

# **AWARENESS AND COMPETENCY OF PRE-SERVICE TEACHERS ON THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (PPST): A BASIS FOR TRAINING PROGRAM**

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## **ABSTRACT:**

This study aimed to determine the awareness and competency of the pre-service teachers on the Philippine Professional Standards for Teachers (PPST) that will become a basis in proposing training design for teacher education program. Based on constructivism theory and a systematic review of quantitative instruments of pre-service teachers' awareness and competency, training design was created based on the seven domains of the PPST: content, knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and personal growth and development.

The level of awareness of pre-service teachers shows that they were fully aware of the PPST. There is no significant difference between the evaluation results of the pre-service teachers and cooperating teachers regarding teachers' level of awareness ( $p>0.05$ ). The pre-service teachers' level of competency regarding PPST was proficient as perceived in the result of the evaluation by the cooperating teachers. The data result was examined and confirmed on the result of the evaluation among 84 respondents; 42 pre-service teachers and 42 cooperating teachers. A proposed training design was created to enhance the awareness and competency of pre-service teachers regarding PPST.

Findings reveal that the level of awareness of pre-service teachers and cooperating teachers' evaluation was fully aware, the level of competency was proficient, and that the evaluation shows there is no significant difference in the level of awareness and have a significant difference in the level of competency of both pre-service teachers and cooperating teaching in the seven (7) domains of the PPST. The result suggests that administrators should initiate sustainable professional development programs, an enhanced curriculum for teacher education, and implement the proposed training design.

**Keywords:** PPST; Pre-service teacher; Cooperating teacher; Training design.

## **1. INTRODUCTION:**

The 21st century teaching focuses on teaching standards or standards of teaching practice (Beck et al., 2002; CEPPE, 2013), which define what teachers and school leaders should be able to do (Chung & Kim, 2010; CEPPE, 2013). Countries like Finland, Singapore, and South Korea have been given close attention to making changes in their teacher education (Vibulphol, 2015). Therefore, teachers are placed at the center of the school in the teaching standards (Beck et al., 2002). Moreover, teaching quality is widely recognized as the single most important factor affecting student

learning outcomes (CEPPE, 2013). Hence, the attributes of highly effective teaching must be aimed at producing a common point of reference for effective practice in teaching and learning (Rasool et al., 2017). Research findings revealed that teacher education work has highlighted the value of professional identification (Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Pillen, Beijaard, & Brok, 2013). In this manner, the importance of professional standards plays a vital role in the development and advancement of teachers, which is why academic institutions must strengthen teacher's professional identity. Research shows that teachers with a strong and stable teacher identity deal better with professional identity tensions (e.g., Hong, Greene, & Lowery, 2017; Pillen, den Brok, & Beijaard, 2013), provide better guidance for the socialization process of school children (Nias, 2002), and cope more rapidly with occurring social and curricular educational developments (Lasky, 2005).

Professional standards for teachers were crafted as a tool in ensuring that the development of teachers to ensure that they are equipped with proper skills to effectively manage classroom discussions and activities of learners. In Myanmar, initial teacher educators' competence was emphasized through enhancement of their own core instructional and more broadly professional skills (Borg et al., 2018). Teacher competence is multi-faceted (Campbell, Kyriakides, Muijs, & Robinson, 2004; Goe, Bell, & Little, 2008) and is defined through complex interactions among a range of behavioral, cognitive, metacognitive, interpersonal, attitudinal, and affective attributes. A study in Malaysia revealed that pre-service teachers' training in ICT must be integrated into the curriculum to increase the level of competency and preparedness of pre-service teachers in the classroom settings (Fook et al., 2011). In Indonesia, teacher

professionalism and professional development practices are some of the focus of their educational systems. Teachers' behavior-attitude, pedagogic skills, and diversity learning activities were identified as constraints of being professional teachers (Tanang & Abu, 2014). Upgrading teachers' standards increasing teaching effectiveness and improving quality education in the country of Brunei were implemented in year 2009 to cope with the current trends in teacher education (Mundia et al., 2016). Thailand government addresses issues related to current trends in 21st century teachers in the preparation of Thai pre-service teachers in facing this challenge (Vibulphol, 2016, p. 51).

In the Philippines, the K to 12 Basic Education Curriculum was launched in 2012 (D. O. No. 31, 2012). This major change has consistently pursued teacher-quality reforms. The Philippine Professional Standards for Teachers (PPST) formerly the National Competency-Based Teacher Standards (NCBTS) (D. O. No. 32, 2009) was established as a framework of teacher quality (D. O. No. 42, 2017).

### **1.1 Background:**

The Philippines Professional Standards for Teachers (PPST) is a public statement of what teachers need to know, value, and be able to do in their practice. It has four career stages: beginning, proficient, highly proficient, and distinguished. It is built on the National Competency-based Teacher Standards (NCBTS). It comprises seven domains; 37 strands, and 37 indicators for each career stage.

The Philippines Professional Standards for Teachers (PPST) were developed after major consultations with key stakeholders, particularly the senior officials of the Department of Education. The wide consultations emphasized the rethinking of the National Competency-Based Teacher Standards

(NCBTS) because of changes brought about by various national and global frameworks such as the K to 12 Reform and ASEAN Integration as well as globalization and the changing character of the 21st century learners.

The researcher as a faculty of the CTE department of PRMSU – Castillejos Campus teaching courses under the Bachelor of Elementary Education and Bachelor of Secondary Education, can learn more about the newly established Philippine Professional Standards for Teachers in this research.

