

Research Article

EXTENT OF FIELD TEACHING PRACTICE ON PRE-SERVICE TEACHERS' COMPETENCIES DURING PANDEMIC

*Marites F. Pascual, Ed.D.

Bataan Peninsula State University-Dinalupihan Campus, San Ramon, Dinalupihan, Bataan, Philippines.

Received 05th April 2023; Accepted 06th May 2023; Published online 22th June 2023

ABSTRACT

The Department of Education (DepEd) demands that qualified pre-service teachers be admitted to a variety of elementary schools where qualified and experienced instructors are desperately needed. Pre-service teachers have a significant problem as a result of how teacher education affects educators' early career skills and teaching philosophies. The new normal hurdles the pattern set in different universities; declaration of the educational policy due to a pandemic led to various changes affecting the competencies of field teaching practices of the pre-service teachers. This paper aims to identify the level of competencies of BEED Pre-service teachers in the field-teaching practice during the pandemic. Focus groups, semi-structured interviews, and survey questions were used to gather data on the breadth and depth of the pre-service teachers' experience. The collected data were organized and coded using qualitative tools afterward, the utilization of Convergent Mixed Method Design in discussing the data result. The results show that the pre-service teachers have a "Moderately High Level of Competence" in domains 2, 3, 4, 6, and 7. Contradictions can be gleaned in the remaining Domains 1 and 5, which suggests that the respondents need to first gain more community exposure to strengthen the theoretical knowledge they have learned from the university and apply it in tutorial classes available through BPSU-DC's extension programs and those that are part of the competency plan. Second, a suitable seminar or webinar on how to complete administrative tasks may raise the pre-service teachers' level of competency in Domain 5, about Assessment and Reporting.

Keywords: Pre-service Teachers Competency, Pre-service Teachers, Competency.

INTRODUCTION

Competence is always the metric used when discussing quality teachers. According to Ambag (2015), who cited Basadre (2001), students want their teachers to be competent and possess a thorough understanding of the subject matter they are teaching. A teacher's competency is the sum of their talents that are appropriate for their finest teaching tool. The process of honing this fictitious "tool" must begin with the teachers or future teachers. As a general rule, competence is defined as aptitude. It refers to having the necessary credentials and abilities that the word compete implies. To compete against other applications or contestants, one must possess expertise. It is a qualification that one must exhibit in their line of work, either through certification or effective performance. Competence is the main driving force behind people's failure to succeed (Tulio, 2004). Concerning the competence and quality of teachers, the UNESCO World Survey remarks on the level of education and professional training of teachers that the pre-service teachers' level of competence and training are having in need to be determined. Solutions to this problem will be the source for the colleges offering education to raise the quality of teacher graduates. Typically, teacher training starts in the pre-service period for the teacher, and it is the point of reference for training experiences for the teacher education students. In the Philippines, the Department of Education (DepEd) has implemented its Schools First Initiative which is an effort to improve basic education outcomes through broadly participating, popular movement featuring a wide variety of initiatives undertaken by individual schools and communities as well as a network of schools and communities as well as networks of school sat localities involving school districts and divisions, local

governments, non-government organizations, and other partner groups and associations. As a result, the DepEd demands that qualified pre-service teachers enroll in a variety of basic education schools (PAFTE, 2009), which urgently require qualified and experienced teachers. The abilities and teaching philosophies of early career teachers are significantly influenced by teacher education. Particularly, it has been demonstrated that constructivist teacher education has a favorable effect on pre-service teachers' perceptions of their teaching competencies, resulting in increased confidence and better teaching practices in schools.

