Instructors' Teaching Methods and Competence on the Teaching Performance of Pre-Service Teachers in Bukidnon

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ABSTRACT

This study attempted to determine the correlates of Instructors' Styles and Competence as Predictors of Pre-Service Teachers' Teaching Competence in two (2) universities in Bukidnon offering Teacher Education Programme. There were 346 pre-service respondents of the study. Descriptive-correlational was employed in this study. To gather data, there were two (2) sets of adopted questionnaires for Instructors' competence and pre-service competence was patterned from CHED Memorandum #74 & 75, s. 2017. Stratified Purposive sampling was employed to determine the respondents. The statistical tools to treat the data were the mean, percentage standard deviation and Pearson Product Correlation at 0.05 level of significance.

The findings revealed that pre-service assessed their teaching competence as highly competent in terms of Understanding various learning areas, Pedagogical Content Knowledge, Communication Skills, Attributes of a Model Teacher, and Assessment Tools. The instructors' styles in Teacher Education in Universities of Bukidnon were in great extent in terms of Lecture, Hybrid, Facilitating, and Delegating. In addition, the study revealed that there is significant relationship between pre-service teaching competence and instructors' competence in the influence of their teaching styles. Despite the challenges experience by instructors in teaching strategies, they remain effective and are able to navigate those obstacles.

Thus, it was indicated from the result that instructors in universities in Bukidnon were highly competent and with great extent in teaching styles, there will also be chances to more professional development for pre-service competence as the demand of teaching and learning evolves.

Keywords: Instructors' styles, pre-service teachers' competence, Instructors' Competence, Teaching Strategies

INTRODUCTION

The teaching styles of college instructors have been a subject of significant research. Understanding instructors' teaching styles is important to effectively deliver content and accommodate students' diverse needs. The study of Zhan et al. (2022) examined cultural effects on college professors' teaching styles, highlighting the importance of contextual and cultural influences on teaching approaches. This underscores the need for further research in diverse settings such as Philippines, where cultural factors uniquely shape instructional methods. Therefore, further research on teaching styles of college instructors is essential to enhance pre-service teachers' engagement and academic achievement as well.

The study of Dignath-van Ewijk (2016) found that respondents gave higher ratings to relationship-oriented teachers compared to task-oriented teachers, suggesting the motivational role of interpersonal relationships consistent with Walberg's theory. The study of Zhao et al. (2022) revealed that pre-service teachers are noted as important stakeholders in gathering assessments and surveys into teaching standards. For instance, in using evaluation surveys for measuring teaching performance, styles, and competence, incorporating pre-service teachers' perspectives strengthens assessment accuracy and relevance.

The study of teaching styles from various conceptual frameworks and perspectives is valuable for understanding the learning process and contributing to pre-service teachers' academic success. To best serve diverse students, it is important to study instructors' teaching styles and examine the styles that most effectively

deliver content and accommodate the needs of future teachers, especially in localized contexts such as in Bukidnon, which remain underexplored.

The instructors' teaching styles as predictors of their teaching competence and its relation to pre-service teachers' competence is a topic worth investigating. Several studies have explored related areas, providing valuable insights for further research. For instance, a study in Frontiers in Psychology (2022) analyzed the mediating role of motivational climate between teacher autonomy support, controlling style, and academic engagement in pre-service teachers, highlighting the complex interplay between teaching styles and motivational factors that influence competence development.

Additionally, a longitudinal study published in 2023 examined the growth of pre-service teachers' competence beliefs, career values, and discernment of teaching as a profession, highlighting the importance of these factors. Furthermore, a research paper on Research Gate explored teaching competencies of pre-service teachers during internship, offering perspectives that enrich understanding of how instructor competence impacts pre-service teachers' practical teaching performance.

In the context of educational research, instructors' styles and competence play a pivotal role in the effectiveness of teaching and overall learning experience. Educational research can help instructors find solutions to specific challenges encountered in classrooms or school environments and can serve as a foundation for professional development. Instructors' competence is the main instrument to the success of any educational institution. Competent instructors are essential in providing quality education and ensuring that pre-service teachers achieve their academic goals.

