Pre-Service Teachers of Higher Education Institutions of Maguindanao Province

Dr. Sema G. Dilna
Dean, Graduate College, Cotabato City State Polytechnic College, Cotabato City, Philippines

***Corresponding Author:**
Dr. Sema G. Dilna
Email: dr_sem01@yahoo.com.ph

Abstract: The main objective of this study was to evaluate the Pre-service Teachers in Higher Education Institutions of Maguindanao Province. Specifically, this study sought to find answers to the following questions: (1) To what extent is the adequacy of resources in Higher Education Institutions in Maguinadanao in terms of: a. Human/technical Resources and b. physical resources? (2) To what extent is the level of teaching strategies used and classroom management of the teachers? (3) To what extent is the development of students' capabilities in terms of: a. Knowledge Gained; b. skills acquired; c. positive attitudes towards teaching? (4) Is there any significant relationship between teaching strategies and Knowledge Gained; Skills acquired; and Positive attitudes towards teaching? And, (5) Is there any significant relationship between Classroom management and Knowledge Gained; Skills acquired; and Positive attitudes towards teaching? The study utilized descriptive evaluative design utilizing correlational analysis. The study was conducted in Higher Education Institutions of Maguindanao and the respondents of the study were the ninety three (93) pre-service teachers who are officially enrolled for the school year 2011-2012 and they were completely enumerated. Based on the findings of the study, the following conclusions were formulated: (1) The Teacher Education Institutions of the Higher Education Institutions of Maguindanao Province is adequate in terms of human/technical and physical resources. (2) The teaching learning process such as teaching strategies and classroom management are very satisfactory and had relationship to the knowledge gained, skills acquired and positive attitude towards teaching.
Keywords: Pre-service Teachers, Higher Education Institutions, Teacher Education.

INTRODUCTION

Based in Experiential learning Courses Handbook for Teacher (*ELCH, 2006*) for Teacher Education, the teaching profession has been struggling to keep pace with the changes in society and the accompanying challenges of the technological world[1]. Another, the teaching profession is no longer attracts its rightful share of the best available talents which if adequately addressed can immensely contribute toward providing the youth with role models, rich human resources who can lead them to become the true hope of the country[2].

Two very important documents that help re-define and give direction to the Teacher education are the Teacher Education and Development Program (TEDP) and the National Competency – Based Teachers Standards (NCTBS).

With the notion that teacher education, which consists of the Pre-service Education of Teacher (PET) and In-service Education of Teachers (INSET), has been unable to bridge the growing gap between the needs and expectations of learners, and the knowledge and skill levels of both new existing teachers, the Teacher Education and Development Plan (TESDP) was conceived. It has been initiated to advocate a greater formal partnership among stakeholders: Commission on Higher Education (CHED), Teacher Education Institutions (TEIS), Professional Regulation Commission (PRC), the Department of Education (DepEd) and the Civil Service Commission (CSC) in order to enhance the education and training of the future teachers. (ELCH, 2006)[1].

Hence, this study is proposed to assess the Pre-service teachers in Higher Education Institutions of Maguindanao.

Statement of the Problem

The main objective of this study was to evaluate the Pre-service teachers in Higher Education Institutions of Maguindanao.

Specifically, this study sought to find answers to the following questions:
1. To what extent is the adequacy of resources Teacher Education Institution in Maguindanao in terms of: a. Human/technical Resources and b. physical resources?
2. To what extent is the level of teaching strategies used and classroom management of the teachers?
3. To what extent is the development of students' capabilities in terms of: a. Knowledge Gained; b.

skills acquired; c. Positive attitudes towards teaching?
4. Is there any significant relationship between teaching strategies and Knowledge Gained; skills acquired; and Positive attitudes towards teaching?
5. Is there any significant relationship between Classroom management and Knowledge Gained; skills acquired; and Positive attitudes towards teaching.

RESEARCH DESIGN

The study utilized descriptive evaluative design utilizing correlational analysis. This design is appropriate in this study since it is interested to evaluate the input such as human/technical and physical resources, the process such as teaching strategies and classroom management and the product such as the developed knowledge, skills and attitude the Pre-service teachers of teacher education institutions in Higher Education Institutions of Maguindanao.

Correlational analysis was also used to determine the relationship of teaching strategies, classroom management and the developed knowledge, skills and attitude of the pre-service teachers.

Statistical Tools for Analysis

Descriptive statistics particularly mean was used in describing the human/technical and physical resources; the teaching strategies employs, classroom management and knowledge gained, skills acquired and positive attitude towards family teaching.