Now, a big challenge is in the hand of the pre-service teachers. The new normal hinders the pattern set in the Schools First Initiative. The Commission on Higher Education in connection with the Inter-agency Task Force for the Management of Emerging Infectious Diseases issued an advisory to all HEIs. Some of the issues are; (a) the suspension of face-to-face or in-person classes until further directives from the IATF or issue by the proper government authority that the province or city will be under MGCQ; (b) OJT and internship programs (foreign and local) remain suspended until ECQ, MECQ, GCQ, and MGCQ have been lifted. However, for HEIs in MGCQ areas, in-campus OJT and apprenticeship programs can be authorized if there is strict compliance with physical distancing and other health protocols (CHED-COVID-ADVISORY-7-Section A.1.a & c). Moreover, the respondents of the study are students who respond to the released memorandum of CHED year 2017 (CHED MEMORANDUM ORDER: NO. 10 Series of 2017, Policy on Students Affected by the Implementation of the K to 12 Program and the New General Education Curriculum) encouraging high school students and those who stopped in the old curriculum as the last call to finish their bachelor's degree before the CHED shift with the new curriculum. The educational policies of the new normal have led to various changes that may affect the ability of pre-service teachers to teach in the field. This new normal contradicts the Theory of Learning by John Dewey and that is extending beyond the walls of the classroom to the

*Corresponding Author: Marites F. Pascual, Ed.D.,
Bataan Peninsula State University-Dinalupihan Campus, San Ramon,
Dinalupihan, Bataan, Philippines.

larger community, in which virtual experiences predominate the hands-on experiences. These pre-service teachers who were the subjects of the study became the last of the old program and the first to graduate through a virtual graduation ceremony.

LITERATURE REVIEW

The pre-service teachers' level of competence and training needs henceforth have to be determined. The answer to this problem will be the basis for university's offering BSEd and BEEd to improve the quality of teacher graduates. Usually, teacher training shall commence in the pre-service period of the teacher, and this event shall be the starting point of the training experiences for the pre-service teachers. In the Philippines, the Department of Education (DepEd) has implemented its Schools First Initiative, which is an effort to enhance basic education outcomes through broadly participating, popular movement featuring a wide variety of initiatives undertaken by individual schools and communities as well as a network of schools and communities as well as networks of schools at localities involving school districts and divisions, local governments, non-government organizations, and other partner groups and association. (Ambag, 2015) Teachers' professional development is a long-term process. This process begins with individual choices of teacher education (Walkington, 2005) where pre-service teachers go through the transition of professional identity in the process of situation transition from teacher education to practicum, and further change of identity occurs in the process of teachers' careers (Beauchamp and Thomas, 2009).

Zhao and Zhang (2017) concluded that as a course bridging theory and practice, field teaching practice is an essential part of teacher education programs, and it plays an important role in the formation and development of teachers' professional identity. Therefore, research mixing quantitative and qualitative approaches to investigate the changes in pre-service teachers' professional identity during an internship and analysis of the reasons and factors behind the development is needed. The studies show that pre-service teachers' internship experience will significantly advance their professional development and competency.

METHODS

Participants

The 54 select BPSU BEEd 4th year Pre-service teachers participated in the study. The non-probability sampling was the method applied to choose the respondents based on subjective evaluation rather than random selection (QuestionPro, 2021).

Data Collection

To find out the level of pre-service teachers' competencies, a survey questionnaire was employed. The participants' time and access to sources were taken into account when the researcher conducted interviews with them online. They received notice of the research's aim, safety requirements, and privacy protection policy, as well as an invitation to join. Before signing the informed consent form, they were asked to read it conscientiously and confirm their agreement. The participant was interviewed just once, and the session was both recorded and lasted an hour. Another source of data the researcher may collect was the Focus Group Discussion. Additionally, this FGD was conducted to support the conclusions of the qualitative investigation.

Data Analysis

ANOVA was used in the statistical treatment for the survey and the MAXQDA application was used to interpret the data in FGD and the interview.

