



ATTITUDINAL COMPETENCE OF PRE-SERVICE TEACHERS, KALINGA-APAYAO STATE COLLEGE

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Abstract: *The global industry has changed over the years as well as employment is very competitive nowadays. In this time, the question is what would make college graduates successful in their chosen careers. It would be noted that employers say that the graduates should not only be skilled but foremost they should have the right attitude to perform their work to achieve the institutions goals.*

The aim of this study therefore is to look into the attitudinal competence of pre-service teachers of the Institute of Teacher Education, Kalinga-Apayao State College.

Based from the findings, the pre-service teachers of the Kalinga-Apayao State College possess and demonstrate positive and appropriate attitudes; and demonstrate acceptable behaviours in the workplace that can make them different from the graduates of other teacher education institutions. However, these attitudes differ as to age and birth order.

It is therefore recommended that: the Institute of Teacher Education of the Kalinga-Apayao State College should continuously intensify activities that will enhance and improve the attitudinal competence of their students; that the Institute will operate an appraisal or personal development review system; and conduct seminars on personality development.

RATIONALE

Student teaching is the culminating activity given to all education students who have passed all academic requirements during their four year course in education.

These student teachers are deployed in selected cooperating schools for their pre-service training. They are assigned to cooperating teachers whom they will work with in the course of four months. Most often than not, what these students learn inside the classrooms are far different from that of what they experience in the field of teaching. Because of this, student teachers are sometimes criticized to be unresponsive and accordingly, they do not have the initiative and voluntarism to do things as expected by the cooperating teacher. In the course of time, sometimes student teachers are misinterpreted most especially on how



they deal with their cooperating teachers and other school personnel because of lack of training in this aspect.

Students have been trained to acquire the competence in teaching, but there is one factor that needs to be developed among them which in some way will make them competitive in the workplace they will soon be in. This is attitudinal competence.

Competence is a defined behavior expected from an individual to be able to work effectively in any kind of work environment. It is a word most often used by the education sector now days. In the National Competency Based Standards for Teachers, teachers must have the competencies the following seven domains: a. **Social Regard for Learning (SRFL)**- focuses on the ideal that teachers serve as positive and powerful role models of the value in the pursuit of different efforts to learn. The teacher's action, statements, and different types of social interactions with students exemplify this ideal. b. **Learning Environment (LE)** - focuses on importance of providing a social, psychological and physical environment within which all students, regardless of their individual differences in learning, can engage in the different learning activities and work towards attaining high standards of learning c. **Diversity of Learners (DOL)** -emphasizes the ideal that teachers can facilitate the learning process even with diverse learners, by recognizing and respecting individual differences and by using knowledge about their differences to design diverse sets of learning activities to ensure that all learners can attain the desired learning goals. d. **Curriculum (Curr.)**- refers to all elements of the teaching-learning process that work in convergence to help students understand the curricular goals and objectives, and to attain high standards of learning defined in the curriculum. These elements include the teacher's knowledge of subject matter and the learning process, teaching-learning approaches and activities, instructional materials and learning resources. e. **Planning, Assessing Reporting (PAR)**- refers to the alignment of assessment and planning activities. In particular, the PAR focuses on the (1) use of assessment data to plan and revise teaching-learning plans; f. **Community Linkages (CL)**- refers to the ideal that classroom activities are meaningfully linked to the experiences and aspirations of the learners in their homes and communities. Thus, this domain focuses on teachers' efforts directed at strengthening the links between schools and communities to help in the attainment of the curricular goals. g. **Personal Growth & Professional Development (PGPD)**- emphasizes the ideal that teachers value having a high personal



regard for the teaching profession, concern for professional development, and continuous improvement as teachers (Corpuz,2014).

These competencies must be developed among teacher education students to achieve the goals of education; to be a Filipino citizen who is globally competitive; and one who can adhere to all types of work environment.

But competency in one's craft is not enough to make an employee stay in his job for the longest time. Most importantly, one has the proper attitude to be able to work well with others in his work place. In like manner, student teachers must have the proper attitude to be able to have a smooth working relationship with his cooperating teachers as well as those he will be working with in the school where he will soon be employed.

It is only when there is good working relationship in an organization that both parties enjoy what they are doing, thus they will be able to have open communication with each other resulting to a productive output. The student teacher will be able to learn much from his cooperating teacher. Likewise, the cooperating teacher will be able to train the student teacher to what he is supposed to be.

To know and understand the discipline is certainly a sufficiently ambitious goal for any of us teaching either in the elementary and secondary or higher education within a subject area or discipline. But when you're preparing someone to teach, then preparing them to know, to think, to understand what they need to understand in order to practice is just the beginning. There is much more. The educator in a profession is teaching someone to understand in order to act, to act in order to make a difference in the minds and lives of others-- to act in order to serve others responsibly and with integrity.

And so a great deal of what's involved in educating professionals is educating for character. And we all know that you could have the most skilled classroom teacher who understands their subject matter deeply. But if they are not a person of character, there's something deeply deficient there. And so when we look at professions, we are looking at the challenge of teaching people to understand, to act, and to be integrated into a complex of knowing, doing and being.

One's attitude towards work, life, situation, health, past present or future, determines what will happen more than anything else.



One can spend time and money reading and attending courses that promise to change his life, but in the end they are the only one that can make the difference - and that difference begins with ones present attitude (<http://www.metattude.com/>)!

Corporately, a manager can spend vast amounts of energy and money on training and consulting programs to improve the performance of his people – yet unless they willingly improve their attitude towards themselves, their role at work and their expectations of their organization’s direction and purpose – that energy and money will be wasted.

Until now there have been no programs specifically addressing the question “How do we train ourselves and our people to adopt our best attitudes at will, and maintain or adapt them no matter what's happening?” (http://daviddeane-spread.com/attitudinal_competence.html)

This study aims to determine the attitudinal competencies of student teachers of KalingaApayao State College which in some way will serve as their signature pedagogy that will make them stand out and be unique from other education students in the region.