RESULTS AND DISCUSSION
Human/Technical Resources

Table 1 shows the result on human/technical resources. Further, statements on Selects and prepares

appropriate instructional materials and teaching aids, Provides appropriate motivation, Conveys ideas to student clearly, and Maintains classroom conducive to learning were rated Very Satisfactory. When asked, they said that their teachers used instructional materials such as modules, overhead projector and sometimes teachers used power point presentation in teaching. In terms of motivation, they said that the teachers praised the students if they are performing well.

On the other hand, statements on Prepares workbook and module, Relates new lesson with previous knowledge or skills, Presents and develops lessons, Utilizes the art of questioning to develop higher order of thinking, Ensures students' participation, and Addresses individual differences were rated satisfactory. Again, during interview, the respondents said that their teachers' lessons were updated, and also the teachers considered the individual differences of their students.

Lasty, the respondents rated the human/technical resources as Satisfactory with weighted mean rating of 3.40. This means that teacher education institutions of the Maguindanao Province had adequate human/technical resources. When the dean of the education was asked, He said that every first week of semester, they conducted in-service training on trends, issues, techniques and new innovations for teachers. Accordingly, they are evaluation like classroom observation every semester and the results of it are their bases for faculty development program. They also said that they encourage their teachers to join professional organizations and the college itself is a member of the Philippine Association for Teacher Education (PAFTE).

Table 1. Mean Rating on Human/Technical Resources

Statement	Mean	Description
1. Prepares workbook and module	3.47	Satisfactory
2. Selects and prepares appropriate instructional materials and teaching aids	3.52	Very Satisfactory
3. Relates new lesson with previous knowledge or skills	2.89	Satisfactory
4. Provides appropriate motivation	3.57	Very Satisfactory
5. Presents and develops lessons	3.48	Satisfactory
6. Conveys ideas to student clearly	3.67	Very Satisfactory
7. Utilizes the art of questioning to develop higher order of thinking	2.89	Satisfactory
8. Ensures students participation	3.46	Satisfactory
9. Addresses individual differences	3.40	Satisfactory
10. Maintains classroom conducive to learning	3.65	Very Satisfactory
Weighted Mean	**3.40**	**Satisfactory**

Physical Resources

Table 2 revealed the results on Physical resources with weighetd mean of 3.34 which is interpreted adequate. Remarkably, the teacher education of the three identified higher education had fairly adequate on the provision of speech laboratory with mean rating of 2.34. When visited, they don't have

speech laboratory and when asked they are still sourcing out funds for it. Accordingly, if the subject needs speech laboratory they bring their students to the schools that have speech laboratory.

Nevertheless, the higher education institution had adequate sports and student centers with mean

rating of 3.48 and 2.58 respectively. Again, when visited they have gymnasium wherein according to them in door games were held at gymnasium and also the field is use for outdoor events. As for student centers, they assigned room for it with some furniture, television and boards games such as chess, scrabble and dominos.

However, items on provisions of shops on Technology Livelihood Education, audio-visual room, library, conducive classroom, science laboratory, school guidance, computer room and school canteen were all interpreted Very adequate. Yet again, when visited personally, all items were provided by the school but accordingly when asked, not all required facilities and equipment's are available.

The succeeding results mean that the physical resources are adequately provided by the school. The findings further revealed that though they have adequate physical resources, there's a need for improvement.

Table-2: Mean Rating on Physical Resources

Statement	Mean	Description
1. Provides shops on Technology Livelihood Education	3.68	Very Adequate
2. Provides Speech Laboratory	2.34	Fairly Adequate
3. Provides Audio-Visual Room	3.56	Very Adequate
4. Provides Library	3.64	Very Adequate
5. Provides Student Center	2.58	Adequate
6. Provides classroom conducive for Learning	3.50	Very Adequate
7. Provides School Guidance	3.50	Very Adequate
8. Provides Science Laboratory	3.64	Very Adequate
9. Provides Sports Center	3.48	Adequate
10. Provides Computer Room	3.50	Very Adequate
11. Provides school canteen	3.64	Very Adequate
Weighted Mean	**3.34**	**Adequate**

Teaching Strategies

Table 3 shows the results on teaching strategies used by the teachers of the teacher education in Maguindanao Province.

Further, the table revealed that teachers were satisfactory used inductive, deductive and team teaching. When asked, they said that they only used team teaching when needed. Also, they said that they adopted the constructivism or cooperative learning.