RESULTS AND DISCUSSION

Part I Profile of Respondents

As to the program, data shows that of the total 54 respondents, 26 or 48.15% belong to BEEd 4A, 16 or 29.63% are from BEEd 4B, while 12 or 22.22% of respondents are from BEEd 4C. The section BEED4A having the highest percentage shows that they have the students who have access to the internet who can immediately respond in Google forms, since the researcher takes into consideration that not all the students have access, so decided to set first 54 respondents regardless of what section they are. In terms of sex, there are 40 or 74.07% female respondents, while 14 or 25.93% are male. The number of female education students shows dominance over male education students. This is supported by data obtained with permission from the office of the campus registrar, showing that there are relatively more female students on the campus compared to male students. This is supported by Vleuten, Jaspers, Maas, and Lippe (2016), stating that gender ideology can affect educational choices by influencing the following how adolescents evaluate their competence in certain subjects and their beliefs and also what they find important in a future occupation or occupational values.

In terms of the respondents' civil status, data shows that 38 or 70.37% of the respondents are single, while 13 or 24.07% are married, and 3 or 5.56% are single parents. The number of married and single parents can be explained by the Balik-Eskwela Memorandum released by CHED, CHED MEMORANDUM ORDER: NO. 10 Series of 2017, Policy on Students Affected by the Implementation of the K to 12 Program and the New General Education Curriculum. Targeting students from the old curriculum who graduated in high school and those who stopped to continue their bachelor's degree under the old curriculum before the transition to the new curriculum which is K to 12. As to age group, it shows that 29 or 53.70% belongs to the age group of 22 to 25 years old, 13 or 24.07% from 26 to 29 years old, 6 or 11.11% from 30 to 33 years old, while 4 or 7.41% are from 34 to 37 years old, and 2 or 3.70% belongs to 38 years old and above.

The age range is highest at 22 to 25 years of age, and this can also be explained by the released CHED Memorandum regarding Balik-Eskwela. CHED MEMORANDUM ORDER: NO. 10 Series of 2017, Policy on Students Affected by the Implementation of the K to 12 Program and the New General Education Curriculum. Wherein, again, target students from the old curriculum who graduated in high school and those who stopped to continue their bachelor's degree under the old curriculum before the transition to the new curriculum which is K to 12.

Part II. Level of Competencies

As to the level of competencies in terms of content knowledge and pedagogy, data reveals that respondents have indicated that they consider themselves to have a moderately high level of competence (Mean=3.63, SD=0.41). Among the given indicators, it can be gleaned that the highest rating was given by the respondents on indicator 3 (Mean=3.72, SD=0.45), while the lowest mean is on indicators 2 and 4 (Mean=3.56, SD=0.50) indicating that respondents have a moderately high level of competence.

The data displays that indicator number 3, I show skills in the positive use of ICT to facilitate the teaching and learning process is dominant

with the FGD subtheme *Problem with Availability of ICT Gadget*, with the responses:

"Problem with the availability of ICT gadget I just borrowed a laptop, it was my final demo when I borrowed a laptop, so it's hard... I used a PowerPoint presentation and then the children had them."

Experienced connection difficulty

"During my online classes and using this technology of teaching it is hard especially on the internet because I'm just using mobile data. But when I have an activity it is easy to answer it. I find it convenient yet hard."

"It is convenient because you are just at home doing your thing, but it's hard because of so many factors; internet connection, assessment, noise, and more."

As the current educational system turned to modular learning and online learning system due to the threat of the COVID-19 pandemic, the use of ICT tools became dominant in compliance with the type of learning modalities. While the interview with Cooperating Teachers (CT) also stated conflicts regarding the lack of knowledge application of the ST, with the following statements:

"They already have the knowledge of teaching which needs to be applied."

