

## **Pre-Service Teachers' Performance-Input: Development Program in the New Normal**

**Menchi Guande Nayad**

College of Education Department, Eastern Visayas State University, Philippines

\*Corresponding email: [menchinayad@gmail.com](mailto:menchinayad@gmail.com)

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**Abstract: Pre-service Teachers' Performance-Input: Development Program in the New Normal.**

**Objectives:** The study investigates the level of performance of pre-service teachers particularly on communication, technical, lesson Planning, evaluation, classroom management, time management and occupational attitude skills and establishes if there is a significant difference between the level of performance of pre-service teachers as perceived by the three groups of respondents. **Methods:** A questionnaire on the Likert scale collected data through the survey method from 100 resource teachers, 103 pre-service teachers and 500 high school students. Weighted means, ANOVA and Scheffe's test were utilized to analyze the data gathered. **Findings:** Results revealed that the performance of pre-service teachers was generally perceived to be very satisfactory, a significant difference on the level of performance of pre-service teachers was established as perceived by the three group of respondents. **Conclusion:** Pre-service teachers performed well on the specific tasks assigned to them and they have met the respondents' expectations and the responsibilities expected of them.

**Keywords:** new normal, occupational attitude, pre-service teachers, technical skill.

**Abstrak: Input-Kinerja Guru Prajabatan: Program Pengembangan dalam Normal Baru. Tujuan:**

Studi ini menyelidiki tingkat kinerja calon guru khususnya pada komunikasi, teknis, perencanaan pembelajaran, evaluasi, manajemen kelas, manajemen waktu dan keterampilan sikap kerja dan menetapkan apakah ada perbedaan yang signifikan antara tingkat kinerja pra-jabatan. guru honorer seperti yang dirasakan oleh ketiga kelompok responden. **Metode:** Kuesioner dengan skala Likert mengumpulkan data melalui metode survei dari 100 guru narasumber, 103 calon guru dan 500 siswa SMA. Rata-rata tertimbang, uji ANOVA dan Scheffe digunakan untuk menganalisis data yang dikumpulkan. **Temuan:** Hasil menunjukkan bahwa kinerja guru prajabatan secara umum dianggap sangat memuaskan, perbedaan yang signifikan pada tingkat kinerja guru prajabatan ditetapkan seperti yang dirasakan oleh ketiga kelompok responden. **Kesimpulan:** Guru pra-jabatan bekerja dengan baik pada tugas khusus yang diberikan kepada mereka dan mereka telah memenuhi harapan responden dan tanggung jawab yang diharapkan dari mereka.

**Kata kunci:** normal baru, sikap terhadap pekerjaan, guru pra-jabatan, keterampilan teknis.

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## ■ INTRODUCTION

Pre-service teaching is one of the preparations made before going into the teaching proper and it is believed that the quality of teachers could be raised by improving the necessary trainings, thus, this phase must be given much attention. Pre-service training serves as the transitional phase between the role of a full-time student and the future role of full-time teacher. During this period, one will be playing a dual role at the same time – that of a teacher and student, and in this phase, they will be exposed to various ideas, forces and activities operating within a school with the intention to bridge the theory and practice. It is also noteworthy that although pre-service teaching appears to most people as the first stage of teaching career, the informal phase in learning to teach begins much earlier (Muzaffar, et. al., 2011).

With the goal of producing competitive graduates, different interventions are employed. The Teacher Education Institutions of the 21<sup>st</sup> century produce skillful and competent teachers, who can think critically, can make wise decision, can produce creative articles, can create innovative products and communicate well in a variety of contexts. With the emerging progress, the economy needs highly trained and skilled human resource to confront the changing contemporary society (UNESCO, 2012). Despite of all these, various approaches have not consistently ensured desirable results (Akyuz & Samsa, 2009, Behar-Horenstein & Niu, 2011; Goyak, 2009, Qing, Jing & Yan, 2010, Sulaiman, 2013).