CONCEPTUAL FRAMEWORK

The importance of positive attitude in the workplace seems obvious. Attitudes like enthusiasm, self- awareness, truthful expression, attention to detail, ability to take constructive criticism in the right spirit, result in multiple benefits to the organization. Similarly, A good attitude in the workplace promotes a good work ethic (Shiota, www.ehow.com).

The Gallup Organization conducted a lengthy study to analyze the relationships between employee attitudes and critical business outcomes i.e. revenue, profitability, customer loyalty, and employee retention. Over 100,000 employees from 2,500 business units across twelve industries were surveyed, and concluded that employee attitudes are of paramount importance in improving productivity. The analysis identified twelve worker beliefs that most influenced a profitable, productive workplace. These are: 1) I know what is expected of me at work. 2) I have the materials and equipment I need to do my work right. 3) At work, I have the opportunity to do what I do best every day. 4) In the last seven days, I have received recognition or praise for doing good work. 5) My supervisor, or someone at work, seems to care about me as a person. 6) There is someone at work who encourages my development. 7) In the last six months, someone at work has talked to me about progress.



8) At work, my opinions seem to count. 9) The mission/purpose of my company makes me feel my job is important. 10) My fellow employees are committed to doing quality work. 11) I have a best friend at work. 12) This last year, I have had opportunities at work to learn and grow (Deane,2006).

One of the challenges facing management and co-workers today is dealing with difficult people—those who have negative attitudes. It is important to note that a person with a negative attitude has the same power to influence others as a person with a positive attitude. The difference appears in the results. Positive attitudes in the workplace have many benefits, including: improved communications, better teamwork, increased morale, and higher productivity. The opposite is true for negative attitudes. They dismantle teamwork, increase stress and cripple productivity. In the workplace, the big difference between the winners and the losers is often attitude. (Harrel, K.<http://www.success.com/article/attitude-in-the-workplace>).

Siang (2013) states the following five attitudes to get you ahead in the workplace. **1. Enthusiastic** -to be enthusiastic at work is about a mental state. You need to make the decision to be enthusiastic. Start by saying, *"I will be an eager participant in this project or task."* Attack your task with energy. Get interested in the work and the energy will come naturally. Then decide to be eagerly involved. Being enthusiastic and energetic are attitudes in the workplace that can get you ahead. You cannot get ahead without energy. **2. Efficient** - Strive to be the most efficient worker in your team. According to Webster's Universal College Dictionary, to be efficient means "performing or functioning effectively with the least waste of time and effort." When you are effective, you are producing the intended result. When you are efficient you do it with the least waste of time and effort. That means you are capable and competent. **3. Excellence.** Strive for excellence in everything you do. Do not be contented with good. Go for great. Exceed expectations by knowing good is sometimes not good enough. Give everything your utmost best. You will naturally see how this becomes your career booster. When you strive for excellence in everything you do, you quite naturally surpass others in your work. That gets you ahead. **4. Early-** Start early at work. Some of my most productive days are those I start early before the phone rings and before my staff walks in with questions. Clear your e-mails from last night, craft that important e-mail when there are no disturbances. **5. Easy** -Make every effort to be the



easiest to work with in the office. This means not to complain and grumble each time there is a team meet. No one likes to work with someone who nags all the time. When you are easy to work with, you make working enjoyable for the rest too. Such attitudes in the workplace is welcomed everywhere and you make yourself a competitive edge of any team. As Mueller (2006) said, attitude in the workplace can be one of the most – if not the most – telling aspect of how others in the company look at you and feel about you as a co-worker. Accordingly, people who see things in a positive light tend to be people who outwardly display a positive attitude in the workplace. Furthermore, they are people who tend to take the initiative and are reliable. They are someone that you look forward to working with; they don't complain or bad mouth their company or co-workers and get on with the job at hand; and they don't wander around bothering other people because they aren't doing their own job. Basically, they are the people who would be missed if they left the company. However, do the following aspects like age and birth order influence the kind of attitude a person has in a workplace?

Eriksson(1998)states that attitudes to work vary between age groups. Young people deviate more from the pattern than other groups. To a greater extent, they report that the salary is their main reason for working, and as a group, they feel less attached to their workplace and less loyal to their employer. Further, a higher proportion of young people do not consider an interesting job one of the most important aspects of life, and they value their time off work more highly. Thus, young people have a more instrumental attitude, both in relative and absolute terms, to work. Young people thus appear to have a more traditional view than older generations as regards the relative attitude to work.

Since attitude is the primary determinant of behavior and behavior is the biggest contributor to the quality and effectiveness in response, performance and achievement of a person, it is imperative to make this as a signature pedagogy of student teachers as they will soon be dealing with people.

Erik Erikson once observed that if one wants to study the culture of a certain group, one has to study its roots to be able to understand the organization better.

The forgoing discussions clearly demonstrate the need to study the attitudinal competence of teacher education pre-service students.



OBJECTIVES

1. To determine the attitudinal competencies of pre-service teachers in the Institute of Teacher Education;
2. What are the attitudinal competencies of pre-service teachers as to the moderator variables of age, and birth order.
 - 2.1 Are there significant differences in the attitudinal competencies of pre-service teachers along the moderator variables?

Alternative hypothesis: There are significant differences in the attitudinal competence of pre-service teachers along the moderator variables.

IMPORTANCE OF THE STUDY

This study will gather information to benefit a number of persons and individuals especially those who are involved in the educative process.

School Administration. The findings and recommendations of the study will be used by the school administrators as a basis in taking measures to improve the performance of student teachers in their pre-service training. They may use the results of the study to provide seminars, workshops, trainings that are necessary to support the efforts of teachers.

Students. The students may benefit from this study. They may be able to pinpoint the areas in attitudinal competence which they need to improve more.

Instructors. The instructors will come to know through the study the strengths and weaknesses of their efforts in training students on how to improve their attitude in teaching.

Future Researchers. They will make use of the findings of the study as a related literature for a similar study that will be conducted to them and may conduct a similar research in their own institutions.