"I know they are equipped with the knowledge given to them by their professors but they need to improve more on how to deliver their lessons among learners in"

The Student-Teachers (STs) have the knowledge that they need in teaching but they are hard to apply it due to new educational learning systems which are more on ICT tools related to compliance, whereas they are trained in the old learning system, the face-to-face. As to the level of competence in terms of the learning environment, data reveals that respondents have indicated that they consider themselves to have a moderately high level of competence in terms of the learning environment (Mean=3.72, SD=0.41). Among the given indicators, it shows that the highest rating was given by the respondents on indicator 2 (Mean=3.80, SD=0.41), while the lowest mean is on indicator 3 (Mean=3.63, SD=0.52) indicating that respondents have a moderately high level of competence. Indicator number 2, I demonstrate an understanding of learning environments that promote fairness, respect, and care to encourage learning has the highest mean on domain 2. This result above was supported by the result of Focus-Grouped Discussion (FGD) subthemes which is Fairness, respect, and care are observed, with the following responses:

"Then yun fairness, respect and care opo andun po yun dahil bilang student teacher at that time nakita ko naman po yung respect sa mga bata na binigay sakin"

"I think fairness has been handled, just like what CT said, as much as possible, call all students because our students are active, and everyone wants to answer. Of course, your questions are also limited, you can't cover them all. I think it's a fulfillment for them that they can answer, then you can praise them. In terms of respect, of course, children are naughty, there are times in the chat box that you will call out in that manner because sometimes it is no longer related to the class. I made them understand that the chat box is intended if they have a question or want to answer."

"The students are respectful and caring, they are also fair to their classmates."

Moreover, the FGD statements are supported by the Cooperating-Teacher (CT) interviews, with the following responses:

"They show improvement beyond my expectation. Domain 1 of course as a beginner they still have to be mentored much more they are willing and cooperative. Domain 7 improving as a student-teacher. Well-mannered and soon they are professional development. Will be honed gradually when they are in the service. For the rest of the domain, I will point those 3 to a scale of 5."

This demonstrates that children were encouraged to learn, adapt, and provide equitable treatment to their teachers and classmates by teachers who demonstrated good manners, fairness, respect, and caring for learners. As to the diversity of the learners, data reveals that respondents have indicated that they consider themselves to have a moderately high level of competence (Mean=3.63, SD=0.43). Among the given indicators, it can be seen that the highest rating was given by the respondents on indicator 1 (Mean=3.74, SD=0.44), while the lowest mean is on indicators 2 and 4 (Mean=3.57, SD=0.50) indicating that respondents have a moderately high level of competence. Indicator 1, I demonstrate knowledge and understanding of differentiated teaching to suit the learner's gender, needs, strengths, interest, and experiences, got the highest mean on domain 3. This is supported by the results in the FGD subthemes which are:

Treat children fairly

"There is a student who can't stand. If that's the case, you have to understand your student and you have to look at everyone fairly. He needs the activities that you ask him to be able to do. As future teachers, we must know our students."

Providing extra attention

"Yes, I have experienced it, that's how I taught the child that it should be like that. You should get the child's heart, little flattering words and there should be a reward because the child will appreciate the like star's remarks."

"Yes. During my field study, I have encountered a student with special needs. He only needs extra effort and attention"

"I encountered a student whom if his parent didn't send me a message, I will not know (about his situation) because maybe the CT forgot to mention it to us, so in that way it made me more aware that the next time I will be taught this child even with his special needs, he still needs attention. In that way I found out that he has special needs, he needs my attention more or he needs the teacher's attention more. So, when I taught again, I called him, and then even though I couldn't understand his answer, of course, you should let him know that he's really good because the boy is active as if he understands he just can't speak properly."

This shows that student teachers are conscious of the constraints of the students they are handling. Additionally, they are aware of how to deal with situations involving students who have special needs, while also rewarding these kids for even the smallest accomplishments in order to improve the conduct of these pupils who require extra care. On the curriculum and planning, data reveals that respondents have indicated that they consider themselves to have a moderately high level of competence (Mean=3.67, SD=0.39). Among the given indicators, it can be derived that the highest rating was given by the respondents on indicator 4 (Mean=3.72, SD=0.45), while the lowest mean is on indicator 1 (Mean=3.57, SD=0.50) indicating that respondents have a moderately high level of competence.

Indicator 4, I seek advice concerning strategies that can enrich teaching practice, has the highest mean. In a survey, cooperating teachers stated the following in support of the result above:

"She takes the comments and suggestions during her demo positively."