However, the teachers are very satisfactory in using teaching strategies such as lecture/discussion, lecture/demonstration, seminar/workshop, laboratory experience, film showing, reporting, group dynamics, case study, and problem solving. When asked, they said that they used these strategies in teaching because their students are future teachers and accordingly in order to develop their students, they have to expose them to different strategies. All of these strategies were reflected in their syllabus. When the pre-service teachers were asked, they said that they experienced all of these strategies during their second year up to fourth year in school.

Table 3: Mean Rating on Teaching Strategies

Statement	Mean	Description
1. Used instructional strategies such as:		
a. Inductive method	3.47	Satisfactory
b. Deductive method	3.40	Satisfactory
c. Lecture/Discussion	3.75	Very Satisfactory
d. Lecture/Demonstration	3.54	Very Satisfactory
e. Seminar/ Workshop	3.62	Very Satisfactory
f. Laboratory experience	3.68	Very Satisfactory
g. Film Showing	3.85	Very Satisfactory
h. Reporting	3.85	Very Satisfactory
i. Team teaching	3.40	Satisfactory
j. Group dynamics	3.54	Very Satisfactory
k. Case study	3.62	Very Satisfactory
l. Problem Solving	3.54	Very Satisfactory
Weighted Mean	**3.68**	**Very Satisfactory**

Classroom Management

Table 3 shows the results on the extent of the classroom management by the teachers of the teacher education in Maguindanao Province.

The respondents rated their teachers satisfactory on statements gives awards and recognition to the deserving students, understand students' background and home life and offers help to the students' professional needs. When an interview conducted, they said that their school doesn't have recognition day every end of semester but there are some teachers who exempt deserving students to take midterm or final examination. Further, they also confirm that not all teachers gives professional advises to them.

On the other hand, the respondents rated very satisfactory their teachers on giving instruction on different student activities and allowing student to suggest and comment. When asked, they said that whatever activities they have, their teachers always instructing and guide them, for instance before of their deployment in their field study courses, the coordinator conducts orientation program wherein they are allowed to ask and suggest.

Similarly, the teachers are very satisfactory in providing healthy and sound classroom environment and in conducting student evaluation through Examinations. Again when asked, accordingly aside from their prelim, midterm and final examination, their teachers conducts oral recitation, quizzes, assignments and sometimes actual performance. Also when visited, some of the students output are filled in deans office.

Likewise, the teachers are very satisfactory in organizing remedial classes for students' improvement, engaging students a hook for each lesson at the beginning to keep them thinking and interested and engaging students in self-directed works with mean rating of 3.50, 3.54 and 3.58 respectively. During the interview, the pre-service teachers said that there are some teachers conducting remedial class on English, mathematics and professional subjects during their free time and sometimes every Saturday. Also, teachers give them ample time in preparing their portfolio and other paper works.

Lastly, the overall mean rating of teachers' classroom management is 3.56 which interpreted very satisfactory. The result means that teachers in teacher education institution of Maguindanao Province are performing well in terms of classroom management.

Table 4. Mean Rating on Classroom Management

Statement	Mean	Description
1. Gives instruction on different student activities	3.62	Very Satisfactory
2. Allows student to suggest and comment	3.54	Very Satisfactory
3. Provides healthy and sound classroom environment	3.85	Very Satisfactory
4. Conducts student evaluation through Examinations	3.85	Very Satisfactory
5. Gives awards and recognition to the deserving students	3.40	Satisfactory
6. Understand students' background and home life	3.38	Satisfactory
7. Organize remedial classes for students Improvement	3.50	Very Satisfactory
8. Engage studentsa hook for each lesson at the beginning to keep them thinking and interested	3.54	Very Satisfactory
9. Offers help to the students' professional needs	3.38	Satisfactory
10. Engage students in self-directed works	3.58	Very Satisfactory
Weighted Mean	**3.56**	**Very Satisfactory**

Gained Knowledge

Table 5 revealed the results on gained knowledge of the pre-service teachers. Amazingly, the Table also revealed that all items were rated fully developed by the respondents.

Statements on knowledgeable on different theories, processes and Principles of teaching on basic Subjects, professional Subjects, and major subjects were rated fully developed. When asked, they said, they are now equipped with theories and principles of teaching and in fact accordingly they applied it already in their practice teaching.

Nevertheless, the pre-service teachers rated their self fully develop on knowledgeable on different motivations, knows the principles of individual differences and knowledgeable on different teaching strategies.

Again, when an interview was conducted, the pre-service teachers said that they applied the different motivations and teaching strategies they learned from their teachers. Also, they said though they are fully developed they kept on consulting their coordinator about their problems in their techniques, course content and reinforcement.