Researcher. She will discover personally the attitudinal competence of her student teachers being their Supervising Instructor and may prepare activities and materials that will improve more their attitudinal competencies. She will have more confidence to impart to her colleagues her findings that they may be able to appreciate more and do better in their profession.

METHODOLOGY AND PROCEDURES



The researcher used the descriptive survey method in the conduct of this study since it is the most appropriate research method to describe the level of attitudinal- competence of the student teachers. It involved the collection of data through a questionnaire, observation and interview in order to test the hypotheses or to answer questions concerning the current study.

The researcher secured the approval and permission to conduct the study from legitimate persons of the KalingaApayao State College. She personally distributed and retrieved the questionnaires from the respondents. After which, the responses were tabulated and statistically computed.

Locale and Population of the Study

The respondents of this study were the fourth year Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) students for the school year 2014-2015. As to Age, there are 38 pre-service teachers whose age ranges from 19-21 years old, there are 23 by those ages ranging from 22-24 years old, and there are only 2 of the population whose ages range from 25 years old and above..

According to Birth Order, most of the respondents are middle children. There are 22 or 34.92% of them. Those whose birth order are not within the first, middle and last child comprises 28.57% of the population while there are 26.98% first child and 6 or 9.52% last child.

The study focused on the attitudinal competencies of fourth year Teacher Education students along the following: **Accountability & Dependability**- takes personal responsibility for the quality and timeliness of work, and achieves results with little oversight; **Attention to Detail** – Diligently attends to details and pursues quality in accomplishing tasks; **Ethics and Integrity** – earns others' trust and respect through consistent honesty and professionalism in all interactions; **Relationship Building** – Builds constructive working relationships characterized by a high level of acceptance, cooperation, and mutual respect; **Self-management** – Manages own time, priorities, and resources to achieve goals; **Stress Tolerance** – Maintains composure in highly stressful or adverse situations; **Tact** – diplomatically handles challenging or tense interpersonal situations; **Teamwork** – Promotes cooperation and commitment within a team to achieve goals and deliverables; and **Valuing Diversity** – Helps create a work environment that embraces and appreciates diversity. It



also looked into the differences on the level of attitudinal competencies of the respondents according to the moderator variables.

Statistical Tools

The Following statistical tools were used to interpret the data gathered:

Weighted Mean: These tools determine the meaning of responses along the variables identified in the study. The formula is:

Anova: This will be used to determine the differences or influence of the moderator variables.

The three point Likert Scale was used to test the hypothesis as follows:

Scale	Limits	Interpretation
3	2.34 – 3.0	Very Much Competent
2	1.67 – 2.33	Moderately Competent
1	1.0 – 1.66	Least Competent

Level of Attitudinal competence of Pre-service Teachers Along Accountability and Dependability

According to the indicator of accountability and dependability, the respondents are expected to take personal responsibility for the quality and timeliness of work, and achieve results with little oversight.

From the results, the pre-service teachers are Moderately Competent along this area as revealed by their obtained average weighted mean of 2.31. However, they are described to be Very Much Competent along two indicators. These are: Follows instructions, policies and procedures and Shows up to work on time with an obtained mean of 2.6 and 2.35 respectively.

The results imply that since the pre-service students can follow instructions they can do the work at hand. As mentioned by some in <http://www.lucasinsurance.com>., following directions is an important skill to learn in life. Not only does it prepare you for the unpredictable, but you have a better sense of the task at hand. Furthermore, learning how to follow directions can promote education in the workplace as well as build performance skills efficiently.

In like manner, being on time demonstrates that the pre-service students are diligent and dependable. Once given the instructions they have, the perseverance to do the task at hand indicates their commitment. Furthermore, <http://www.littlethingsmatter.com> would say



that they show that they have respect for other people and that they care as much about the time of others as their own; they set a good example for others who look up to them; and builds self-confidence and success.

It would be important to note however, that the respondents are Moderately Competent along six (6) of the indicators which are “Meet deadlines and work schedules,” “Stays focused on tasks in spite of distractions and interruptions,” “Makes the best use of available time and resources,” “Balances quality of work with meeting deadlines,” “Does not make excuses for errors or problems; acknowledges and corrects mistakes,” “Faces up to problems with people quickly and directly”. The results would mean that the pre-service teachers have much to do to improve their attitude along these areas. The respondents obtained the lowest mean of 2.21 along balances quality of work with meeting deadlines and faces up to problems with people quickly and directly. This further implies that the respondents sometimes do not pay much attention to the quality of work they need to do for as long as they meet the deadline. This attitude is really observed among the respondents. They tend to just submit their requirements on time but do not vie for an excellent work.

They are also Moderately Competent in meeting deadlines and schedules which means that they tend to be late in submitting requirements. They are easily distracted and tend to deviate from the tasks that they are supposed to do. And because of their observed playfulness, they are not making the best use of their time and resources. This has been observed in their demonstration teachings as commented by their cooperating teachers, the pre-service teachers are sometimes lax in their duties and responsibilities. Their prepared lesson plans and instructional materials do not exceed the cooperating teachers’ expectations of excellence.

Level of Attitudinal Competence of Pre-service Teachers Along Accountability & Dependability as to the Moderator Variables of Age and Birth Order

As the respondents grow older, their sense of accountability and dependability increases. This is shown by those ages 25 and above who obtained the highest mean of 2.75 described as Very Much Competent along this area because they become more matured and their sense of responsibility are developed as they gain experiences along the way while the youngest group are Moderately Competent with the least mean of 2.26. The F-ratio of



60.197 is much higher than the F-tabular value of 3.47 at .05 level of significance. This means that the respondents' attitudinal competence along Accountability and Dependability as to age is significant. Therefore, the alternative hypothesis is accepted.

As to birth order, the Middle child shows that they are Very Much Competent along accountability and dependability than the other birth orders. This is revealed with an obtained mean of 2.47. This implies that the middle child has more sense of responsibility and is more reliable and since they are peacemakers (Gross, 2014), they tend to get away from any acts that would cause trouble. As a Human Behavior, Parenting and Education expert, Gross (2014) further says that the middle child is understanding, cooperative and flexible, yet competitive. They are concerned with fairness. They are (Griffin, 2012) flexible, team-builders, independent, yet also social, and they would make good teachers, actors, social workers and, diplomats.