This study determined the level of awareness and competency of pre-service teachers on the Philippine Professional Standards for Teachers: A basis for training design of a State University's Teacher Education Program. Specifically, it sought to answer the following questions:

1. What is the level of awareness of pre-service teachers regarding Philippine Professional Standards for Teachers (PPST) in terms of the evaluation of the following:
  - 1.1. Self-evaluation of pre-service teachers
  - 1.2. cooperating teacher's evaluation of pre-service teachers?
2. Is there a significant difference in the evaluation results of pre-service teachers and cooperating teachers regarding pre-service teachers' level of awareness of the Philippine Professional Standards for Teachers (PPST)?
3. What is the level of competency of pre-service teachers regarding Philippine Professional Standards for Teachers (PPST) as evaluated by:
  - 3.1. Self-evaluation of pre-service teachers
  - 3.2. cooperating teacher's evaluation of pre-service teachers?
4. Is there a significant difference in the evaluation results of pre-service teachers and cooperating teachers regarding pre-service teachers' competency level of Philippine Professional Standards for Teachers (PPST)?
5. What training program may be proposed to enhance the awareness and competency level of

the Philippine Professional Standards for Teachers (PPST)?

Thus, this research entitled Awareness and Competency of Pre-service Teachers on the Philippines Professional Standards for Teachers: A Basis for Training Program was conceived. With the foregoing background of the study, the researcher wants to find out what is the level of awareness and competency of pre-service teachers towards the Philippines Professional Standards for Teachers.

## **2. METHODOLOGY:**

### **2.1 Research Design:**

This study used a descriptive survey-type method of research. Its purpose was to collect factual information that described the level of awareness and level of competency of the pre-service teachers regarding Philippine Professional Standards for Teachers (PPST) based on their self-evaluation and from the evaluation of their cooperating teachers. According to (Akinlua, 2019), surveys are also a very significant feature of study projects, as they involve data collection methods involving asking respondents to answer questions. Surveys essentially entail collecting information by asking questions from individuals. Survey research may use both quantitative and qualitative research techniques to get answers from a chosen group of people. Moreover, this study also aimed to propose a pre-service teacher training design based on the results of the survey.

### **2.2 Participants:**

The participants of this study are 42 practice teachers of President Ramon Magsaysay State University (PRMSU), San Marcelino Campus and 42 cooperating teachers in public schools in the Division of Zambales. Stratified sampling technique was used by the researcher based on the target participants of the study. The respondents of this study were

selected based on the data given by the practice teacher coordinator of PRMSU San Marcelino Campus.

**Table 1 Distribution of respondents**

Name of Cooperating School	Practice Teachers (President Ramon Magsaysay State University-San Marcelino Campus)	Cooperating Teachers (DepEd )	N	%
PRMSU Laboratory High School	2	2	4	4.76
Castillejos National High School	6	6	12	14.29
San Antonio National High School	5	5	10	11.90
San Guillermo National High School	3	3	6	7.14
San Rafael High School	4	4	8	9.52
San Marcelino Elementary School	4	4	8	9.52
San Guillermo Elementary School	4	4	8	9.52
Nagbunga Elementary School	4	4	8	9.52
San Rafael Elementary School	5	5	10	11.90
West Diritá Elementary School	2	2	4	4.76
San Gregorio Elementary School	3	3	6	7.14
<b>SUB TOTAL</b>	<b>42</b>	<b>42</b>	<b>84</b>	<b>100</b>
<b>TOTAL</b>	<b>84</b>			

Table 1 shows the distribution of respondents of the study. It can be noted that Castillejos National High School has the biggest number of practice teachers (6) accommodated and its corresponding cooperating teachers (6). The research study has a total of 84 participants who answered the survey questionnaire prepared by the researcher.

### 2.3 Instrument:

The questionnaire was the main instrument used in this study. It was based on the Philippine Professional Standards for Teachers (PPST), which was composed of 7 domains namely; Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth

and Professional Development. It is composed of 2 parts: the first part collects data on the level of awareness, and the second part tests the respondents' level of competency based on the PPST domains (Deped Order No. 42 s. 2017, pp. 9-23). A strong reliability result was gained from the participants using the Cronbach alpha to measure the validity and reliability of the items included in the questionnaire, with a total of .923 which is higher than the accepted value of .70 respectively.

### 2.4 Data Collection:

Structured interviews were utilized in gather additional information about the respondents' levels of awareness and competency in the different domains of the PPST. The researcher distributed questionnaires to the respondents. After the questionnaires were retrieved, the researcher proceeded with the recording, coding, analysis, and interpretation of the gathered data. Data collected from the respondents were treated with high confidentiality as compliance to the data privacy law.

### 2.5 Data Analysis:

The researcher used different statistical tool to analyze the data gathered from the participants of this study. To identify the level of awareness and competency of the respondents using a rating scale. The level of awareness of the participants was measured through weighted mean. A T-test for independent samples was used to determine if there was a significant difference between the evaluation results of the pre-service teachers and their cooperating teachers.

## 3. RESULTS AND DISCUSSION:

This study aimed to primarily determine the level of awareness of pre-service teachers regarding PPST in terms of self-evaluation and teacher's evaluation; determine the significant

difference in the evaluation results of the participants regarding the level of awareness; the level of competency of the participants in terms of self-evaluation and teacher's evaluation; the significant difference in the evaluation results of the participants; and to propose a training program to enhance the awareness and competency level of the participants.

### **Level of Awareness of the Pre-Service Teachers regarding PPST:**

The level of awareness of Pre-Service Teachers regarding the Philippine Professional Standard for Teachers was determined in terms of the pre-service teachers' self-evaluation and cooperating teachers' evaluations of the pre-service.