"They are willing to learn the new normal situation"

"Ayong sa aking obserbasyon bilang CT ay mabilis matuto ang aking ST na hinawakan at sinusunod niya ang mga pamamaraan na dapat gawin upang maging butihin at magaling na guro pagdating ng araw na ganap na siyang guro."

... According to my observation as a CT, my ST is quickly learning to touch and he follows the procedures that have to be done to be a good and efficient teacher when the day comes that he will be a full-fledged teacher.

"Nakita ko ang willingness nilang mas matuto pagdating sa actual na pagtuturo, at ginamit nila lahat ng natutuhan nila noong nag final demo sila. Kaya lahat halos ng student teacher ko ay nakakuha ng excellent performance."

... I saw their willingness to learn more when it comes to actual teaching, and they used everything they learned when they did the final demo. So almost all of my student teachers got excellent performances.

"Nasunod niya ang mga tamang hakbang sa pagtuturo"

... He followed the right steps in teaching

"With complete material"

These reveal that the respondents have sought advice from their CTs with regard to the teaching field. On the level of competence in terms of assessment and reporting, data reveals that respondents have indicated that they consider themselves to have a moderately high level of competence (Mean=3.61, SD=0.49). Among the given indicators, it can be gleaned that the highest rating was given by the respondents on indicator 1 (Mean=3.65, SD=0.52), while the lowest mean is on indicator 2 (Mean=3.56, SD=0.60) indicating that respondents have a moderately high level of competence.

Indicator 1, *I demonstrate knowledge of the design, selection, organization, and use of diagnostic, formative, and summative assessment strategies consistent with curriculum requirements*, which contradicts the result in FGD with a subtheme *Inexperience with assessment* stating:

Honestly speaking po, hindi ko po na-encounter yung mag-record po ng mga ano, ng mga quizzes ganon po, kasi po, ayun nga po modular po kami tapos yung CT ko lang po yung naghahandle. Hindi po naming na-experience 'yon.

...Honestly speaking, I did not encounter to record quizzes of students because the method of learning is modular and also because my CT is the one who handles it. We did not experience that.

While from the interview with the Cooperating Teachers (CT)

"Since pandemic po hindi ko po masasabi performance ng aking ST kasi we only met twice virtually pa po....pero siguro naman po may improvement naman"

... Since it's a pandemic, I can't say the performance of my ST because we only met twice virtually... but maybe there's an improvement.

"Pandemic is a very challenging situation on the part of education. There are loopholes, one of which is poor communication. In conclusion, they follow and did their best

despite many hurdles, and one thing I am much delighted with is they are very cooperative and willing to be instructed for the best outcome of their performance."

... Pandemic is a very challenging situation on the part of education. There are many loopholes one of which is poor communication. In conclusion, they follow and did their best despite many hurdles, and one thing I am much delighted, they are very cooperative and willing to be instructed for the best outcome of their performance. According to the FGD and CT replies, the participants assigned to modular distance learning were not allowed to visit their cooperating schools, so they were unable to participate in a formative evaluation. The CHED released a memorandum: CHED COVID ADVISORY No. 7 in May 2020 stating the suspension of face-to-face classes/internships of the students.

In terms of community linkages and professional engagement, respondents have indicated that they consider themselves to have a moderately high level of competence (Mean=3.66, SD=0.42). Among the given indicators, it can be gleaned that the highest rating was given by the respondents on indicator 2 (Mean=3.69, SD=0.47), while the lowest mean is on indicator 1 (Mean=3.59, SD=0.50) indicating that respondents have a moderately high level of competence.

Indicator 2, *I seek advice concerning strategies that build relationships with parents/guardians and the wider community*, got the highest mean on Domain 6. According to Ontario English Catholic Teachers Association (2016), establishing relationships with parents can be successfully handled if it is wisely controlled. And so, the most effective advocates for children's success, equality, and the growth of a true school community can be their parents. They can share important details about their child's growth, challenges, and interests. They can also help to make sure that the students' assignments are finished on time and to the best of their abilities.