According to Smith (2014), instructors' competence is a multifaceted concept that encompasses various skills, knowledge, and attitudes necessary for effective teaching. Relative to this research, it aims to explore the different dimensions of instructors' competence and their impact on students' academic performance. Smith added that instructors' competence is not limited to their subject matter expertise but also includes the ability to communicate effectively, make a positive learning environment, and provide constructive feedback to students. These competencies align with connectionist principles emphasizing adaptive and responsive teaching networks that foster engagement and critical thinking. Instructors who possess these competencies are more likely to engage pre-service teachers in learning processes, promote critical thinking, and foster a love for learning. The importance of instructors' competence has been highlighted in various studies; it has shown to significantly influence pre-service teachers' academic achievement. Therefore, it is important to understand different indicators of instructors' competence and how they can be developed and enhanced to improve the quality of education especially in the Philippines particularly in Bukidnon.

The development of pre-service teaching competence is a crucial aspect of teacher education. It is a critical part of teacher preparation, encompassing the knowledge, skills, and dispositions of future educators need to effectively instruct and support students. According to Van Ooyik, Lerner, and Pitts (2021), the importance of student teaching in influencing pre-service teachers' sense of efficacy and preparedness is notable. The study highlighted the significance of being seen as a co-teacher in the classroom in supporting the development of teacher competencies.

Additionally, a longitudinal study on the improvement of pre-service teachers' competence beliefs, career values, and perceptions of teaching as a profession provided insights into the factors influencing professional growth of pre-service teachers. The study conducted by Samuda (2015) emphasized the importance of competent teachers in shaping the success of the educational process.

These sources offer valuable insights into the factors influencing the development of pre-service teaching competence and highlight under-researched areas within Philippine teacher education, suggesting further studies into this critical domain. This study aims to explore the factors contributing to the improvement of pre-service teachers' teaching competence and instructors' competence subsequent to teaching styles.

The study by Uijtenhaage and ONeal (2015) highlighted the importance of student feedback in evaluating instructors. These insights support the need for the proposed study to gather and utilize pre-service teachers'

assessments to enhance the quality of teaching in teacher education in Bukidnon. Emphasizing the significance of incorporating pre-service teachers' assessment into instructors' evaluation processes supports the notion that seeking and utilizing student perspectives can enhance educational outcomes and create a more effective learning environment. By implementing similar strategies in the context of teacher education in Bukidnon, instructors can gain valuable insights from their students specifically pre-service teachers fostering continuous improvement in instructional methods and overall programme effectiveness.

Pre-service teachers tend to be meditative in the sense they process information, sensitive in perceiving information, visual in receiving information, and sequential in understanding information. Instructors' teaching styles are related to competences, self-efficacy, and commitment in pre-service teachers. The part of interpersonal style motivational climate shown by the instructors plays a significant role in favoring academic engagement for future teachers. The studies, along with others, can serve as valuable literature for investigating the influence between pre-service teaching competence and instructors' competence and their teaching styles.

This study worked to determine the instructors' teaching styles as predictors of their teaching competence and its relation to pre-service teachers' competence. It investigated the influence of instructors' teaching styles on their teaching competence in higher education settings and examined how instructors' teaching styles influence pre-service teachers' competence development.

METHODOLOGY

This study used a descriptive correlational design and linear regression to explain the influence between two or more variables by gathering and analyzing data on at least two variables to determine their relationships. The study was conducted in the two state universities of Bukidnon, both offering quality teacher education programmes specializing in various fields. These universities were chosen because they provide comprehensive training to future teachers in the region, making them relevant for the study.

The sampling technique employed was stratified sampling, which allowed for the selection of participants from different teacher education programmes within each university to ensure representativeness across various specialization areas. This approach was justified as it captures diversity in teaching experiences and perspectives among pre-service teachers. The inclusion criteria were pre-service intern students who had completed academic requirements for the course within a teacher education programme as verified from official lists provided by college deans and pre-service teachers' supervisors. Exclusion criteria included students who had not commenced any teacher education coursework and those unavailable during the data collection period.

Data was gathered from a total of 346 respondents out of 688 pre-service teachers enrolled across the two universities 129 from State University A and 217 from State University B which reflects a sufficient sample size for the analysis.