### **Pre-Service Teachers' Self-Evaluation:**

The level of awareness of Pre - service teachers regarding PPST in terms of self-evaluation is shown in Table 2. It was determined that the respondents were fully aware of PPST, specifically across all domains of the PPST, Domain 1 (AVM=3.38), Domain 2 (AVM = 3.47), Domain 3 (AVM = 3.50), Domain 4 (AVM = 3.42), Domain 5 (AVM =3.38), Domain 6 (AVM = 3.36) and Domain 7 (AVM = 3.43). Embracing learning diversity in the curriculum signifies that every individual experience accessible learning resource and has equal opportunity in achieve academic excellence. Effective planning of teachers is very significant towards the attainment of learning diversity (Angeles, 2018). The Department of Education (DepEd) assured that it will continue to implement policies that will help ensure inclusiveness and promote cultural diversity. It legitimizes teaching as a profession (Gess-Newsome, 2015; Alvarado, Cañada, Garritz, and Mellado, 2015; Melo, Cañada and Mellado, 2015). A strategy that can be utilized by teachers is how they organize their desks and

resources. A student will notice this rather quickly in the year. How a teacher uses this tool can set the tone for the rest of the school year (Gaurdino and Fullerton, 2010). The learning environment can also be viewed from a pedagogical perspective. The pedagogical learning environment covers the pedagogical methods and practices used in learning and teaching (Silander & Ryymin, 2012). The learning environment must enable the use of diverse studying and working methods. According to a recent study (Çubukçu, 2012), teachers regard the psycho-social dimension as the key factor in the learning environment. This may be because teachers are still unfamiliar with the significance of the physical environment, or feel that they have the least opportunity to influence the physical environment. Kaufman (2012) found out that a good relationship between teachers and students in elementary and high schools strongly predicted gains in mathematics. He concluded that the classroom learning environment needs to be nurtured while holding students to high academic standards. The unique contributions of the scholars, parents, community, educators, and especially students must be enabled and incorporated in planning and designing the curriculum. Inclusion and involvement of the students provide curriculum developers, faculty, and teachers with a unique students' perspective on various aspects and issues of the curriculum, such as the balance and relevance of course content and assessment. Teachers compile data on student growth, based on multiple measures that include specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances (CCT Performance Profile, 2010). Teachers should evaluate the classroom and individual student learning situation,

comparing the results to the goals set, and REACT to the results... reflecting on the consequences and deciding what to do next. This is a constant process of action and reaction, where the teacher is learning and making decisions based on results and reflection (Tricarico & Yendol-Hoppey, 2012). Teachers who have good community relations are more motivated to teach and provide more opportunities for better learning. We can also learn and tie up with other organizations related to our field of expertise. These linkages can help teachers in molding our learners to be better persons in this globally demanding world (Yumul, 2016). Teacher knowledge contributes substantially to effective teaching and creates more accepting students (Kostiainen, et. al, 2018; König, et. al, 2016). Research on teacher expertise underlines the importance of

professional development for mastery of tasks typical of the profession (Chen & Chen, 2013). Professional development is a key to reforms in teaching and learning. Recent research agrees that the following characteristics of professional development are critical to improving teacher effectiveness and increasing student achievement: (1) content focus, (2) active learning, (3) coherence, (4) duration, and (5) collective participation. Studies acknowledge these as critical components of effective professional development (Chen & Chen, 2013).

The overall weighted mean (OWM) was 3.42, with a descriptive equivalent of fully aware. The pre-service teachers are fully aware of Philippine Professional Standards for Teachers.

**Table 2 Self-evaluation of Pre-Service teacher on PPST awareness**

Domains	Mean	Interpretation
<b>Domain 1. Content Knowledge and Pedagogy</b>		
1. Content knowledge and its application within and across curriculum areas	3.31	Fully Aware
2. Research-based knowledge and principles of teaching and learning	3.26	Fully Aware
3. Positive use of Information Communication and Technology	3.38	Fully Aware
4. Strategies for promoting literacy and numeracy	3.29	Fully Aware
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	3.31	Fully Aware
6. Mother Tongue, Filipino and English in teaching and learning	3.52	Fully Aware
7. Classroom communication strategies	3.50	Fully Aware
Mean	3.38	Fully Aware
<b>Domain 2. Learning Environment</b>		
1. Learner safety and security	3.67	Fully Aware
2. Fair learning environment	3.57	Fully Aware
3. Management of classroom structure and activities	3.40	Fully Aware
4. Support for learner participation	3.43	Fully Aware
5. Promotion of purposive learning	3.33	Fully Aware
6. Management of learner behavior	3.40	Fully Aware
Mean	3.47	Fully Aware
<b>Domain 3. Diversity of Learners</b>		
1. Learners' gender, needs, strengths, interests and experiences	3.52	Fully Aware
2. Learners' linguistic, cultural, socio-economic and religious backgrounds	3.50	Fully Aware
3. Learners with disabilities, giftedness and talents	3.55	Fully Aware
4. Learners in difficult circumstances	3.38	Fully Aware
5. Learners from indigenous groups	3.55	Fully Aware
Mean	3.50	Fully Aware
<b>Domain 4. Curriculum and Planning</b>		
1. Planning and management of teaching and learning process	3.48	Fully Aware
2. Learning outcomes aligned with learning competencies	3.36	Fully Aware

