

Competencies of Pre-Service Augustinian Teachers: Basis for Summer Training

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Abstract

This descriptive survey research determined the level of competencies of the pre-service Augustinian teachers. Specifically, it ascertained their level of competencies in content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional engagement, and professional growth and professional development when they are classified according to degree program, class size, and place of residence. It also determined if there is a significant difference in their level of competencies when they were classified according to degree program, class size, and place of residence. Random sampling was used to determine the respondents. To gather the data, a researcher-made questionnaire validated and tested for reliability was used. Statistical tools used were percentage, frequency count, mean, standard deviation, and t-test. The Statistical Package for Social Sciences (SPSS) was used for data analysis. Results showed that when taken as entire group, the pre-service Augustinian teachers were rated highly competent in 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 and were also highly competent when grouped according to the different categories. No significant difference existed in the competence level of the pre-service teachers in all domains when they were classified according to the different categories. Based on the result, the “STAR” Summer Training was crafted.

Keywords: Pre-service teachers, level of competencies, summer training