Instrumentation in this study included structured questionnaire assessing instructors' teaching styles, teaching competence, and pre-service teachers' competence. The reliability of these instruments was evaluated using Cronbach's alpha, with values exceeding 0.80 for all scales, indicating good internal consistency and reliability.

Ethical considerations were observed by securing institutional clearance from the universities' research ethics committee before data collection. Informed consent was obtained from all participants after explaining the study's purpose, procedures, confidentiality measures, and their right to withdraw at any time without penalty. Participants' anonymity and data privacy were strictly maintained throughout the research process.

RESULTS AND DISCUSSION

This data is systematically presented, thoroughly analyzed, and thoughtfully interpreted, with its broader implications critically discussed. The organization of the findings aligns closely with the research questions,

offering a comprehensive overview that underscores the study's objectives and highlights its significance within the relevant field.

The demographic profile of pre-service teachers in Universities of Bukidnon in terms of: age, gender, specialization, and general weighted average

Table 1 presents the demographic profile of pre-service teachers in universities of Bukidnon in terms of age, gender, specialization, and general weighted average

Table 1 Summary of the Frequency and Percentage Demographic Profile of Pre-service Teachers

Age	**Frequency**	**Percent**
21-22 years old	252	72.83%
23-24 years old	89	25.72%
25 years old and above	5	1.44%
Total	**346**	**100.0**
Gender	**Frequency**	**Percent**
Male	43	12.4%
Female	303	87.6%
Total	**346**	**100.0**
Specialization	**Frequency**	**Percent**
English major	63	18.2
Filipino major	172	49.7
Math major	27	7.8
PE major	64	18.5
Science major	19	5.5
Social Studies major	1	.3
Total	**346**	**100.0**
GWA	**Frequency**	**Percentage**
1.0 below 1.99	339	97.98%
2.0 below 2.99	7	2.02%
3.0 below 3.99	0	0%
4.0 below 4.99	0	0%
5.0 above	0	0%
Total	**346**	**100%**

The demographic profile of pre-service in Universities of Bukidnon indicates that an overwhelming. Age 21-22, were 252 which is 72.83% for age 23-24 were 89 which is 25.72% and age 25 above were 5 which is 1.44%. It also suggests that the pre-service populations in these universities were predominantly young. The demographic profile of pre-service in Universities of Bukidnon demonstrates a significant gender imbalance, with only 12.4% of respondents being male and a dominant 87.6% being female. Furthermore, frequency distribution of pre-service teachers' specializations in Universities of Bukidnon indicates notable trends in subject preferences. Out of 346 respondents, nearly half (49.7%) specialize in Filipino, suggesting a strong cultural and educational emphasis on the national language. Physical Education (PE) and English are also popular choices, with 18.5% and 18.2% of pre-service teachers respectively opting for these specializations. The data shows the frequency distribution of the general weighted average (GWA) of Pre-Service respondents in two universities.

Majority of the respondents (97.98%) have a general weighted average belonging to the range 1.00 – 1.99 indicating a very good performance. Only seven (2.02%) of the respondents have a general weighted average between 2.00 – 2.99. None of the respondents have a GWA lower than 2.99. The data suggests that the respondents have been able to maintain a high level of academic performance, which is a testament to their hard work and dedication. The findings complement Caingcoy, Ruales, and Tabanera's (2022) work on cultural

intelligence, highlighting the importance of culturally aware teaching in preparing competent, globally minded future educators.

The extent of the teaching styles of instructors in Teacher Education Program in Universities in Bukidnon in terms of the following: Lecture, Hybrid, Facilitating, and Delegating

Table 2 illustrates the extent to which instructors in Teacher Education programs at universities in Bukidnon employ various teaching styles, with a particular emphasis on the lecture method.