3.	Relevance and responsiveness of learning programs	3.45	Fully Aware
4.	Professional collaboration to enrich teaching practice	3.36	Fully Aware
5.	Teaching and learning resources including ICT	3.48	Fully Aware
Mean		3.42	Fully Aware
Domain 5. Assessment and Reporting			
1.	Design, selection, organization and utilization of assessment strategies	3.36	Fully Aware
2.	Monitoring and evaluation of learner progress and achievement	3.40	Fully Aware
3.	Feedback to improve learning	3.43	Fully Aware
4.	Communication of learner needs, progress and achievement to key stakeholders	3.29	Fully Aware
5.	Use of assessment data to enhance teaching and learning practices and programs	3.43	Fully Aware
Mean		3.38	Fully Aware
Domain 6. Community Linkages and Professional Engagement			
1.	Establishment of learning environments that are responsive to community contexts	3.17	Moderate Aware
2.	Engagement of parents and the wider school community in the educative process	3.31	Fully Aware
3.	Professional ethics	3.38	Fully Aware
4.	School policies and procedures	3.57	Fully Aware
Mean		3.36	Fully Aware
Domain 7. Personal Growth and Professional Development			
1.	Philosophy of teaching	3.50	Fully Aware
2.	Dignity of teaching as a profession	3.55	Fully Aware
3.	Professional links with colleagues	3.33	Fully Aware
4.	Professional reflection and learning to improve practice	3.43	Fully Aware
5.	Professional development goals	3.36	Fully Aware
Mean		3.43	Fully Aware
<b>Overall Weighted Mean =</b>		<b>3.42</b>	<b>Fully Aware</b>

Legend: 1.00-1.75 (Not Aware); 1.76-2.50 (Slightly Aware); 2.51-3.25 (Moderately Aware) 3.26-4.00 (Fully Aware)

### Cooperating Teachers' Evaluation of the Pre-Service Teacher:

The level of awareness of Pre-service teachers regarding PPST in terms of cooperating teachers' evaluation of the pre-service teachers is shown in Table 3. It was determined that the respondents were fully aware regarding pre-service teachers PPST awareness, specifically across all domains.

Domain 1 (AVM = 3.44), Domain 2 (AVM = 3.52), Domain 3 (AVM = 3.40), Domain 4 (AVM = 3.40), Domain 5 (AVM = 3.45), Domain 6 (AVM = 3.510 and Domain 7 (AVM = 3.59). Some researchers coincide on the need for PCK as a fundamental construct in teacher education (Etkina, 2010; Michelini, Santi, Stefanel and Udine, 2013; Thompson, Christensen and

Wittmann, 2011) together with the development of reflective and comprehensive thinking about the content to be taught. Efforts to present a holistic view of teachers' thinking have given way to the configuration of different models describing PCK. In a review of PCK, van Driel, Berry and Meirink (2014) note that the components most frequently analysed in research on secondary school teachers are their orientations on science teaching and their knowledge about how pupils learn. Most of these studies have noted the limited knowledge that the teachers have about their pupils' comprehension and learning, and the speed with which this knowledge acquires sophistication through their experiences. Depending on what the teacher wants, the participatory structure of the class can be either teacher-centered or learner-centered. Teachers who use high-quality instructional strategies appropriate to students' educational needs

create opportunities for thinking and analysis as they update students' prior knowledge. Kaufman (2012) discovered that teachers who use more learner-centered practices, such as constructivist strategies involving students, produce greater motivation and academic improvement than those who use more of teacher centered approaches like the transmissive or lecture methods. Also, teachers who use instructional strategies that foster positive relationships with their students create classrooms that are more conducive to learning and meeting students' academic needs. Quite a number of researchers have proved that the learning environment has great positive impact on students' academic achievement and that there is a significant relationship between classroom learning environment and students learning outcomes. Transmissive methods are teacher-centered methods where lots of teacher-centered activities go on in the class. Among the transmissive methods is the lecture method, where the teacher is the main actor while the students are passive learners. The classroom climate is described by many as non-stimulating and boring, deadens creativity and practicality, and emphasizes rote memorization of concepts and robbing the students the opportunity to think for themselves. However, in spite of its shortcomings, lecture methods have been seen to be effective in teaching scientific concepts to students. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010). Teacher development must be every teacher's passion, concern, and intended aim. Such development does not only depend on formal learning, but it can also be self-initiated by teachers. In this case, finding the

right professional development activities that fit one own needs and preferences remains a necessary decision to make. Whether it is formal or informal, updating, innovating, and searching are the three pillars of teacher development (Cárdenas et al., 2010). Interest and commitment to change are also vital for this process. In the last 20 years, pedagogical content knowledge (PCK) has been the support and heuristic of many research studies on the education and professional development of science teachers. Most of these studies have had a constructivist foundation, and have shown that this education and professional development of science teachers is a complex process that affects the individual holistically, and is conditioned not only by professional and cognitive aspects, but also by affective and social factors (Mellado et al., 2014). The most important domains are subject-specific content knowledge and knowledge of the pedagogy used in teaching a subject. The broader contextual knowledge that frames teaching may also be important. This pedagogical content knowledge can be complex, since it is only one aspect of an educator's professional knowledge, and may be tied to the specific educator, the specific topic, and even the specific teaching situation (Van Driel, et. al, 2010). These elements used together are important in the effective teaching of a broad subject, such as illumination engineering. To illustrate the components, content knowledge is what is usually taught directly in classes. It would be, for example, light being described as waves with a wavelength, the concept that light moves in a straight line, or the definition of measurement terms such as "lux." Pedagogical knowledge relates to how the educator would teach a subject. It might include an awareness of student misconceptions or the naïve theories that they bring to the subject when they are first learning about it. It might also be an assessment of which concepts can be taught at which grade