It is Yusuf's (2002) view that the main objectives of teacher education are to develop awareness, knowledge, attitudes, skills, evaluate ability and encourage full participation in the teaching and learning process. Lawal (2003) argued that adequate training is the best possible way teachers can move forward in meeting the challenges of the 21<sup>st</sup> century.

There are a lot of studies conducted in relation to performance of pre-service teachers in the field of teaching. One of the studies conducted revealed that pre-service teachers have struggled in substantiating their knowledge of their pupils' capacity to probe, integrate, and assess information (Meister, 2011). Another study out that some of the difficulties experienced by pre-service teachers during this period were stress, sense of weariness and vulnerability, as well the positive perceptions of these student teachers regarding their growing knowledge and skillfulness, their sense of efficacy, flexibility and spontaneity in their performance and interactions. Perception of their accomplishments in achieving reasonable levels of acceptance and recognition within the school community and their positive evaluation of the guidance and support provided by their supervisors are also emphasized (Caires, 2021). In addition, results of another study show the importance on how supervisors' personal features and the quality of the interactions established with their pre-service teachers are attributed. These aspects were clearly regarded as an essential aspect of the student teachers' emotional balance and resistance to the difficulties emerged during their entrance in the teaching profession. Some differences were perceived in terms of the pre-service teachers' evaluations regarding the moment of the practicum (beginning versus end) and the type of supervisor (university versus school). Some enquiry and suggestions for future research emerge as final contributions (Caires, 2010).

Few studies have focused on correlation among external motivation, support and perceived teaching self-competence during the School Teaching Practice course. Also institutional and social networks of support appeared to contribute to the development of teaching competencies (Kaldi & Xafakos, 2017). Other study shows that competence to work in schools is characterized by student teachers' deep

contextualized learning, (Tang & Ching). Some focuses on Social and emotional well-being of student teachers. However, while other studies claimed that performance of student teachers was perceived to be very satisfactory in terms of instructional skills and organizational skills, (Vesna, 2011), there were no specific skills identified such as communication skills, technical skills, lesson planning skills and etc. as what this study would like to emphasize. It is believed that knowing the performance of pre-service teachers in this specific skills will give focus on what particular need should be addressed. While many colleges and universities produced hundreds of teachers, competency of these trainees were being questioned whether they acquired a well-rounded education expected of them. We need not only dedicated and wholesome teachers but quality teachers, hence teacher institutions need to produce such. It is in the hands of these universities and colleges where quality and excellence is cultivated.

Teacher Education institutions aimed to train future teachers to become competent highly professionals. And to address the research gap identified in this study, its objective is to produce quality graduates in education both in Elementary and Secondary levels. The study assessed the strengths and weaknesses of teacher education program of colleges and universities along the level of performance particularly on communication skills, technical skills, lesson Planning Skills, evaluation Skills, classroom management skills, time management skills and occupational attitude skills, as perceived by the resource teachers/heads/coordinators; the pre-service teachers themselves and high school students. The result of the study was used to develop a particular program for the improvement of performance of pre-service teachers incorporating activities applicable in the new normal where different learning modalities were

being considered. We know for a fact that during the time of pandemic, online teaching-learning is the best way considering the safety of both students and teachers. This time of crisis is the most challenging part of teaching-learning, considering that the educational system has its absolutely different modality of learning.

Currently, the term 'new normal' that refers to online-remote learning is quickly becoming a buzz word. It has been assumed by many to be a more technology-driven teaching and learning in a post-COVID context. But it is known that both teachers and students are struggling to engage in online learning, those with no stable internet access and resources risk being left behind. Themed findings showed that teachers are greatly challenged in terms of learning quality transfer, module distribution and retrieval, students' difficulties in following instruction, power disruption, internet connection, and health risks posed by the pandemic (Childhope org., 2021).