Table 2 Summary Table on Mean distribution in Extent of Instructors' styles in Teacher Education Program in Universities of Bukidnon

Domains	Mean	SD	Remarks
Facilitating	3.59	0.45	Great Extent
Lecture	3.54	0.43	Great Extent
Delegating	3.54	0.45	Great Extent
Hybrid	3.50	0.46	Great Extent
Overall	**3.54**	**0.41**	**Great Extent**

The overall mean distribution for the extent of instructors' teaching styles of Teacher Education in universities of Bukidnon is 3.54, with a standard deviation (SD) of 0.41, indicating that instructors teaching styles are practiced to a "Great Extent." This suggests that instructors are proficient in employing various teaching styles, including lecturing, hybrid, facilitating, and delegating. The ability to adapt different teaching styles is essential for meeting diverse student needs and enhancing learning outcomes. Among the specific domains, facilitating received the highest mean rating of 3.59 (SD = 0.45). This indicates that instructors are particularly effective in promoting student engagement and collaboration. Facilitation is key teaching strategies that encourages active learning and enhances learners' ability for thinking critically and identifying solutions. Conversely, the hybrid teaching style received the lowest mean rating of 3.50 (SD = 0.46), though it still falls within the "Great Extent" category. This aligns with the study's finding on the proficient use of various teaching styles and the need for optimizing hybrid teaching. Similarly, Villanca (2023) reported that facilitating teaching strategies promoting active learning, differentiated instruction, and formative assessments effectively address learning gaps, especially in post-pandemic contexts, emphasizing the importance of fostering collaboration and critical thinking among students. This suggests that while instructors are capable of blending online and in-person teaching effectively, there is room for further optimization. Hybrid teaching can offer flexibility and a richer learning experience if effectively managed, integrating the best practices from both online and traditional classroom environments.

Pre-service teachers assess their Teaching Competence in terms of the following: Understanding various learning areas, Pedagogical Content Knowledge, Communication Skills, Attributes of a Model Teacher, and Assessment Tools

Table 3 presents the mean distribution of pre-service teaching competence in terms of understanding various learning areas. This table provides a comprehensive overview of how pre-service demonstrated their teaching competence.

Table 3 Summary Table on Mean Distribution of Pre-Service Teachers' Teaching Competence

Domains	Mean	SD	Remarks
Demonstrate positive attributes of a model teacher	3.60	0.43	Highly Competent
Manifest Skills in communication	3.53	0.43	Highly Competent
Manifest comprehensive pedagogical content knowledge	3.52	0.41	Highly Competent
Demonstrate in-depth understanding in various learning areas	3.51	0.42	Highly Competent
Utilize appropriate assessment tools	3.46	0.43	Highly Competent
Overall	**3.52**	**0.37**	**Highly Competent**

The overall mean distribution for pre-service teachers' teaching competence across various domains is 3.52, with a standard deviation (SD) of 0.37, indicating that they are "Highly Competent" in their teaching abilities. This high overall rating suggests that pre-service possess the necessary skills and knowledge to be effective educators, consistently demonstrating competence across multiple areas essential for teaching. Among the specific domains, "Demonstrate positive attributes of a model teacher" received the highest mean rating of 3.60 (SD = 0.43). This highlights that pre-service excel in exhibiting the personal and professional qualities expected of exemplary teachers. Conversely, the domain "Utilize appropriate assessment tools" received the lowest mean rating of 3.46 (SD = 0.43), though it remains within the "Highly Competent" category. This indicates that while pre-service are skilled in using assessment tools, there is room for improvement. These findings align with recent studies demonstrating that Filipino pre-service teachers consistently perform well in pedagogy and professional attributes but require further development in assessment skills (Manigbas III, De Luna, & Alejandro, 2024; The QUEST, 2023).

Pre-service teachers evaluate their instructors' competence in terms of: Teacher effectiveness, Content Knowledge, Instructional techniques, Classroom environment, and Collaboration?

Table 4 presents the mean distribution of pre-service teachers' evaluation regarding their instructors' competence in enhancing teacher effectiveness.

Table 4 Summary Table on Pre-service Teachers' Evaluation on Instructors' Competence

Domains	**Mean**	**SD**	**Remarks**
Content knowledge	3.61	0.42	Highly Competent
Teacher Effectiveness	3.60	0.43	Highly Competent
Classroom Environment	3.56	0.45	Highly Competent
Instructional Techniques	3.55	0.47	Highly Competent
Collaboration	3.54	0.45	Highly Competent
Overall	**3.57**	**0.41**	**Highly Competent**

The result indicated that instructors who are perceived as highly competent significantly enhance student engagement and learning outcomes, thereby fostering a positive educational experience. In the domain of "Content Knowledge," the mean rating is the highest at 3.61, with an SD of 0.42. This underscores the importance of instructors having strong expertise in their subject areas, which is crucial for effective teaching and enhancing students' understanding and retention of course material. The domain of "Collaboration" received the lowest mean rating of 3.54, with an SD of 0.45, though it still falls within the "Highly Competent" category.