levels or to which students. The third area is contextual knowledge. The contextual knowledge domain consists of broader knowledge such as knowledge of the scientific method and how it is relevant to the lesson. If content knowledge is “what is being taught”, pedagogical knowledge is “how it is being taught”, Contextual knowledge is the larger framework (e.g., the scientific method). Pedagogical content knowledge is a superset of these different domains. Pedagogical content knowledge is viewed on a continuum, with educators acquiring more of it through appropriate training and experience. Educators acquire it before they begin teaching, during their pre-service training, and during the teaching careers. The key hope from an educational improvement perspective is that the gains in teacher pedagogical content knowledge will lead to learning gains in students. A teacher with better content knowledge who knows to teach the subject to a specific audience should create student gains over a less prepared or less experienced teacher. A key point, however, is that it is very difficult to provide enough additional training to educators once they have begun teaching. In the Philippines educational system, the issue of multicultural education, which is considered a problem that has plagued many other countries in the world is properly addressed. For instance, there are different ethnic groups that can be found inside the classrooms of the country. These include the Catholics, Muslims, Buddhists, Protestants, Animists, Chinese, Mestizos, and native Filipinos (Mitchell Salsbury, p. 259). Despite their different cultural, social, and religious orientations, these students are receiving equal and fair treatment from their teachers in terms of the subject content, class discussion, cultural and religious exploration and the like. Moreover, in the Philippine school setting, there is no racial discrimination among gender, social classes,

economic status, and religious affiliations. Boys and girls are given fair treatment inside the four walls of the classroom. The teachers are not speaking about the color, religion, economic stability, and gender of the students. These things are not big deal inside the school in terms of their treatment to the students. Though the country is not financially stable with regard to the program, efforts are still being made to solve the issue of multicultural education within the context of the country’s educational system (Mitchell Salsbury, p. 261). One of the advantages of observing multicultural education in the classroom is the elimination of racism and sexism among students. Through teaching a culturally different approach, there will be an attempt to raise the academic achievement of the students of color through culturally relevant instruction (Sleeter, p. 30). It should be noted always that even though students have differences, there should be equal opportunities inside the classroom, as such education is the right of everyone. The aim of the schools should be to encourage the full development of students regardless of the diverse racial, ethnic, and gender groups of the students (Banks, p3.). Educators, hence, must eliminate all structures of education that impede the learning of ethnic minorities and women. There should be equal opportunities between the man and woman or between the rich and poor so that there would be a sense of multicultural responsive classroom approach in the schools. This is thus the reason why in the country’s educational set-up, equal opportunities are given to the students regardless of gender. For instance, students whether boys or girls are given the opportunity to participate in all classroom activities of the classroom such as recitation, discussion, project making and the like. In theory there are four types of curriculum: the general curriculum which the government or its agencies prescribe, the program curriculum which the school

stakeholders develop and submitted to the government for review and approval, the implemented curriculum which translates to instruction as defined in the course syllabus, and the hidden curriculum which consist of the other learning and the implication of instruction and all the other types of curriculum but which are not defined at all (Fajardo, 2011). It is important for teachers to understand the characteristics, uses, advantages, and limitations of the different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences and technology will support their growth and development (INTASC). The teacher also needs to understand measurement theory and assessment issues, such as validity, reliability, bias, and scoring. Successful teachers should remember that assessment is an essential tool in the education process. Therefore, a variety of formal and informal assessment techniques should be employed to enhance their knowledge of their students, enable them to evaluate progress and performance, and then make teaching and learning modifications based on assessment results. The teacher will also use the assessments from multiple sources of data to determine if students require support from a specialist to monitor student progress and design or refine interventions, including differentiated instruction CCT Performance Profile, 2010). Knowledge of community and place-based resources and histories can and should intersect and overlap with knowledge of individual family histories and resources. The situation of children within these larger contexts provides a rich and useful foundation

for understanding the diverse repertoire of practice that children live in their daily lives and bring them to school (Gutierrez & Rogoff, 2003). The framing of understanding student, family, community and place-based contexts as crucial elements to which a teacher must “respond” offers an alternative to the oft-referenced frame of “culturally” responsive teaching. A directive to teachers to teach in a “culturally responsive” manner leads inevitably to Gruenewald’s (2008b) question of “to what in culture should educators be responsive?” (p. 150). Gonzalez’s (2005) notion regarding the ongoing challenges of what exactly is meant by “culture” and her historic analysis of how the use of culture as a construct in education practice has both helped and hindered historically underserved populations of students is particularly illuminating when evaluating the efficacy of asking teachers to teach in a “culturally responsive” manner. Teachers’ ongoing reflection, evaluation, and analysis of their own practices are necessary elements of their professional development, as these can support them to construct new teaching theories and improve more their performances (learning-by-doing approach as put forward by Whitford, 1994). Indeed, being critical, reflective on teaching experiences and motivated to bring change and improvement are essential for teachers’ professional development.

The overall weighted mean (OWM) was 3.47, with a descriptive equivalent of fully aware. The cooperating teachers’ evaluation of the pre-service teachers are fully aware of Philippine Professional Standards for Teachers.

**Table 3 Cooperating Teachers' Evaluation of Pre-service Teachers on PPST Awareness**

Domains	Mean	Interpretation
<b>Domain 1. Content Knowledge and Pedagogy</b>		
1. Content knowledge and its application within and across curriculum areas	3.45	Fully Aware
2. Research-based knowledge and principles of teaching and learning	3.31	Fully Aware
3. Positive use of Information Communication and Technology	3.50	Fully Aware
4. Strategies for promoting literacy and numeracy	3.40	Fully Aware
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	3.40	Fully Aware
6. Mother Tongue, Filipino and English in teaching and learning	3.48	Fully Aware
7. Classroom communication strategies	3.52	Fully Aware
Mean	3.44	Fully Aware
<b>Domain 2. Learning Environment</b>		
1. Learner safety and security	3.60	Fully Aware
2. Fair learning environment	3.55	Fully Aware
3. Management of classroom structure and activities	3.50	Fully Aware
4. Support for learner participation	3.60	Fully Aware
5. Promotion of purposive learning	3.45	Fully Aware
6. Management of learner behavior	3.45	Fully Aware
Mean	3.52	Fully Aware
<b>Domain 3. Diversity of Learners</b>		
1. Learners' gender, needs, strengths, interests and experiences	3.57	Fully Aware
2. Learners' linguistic, cultural, socio-economic and religious backgrounds	3.40	Fully Aware
3. Learners with disabilities, giftedness and talents	3.43	Fully Aware
4. Learners in difficult circumstances	3.33	Fully Aware
5. Learners from indigenous groups	3.26	Fully Aware
Mean	3.40	Fully Aware
<b>Domain 4. Curriculum and Planning</b>		
1. Planning and management of teaching and learning process	3.43	Fully Aware
2. Learning outcomes aligned with learning competencies	3.40	Fully Aware
3. Relevance and responsiveness of learning programs	3.48	Fully Aware
4. Professional collaboration to enrich teaching practice	3.26	Fully Aware
5. Teaching and learning resources including ICT	3.45	Fully Aware
Mean	3.40	Fully Aware