It is with this needs analysis that this development program for both in-person and virtual was taken into account wherein the pre-service teachers' needs to be trained and improve in this aspect in order to assure quality of learning. This study also measured if there is a significant difference between the level of performance of pre-service teachers as perceived by the three group of respondents.

## ■ METHODS

### Participants

There are three groups of respondents who participated in this research, 100 resource teachers/head/coordinators, 103 pre-service teachers and 500 high school students from different public high schools of Tacloban City division, during their face-to-face classes, school year 2016-2017. Simple random sampling was employed in the selection of participants where each member of the population has an equal

chance of being selected. Data is then collected from a large population in the public high school in Tacloban City, Leyte.

### Research Design and Procedures

This study used the descriptive approach with the purpose to determine the level of performance of pre-service teacher in terms of communication, technical, lesson planning, evaluation, classroom management, time management and occupational management skills. The research stages include: formulating research objectives, conducting literature review, developing research instrument, conducting dry-run for validity and reliability, conducting research by distributing the instrument to the respondents. After retrieval, the scoring and data analysis followed and writing of the research is the last step.

Based on the findings of the study, the researcher came up with a development program to strengthen the skills needed and address the weaknesses of pre-service teachers in relation to the identified skills in this study. The program incorporated different activities using the online platform to embrace the shift from physical spaces to being seated behind a screen for hours as the new normal suggests (Li, 2020). This is to prepare students for blended learning modality.

### Instrument

A Likert scale survey questionnaire format with five answers from excellent (5) to poor (1) was used in gathering the data. These questionnaires were modified based on the rating scale for pre-service teachers used by colleges and universities in Tacloban City. It was modified based on theoretical indicators as applied in the study. The questionnaire contained ten (10) items on level of performance of pre-service teachers in terms of the seven (7) skills. Items on the instrument intends to assess the pre-service

teachers' skill in handling classes and doing teacher-related activities.

The instrument was personally distributed by the researcher to ensure the highest degree of consistency. It was tried out in one of the public schools outside Tacloban City before its administration to the respondents to ensure its validity and reliability.

### Data Analysis

To measure the performance level of the pre-service teachers during their training, frequency counts, ranking and weighted means were employed. To test the significant difference between the performance level of pre-service teacher as perceived by the three groups of respondents, One-way analysis of Variance (ANOVA) was used. The level of significance was set at .05 (Wikipedia).

## ■ RESULTS AND DISCUSSION

As reflected in the table, pre-service teachers' over-all performance on the identified skills was rated as satisfactory by resource teacher/head/coordinator with a mean of 3.47. While the other groups rated them with mean 4.09 and 3.91, all interpreted as very satisfactory. It shows that pre-service teachers were perceived to show good performance on technical skills and lesson planning skills since it ranked first in the perception of the respondents but there is a need to improve in their communication and occupational attitude skills.

The respondents perceived that pre-service teachers need to work on their communication skills for them to acquire more knowledge on how to clearly convey points to students. It is important for them to acquire knowledge both verbal and non-verbal communication.

On the technical aspect of pre-service teachers, it was believed that they were ready

with varied activities or exercises that develop analytical thinking of students in the discussion of the lesson, but high school students think that they need to be more creative in identifying appropriate strategies that allow participation considering different phases of learning. Being creative in giving activities to students matters a lot in order to encourage learners to be involved in the process (Barberos, et.al, 2010). Pre-service teachers must be ready with varied activities needed by the student to learn the lesson, their knowledge on giving the students

the opportunity to create their own way of learning needs to be strengthened.

The lesson planning skills of the preservice teachers was believed to be well-managed as commonly perceived by the respondents. Their performance can be assessed through the skills they have acquired and developed during their training. One important thing is that they have developed the ability to make good lesson plan and implement it correctly. They were aware of the importance of having the daily lesson plan which is to diagnose students' learning needs.