This suggests that while instructors are effective collaborators, there is potential for further improvement in working with colleagues to enhance teaching practices and address common challenges. The overall mean rating for pre-service teachers' evaluation of instructors' competence is 3.57, with a standard deviation (SD) of 0.41, indicating that instructors are generally perceived as "Highly Competent." The high overall rating suggests that the instructors possess a well-rounded proficiency in various teaching domains, contributing to an effective educational environment. Research shows that teacher competence, including socio-emotional skills, fosters greater student motivation and achievement (Fallon et al., 2025). Strong content knowledge is essential for effective teaching and improved student understanding (Manigbas III et al., 2024). Collaboration among teachers, while slightly lower in rating, remains important for professional growth and better instructional practices (Paradigm Press, 2024). Together, these competencies create a learning environment that supports student success.

Significant difference in the pre-service teaching competence when grouped according to profile

Table 5 presents the mean and frequency distribution of significant differences in pre-service teaching competence when grouped according to age.

Table 5 Mean and Frequency Distribution of Significant Differences in Pre-Service Teaching Competence by Age Group

Age	**Mean**	**fvalue**	**p-value**	**Remarks on Ho**
21 – 22	3.52	0.48	0.953	Failed to reject Ho.
23 – 24	3.52			
25 and above	3.47			
Gender	**Mean**	**t-value**	**p-value**	**Remarks on Ho**
Male	3.57	0.66	0.42	Failed to reject Ho.
Female	3.52			
Specialization	**Mean**	**f-value**	**p-value**	**Remarks on Ho**
English major	3.58	1.48	0.20	Failed to reject Ho.
Filipino major	3.51			
Math major	3.57			
PE major	3.53			
Science major	3.36			
Social Studies major	4.00			
Specialization	**Mean**	**t-value**	**p-value**	**Remarks on Ho**
1.0 – 1.99	3.52	4.017	0.046	Reject Ho.
2.0 – 2.99	3.24			

The mean teaching competence scores for the age groups 21-22, 23-24, and 25 and above are 3.52, 3.52, and 3.47, respectively. The analysis yielded an f-value of 0.48 and a p-value of 0.953, which is greater than the conventional alpha level of 0.05. The mean teaching competence score for males is 3.57, while for females it is 3.52. The T-value obtained from the analysis is 0.66, with a corresponding p-value of 0.42, which exceeds the conventional alpha level of 0.05. the mean teaching competence scores by specialization are as follows: English major (3.58), Filipino major (3.51), Math major (3.57), PE major (3.53), Science major (3.36), and Social Studies major (4.00). The f-value is 1.48 with a p-value of 0.20 for English major. The analysis indicates that the mean teaching competence score for the GWA range of 1.0 – 1.99 is 3.52, while for the GWA range of 2.0 – 2.99, it is 3.24. The T-value obtained from the analysis is 4.017, and the corresponding p-value is 0.046, which is less than the conventional alpha level of 0.05. The results highlighted the need for targeted support and development programs for pre-service teachers across different academic performance levels. Research also finds no significant differences in teaching competence by age or gender, while differences by specialization exist but are not statistically significant. However, academic performance measured by general weighted average significantly influences teaching competence, suggesting targeted support for lower-performing pre-service teachers (Kartini et al., 2024) these competencies create a supportive learning environment that enhances student success.

significant relationship between pre-service teaching competence and instructors' competence

Table 6 presents the test of influence between pre-service teaching competence and instructors' competence. Pre-service teachers as future educators rely on the guidance and expertise of instructors to improve the necessary skills and knowledge to excel in the teaching roles.