Domain 5. Assessment and Reporting			
1.	Design, selection, organization and utilization of assessment strategies	3.43	Fully Aware
2.	Monitoring and evaluation of learner progress and achievement	3.48	Fully Aware
3.	Feedback to improve learning	3.38	Fully Aware
4.	Communication of learner needs, progress and achievement to key stakeholders	3.50	Fully Aware
5.	Use of assessment data to enhance teaching and learning practices and programs	3.48	Fully Aware
Mean		3.45	Fully Aware
Domain 6. Community Linkages and Professional Engagement			
1.	Establishment of learning environments that are responsive to community contexts	3.50	Fully Aware
2.	Engagement of parents and the wider school community in the educative process	3.31	Fully Aware
3.	Professional ethics	3.64	Fully Aware
4.	School policies and procedures	3.60	Fully Aware
Mean		3.51	Fully Aware
Domain 7. Personal Growth and Professional Development			
1.	Philosophy of teaching	3.57	Fully Aware
2.	Dignity of teaching as a profession	3.60	Fully Aware
3.	Professional links with colleagues	3.60	Fully Aware
4.	Professional reflection and learning to improve practice	3.64	Fully Aware
5.	Professional development goals	3.52	Fully Aware
Mean		3.59	Fully Aware
<b>Overall Weighted Mean</b>		<b>3.47</b>	<b>Fully Aware</b>

Legend: 1.00-1.75 (Not Aware); 1.76-2.50 (Slightly Aware); 2.51-3.25 (Moderately Aware) 3.26-4.00 (Fully Aware)

### Difference between in the evaluation results of the pre-service teachers and cooperating teachers regarding teachers' level of awareness

Table 4 shows the significant difference between in the evaluation results of the pre-service teachers and cooperating teachers regarding teachers' level of awareness.

Table 4 Difference between in the evaluation results of the pre-service teachers and cooperating teachers regarding teachers' level of awareness

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PT - CT	-.05286	.09123	.03448	-.13724	.03152	-1.533	6	.176

Note: Significance at the 0.05 level (2-tailed)

As gleaned in the table, there is no significant differences between in the evaluation results of the pre-service teachers and the cooperating teacher regarding teachers' level of awareness.

Quality pre-service teacher education is a key factor in any educational system. In the Philippines, Higher Education Institutions (HEIs) play a very significant role as they are the ones responsible in the preparation of pre-service teachers who will be assigned in both the primary and secondary education sectors. Improving the quality of Philippine education greatly depends on the service of teachers who must be adequately prepared to perform their varied roles and functions inherent to them. With this, it is of paramount importance that higher standards must be set in formulating the objectives, components as well as processes that shall be included in designing the preservice teacher education curriculum (CMO, 2015), practice teaching in education is still a challenge since it does not fully prepare student teachers for actual classroom teaching, Starkey and Rawlins (2012) mentioned that these student teachers should be well-monitored, supervised, and guided by their supervising teachers through “online discussions” and classroom teaching observation for them to become prepared. Through constant monitoring and guidance from the teacher educators, these student teachers will learn how to handle and manage not only their daily lessons but the students and their classroom as well. Being the last field study course, the Practice Teaching Program provides significant experiences to pre-service teachers. It gives them the chance to immerse in a teacher’s life. At this period, they gain experiences on planning, actual teaching, and evaluating student learning. It gives them ample opportunity to develop their competencies as well as connect theoretical knowledge and practice (Añar, 2016). It also trains them with the leadership roles they are expected to carry out as regular teachers. It also allows them to perform real tasks in teaching. No teacher education or arts programs students are allowed to graduate without finishing the

required number of hours for both actual classroom observation and practice teaching. Pre-service student teachers usually take their practicum teaching experience out of the campus, in the nearby public elementary and high schools or campus at the basic education department of their university or college. Although the practicum experience of the teacher education students is more systematic and formal as it is guided by the policies and guidelines from the Department of Education (DepEd) compared with the practicum experience of the Bachelor of Arts students, these pre-service teachers are trained to become well-prepared and qualified teachers who can pass on their knowledge to the next generation of students. Starkey and Rawlins (2012), in their study, emphasized that understanding the teaching environment in which student teachers are exposed is a significant factor towards learning during practice teaching. In this way, student teachers already knew what they were supposed to do and why they were supposed to do it. The concepts and theories that were in their minds were not put to waste as they got to practice them in a real classroom setting. This idea was supported by Tuli and File (2009), who argued that practicum teaching experience among student teachers provides students with the necessary experience in understanding the responsibilities of a teacher. Cheng (2013) also supported the finding that indeed practicums are important in teacher education. In his study, he reported that teaching practicum is a tool that helps teacher educators become competent in teaching.

#### **Level of competency of pre-service teachers regarding PPST:**

Level competency of Pre-Service Teachers regarding the Philippine Professional Standard for Teachers was determined in terms of the pre-service teachers’ self-evaluation and

cooperating teachers' evaluations of the pre-service.

