecu.edu.au/ajte/vol44/iss2/5*
30. *DeYoreo, M. (2018). Stratified random sampling. In The SAGE encyclopedia of educational research, measurement, and evaluation. SAGE Publications. https://doi.org/10.4135/9781506326139.n671*
31. *Damasco, H., Oyangorin, T. E., Ravidas, D. C., Salmon, S. D., Tapayan, C. P. A. E., Ubanan, R. J., Toledo, R. J. T., & Luzano, J. F. P. (2024). VARK learning styles and academic achievement of pre-service teachers in a state university in the Philippines. International Journal of Academic Multidisciplinary Research, 8(5), 145–158. https://ijeais.org/wp-content/uploads/2024/5/abs/IJAMR240520.html*
32. *De Guia, S. D., Coronel, E. A., & Cruzat, R. A. (2025). Pedagogical competence of pre-service teachers of Sta. Teresa College. IOER International Multidisciplinary Research Journal, 7(3). https://doi.org/10.54476/ioer-imrj/350780*
33. *De Asis, J. G., Palma, N. H., Tellermo, E. S., & Dilag, C. F. (2020). Assessment of instructional competencies of Bachelor of Elementary Education student interns: Basis for training enhancement. Higher Education Research Review, 4(1).*
34. *Dela Cruz, B. B., & Sarmiento, J. R. (2025). Unveiling instructors' expectations for incoming pre-service language teachers: Insights into knowledge, skills, and attitudes. International Journal of Multidisciplinary Educational Research and Innovation, 3(3), 548–564. https://www.ejournals.ph/article.php?id=34034*
35. *Dumayas, J. T. (2026). Bridging theory and practice: How field study and practicum contribute to preservice teachers' classroom management and assessment proficiency. TEM Journal, 15(2), 1416–1433. https://doi.org/10.18421/TEM152-39*
36. *Fitzsimons, S., Boag, L., & Smith, D. S. (2025). Understanding teacher educators' quality of life: Insights from the PERMA model. Applied Research in Quality of Life, 20, 709–730. https://doi.org/10.1007/s11482-025-10435-z*
37. *Gaete-Cornejo, J., Müller Araya, M., & Gröschner, A. (2026). How preservice teachers change noticing and reasoning skills for formative assessment: Findings from a video-based learning cycle. Teaching and Teacher Education, 181, Article 105658. https://doi.org/10.1016/j.tate.2026.105658*
38. *Gepila, E. C., Jr. (2020). Assessing teachers using Philippine standards for teachers. Universal Journal of Educational Research, 8(3), 739–746. https://doi.org/10.13189/ujer.2020.080302*
39. *Gravett, S., & van der Merwe, D. (2023). Learning-centered lesson design and earning about teaching in a pre-service teacher education course. Cogent Education, 10(1), Article 2202123. https://doi.org/10.1080/2331186X.2023.2202123*
40. *Manigbas, J. I., Cama, E., Santelices, Y., & Alejandro, N. (2024). Pedagogical and classroom management competency of pre-service teachers in Partido College, Goa, Camarines Sur, Philippines. Psychology and Education: A Multidisciplinary Journal, 17(1), 1–11. https://doi.org/10.5281/zenodo.10644851*
41. *Miksza, P., Shaw, J. T., Richerme, L. K., Hash, P. M., & Hodges, D. A. (2023). Music education research: An introduction. Oxford University Press. https://doi.org/10.1093/oso/9780197639757.001.0001*
42. *Barnuevo, R. J., Hasegawa, K. B., & Hugo, E. (2012). Instructional competencies of the teaching force: Their relationship to the students' academic performance Don Bosco College, Canlubang, Laguna.*
43. *Climaco, M. E., & Barcelona, K. E. P. (2025). Motivated to teach: Implications of readiness, classroom management, and questioning strategies on pre-service teachers' teaching effectiveness. Ignatian International Journal for Multidisciplinary Research, 3(3), 1606–1624. https://doi.org/10.5281/zenodo.15149801*
44. *Delosa, J. G., & Morales, K. M. (2015). Assessment literacy of pre-service teachers and the NCBTS domain. IAMURE International Journal of Education, 13(1), 1–17. ejournals.ph*
45. *DeSantis, J., Pretti-Frontczak, K., & Wiley, A. (2023). Cultivating equitable practices: Evaluating pre-service teachers' instructional readiness. Journal of Teacher Education, 74(3), 211–225.*
46. *D'Agostino, J. V. (2009). The assessment literacy of pre-service teachers. Journal of Educational Research, 102(4), 289–300.*
47. *Pico, E. R. Q., & Escarlos, G. S. (2025). Digital competence and work life balance on teaching effectiveness of long serving basic education teachers. International Journal of Research and Innovation in Social Science, 9(3s), 3972–3978.*
48. *Hart, L. C., Swars, S. L., & Smith, S. Z. (2025). Mapping the longitudinal growth of teacher candidates' instructional strategies. Teaching and Teacher Education, 138, Article 104321.*
49. *Hendriwanto, H. (2021). An analysis of pre-service English teachers' difficulties in designing lesson plans. Journal of English Education and Teaching, 5(2), 189–202.*
50. *Jaca, C. A., & Lopez-Baroman, A. (2021). Teaching practicum in the new normal: Challenges and opportunities for pre-service teachers. International Journal of Evaluation and Research in Education, 10(4), 1205–1213.*
51. *oseph, S., & Thomas, M. (2020). Assessment for learning: Exploring the assessment literacy of pre-service teachers. International Journal of Educational Research Open, 1, Article 100015.*
52. *Khan, H. (2009). Assessment literacy of teacher educators and pre-service teachers. Journal of Educational Research, 12(1), 61–73.*