As the baby of the family, the last child had less responsibility, and therefore don't attract responsible experiences. This is revealed with the last child obtaining the lowest mean of 2.14. The alternative hypothesis is accepted because the F-ratio of 5.009452 is higher than the F-tabular value of 2.95 at .05 level of significance. There are significant differences in the attitudinal competence of the respondents according to birth order.

Level of Attitudinal competence of Pre-service Teachers Along Attention to Detail

Attention to detail is an attitudinal competence described as diligently attends to details and pursues quality in accomplishing tasks. And based from the findings, it is revealed that the pre-service teachers are Very Much Competent along this area with an obtained average weighted mean of 2.4. They are highest in "Perform tasks with care; is thorough and Checks work to ensure accuracy and completeness" with an obtained mean of 2.59 described as Much Competent. However, they obtained the lowest mean of 2.13 described as Moderately Competent along Makes few if any errors.

The result implies that since the pre-service teachers can follow instructions clearly, they can finish their tasks early and thoroughly. In other words, they follow process steps in doing their tasks, review materials to ensure accuracy and clearness of their work and ask the help of others if their work and actions are completed.

Level of Attitudinal Competence of Pre-service Teachers Along Attention to Detail as to the Moderator Variables of Age and Birth Order



The table reveals that the older the pre-service teachers give much attention to details in whatever they do. This is caused by the feeling that they need to be models to the younger group of students as revealed by the obtained mean of 2.8 by those ages 25 years old and above. Those in the range of 22 – 24 years of age obtained the lowest mean of 2.09 described as Moderately Competent. This implies that they commit more mistakes in their work. Those younger of age are still trying to prove themselves that they become more attentive to details as revealed by their obtained mean of 2.4 described as Very Much Competent. The alternative hypothesis is accepted since the F-ratio of 4.868459 is higher than the F-tabular value of 3.89 which means that there are significant differences in the attitudinal competence of the respondents according to attention to detail.

All of the respondents are Much Competent along attention to details as to birth order as revealed by their obtained mean of 2.37 described as Very Much Competent. The First Child obtained the highest mean of 2.57 while the last child garnered the lowest mean of 2.25 described as Moderately Competent. According to Holtz (2013), as a rule, first borns are picky, precise people. Their attention to detail and order explains why accountants are overwhelmingly first borns – they love paying attention to small details. This is also corroborated by <http://facts.randomhistory.com>. Where it says generally, firstborns or only children are conscientious, well-organized, serious, goal-oriented, achieving, people pleasers, and believers in authority. Other traits include perfectionistic, reliable, and self-reliant.

On the other hand, the last child obtained the lowest mean of 2.25 described as Moderately Competent maybe because most of the pre-service teachers are those described by an article on Family Issues Facts that many last-borns are disorganized, even messy.

The middle child and the other children are Very Much Competent along this area with an obtained mean of 2.34. The middle child is described to often make excellent managers and leaders because they understand compromise, negotiation, and giving something for something else, a trait that involves paying attention to detail. The F-ratio of 1.940603 which is lower than the F-tabular value of 3.25 at .05 level of significance means that there are no significant differences of the pre-service teachers competence along attention to detail. Therefore, the alternative hypothesis is rejected.



Level of Attitudinal competence of Pre-service Teachers Along Ethics and Integrity

The pre-service teachers are Very Much Competent along ethics and integrity with an obtained average weighted mean of 2.61. It is further shown that they obtained the highest mean of 2.94 along “Adheres to a set of core values that are represented in decisions and actions” and lowest on “Avoids situations and actions considered inappropriate or which present a conflict of interest” with an obtained mean of 2.41.

It is imperative to note that the pre-service teachers adheres to the Code of Conduct in their decision making, however they sometimes cannot avoid situations and actions that are considered inappropriate. This trait is observed among the students, where they act accordingly as pre-service teachers in front of their students and cooperating teachers but still find to commit conflicts among themselves.

They obtained a mean of 2.73 along “Respects and maintains confidentiality;” “Does the right thing, even when it is difficult” with an obtained mean of 2.63; “Keeps promises and commitments made to others” at 2.62; “Tells the truth and is honest in all dealings” at 2.60; “Does not misrepresent self or use position or authority for personal gain” with a mean of 2.51; and “Does not yield to pressure to show bias or manipulate others” at 2.46. The attitudes of the pre-service teachers along these areas are described to be Much Competent.

The results further show that the pre-service students uphold the integrity of their family as well as their school by doing the right thing. Though due to their cultural as well as family background it has been observed that some of them sometimes do things according to what they know is right which cause conflicts or problems among their own group of pre-service teachers and with the cooperating teacher they are assigned to. However, cooperating teachers help in redirecting these students.

Level of Attitudinal Competence of Pre-service Teachers Along Ethics & Integrity as to the Moderator Variables of Age and Birth Order

The meaning of ethics and integrity is very much understood as the age increases. This is revealed by those ages 25 and above obtaining the highest mean of 3.0 described while the younger group obtained the least mean of 2.49. The average weighted mean of 2.71 indicates that all of the pre-service teachers’ attitudinal competence along this area is described as Very Much Competent. The alternative hypothesis which states that there are



significant differences in the level of competence of the pre-service teachers along ethics and integrity is accepted as shown by the statistical result where the F-ratio of 63.23637 is much higher than the F-tabular value of 3.47 at .05 level of significance.

The respondents as described by Scott (<http://smallbusiness.chron.com/>) show moral judgment and character, honesty and leadership values. They show integrity in the workplace not only understand right from wrong but they practice it in all they do.

As to birth order, the pre-service teachers are found to be Much Competent along ethics and integrity with the obtained mean of 2.50. This shows that these students show the proper conduct to maintain the integrity of their name as well as the school.