### Pre-Service Teachers' Self-Evaluation:

The level of competency of Pre-service teachers regarding PPST in terms of self-evaluation is shown in Table 5. It was determined that the respondents were proficient in PPST across all domains. Proficient Teachers (Career Stage 2) are professionally independent in the application of skills vital to the teaching and learning process. This stage shows the acceptable standards for all teachers, which should be reached within the first two or three years of teaching (PPST). Teaching proficiency means the knowledge, skills, abilities, and attitudes that teachers need to have in order to promote learning processes and design lessons (cf. Reinmann 2011). According to the Framework of Kosovo curriculum, a good curriculum is a system highly dependent on the environment. It may consist of completely different elements, such as teacher training, qualification standards, political expectations and traditions (Ministry of Education, 2011). Kosovo curriculum strongly emphasizes the CLT. This relates to the

(laissez-faire) curriculum, where the student is independent to communicate and to optimize the topic or situation to talk about, but at the same time it has a relationship with critical curriculum where specific emphasis is on learning the language with the sole purpose of using it in situations outside school, such as airports, restaurants, shops, streets. Competencies include an integrated and coherent system of knowledge, skills and attitudes applicable and transferable, which will help students to face the challenges of the digital era, the free-market economy and based on knowledge, in a world of interdependent relationships. Competences provided by the Curriculum Framework are derived from the overall goals of undergraduate education and define key learning outcomes, which should reach by students in a progressive and sustained during undergraduate education system. (Ministry of Education, 2011) The overall weighted mean (OWM) was 1.85, with a descriptive equivalent of proficient. The pre-service teachers' level of competency regarding Philippine Professional Standards for Teachers is proficient.

Table 5 Level of Competency of the Pre-Service Teachers regarding PPST

Domains	Mean	Interpretation
Domain 1. Content Knowledge and Pedagogy		
1. Content knowledge and its application within and across curriculum areas	1.71	Beginning
2. Research-based knowledge and principles of teaching and learning	1.74	Beginning
3. Positive use of Information Communication and Technology	1.88	Proficient
4. Strategies for promoting literacy and numeracy	1.74	Beginning
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	1.83	Proficient
6. Mother Tongue, Filipino and English in teaching and learning	1.74	Beginning
7. Classroom communication strategies	1.90	Proficient
Mean	1.79	Proficient
Domain 2. Learning Environment		
1. Learner safety and security	1.88	Proficient
2. Fair learning environment	1.95	Proficient
3. Management of classroom structure and activities	1.90	Proficient

4.	Support for learner participation	2.00	Proficient
5.	Promotion of purposive learning	1.88	Proficient
6.	Management of learner behavior	1.83	Proficient
	Mean	1.91	Proficient
<b>Domain 3. Diversity of Learners</b>			
1.	Learners' gender, needs, strengths, interests and experiences	2.00	Proficient
2.	Learners' linguistic, cultural, socio-economic and religious backgrounds	1.95	Proficient
3.	Learners with disabilities, giftedness and talents	1.90	Proficient
4.	Learners in difficult circumstances	1.81	Proficient
5.	Learners from indigenous groups	1.88	Proficient
	Mean	1.91	Proficient
<b>Domain 4. Curriculum and Planning</b>			
1.	Planning and management of teaching and learning process	1.76	Proficient
2.	Learning outcomes aligned with learning competencies	1.83	Proficient
3.	Relevance and responsiveness of learning programs	1.83	Proficient
4.	Professional collaboration to enrich teaching practice	1.81	Proficient
5.	Teaching and learning resources including ICT	1.95	Proficient
	Mean	1.84	Proficient
<b>Domain 5. Assessment and Reporting</b>			
1.	Design, selection, organization and utilization of assessment strategies	1.76	Proficient
2.	Monitoring and evaluation of learner progress and achievement	1.86	Proficient
3.	Feedback to improve learning	1.86	Proficient
4.	Communication of learner needs, progress and achievement to key stakeholders	1.79	Proficient
5.	Use of assessment data to enhance teaching and learning practices and programs	1.81	Proficient
	Mean	1.81	Proficient
<b>Domain 6. Community Linkages and Professional Engagement</b>			
1)	Establishment of learning environments that are responsive to community contexts	1.79	Proficient
2)	Engagement of parents and the wider school community in the educative process	1.83	Proficient
3)	Professional ethics	1.86	Proficient
4)	School policies and procedures	1.88	Proficient
	Mean	1.84	Proficient
<b>Domain 7. Personal Growth and Professional Development</b>			
1.	Philosophy of teaching	1.81	Proficient
2.	Dignity of teaching as a profession	1.88	Proficient
3.	Professional links with colleagues	1.79	Proficient
4.	Professional reflection and learning to improve practice	1.86	Proficient
5.	Professional development goals	1.81	Proficient
	Mean	1.83	Proficient
	<b>Overall Weighted Mean</b>	<b>1.85</b>	<b>Proficient</b>

Legend: 1.00-1.75 (Beginning); 1.76-2.50 (Proficient); 2.51-3.25 (Highly proficient) 3.26-4.00 (Distinguished)

### Cooperating Teachers' Evaluation of the Pre-Service Teacher:

The level of competency of Pre-service teachers regarding PPST in terms of cooperating teachers' evaluation of the pre-service teachers is shown in Table 6. It was determined that the respondents were proficient regarding pre-service teachers' competency regarding PPST across all domains.

Teachers who strive for excellence will incorporate a vast array of behavior management approaches in order that all children are engaged in a meaningful learning environment. Effective teachers creating and maintaining an orderly, productive classroom environment has long been viewed as one of the essential elements in teaching competence (LaCaze, McCormick & Meyer, 2012). There is no "best method" for teaching. Teaching proficiency, that is to say, a combination of

knowledge, skills, abilities and attitudes, comes about when teachers regard the language teaching and learning process as a joint project for teachers and students, as a result of reflection, supervision, and teamwork, and thus see themselves as members of a learning community.