Meanwhile, the above result can be supported by the result in the FGD with a subtheme *Respectful Parents* stating:

"It was great engaging with the parents because I appreciate them by showing me respect like they respect teachers of their students."

This reveals that the parents' respect for their CT was also communicated to them despite the ST's new usual setup. As to personal growth and professional development, respondents have indicated that they consider themselves to have a moderately high level of competence (Mean=3.68, SD=0.42). Among the given indicators, it can be gleaned that the highest rating was given by the respondents on indicator 2 (Mean=3.74, SD=0.44), while the lowest mean is on indicators 1 and 5 (Mean=3.65, SD=0.48) indicating that respondents have a moderately high level of competence.

Indicator 2, *I demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect, and integrity*, which has the highest mean in Domain 7. This is supported by the result gathered from FDG with the subtheme *Communicating with a parent is important* with the response:

"May isang parent po sa akin na nag-personal message, hinanap nya ako sa messenger. Kasi during the first time ko nga po magturo meron pala kaming estudyante na ano pala siya, pwd po yung student, hindi po siya nakakapagsalita ng deretso. During the class tinawag ko po yung pangalan nung bata, e hindi po siya nagsasalita e hindi ko po mainitndihan, akala ko po yung internet connection lang po nila. So, in a respectful manner naman po, sinabihan ko naman po na "ah baka dahil sa internet connection", nagtawag po ako ng ibang bata. Pagkatapos po ng klase, nag-pm po sa akin yung nanay

nung bata "" Ma'am pasensya na po yung anak ko gustong-gusto sumagot, alam po niya yung sagot kaso po may sakit po kasi siya". That time po hindi ko po alam, hindi po ako aware ng mga OJT doon sa section na 'yon. Medyo nahiya po ako doon sa parent. Kaya naghingi po ako ng sorry doon sa parent nung bata, na sa susunod po na magkaklase, alam ko na po yung gagawin ko. At least kahit papaano may na-encounter ako na parent na kahit dahil nga online lang, hindi namin lahat nakilala yung estudyante yung buo, yung needs nila, yung mga character talaga nila. At least may isang parent na nag-personal message sa akin nalaman ko na sa klase pala naming may isang bata na kakaiba o may special needs."

...I encountered a student that if his parent didn't send me a message, I will not know (about his situation) because maybe the CT forgot to mention it to us, so in that way it made me more aware that the next time I will teach this child even with his special needs, he still needs attention. In that way I found out that he has special needs, he needs my attention more or he needs the teacher's attention more. So, when I taught again, I called him and then even though I couldn't understand his answer, of course, you should let him know that he's really good because the boy is active, and can understand, he just can't speak properly. From then I realized that you should still remind the child not to waste his effort, and it is good and worth it to give him an appraisal. This shows that the ST has experienced communicating with the parents and has shown her capability to handle the situation. According to Anjum (2020), for students' personal and professional growth, as well as to build strong ties with their field of work, employment learning and practical training in the form of internship programs are essential.

Part III. Comparison

The results of the analysis using the ANOVA, indicate that a significant difference is not evident in the average responses of the respondents on their level of competency in terms of Domain 1 (F=0.30, p=0.74); Domain 2 (F=0.45, p=0.64); Domain 3(F=0.54, p=0.58); Domain 4 (F=0.46, p=0.64); Domain 5 (F=1.28, p=0.28); Domain 6 (F=0.82, p=0.44); Domain 7 (F=1.03, p=0.36) when they are grouped according to programs, as provided by the p-values which are greater than the alpha of .05. This was further proven by the overall F-value of 0.62, significant at 0.54, thus failing to reject the null hypothesis. On the results of the analysis using the Independent sample t-test, data indicates that a significant difference is not evident in the average responses of the respondents on their level of competency in terms of Domain 1 (t=0.83, p=0.41); Domain 2 (t=1.29, p=0.20); Domain 3(t=0.26, p=0.79); Domain 4 (t=0.94, p=0.35); Domain 5 (t=0.19, p=0.85); Domain 6 (t=0.03, p=0.97); Domain 7 (t=0.21, p=0.83) when they are grouped according to sex, as provided by the p-values which are greater than the alpha of .05. This was further proven by the overall t-value of 0.55, significant at 0.52, thus failing to reject the null hypothesis.