Table 6 Test of Relationship between Pre-service Teachers' Teaching Competence and Instructors' Competence

	Teacher Effectiveness		**Content Knowledge**		**Instructional Techniques**		**Classroom Environment**		**Collaboration**		**OVERALL Instructors' Competence**		**Decision**
	r	p-val	r	p-val	r	p-val	r	p-val	r	p-val	r	p-val	
Deeper Understanding	.496**	.00	.515**	.00	.591**	.00	.568**	.00	.567**	.00	.601**	.00	Reject Ho
Pedagogical Content	.394**	.00	.533**	.00	.564**	.00	.509**	.00	.477**	.00	.544**	.00	Reject Ho
Communication Skills	.333**	.00	.470**	.00	.467**	.00	.452**	.00	.441**	.00	.475**	.00	Reject Ho
Positive Attribute	.396**	.00	.447**	.00	.463**	.00	.447**	.00	.429**	.00	.478**	.00	Reject Ho

Assessment Tool	.426**	.00	.484**	.00	.525**	.00	.459**	.00	.479**	.00	.520**	.00	Reject Ho
Pre-Service Competence	.475**	.00	.569**	.00	.606**	.00	.565**	.00	.556**	.00	.608**	.00	Reject Ho

The analysis of the correlations between instructors' competence domains and pre-service teachers' teaching competence reveals significant relationships across various areas of teaching effectiveness. Each domain—Teacher Effectiveness, Content Knowledge, Instructional Techniques, Classroom Environment, and Collaboration—demonstrates strong positive correlations with deeper understanding, pedagogical content knowledge, communication skills, positive attributes, and the use of assessment tools. Notably, the correlation coefficients (r) range from .333 to .601, with all p-values less than .01, indicating high statistical significance. Deeper understanding has the highest correlation with overall instructor competence ($r = .601$, $p < .01$), underscoring the importance of instructors' ability to enhance students' comprehension of subject matter. Additionally, pedagogical content knowledge ($r = .544$, $p < .01$) is strongly linked to overall instructor competence, reflecting the necessity for instructors to integrate content with effective teaching strategies. Moreover, the use of assessment tools ($r = .520$, $p < .01$) and communication skills ($r = .475$, $p < .01$) are also significantly correlated with overall instructor competence.

The ability to create and utilize authentic assessment tools is essential for providing meaningful feedback and enhancing learning. Effective communication skills are similarly crucial, as they facilitate clear and impactful teaching, contributing to better learning experiences for students. Such findings align with Forneas et al. (2022), who demonstrated that integrated teacher competencies significantly boost pre-service teachers' pedagogical skills, self-efficacy, and overall teaching effectiveness.

The extent of teaching styles predicts instructors' competence

Table 7 presents the extent of teaching styles related to instructors' competence. Examining the teaching styles and competence levels of instructors, identifies patterns that can lead to faculty development and teaching evaluations to ultimately improve student learning outcomes.

Table 7 Extent of Teaching Styles Related to Instructors' Competence

Model 1	**B**	**t**	**P value**	**Remarks on Ho**
333333(Constant)	.774	6.667	.000	
INST_TEACHING STYLE	.790	24.262	.000	Reject Ho
Adj R squared = 0.630, F=588.62, p=0.00				
Model 2				
	B	**t**	**P value**	**Remarks on Ho**
(Constant)	.730	6.466	.000	
Lecture	.369	6.147	.000	Reject Ho
Hybrid	.019	0.380	.704	Failed to Reject Ho
Facilitating	.041	0.763	.446	Failed to Reject Ho
Delegating	.374	6.824	.000	Reject Ho
Adj R squared = 0.653, F=163.27, p=0.00				

Model 1 presents the results of a regression analysis examining the extent of teaching styles and instructors' competence. The results indicate that the extent of teaching styles is a significant predictor of instructors' competence ($B = 0.790$, $t = 24.262$, $p < 0.001$), with a high level of explained variance (Adj R squared = 0.630). This suggests that an instructor who has high scores in the measurement with respect to their teaching styles is associated with higher competence.