**Table 1.** Performance of pre-service teachers along the seven skills as perceived by the respondents

SKILLS	Resource Teacher/Head/ Coordinators			Pre-Service Teachers			High School Students		
	X	Rank	Description	X	Rank	Description	X	Rank	Description
Communication Skills	3.14	6	S	4.02	6	VS	3.82	5	VS
Technical Skills	3.9	1	VS	4.19	3	VS	3.96	4	VS
Lesson Planning Skills	3.8	2	VS	4.25	1	VS	4.08	1	VS
Evaluation Skills	3.42	4	S	4.07	5	VS	3.74	7	VS
Classroom Management Skills	3.6	3	VS	4.08	4	VS	3.98	3	VS
Time Management Skills	3.38	5	S	4.2	2	VS	4.02	2	VS
Occupational Attitude Skills	3.06	7	S	3.86	7	VS	3.8	6	VS
<b>Mean</b>	<b>3.47</b>		<b>S</b>	<b>4.09</b>	<b>VS</b>		<b>3.91</b>		<b>VS</b>

On the other hand, the evaluation skills of the pre-service teachers perceived by the respondents to be satisfactory and very satisfactory respectively. It is believed that pre-service teachers should know the importance of keeping accurate and adequate records of students. They must know the importance of

collecting and checking test papers and interpret its result. Test construction and preparation of table of specification needed to be augmented and improved.

It is noted that based on the ranking of perception of the respondents on classroom management skill, the respondents had almost the

same perceptions on the performance level of pre-service teachers. These findings indicate that pre-service teachers had been observed to have carried out different classroom activities with very minimal assistance, thus, students could do their activity smoothly and systematically, probably because they had been clearly and thoroughly directed on how to go about with their tasks.

On time management skills, the finding implies that pre-service teachers tend to follow strictly the time allocation for subject/activity regardless of the objective/s of the activity, unless they were given the go-signal to proceed with an activity over its allocated time, they would strictly adhere to the period assigned to that particular subject/activity. However, pre-service teacher must know the importance of the submission of needed materials like lesson plan at least a day before the scheduled teaching day so that they will have enough time to make the necessary preparation.

Occupational attitude of pre-service teachers refers to the leadership role of pre-service

teachers in both curricular and co-curricular activities in school. It also refers on how they implement school policies and procedures, making sure that they create a stress-free environment and must know how to adjust appropriately to the learners' different socio-economic backgrounds. On this aspect, results revealed a very satisfactory performance as perceived by pre-service teachers themselves and by the high school students, but on the part of the resource teachers, they believed that pre-service teachers need to learn how to consider individual differences particularly in socio-economic backgrounds of the learners. It is also important to consider how conducive the learning environment is in order to achieve the goals set in every learning endeavor.

Analysis of Variance (ANOVA) was used in finding out the differences on the performance level of pre-service teachers along the seven skills identified as perceived by the three groups of respondents. The result was supported with comparison of means using scheffe's test as reflected in table II.

**Table 2.** Differences between performance of pre-service teachers along the seven skills as perceived by the respondents

Variable	f-Value	p-Value	Interpretation
Communication Skills	13.456	.000	Significant
Technical Skills	9.902	.000	Significant
Lesson Planning Skills	24.152	.000	Significant
Evaluation Skills	12.152	.000	Significant
Classroom Management Skills	.102	.959	Not Significant
Time Management Skills	11.125	.000	Significant
Occupational Attitude Skills	17.348	.000	Significant

As observed in the table, communication, technical skills, lesson planning, evaluation, time management and occupational attitude skills

yielded an f-value of 13.456, 9.902, 24.152, 12.152, 11.125 and 17.38 respectively. All these values were interpreted as

significant. These findings revealed that all respondents had common perceptions of the pre-service teachers' performance on skills identified.