Results exposed in the table declare that the comparison between Sex and the 7 Domains of PPST is not significant in the Field of Teaching Practices of Pre-Service Teachers. This can be explained by the capability of both males and females in handling situations under the circumstances in the educational field. As to differences of level competency according to civil status, that significant difference is not evident in the average responses of the respondents on their level of competency in terms of Domain 1 (F=0.55, p=0.58); Domain 2 (F=1.67, p=0.6419 Domain 3(F=1.20, p=0.5318); Domain 4 (F=1.27, p=0.29); Domain 5 (F=0.07, p=0.94); Domain 6 (F=0.26, p=0.77); Domain 7 (F=0.27, p=0.77) when they are grouped according to civil status, as provided by the p-values which are greater than the alpha of .05. This was further proven by the overall F-value of 0.64,

significant at 0.53, thus failing to reject the null hypothesis. The data reveals that there was no significant relationship between Civil Status and the 7 Domains of PPST in Field Teaching Practices of the Pre-Service Teachers. This can be explained that these respondents are composed of young adults, married, and single parents making them possess the needed characteristics as Pre-service Teachers.

Furthermore, differences in the level of competency as the respondents grouped according to age, data shows that significant difference is not evident in the average responses of the respondents on their level of competency in terms of Domain 1 (F=0.79, p=0.54); Domain 2 (F=1.31, p=0.28); Domain 3(F=2.12, p=0.09); Domain 4 (F=1.50, p=0.22); Domain 5 (F=1.02, p=0.41); Domain 6 (F=0.82, p=0.52); Domain 7 (F=0.59, p=0.67) when they are grouped according to age, as furnished by the p-values which are greater than the alpha of .05. This was further proven by the overall F-value of 1.21, significant at 0.32, thus failing to reject the null hypothesis. This only shows that there was a significant relationship between Age and the 7 domains of PPST. This is explained by the given data in terms of the age of the respondents ranging from 22 being the youngest and 38 as the eldest. Students in this range of age can be an advantage in terms of socializing or engaging, like in this study, the engagement of these Pre-service Teachers with their Cooperating Teachers, parents, and students.

CONCLUSION AND RECOMMENDATION

Following the disclosure of the study's findings, the following conclusions were drawn:

The Cooperating Teachers from different schools stated that the pre-service teachers they handled were "good listeners" in terms of handling children, taking advice, and other tasks designated to them during their employment as student teachers. However, the two (2) remaining domains: **Domain 1, Content Knowledge and Pedagogy; and Domain 5, Assessment and Reporting** revealed to contradict the result from the survey questionnaire which indicates the pre-service teachers to have a "Moderately High Level of Competence". But FGD so as with interviews with the CTs exhibited that pre-service teachers in Domain 1 lack in applying the theoretical knowledge they have obtained from the course. And in Domain 2, pre-service teachers lack in gaining experiential learning or knowledge, especially in conducting assessments and reporting. Considering Bloom's taxonomy in the hierarchy of knowledge shows that the pre-service teachers were unable to put their academic knowledge and training to use. In other words, they are equipped with pedagogical and content knowledge. Respondents were aware of them, but the pandemic prevented them from using their knowledge in full.

Given the findings and conclusions, the following recommendations are thus presented for consideration:

1. Community exposure of the Pre-service Teachers to enhance the theoretical knowledge they learned in the university and apply it in tutorial classes available as part of BPSU-DC'S extension programs.
2. ProfEd teachers may elaborate on the discussion of PPST on the domains with a focus on Domain 5, Assessment and Reporting, of the pre-service teachers, as well as other activities that may strengthen them like seminars and pieces of training to strengthen the understanding of the Education students.