The middle child maybe rebellious but they are people pleasers. Their being described by Diaz (2013) as a mediator and a peacemaker makes them achieve the highest mean of 2.68. This has been observed among the pre-service teachers, the middle children are the ones acting as mediators if there are conflicts or problems that occur within their group. They are most appreciated by their cooperating teachers in terms of having good working relationship with them.

The last child however, is described to be Moderately Competent along this area with the obtained mean of 2.3. This could be attributed by what was described at <http://www.parents.com>. where youngest children tend to be the most free-spirited. They are fun-loving but they can also be manipulative, self-centered and out-going. This has been observed among the pre-service teachers who are last born. They are friendly with their students but their cooperating teachers sometimes complain of their work ethics. According to their cooperating teachers, they tend to sometimes feel angry towards them but when they are face to face with the students, their anger wanes because the student will talk to them as if they did nothing wrong. There are significant differences of the attitudinal competence of the respondents along ethics and integrity according to birth order. This is revealed by the computed F-ratio of 10.06179 which is higher than the F-tabular value of 2.94 at .05 level of significance. Therefore, the alternative hypothesis is accepted.

Level of Attitudinal competence of Pre-service Teachers Along Relationship Building

The average weighted mean of 2.51 reveals that the attitude of pre-service teachers along Relationship Building is Much Competent. Though they sometimes have conflicts among themselves, they are still open to finding solutions to their problems in such a way that they



will have good working relationship among their peers, colleagues and mentors. This is implied by the highest mean of 2.69 that they obtained along “Maintains an open, approachable manner, and treats others fairly and respectfully.”

“Supports the good ideas of others” obtained a mean of 2.65; “Seeks and considers ideas from those who are reluctant to express their points of view” with a mean of 2.62; “Preserves others’ self-confidence and dignity, and shows regard for their opinions” at 2.56; “Builds rapport by listening to, discussing and negotiating with, and rewarding, encouraging, and motivating others” obtained a mean of 2.46; “Anticipates and recognizes the concerns of others, even if those concerns are not openly expressed” at 2.44 and, “both Seeks to resolve confrontations and disagreements constructively and Focuses on the situation, issues, or behaviors, rather than the people” obtained a mean of 2.37.

The above result is very much observed among the pre-service teachers. Sometimes they have conflicts among themselves because of misunderstandings but they know how to listen from each other for the sake of having a successful goal. They know how to accept their own mistakes and to listen to advices. Their success in their practice teaching is an indicator that despite all the mishaps they have had as individuals, they still find ways to have good working relationships among themselves as well as their cooperating teachers. As such, they exude what Hayden (<http://www.inc.com>) said, that real success is impossible without building great relationships. Real success is impossible unless you treat other people with kindness, regard, and respect.

Level of Attitudinal Competence of Pre-service Teachers Along Relationship Building as to the Moderator Variables of Age and Birth Order

Building Relationships becomes important as the age increases. This is revealed by the oldest group obtaining the highest mean of 2.94 while those ages 22 - 24 obtained the lowest mean of 2.52. those who belong to the youngest age obtained a mean of 2.57. All the groups are described to have Much Attitudinal Competence in Relationship building.

The result means that relationship building among those ages 22-24 took a backslide. This may be due to their experiences that made them more cautious in dealing with others. Those in the younger age are more open in building relationships because (<http://main.zerotothree.org/>) approach the world with openness and enthusiasm, thus they are more responsive and caring people. On the other hand, the older ones obtained



the highest mean because as they grow older, they grew to know who they are and to better understand others as well as they continue to develop the social skills necessary to form strong, healthy relationships(<http://main.zerotothree.org/>).The F-ratio of 10.99896 which is higher than the computed F-tabular value of 3.55 level of significance reveals that the alternative hypothesis is accepted. This means that the group have significant differences in their attitudinal competence along building relationships.

As to Birth Order, the Middle child obtained the highest mean of 2.59 than the first born with an obtained mean of 2.53. The lowest mean of 2.27 was obtained by the last child while the others obtained a mean of 2.58. The attitudinal competence of all groups along relationship building is described as Much Competent except the youngest group which is described as Moderately Competent. The Average weighted mean of 2.49 however would describe the group as Much Competent.

The results mean that middle children who lack the dominance of firstborns and the higher degree of attention given to last borns are in a precarious situation and therefore must learn to be diplomatic and political in order to get their way. Relative to their siblings, middle children tend to be more diplomatic and politically skilled, and good at negotiation and compromise (Dattner,2008). The alternative hypothesis is accepted because the F-ratio of 3.847687 is higher than the computed F-tabular value of 2.95 at.05 level of significance. Therefore, there are significant differences in the attitudinal competence of the pre-service teachers along relationship building as to birth order.

Level of Attitudinal competence of Pre-service Teachers Along Self-management

The obtained average mean of 2.33 shows that the pre-service teachers are described to be Moderately Competent along self-management.

They are Very Much Competent along Prioritizes tasks by importance and deadline with the highest mean of 2.54;Focuses time and effort on key tasks. Groups related tasks to be more efficient with a mean of 2.46 and; Evaluates progress on tasks and adjusts work style as needed with a mean of 2.41.

They are Moderately Competent along Makes reasonable estimates of resource needs to achieve goals or complete projects with a mean of 2.29;“Discerns what is crucial from what is just urgent” with a mean of 2.25; “Easily transitions between tasks and picks up where



left off when interrupted” with a mean of 2.21 and obtained the lowest mean of 2.17 along “Completes high volumes of work, keeping a rapid pace without sacrificing accuracy.”

The results above would mean that the pre-service students take their tasks seriously. However, they are not well versed on “first things first” in achieving their goals. The results mean that they know they have a task to accomplish but they just focus on the task at hand not considering other factors that may make their task excellent.

The result is observed among the pre-service teachers. They know that they need to teach but as to managing their time in the preparation of their lesson plans with that of their instructional materials, it goes either way. They can deliver very well their lessons but their materials are not well prepared. In other times, they may have well prepared their materials but they have poor performance in the delivery of their lessons.