Model 2 presents the results of a multiple regression analysis examining the extent of the sub-dimensions of teaching styles and instructors' competence. The lecture teaching style is represented by the beta value of 0.369 and the p-value of 0.000. This indicates that the lecture style is a significant predictor of instructors' competence. The hybrid teaching style is represented by the beta value of 0.019 and the p-value of 0.704. This indicates that the hybrid style is not a significant predictor of instructors' competence. Facilitating teaching style is represented by the beta value of 0.041 and the p-value of 0.446. This indicates that the facilitating style is not a significant predictor of instructors' competence. The delegating teaching style is represented by the

beta value of 0.374 and the p-value of 0.000. This indicates that the delegating style is a significant predictor of instructors' competence.

Therefore, overall, results of the analysis suggest that the lecture and delegating teaching styles are significant predictors of instructors' competence, while the hybrid and facilitating teaching styles are not. These findings underscore how traditional and autonomy-supportive approaches in teaching relate to higher instructor competence, aligning with empirical evidence that teaching style shapes educators' efficacy and burnout risk (Amasha & Assadi, 2024).

The extent of teaching styles predicts Pre-service Teaching Competence

Table 8 presents linear regression analysis test on instructors' teaching styles and pre-service teachers' competence providing insights which teaching styles employed by instructors are most strongly associated with the development of key competencies in pre-service teachers.

Table 8 Multiple Linear Regression Analysis of Instructors' Styles to Pre-service Teachers' Teaching Competence

Model 1	**B**	**t**	**p value**	**Remarks on Ho**
(Constant)	1.466	11.160	.000	
PST_COMPETENCE	.579	15.723	.000	Reject Ho
Adj R squared = 0.420, F=247.225, p=0.001				
Model 2	**B**	**t**	**p-value**	**Remarks on Ho**
(Constant)	1.430	60.948	.000	
Lecture	.354	5.090	.000	Reject Ho
Hybrid	.059	1.048	.296	Failed to Reject Ho
Facilitate	.012	0.199	.842	Failed to Reject Ho
Delegate	.165	2.608	.010	Reject Ho
Adj R squared = 0.429, F=65.749, p=0.00				

Model 1 presents the results of a regression analysis examining the instructors' teaching styles to pre-service teaching competence. The Constant (B=1.466, t=11.160, p=0.000) represents the expected value of Pre-Service Teacher Competence when the Pre-service Teaching Style is 0. The constant value of 1.466 indicates that even when the Teaching style is 0, there is still an average Pre-Service Teacher Competence of 1.466. The high t-value of 11.160 and the very low p-value (p=0.000) indicate that this constant term is statistically significant.

The Instructors' Teaching Style (B=0.579, t=15.723, p=0.001) variable is 0.579, meaning that for every one-unit increase in Teaching Style, we expect a 0.579 increase in Pre-Service Competence, holding all other variables constant. The high t- value of 15.723 and the low p-value (p=0.001) indicate that the Instructors' Teaching Style variable is making a statistically significant contribution to the model. This means we can be confident that the relationship between Instructors' Style and Pre-Service Competence is not due to chance.

Therefore, the table highlights the need for instructors to be aware of their teaching style's effects and to adapt their approach to better support pre-service teachers' development. Instructors' teaching style is a critical factor in developing pre-service teachers' competencies and commitment to teaching. These findings are supported by evidence that teaching styles influence pre-service teachers' attitudes, technological integration, and competence development (Aydın & Unver, 2022).

CONCLUSION

The instructors' teaching styles and competence predicted pre-service teachers' teaching competence, therefore pre-service teachers are fastening with the same standard of competencies and teaching styles to their instructors.

The study proved the Connectionism Theory which places instructors' styles and competence that reinforced positive associations, instructional techniques and desired teaching responses of pre-service teachers. It is the

specific teaching styles and instructor competencies that best facilitate the development of pre-service teachers' competence. It demonstrates the critical role of instructors in shaping pre-service teachers' professional development. Teaching styles and competence were already assessed from pre-service teachers' but some needs more time to be developed, then it is where the role instructors' styles and competence serves as guide.

In addition, the study also fits Walberg's Theory of Educational Productivity. The findings highlight instruction and association as a key determinant of achievement by pre-service teachers. Self-assessment serves as guide for improvements in teaching skills and enhances performance. Ensuring freedom and fairness in giving feedback and evaluation to instructors empowers pre-service teacher in continuous improvement of becoming a professional.

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