**Table 3.** Comparison of means using scheffe's test

SKILLS	MEAN		
	Resource Teacher/Head/ Coordinators	Pre-Service Teachers	High School Students
Communication Skills	17.57 <sup>b</sup>	21.44 <sup>a</sup>	18.93 <sup>b</sup>
Technical Skills	17.67 <sup>b</sup>	22.02 <sup>a</sup>	18.08 <sup>b</sup>
Lesson Planning Skills	19.0 <sup>d</sup>	26.38 <sup>a</sup>	22.71 <sup>c</sup>
Evaluation Skills	21.21 <sup>a</sup>	18.8 <sup>b</sup>	18.33 <sup>b</sup>
Classroom Management Skills	18.00 <sup>a</sup>	21.91 <sup>a</sup>	20.08 <sup>a</sup>
Time Management Skills	17.33 <sup>b</sup>	23.38 <sup>a</sup>	19.00 <sup>b</sup>
Occupational Attitude Skills	20.00 <sup>ab</sup>	22.00 <sup>a</sup>	19.34 <sup>b</sup>
<b>Total</b>	18.68 <sup>a</sup>	22.28 <sup>a</sup>	19.49 <sup>b</sup>

Based on the mean values obtained by the pre-service teachers, it significantly affects when compared with the mean values based on the perception of all the groups of respondents. Classroom management skills yielded an f-value of .102 interpreted as not significant which could mean that the respondents assessed differently on performance of pre-service teachers on that particular skill.

### Development Program For Pre-Service Teachers

Pre-service training is done in the last year of Teacher Education curriculum. During the student teaching period, pre-service teachers will be exposed to various ideas, forces and activities operating within a school where they will be assigned. In view of multiplicity of experiences in the total pattern of student teaching, it may not be possible for them to experience everything. To profit most from student teaching, they should seek out many experiences as possible, involving themselves more in those areas where they felt weakest and most likely to encounter difficulty

as full-time teacher in the future. Some of the weakest findings on performance of pre-service teachers are the following: communication skills, evaluation skills, time management skills and occupational attitude skills.

The study was conducted to determine the strength and weaknesses of teacher education program and improve the performance of pre-service teachers along the identified skills. Although, the findings revealed that pre-service teachers are having very satisfactory performance, there is a need to come up with training design for the purpose of improving performance and learn skills needed in the new normal, thus the said development program was developed.

This development program aims to strengthen further the capability of pre-service teachers to develop as highly competent educators in the future. Specifically, the objectives of this program is to provide pre-service teachers with a series of trainings on how to create an environment that promotes fairness; make the physical environment safe and conducive to

learning; communicate higher learning expectations to each learner and establish and maintain consistent standards of learners behavior; know more and identify one's self and the teaching profession; and develop further one's competencies on the needed skills applicable in the new normal. A series of conferences was done prior to the implementation of the program. And evaluation followed in order to identify the strength and weaknesses of the program for its further improvement.

**Table 4. Schedule of Activities**

OBJECTIVES	CONTENT/ TOPIC	Brief Description of the Activity
<b>PHASE I</b>		
* Communicates higher learning expectation, promptly and clearly to learners with mastery of the subject matter.	Effective Communication Technique for Teachers and Trainers	A lecture on: -How to use individual and cooperative learning activity to improve capacity of learners for higher learning -How to encourage learners to ask questions, how to communicate and maintain high standards of learning performance
* Implements lesson plan using OBE Approach	OBE (Outcomes-Based Education) Approach	-How to show proofs of instructional planning, implement instruction as a plan and demonstrate ability to cope with varied teaching milieu -Workshop on lesson planning with application of OBE after a lecture -Watch a video on the teaching-learning process in flexible learning focusing on teaching strategies and implementation of lesson plan.
<b>PHASE II</b>		
*Develops and uses variety of appropriate assessment strategies to monitor and evaluate learning.	Planning and Assessing	Workshop on: -Preparation and interpretation of summative tests; -non-traditional assessment techniques (portfolio, journals/rubrics)
*Makes the physical environment safe and conducive to learning	The Learning Environment	-Perform activities on how to maintain safe, clean and orderly classroom free from distractions  -Arrange challenging activities prepared given the physical environment
*Monitors regularly and provides feedback on learners understanding of content	Reporting Students Progress	A lecture on: -How to provide timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth -How to keep accurate records of grade/performance level of learners