Level of Attitudinal Competence of Pre-service Teachers Along Self- Management as to the Moderator Variables of Age and Birth Order

As to age, the table shows that the pre-service teachers’ attitude along Self-management is Very Much Competent with the obtained average mean of 2.48. Self-management is developed as years increases as depicted by the older group obtaining the highest mean of 2.79 while the youngest group obtaining the lower mean of 2.34. All groups are described to be much competent.

The results imply that the respondents can manage their own time, priorities and resources to achieve goals. Furthermore, as the age increases, the more that the respondents are goal oriented as the younger group are still in the experiencing stage. The F-ratio of 11.08669 is higher than the computed F-tabular value of 3.55 at .05 level of significance means that there are significant differences in the attitudinal competence of the respondents along self-management. Therefore, the alternative hypothesis is accepted.

The average mean of 2.31 shows that the pre-service teachers’ attitude along self-management is Moderately Competent according to birth order. The middle child obtained the highest mean of 2.47 which shows their attitude of being independent. As observed from the pre-service teachers who are middle children, they have better performance in their practice teaching because they can manage the tasks assigned to them. Their being friendly made them seem relaxed when teaching. For the first child, because of their being perfectionists, sometimes make their performance in their practice teaching not good. They



tend to spend a lot of time in their preparation that they will have some kind of “blocked mind” when they teach. The last child with the least mean of 2.19 shows their attitude of sometimes not taking things seriously. Because they were the baby in the family they expect that everybody will understand them. However, there are times that they show creativeness most especially in the preparation of their instructional materials.

As mentioned by Stell (2007), first children are often practical, confident, able to delegate and make rapid decisions and possess the desire to win or excel. Often, firstborns simply want to be the best they can be. Also, firstborns often work well with older individuals including supervisors and executives. The middle-born children are good at working with others and definite team players. Because of their position among siblings, they are often excellent peacemakers and coordinators -- both key traits of good managers. Also, they may be excellent and experienced at risk-taking. While if the creativity and teamwork abilities of last-born children can make them productive and success managers. They have empathy for others and can use this innate talent to pull a team together. When they commit to a career path, youngest children know how to use every trick in the book to get ahead. But Last-born children sometimes let their spontaneity get the best of them. Also manipulation can cut both ways. It can lead to success, or it can alienate others. There are significant differences in the attitudinal competencies of the respondents along self-management as indicated by the F-ratio of 4.900351 which is higher than the computed tabular F-value of 3.008 at .05 level of significance. Therefore the alternative hypothesis is accepted.

Level of Attitudinal competence of Pre-service Teachers Along stress Tolerance

The pre-service teachers attitude towards stress tolerance is Moderately Competent based on the obtained weighted average mean of 2.31.

Their attitudinal competence along this area is Very Much Competent along three indicators namely Stays calm and maintains focus in turbulent, threatening, or emergency situations which obtained the highest mean of 2.37; Makes rational decisions and continues to perform effectively and Provides direction in crisis situations both obtained a mean of 2.35. They are Moderately Competent along Handles high workloads, competing demands, vague assignments, interruptions, and distractions with poise and ease and Defuses potentially violent people or situations, calming others and removing them from harm obtaining a



mean of 2.29. Remains steady or thrives under pressure, using it to fuel productivity and efficiency obtained the lowest mean of 2.25.

The results imply that the pre-service teachers can handle situations in times of crisis. However, they have little stress tolerance in times when they are given assignments aside from the preparation of their lessons. They have low performance when they are under pressure.

This kind of attitude is observed among the pre-service teachers. They can perform well in the delivery of their lessons when there are no other assignments given to them. However, their performance is much affected when they are given other tasks to do aside from teaching. Like when they are asked to perform in a school program, they no longer teach because they wanted to practice for the task assigned to them. This kind of attitude sometimes affect their time schedule because of so many delays.

Level of Attitudinal Competence of Pre-service Teachers Along Stress Tolerance as to the Moderator Variables of Age and Birth Order

As to age, the stress tolerance of the pre-service teachers increases by age. This is seen by those ages 25 and above obtaining the highest mean of 3.0 described as Very Much Competent while the younger ones obtained the lowest mean of 2.28 and those ages 22-24 with a mean of 2.31 described as Moderately Competent. Generally, the stress tolerance of the pre service teachers is Very Much Competent as to age with the average weighted mean of 2.53. The F-ratio of 68.98103 is higher than the computed F-tabular value of 3.68 means that there are significant differences in the attitudinal competence of the respondents along stress tolerance. Therefore, the alternative hypothesis is accepted.

Relationships with others outside the family, including peers, teachers and community involvement can act as buffers and assist a child in dealing with stressors (Carson et al., 1992). Yet it is the bond between siblings, and parents and children, that have been implicated as key determinants of resiliency to stress in childhood (Carson et al., 1992). Compatibility between the individual's characteristics and those of the family, and parental expectations have also been associated with individual coping styles (Carson et al., 1992). Greater compatibility may result in greater resiliency when confronted with stressful situations (Anthony, 1987 in Carson et al., 1992) <http://www.littletree.com.au/birthorder.htm>.



As to birth order, the table shows that the first child obtained the highest mean of 2.41 while the youngest child obtained the lowest mean of 2.19 described as moderately competent as to stress tolerance. The attitudinal competence of both the middle child with a mean of 2.36 as well as those in other birth order with a mean of 2.38 are much competent. However, later borns may become more flexible and open to change, as they must compete for parental attention. This could foster an innovative strategy for coping with stressors (Gould, 1997).