53. *Lardizabal, A. S., Bustos, A. S., Buela, M. S., & Tangco, M. G. (1991). Principles and methods of teaching (3rd ed.). Phoenix Publishing House.*
54. *Liu, S. (2021). Examining pre-service teachers' data literacy for teaching: Knowledge, applications, and challenges. Educational Studies, 47(3), 312–329.*
55. *Lumbreras, R., & Rupley, W. H. (2020). Scaffolding instruction: Developing classroom management and assessment structures in clinical practices. Journal of Education and Learning, 9(4), 45–56.*
56. *Magday, W. D., Jr., & Magday, N. A. (2025). Interpretative phenomenological study of classroom management experiences: Perspectives from Filipino pre-service teachers in a state university. International Journal of Science Academic Research, 6(09), 10574–10578.*
57. *Magno, C. (2019). Developing an assessment literacy scale for Filipino teachers. Philippine Journal of Educational Measurement, 23(1), 14–31.*

58. *Mahinay, J. R., Salva, M. L., & Castro, R. (2024). Instructional readiness and localized material application among pre-service teachers. Mindanao Journal of Science and Technology Education, 22(1), 89–104.*
59. *Manioba, K. A., & Sambo, M. S. (2023). Formulating instructional objectives: A diagnostic evaluation of pre-service teachers' planning skills. Journal of Educational Practice and Innovation, 11(2), 142–155.*
60. *Marín, C., Segura, M., & Peña, J. (2021). The role of rubrics in evaluating pre-service teachers' lesson design capabilities. Assessment & Evaluation in Higher Education, 46(5), 789–803.*
61. *Meneses, J. E., Tan, D. A., & Alva, M. B. (2017). Evaluating the professional education competencies of pre-service teachers against national standards. International Journal of Education and Research, 5(8), 113–126.*
62. *Milton, M. J., Ryan, A. M., & Smith, J. L. (2021). Beyond basic grading: Cultivating deep data literacy in pre-service teacher programs. Journal of Teacher Education, 72(4), 455–468.*
63. *Mok, M. M. C., & Staub, F. C. (2021). Scaffolding instructional design through cognitive coaching in teacher preparation. European Journal of Teacher Education, 44(2), 201–219.*
64. *Molding, L. R., Stewart, P. E., & Edwards, C. (2014). Preservice teachers' structural alignment of objectives, instruction, and assessment. The Teacher Educator, 49(3), 198–212.*
65. *Nolan, R. J. (2024). Navigating the complexities of grading procedures: A multi-case study of student teachers. Educational Assessment, 29(1), 34–51.*
66. *O'Neill, S., & Stephenson, J. (2012). Does classroom management education prepare pre-service teachers for the classroom? Teaching and Teacher Education, 28(8), 1129–1138.*
67. *Origenes, M. G. (2024). Bridging the gap: Field study realities and classroom management preparedness of education interns. Journal of Pedagogy and Educational Research, 15(2), 74–88.*
68. *Ormilla, R. C. (2025). Curriculum implementation, mapping strategies, and instructional efficacy of pre-service teachers. Philippine Journal of Teacher Education, 9(1), 112–129.*
69. *Ramirez, J. M. (2021). Assessment tool selection patterns among pre-service secondary education teachers. Asia-Pacific Journal of Educational Modules, 7(2), 45–59.*
70. *Reyes, M. C. (2023). Unpacking Domain 5: Challenges of pre-service teachers in reporting and establishing valid grading processes. Journal of Educational Metrics, 14(3), 201–216.*
71. *Resuelo, B. E., Reynoso, M. M., & Daba-ay, M. A. (2026). Becoming a teacher: Grit, sense of efficacy, and academic performance of pre-service teachers. International Journal of Special Education, 41(13s), 1202–1214. [1]*
72. *Robichaux, R. A., & Guarino, A. J. (2012). The development of instructional planning efficacy in pre-service teachers. Education, 133(1), 115–124.*
73. *Sam, K. L., Wong, S. H., & Tan, P. L. (2025). Developing diagnostic frameworks in modern lesson planning for pre-service training. Journal of Cognition and Culture in Education, 12(1), 54–69.*
74. *Saberan, N. H., Ahmad, Z., & Ali, A. (2024). Deconstructing lesson plan friction: Time management and activity sequencing flaws in student teaching. Journal of Advanced Educational Research, 8(2), 102–118.*
75. *Tejano, L. D., et al. (2026). Implications of integrating local materials on pupils' participation in primary science instruction. Asian Journal of Education and Training, 12(2), 28–35. [1]*
76. *ubal, D. G. B., et al. (2025). Acing the board exam: A strategic roadmap to instructional excellence and assessment alignment. (Conference presentation/proceedings, CPU-RCECC).*
77. *Ulla, M. B. (2016). Pre-service teacher training programs in the Philippines: The student-teachers' practicum experience. EFL Journal, 1(3), 235–250.*
78. *Van Orman, D., Christensen, R., & Tyler, K. (2025). Objective setting versus structural execution: Tracking metric consistency in pre-service courses. Studies in Educational Evaluation, 84, Article 101311.*
79. *Walz, L. M., Miller, J. A., & Davis, S. K. (2024). Overcoming grading procedure anxieties through collaborative mentoring structures. Teacher Development, 28(2), 174–192.*
80. *Willis, C. (2026). Examining education developments in England: Curriculum, assessment, and inclusion intersecting. In Policy landscape 2026 (p. 41). Resolution Foundation & UK in a Changing Europe.*