Table 5: Mean Rating on Gained Knowledge

Statement	Mean	Description
1. Knowledgeable on different theories, processes and Principles of teaching on:		
a. Basic Subjects	3.54	Fully Developed
b. Professional Subjects	3.50	Fully Developed
c. Major Subjects	3.84	Fully Developed
2. Knowledgeable on different motivations	3.56	Fully Developed
3. Knows the principles of individual Differences	3.54	Fully Developed
4. Knowledgeable on different teaching Strategies	3.50	Fully Developed
Weighted Mean	**3.58**	**Fully Developed**

Developed Skill

Table 6 shows the results on the extent of the acquired skill of the pre-service teachers in Higher Education Institutions of Maguindanao Province.

Table 6 further revealed that the pre-service teachers are can able to instructional materials such as module and workbook with mean rating of 3.48 and 3.38 which are interpreted as develop. When asked, they said that their teacher taught them how to make module and workbook but they did not try it due to their hectic schedule.

Furthermore, they rated their self as develop on item able to handle meeting with mean rating of 3.48. During the interview, accordingly, they can hold meeting but they don't know the parliamentary procedure, and they assure that they can handle because according to them they are also student leaders.

On the other hand, they rated their selves as fully developed in preparing instructional materials such as graphic organizer and power point presentation with mean rating of 3.54 and 3.50 respectively. During the visitation, some of their instructional materials output were displayed in the office and when asked they said that they use graphic organizer in some topics and they some of them used power point presentation in rendering their topical report during their classes.

Similarly, the respondents rated their selves fully developed in teaching their major subjects with mean rating of 3.62. When asked, they said that they are competent enough in teaching their major with the close super vision of their coordinators. As a matter of fact, they showed the result of their cooperating teacher in evaluating reflecting outstanding performance.

Likewise, the respondents are fully developed in manipulating computer, they can operate overhead projector, and they can prepare training/seminar design with mean rating of 3.58 and 3.56 respectively. When asked, they are experts in computer and overhead projector because, they spent their free time in internet café and they are the one who encoded their requirements and their portfolio.

Lastly, the overall mean rating of acquired skills of the pre-service teachers is 3.51 which interpreted fully developed. This means that the pre-service teachers acquired fully the skills needed for a teacher such as preparing instructional materials and teaching their specialization.

Table 6: Mean Rating on Developed Skill

Statement	Mean	Description
1. Able to prepare Instructional Materials such as:		
a. Graphic organizer	3.54	Fully Developed
b. Power Point Presentation	3.50	Fully Developed
c. Module	3.48	Developed
d. Workbook	3.38	Developed
2. Able to teach the major subjects	3.62	Fully Developed
3. Able to manipulate computer	3.58	Fully Developed
4. Able to operate overhead projector	3.56	Fully Developed
5. Able to prepare training/seminar design	3.48	Developed
6. Able to handle meeting	3.50	Fully Developed
Weighted Mean	**3.51**	**Fully Developed**

Attitude towards Teaching

Table 7 revealed the results on pre-service teachers' attitude towards teaching. Remarkably, the Table also revealed that pre-service teachers agreed on all identified.

The respondents were highly agree on all statements. When asked, they said that teaching is not their dreams, but when they experienced teaching

during their internship and they appreciated it. They also said, teaching is very interesting task to them.

In addition, the respondents seek helpful information for improvement, they can work without much supervision, they developed a self-imposed work schedule, can work with strong determination to finished task assigned and adopt different actions to overcome an obstacle. According to them, since they already love teaching profession, they can work even without supervision of their coordinator.

Furthermore, the respondents for the success or failure of my work, they developed a self-imposed

work schedule when a flexible schedule in our class is given, and they develop and uses a logical, step by step to finish a job which were all interpreted highly agree. Again during the interview, they said that being a future teacher, they have to be flexible not in in time but also in their work. Accordingly, they have to possess the qualities of a good teacher.

Lastly, the overall mean rating of respondents' attitude towards teaching is 3.62 which is interpreted as highly agree. These findings further shows that the attitude of pre-service teachers towards teaching are already developed.