The second born never expects complete parental attention, supposedly fostering greater cooperation. The stereotype of a neglected middle child may have some basis. This may be an internalised sense of lack of a specific role in the family, and difficulty finding a unique identity, especially after being displaced by a third born child (Buckley, 1998). However it may foster greater resilience to stressors, as well as diplomacy in dealing with a variety of personalities in attempts to negotiate potentially domineering older siblings, and attention-stealing younger siblings. It has been suggested that middle children may become the least anxious (Willem et al., 1972 in Ernst & Angst, 1983), harmonious, leisurely and extraverted individuals (Konig, 1963 in Ernst & Angst, 1983)<http://www.littletree.com.au/birthorder.htm>. The F-ratio of 65.63029 is much higher than the F-tabular value of 3.098 at .05 level of significance means that there are significant differences in the attitudinal competence of the respondents along stress tolerance as to birth order. Therefore, the alternative hypothesis is accepted.

Level of Attitudinal competence of Pre-service Teachers Along Tact

The obtained average weighted mean of 2.43 means that the attitudinal competence of the pre-service teachers along tact is Very Much Competent. This means that they can diplomatically handle challenging or tense interpersonal situations.

Strives to understand the data, the people, and their views before making decisions and taking action obtained the highest mean of 2.59. This means that the respondents are not impulsive decision makers. They seek advice and investigate more on the problem before deciding on matters.

They obtained the next highest mean of 2.49 along Broaches sensitive issues, ways that allows rational and open discussion. This implies that the students do not usually keep things among themselves. They are broad minded enough to face sensitive issues and are open to discussions for better enlightenment.



The respondents obtained a mean of 2.41 along Delivers tough messages with sensitivity to minimize the negative impact on others; critiques constructively. This means that they consider the feelings of others therefore, they don't point out the negative but requests for change or improvement.

Works through difficult or awkward interpersonal situations in a positive manner obtained a mean of 2.38.

Thoughtfully intervenes in conflicts to improve communication, diffuse tension, and resolve problems and Focuses on issues and interests instead of people or positions, even when personally attacked obtained a mean of 2.33 and 2.31 respectively and are described to be moderately competent. This means that though they may consider the feelings of others in giving comments and can face issues or conflicts thoroughly, they usually do not intervene when others are in conflict. In like manner, they sometimes take things personally instead of on the issues at hand.

Level of Attitudinal Competence of Pre-service Teachers Along Tactas to the Moderator Variables of Age and Birth Order

The obtained average mean of 2.55 indicates that the attitude of the respondents along tact is Moderately Competent. This means that though they are all described to much competent along this area, those ages 22-24 obtained the highest mean of 2.35 are the only ones described as Very Much Competent. This means that they can deal with matters diplomatically. While those in the oldest and youngest group obtained the means of 3.0 and 3.32 respectively described as moderately competent that would mean their being older makes them feel tactless in speaking their mind out because they feel that as they are older they can just say what they want to say. In like manner, the younger groups' feeling that they belong to the younger group feel that others can understand them more. The alternative hypothesis is accepted as indicated by the F-ratio of 296.2169 which is very much higher than the computed F-tabular value of 3.55 at .05 level of significance. This would mean further that there are significant differences in the attitudinal competence of the group along tact.

As to birth order, the middle child obtained the highest mean of 2.42 described as much competent while the first and last child both obtained a mean of 2.26 described as moderately competent. In like manner, those in other birth orders are also moderately



competent along this area because of their obtained mean of 2.31. The average weighted mean of 2.31 however, describes the group as moderately competent along this area.

This means that the middle child being a compromiser is more tactful than the others. The eldest has the tendency to be bossy while the youngest, being the baby in the family feels they can just speak out their mind.

Since firstborns are used to ruling the roost and enforcing the rules, they can be bossy and domineering at times. Youngest children often yearn for recognition, and strive to prove themselves worthy, at any cost. If they can't compete with their siblings academically or physically, they often search for more radical ways to get attention. On the other hand, sandwiched between the domineering firstborn and the demanding baby in the family, middle children learn to be tactful and sensitive. They're generally excellent listeners, and they know how to compromise (<http://www.rallieonhealth.com/>). There are significant differences in the attitudinal competence of the pre-service teachers along tact as to birth order. This is shown by the F-ratio of 3.354594 which higher than the computed F-tabular value of 3.008 which means the alternative hypothesis is accepted.

Level of Attitudinal competence of Pre-service Teachers Along Teamwork

The obtained average weighted mean of 2.63 implies that the attitudinal competence of the respondents along teamwork is Very Much Competent. It would further mean that they can work with a group to be able to accomplish their set goals.

In the pursuit of challenging and meaningful team goals you are moving a long way towards encouraging effective teamwork in the workplace (<http://www.the-happy-manager.com/>). And according to Penn State University, teamwork allows projects to get done that one person alone is not able to complete. Members of the team bring in their own experiences and level of expertise to a project to help create an effective finished product (<http://smallbusiness.chron.com/>).

The result of this study however is contrary to the findings of Beigi& Shirmohammadi, (2012). Their findings indicate that Iranian students have moderately positive attitudes toward teamwork. Of which, they have conducted the study for practitioners who may employ current students in the future, and to instructors who plan to include teamwork in their course assignments.

Level of Attitudinal Competence of Pre-service Teachers Along Teamwork as to the Moderator Variables of Age and Birth Order



The meaning of teamwork increases as the respondents grow older. This is implied by the mean of 3.0 that is obtained by the age group 25 years and above. This means that maturity has something to do with acknowledging the idea of teamwork. However, it can be noted too that the youngest group has a better attitude of having teamwork than those under 22-24 years old. Although both groups are Very Much Competent the result further implies that the younger generation has a better sense of teamwork and that as years go on, the sense of competitiveness slightly affects the attitude of the respondents which made them obtain a lower mean. Accept the alternative hypothesis as indicated by the F-ratio of 31.7658 higher than the computed F-tabular value of 3.45 at .05 level of significance. This means that there are significant differences in the attitudinal competence of the respondents along teamwork as to age.

The average weighted mean of 2.56 implies that the respondents' attitudinal competence on teamwork according to Birth Order is Much Competent. It is further noted that the middle child obtained a higher mean than those of the first and last child.