*Creates an environment that promotes fairness	The Learning Environment	<ul style="list-style-type: none"> <li>-How to conduct regular meetings with learners and parents to report learners' progress</li> <li>-How to involve parents to participate in school activities the promote learning</li> </ul>
*Establishes and maintains consistent standards of learners' behaviour	Multicultural Education and Diversity of Learners	<p>A lecture on:</p> <ul style="list-style-type: none"> <li>-Maintaining environment of courtesy and respect for different learners, gender-fair opportunities for learning and recognizes learners' strength (Reflection)</li> <li>-A lecture on how to handle behavior problems with due respect to children's right, give timely feedback to reinforce appropriate to learners behavior, to encourage free expression of ideas from students</li> </ul>
<hr/>		
<b>PHASE III</b>		
*Acts as a positive role model to students	Social Regard for Learning	<ul style="list-style-type: none"> <li>-Perform exercises to assess themselves on:</li> <li>-the implementation of school policies and procedures</li> <li>-punctuality; -maintaining appropriate appearance; -the effect on one's behavior on students showing respect for others and their ideas</li> </ul>
*Takes pride in the nobility of teaching as a profession	Personal Growth	<p>A lecture on:</p> <ul style="list-style-type: none"> <li>-how to maintain stature and behavior that upholds the dignity of teaching</li> <li>-how to allocate time for personal and professional development</li> <li>-how to maintain personal qualities</li> <li>-how to articulate and demonstrate one's personal philosophy of teaching</li> </ul>
*Builds professional links with colleagues to enrich teaching practice	Personal Growth	Lecture on:
		<ul style="list-style-type: none"> <li>-how to abreast with recent developments in education</li> <li>-how to link with other institutions, organizations for sharing best practices</li> </ul>
*Reflects on the extent of the attainments of professional development goals	Professional Development	<ul style="list-style-type: none"> <li>-Reflects the quality on his/her own teaching</li> <li>-Reflects on the improvement of teaching performance based on feedbacks</li> <li>-Reflects on the acceptance of personal accountability to learners' achievement and performance</li> <li>-Self-evaluation to recognize and enhance one's strengths and correct one's weaknesses</li> </ul>
<hr/>		
<b>OTHERS:</b>	Teaching-Learning in the New Normal	
*Assists the cooperating teacher in the preparation & implementation		<ul style="list-style-type: none"> <li>-Orientation on protocols in the new normal modality used in DEPED</li> </ul>

for holding  
classes through  
distance learning  
modalities

\*Develops  
contextualized  
instructional  
material  
appropriate for  
the  
demonstration  
teaching  
modality

\*Assists the  
cooperating  
teacher to create  
assessment  
materials related  
to the lessons  
applicable to  
various learning  
delivery modes

## ■ CONCLUSIONS

The findings showed that the level of performance of pre-service teachers along the identified skills was generally perceived to be very satisfactory. Pre-service teachers were perceived to show good performance on technical skills and lesson planning skills but need to improve in their occupational attitude skills. Communication, technical skills, lesson planning, evaluation, time management and occupational attitude skills has a significant difference between the level of performance of pre-service teachers as perceived by the respondents. The respondents observed that pre-service teachers performed well on the specific tasks assigned to them. They have met the respondents' expectations and the responsibilities expected of them.

Therefore, the null hypothesis that states that there is no significant difference between the level of performance of pre-service teacher on the six skills identified as perceived by the three group

of respondents was hereby rejected. On the other hand, the perception of the respondents on classroom management skill was accepted. These tend to show that based on the perception on some areas, the respondents observed that pre-service teachers are performing well. They have met the respondents' expectations and the responsibilities expected of them. The development program created believed to be helpful in order to address the weaknesses identified based on the result of this study.

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