Table-7: Mean Rating on Attitude towards Teaching

Statement	Mean	Description
1. I show interest in teaching	3.84	Highly Agree
2. I enjoy the mentally challenging task of teaching	3.56	Highly Agree
3. I seek helpful information for improvement	3.64	Highly Agree
4. I can work without much supervision	3.54	Highly Agree
5. I develop a self- imposed work schedule	3.50	Highly Agree
6. I work with strong determination to finished task assigned to me	3.82	Highly Agree
7. I adopt different actions to overcome an obstacle	3.56	Highly Agree
8. I feel responsible for the success or failure of my work	3.52	Highly Agree
9. I develop a self- imposed work schedule when a flexible schedule in our class is given	3.68	Highly Agree
10. I develop and uses a logical, step by step plans to finish a job	3.54	Highly Agree
Weighted Mean	**3.62**	**Highly Agree**

Relationship Between Teaching Strategies, Knowledge, Skill and Attitude

Table 8 presented the results of the correlation between the teaching strategies and pre-service teachers developed knowledge, skills and attitude.

Based from the Table, teaching strategies employed by the teachers and developed knowledge was found out had significant relationship as shown by their correlation coefficient of 0.465 and significance probability of .004 and which was significant at 0.05. Likewise, a positive correlation was found out between the teaching strategies and skill acquired as showed in correlation coefficient of 0.402 with significant coefficient of 0.015. In addition, a positive correlation was also found between the library services and gained knowledge and skill in building construction as showed in correlation coefficient of 0.429 with significant

coefficient of 0.009. The null hypothesis of no significance relationship between the teaching strategies and developed knowledge, skill and attitude was rejected. This meant that there was a significant relationship between the teaching strategies and developed knowledge, skill and attitude. These positive coefficients imply that the better teaching strategies employed by the teachers the more knowledge; skills and attitude will be developed by the student.

The succeeding results of positive correlation implies that the better teaching strategies will be employ the more students will gained knowledge, skills and attitude. The result further agrees the notion of Whitney as cited by Brown and Thorton [3] that "exposing students to a variety of learning situations gives them the best possibility of developing a variety of learning skills to transfer to the outside world where knowledge is acquired.

Table 8. Correlation Matrix Between Teaching Strategies, Knowledge, Skill and Attitude

	Knowledge	Skills	Attitude
Teaching Strategies	0.465**	0.402*	0.429**

** Correlation is significant at the 0.01 level
* Correlation is significant at the 0.05 level

Relationships between Classroom Management, Knowledge, Skill and Attitude

Table 9 presented the results of the correlation between the classroom management and developed knowledge, skills and attitude.

Base from the table, classroom management and the developed knowledge had significant relationship as shown by their correlation coefficient of 0.562 and significance probability of 0.000, which was significant at 0.01.

Also, the classroom management and the acquired skills had significant relationship as shown by their correlation coefficient of 0.571 and significance probability, which was significant at 0.01.

In the same way, the classroom management and the developed attitude had significant relationship as shown by their correlation coefficient of 0.618 and significance probability of .000, which was significant at 0.01.

The succeeding positive correlations results shows, that the null hypothesis of no significance relationship between the classroom management and developed knowledge, skills and attitude was rejected. This meant that there was a significant relationship between the classroom management and the developed knowledge, skills and attitude. To Mamadra and Guiamalon (2009) concluded in their study, that a training which is well implemented with qualified instructors, adequate equipment and facilities can greatly improve the skills of the students. The success of technical-vocational program is dependent on the approach used by skilled mentors assigned to handle the same in school to supplement students' competencies as well as the appropriateness of training framework that both school and industry should work together to train students to become future industrial workers.

These positive coefficients imply that the better classroom management of the teachers practiced the more the knowledge, skills and attitude will be developed by the students.

Table 9. Correlation Matrix Between Classroom Management, Developed Knowledge, Skill and Attitude

	Knowledge	Skills	Attitude
Classroom Management	0.562**	0.571**	0.618**

** Correlation is significant at the 0.01 level

CONCLUSIONS

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

- The Teacher Education Institution of the Higher Education Institution of Maguindanao Province are adequate in terms of human/technical and physical resources.
- The teaching learning process such as teaching strategies and classroom management are very satisfactory and had relationship to the knowledge gained, skills acquired and positive attitude towards teaching.

RECOMMENDATIONS

- Encourage and enhance the pre-service teachers to develop their professional growth by means of conducting trainings, workshops and demonstrations.
- Pre-service teachers should also be encouraged to do research work fornew trends and issues that could improve their teaching.

REFERENCES

1. Fry H, Ketteridge S, Marshall S. A handbook for teaching and learning in higher education: Enhancing academic practice. Routledge; 2008; 19.
2. Naukkarinen A. From discrete to transformed? Developing inclusive primary school teacher education in a Finnish teacher education department. Journal of Research in Special Educational Needs. 2010 ; 10(s1):185-96.
3. Brown JW, Thornton JW Jr; College teaching: a systematic approach. 2nd ed. New York, McGraw-Hill IX, 1971; 217p.