Accordingly, in the workplace, middle children are often the most cooperative and professional employees. They understand the concept of teamwork and deem it an essential part of the workplace. Middle children know that every part is equal to the whole. Middle children can interface easily with both co-workers and superiors alike. To the middle child, no one person is better than other-everyone has a job to do and each job is important. Middle children are often excellent negotiators at work, often resolving dispute either between a group of co-workers or between a co-worker and a superior (Williams,2013).

On the other hand, oldest children find the concept of teamwork to be an anathema. To the oldest child, "teamwork" , in actuality, means that the most diligent, hardworking, and responsible person is often shouldered with the most work while other less diligent employees coast along and everyone on the "team" gets the credit whether or not they contributed their fair share. Oldest children are either comfortable being an informal leader in the workplace often "supervising" their co-workers and ascertaining that the work goes smoothly or working by themselves. Oldest children, being responsible, did not like close supervision. They are happiest when there is little or no supervision(Williams,2013).

It is the youngest child who gives the concept of team work a bad name. They are the ones who coast along while other co-workers do the actual work. Because parents and older



siblings made most of their decisions for them, youngest children find it difficult to use initiative and to work independently. Furthermore, youngest children want people to rescue and protect them. Youngest children are very comfortable being in subordinate positions because they like being told what to do and like a lot of hand holding in the workplace(Williams,2013).

The F-ratio of 1.249198 which is lower than the computed F-tabular value of 2.95 at .05 level of significance means that there are no significant differences in the attitudinal competence of the pre-service teachers along teamwork as to birth order. It further implies that all groups have a sense of teamwork among themselves. Therefore, the alternative hypothesis is rejected.

Level of Attitudinal competence of Pre-service Teachers Along Valuing Diversity

The pre-service teachers are Very Much Competent along Valuing Diversity as reflected by the obtained average mean of 2.62. They obtained the highest mean along sees the value of cultural, ethnic, gender, and other individual differences in people and respects the talents and contributions of all individuals with an obtained mean of 2.75 described as Very Much Competent. They may have obtained the lowest mean of 2.38 along strives to eliminate barriers to diversity; ensures that new barriers to diversity are not built, they are still described as Very Much Competent. This perception is very well understood since they are living in a community of diverse ethnic groups but adheres to tribalism. It is however interestingly noted that these group is striving to eliminate barriers that may cause rift among themselves. It further implies that they respect their uniqueness from each other. As Patrick and Kumar (2012) said, the concept of diversity includes acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and fostering environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. It involves not only how people perceive themselves but also how they perceive others. Those perceptions affect their interactions. For a wide assortment of employees to function effectively as an organization, human resource professionals need to deal effectively with issues such as communication, adaptability, and change.



The result would further imply that the pre-service teacher education program of the Institute of Teacher Education of the KalingaApayao State College (KASC) was successful in developing among their prospective teachers to understand the complex characteristics of ethnic groups. The institute was also successful in providing their students with opportunities to participate in extra- and co-curricular activities that developed their knowledge, skills and attitudes that increased their academic achievement and foster positive intercultural relationships among others. In like manner, the teachers of the Institute were also successful in helping their students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, language of social groups. Therefore, KASC is ensured that students in schools where these pre-service teachers will soon be teaching have equitable opportunities to learn and to perform to a standard under the guide of their teacher education graduates.

Level of Attitudinal Competence of Pre-service Teachers Along Valuing Diversity as to the Moderator Variables of Age and Birth Order

As to age, all of the respondents are Very Much Competent along this area with an obtained average mean of 2.74. Although Simlin (2006) found that as the age increases, the perception of diversity openness decreases, and suggests that it is important to orient the older employees to know about the presence and need of diversity openness in organizations through training, workshops, group discussions, the respondents attitudinal competence along this area are Very Much Competent as revealed by the obtained mean of 3.0. The other groups can also be seen that they can adjust themselves to any individual of diverse cultural background and socio-economic status. This could be attributed by their wide understanding of multiculturalism. Most of the teachers in the institute also use group activities that involve diverse learners to be in one group. In like manner, Tabuk City is already a diverse community which could attribute to students' competence in valuing diversity. The alternative hypothesis is accepted since the F-ratio of 37.72898 is much higher than the computed F-tabular value of 3.47 at .05 level of significance. This means that there are significant differences in the attitudinal competence of the respondents along valuing diversity as to age.

The average weighted mean of 2.60 implies that the perceptions of the respondents according to birth order are Very Much competent. This implies that birth order does not affect their perceptions on each other's differences. Therefore, they can deal with any of



their students and can uphold the uniqueness of their students, peers and cooperating teachers as well. This further would imply that these pre-service teachers treat their students equally.

Middle children tend to have the lowest sense of self-esteem, but usually end up being best equipped to deal with adult life. They're used to life's little injustices, and they know better than to expect any special treatment from the real world (McAllister, 2012). This implication signifies the middle child obtaining the highest mean of 2.68. The alternative hypothesis is accepted since the F-ratio of 3.022499 is higher than the computed F-tabular value of 2.95 at .05 level of significance. This means that there are significant differences in the attitudinal competence of the respondents along Valuing Diversity as to Birth Order.

SUMMARY AND CONCLUSIONS:

The pre-service teachers perceive to have attitudinal competence and are Very Much Competent along Attention to Detail, Ethics and Integrity, Building Relationships, Tact, Teamwork and Valuing diversity. They are Moderately Competent along Accountability and Dependability, Self-management, and Stress Tolerance. The alternative hypothesis which states that there are significant differences in the attitudinal competence of the pre-service teachers is accepted in all of the different competencies except along attention to detail where the alternative hypothesis is rejected since the respondents perceive that there are no significant differences in their attitudinal competence as to birth order.

That the pre-service teachers of the Kalinga-Apayao State College possess and demonstrate positive and appropriate attitudes; and demonstrate acceptable behaviours in the workplace that can make them different from the graduates of other teacher education institutions.

RECOMMENDATIONS:

1. The Institute of Teacher Education of the Kalinga Apayao State College should continuously intensify activities that will enhance and improve the attitudinal competence of the students.
2. That the Institute will operate an appraisal or personal development review system.
3. Conduct seminars on personality development.

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