Conflict of Interest

Since this study was intended for Bachelor of Elementary Education pre-service teachers, their consent in answering the questionnaire and interview data were thoroughly discussed with them. This was

done by assuring the secrecy and confidentiality of the collected data and only used for the purpose of writing the study and enriching the educational practice.

REFERENCES

- Ambag, Silvia C. (2015). Assessment of Competency Level of Pre-Service Teachers Based on National Competency-Based Teacher Standards (NCBTS) in Public School in the National Capital Region (NCR).
- Anjum, S. (2020). Impact of Internship Programs on Professional and Personal Development of Business Students: A Case Study from Pakistan. Springer Open, 1-2.
- Brian Hutchison, H. W.-O. (2016). Young Adulthood Social-Emotional Development. Research Gate, 1-3.
- Bush, S. (2017). The Parenting Gender Gap: The Different Ways Men And Women Parent. HUFFPOST, 1-2.
- CHED Office of the Chairperson. (2020). Guidelines for the Prevention, Control, and Mitigation of the Spread of CHED COVID ADVISORY, 1-3.
- Commission on Higher Education. (2017). Policy on Students Affected by Implementation of the K to 12 Program and the New General Education Curriculum. CHED Memorandum Order, 1-2
- CHED Office of the Chairperson. (2020). Guidelines for the Prevention, Control, and Mitigation of the Spread of CHED COVID ADVISORY, 1-3.
- Creswell, J. W. (2003). Research Design: Qualitative, Quantitative, and Mixed Method Approaches, 2nd Edition. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2009). Editorial: Mapping the Field of Mixed Methods Research. J. Mixed Methods Res. 3 95–108. 10.1177/1558689808330883
- Denzin, N. K. (1978). The Research Act: A Theoretical Introduction to Research Methods. New Brunswick, NJ: Aldine Transaction.
- Dobmeier, Robert. (2008). Dealing with Disruptive Behavior of Adult Learners. Spring, 30-31.
- Gonzaga University. (2019). Mixed Methods Research. FoleyLibrary.0-1. <https://researchguides.gonzaga.edu/qualitative/mixed-methods>
- Herald Express. (2020). The Major Role of ICT during Pandemic. Herald Express, 1-2.
- Kratzer, C. (1997). A Community of Respect, Caring, and Trust: One School. The American Educational Research Association, 1-4.
- Ontario Catholic Teachers Association. (2016). Building Positive Relationships with Parents. Catholic Teachers.ca, 1-3.
- PAFTE. (2009). <https://www.pressreader.com/philippines/manilatimes/20091023/281629596336157>.
- QuestionPro. (2021). Non-Probability Sampling: Definition, Types, Examples, and Advantages. QuestionPro. 0-1
- Renard, L. (2017). Using Reward Systems to Motivate Students. Book widgets, 0-1.
- Rossmann G. B., Wilson B. L. (1985). Numbers and Words Combining Quantitative and Qualitative Methods in a Single Large-scale Evaluation Study. Eval. Rev. 9 627–643. 10.1177/0193841X8500900505
- Siddiquah, A. (2017). The ICT Facilities, Skills, Usage, and the Problems Faced by the Students of Higher Education. MODESTUM, 1-2.
- Smith, Karen L & Faculty Center for Teaching and Learning. (2021). Bloom's Taxonomy. University of Central Florida. 0-1
- Verma, G. (2019). The Importance of a Positive Learning Environment. Linked in, 1-2.
- Vleuten, M. V., Jaspers, E., Maas, I., & Lippe, T. V. (2016). Boys' and Girls' Educational Choices in Secondary Education. TandFonline, 181-200.
- Willis, J. (2018). The Value of Active Listening. edutopia, 1-2.
- Zhao, Hongyu and Zhang, Xiaohui (2017). The Influence of Field Teaching Practice on Pre-service Teachers' Professional Identity: A Mixed Methods Study. Beijing, China. <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01264/full>