The overall weighted mean (OWM) was 2.23, with a descriptive equivalent of proficient. The cooperating teachers' evaluation of the pre-service teacher's level of competency regarding Philippine Professional Standards for Teachers is proficient.

### Difference between the evaluation results of the pre-service teachers and cooperating teachers regarding teachers' level of competency

Table 6 Cooperating Teachers' Evaluation of Pre-service teachers' competency in PPST

Domains	Mean	Interpretation
<b>Domain 1. Content Knowledge and Pedagogy</b>		
1. Content knowledge and its application within and across curriculum areas	2.02	Proficient
2. Research-based knowledge and principles of teaching and learning	2.05	Proficient
3. Positive use of Information Communication and Technology	2.14	Proficient
4. Strategies for promoting literacy and numeracy	2.10	Proficient
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	2.10	Proficient
6. Mother Tongue, Filipino and English in teaching and learning	2.29	Proficient
7. Classroom communication strategies	2.26	Proficient
<b>Mean</b>	<b>2.14</b>	<b>Proficient</b>
<b>Domain 2. Learning Environment</b>		
1. Learner safety and security	2.33	Proficient
2. Fair learning environment	2.38	Proficient
3. Management of classroom structure and activities	2.26	Proficient
4. Support for learner participation	2.29	Proficient
5. Promotion of purposive learning	2.26	Proficient



6.	Management of learner behavior	2.26	Proficient
	Mean	2.30	Proficient
<b>Domain 3. Diversity of Learners</b>			
1.	Learners' gender, needs, strengths, interests and experiences	2.19	Proficient
2.	Learners' linguistic, cultural, socio-economic and religious backgrounds	2.26	Proficient
3.	Learners with disabilities, giftedness and talents	2.14	Proficient
4.	Learners in difficult circumstances	2.12	Proficient
5.	Learners from indigenous groups	2.10	Proficient
	Mean	2.16	Proficient
<b>Domain 4. Curriculum and Planning</b>			
1.	Planning and management of teaching and learning process	2.19	Proficient
2.	Learning outcomes aligned with learning competencies	2.21	Proficient
3.	Relevance and responsiveness of learning programs	2.21	Proficient
4.	Professional collaboration to enrich teaching practice	2.24	Proficient
5.	Teaching and learning resources including ICT	2.33	Proficient
	Mean	2.24	Proficient
<b>Domain 5. Assessment and Reporting</b>			
1.	Design, selection, organization and utilization of assessment strategies	2.24	Proficient
2.	Monitoring and evaluation of learner progress and achievement	2.24	Proficient
3.	Feedback to improve learning	2.24	Proficient
4.	Communication of learner needs, progress and achievement to key stakeholders	2.24	Proficient
5.	Use of assessment data to enhance teaching and learning practices and programs	2.24	Proficient
	Mean	2.22	Proficient
<b>Domain 6. Community Linkages and Professional Engagement</b>			
1)	Establishment of learning environments that are responsive to community contexts	2.19	Proficient
2)	Engagement of parents and the wider school community in the educative process	2.21	Proficient
3)	Professional ethics	2.33	Proficient
4)	School policies and procedures	2.36	Proficient
	Mean	2.27	Proficient
<b>Domain 7. Personal Growth and Professional Development</b>			
1.	Philosophy of teaching	2.26	Proficient

2.	Dignity of teaching as a profession	2.36	Proficient
3.	Professional links with colleagues	2.29	Proficient
4.	Professional reflection and learning to improve practice	2.26	Proficient
5.	Professional development goals	2.24	Proficient
Mean		2.28	Proficient
<b>Overall Weighted Mean</b>		<b>2.23</b>	<b>Proficient</b>

Legend: 1.00-1.75 (Beginning); 1.76-2.50 (Proficient); 2.51-3.25 (Highly proficient) 3.26-4.00 (Distinguished)

### Difference between in the evaluation results of the pre-service teachers and cooperating teachers regarding teachers' level of competency.

Table 7 shows the significant difference between in the evaluation results of the pre-service teachers and cooperating teachers regarding teachers' level of competency.

Table 7 Differences in the Evaluation of Pre-Service Teachers' and Cooperating Teachers regarding Competency Level on PPST6

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PT - CT	-.38286	.06651	.02514	-.44437	-.32134	-15.230	6	.000

Note: Significance at the 0.05 level (2-tailed)

As gleaned in the table 7, there are significant differences between in the evaluation results of the pre-service teachers and the cooperating teacher regarding teachers' level of competency.

According to Salandanan (2012), teaching is a multifarious human activity. As an activity, it encompasses various aspects including planning, strategies, organizational structure, and material resources which simultaneously occur during the process of teaching and learning. Teaching is perceived as stimulating, directing, guiding the learner, and

evaluating the learning outcomes of teaching. The teacher's role in teaching becomes complex but has given the learner the responsibility of learning (Bilbao, 2012). Bilbao (2012), adds that teaching requires that its practitioners understand what must be carried out to effect student learning and be well equipped with the skills needed to perform various tasks. Teacher education institutions (TEIs) are institutionalized to offer quality and holistic pre-service education among prospective teachers. They also provide theoretical and practical knowledge and skills on pedagogy. After their sessions at the campus, prospective teachers are then expected to apply their theoretical understanding and appreciation to the field during practice teaching. Being the last field study course, the Practice Teaching Program provides significant experience to pre-service teachers. This gives them the chance to immerse in a teacher's life. During this period, they gained experience in planning, actual teaching, and evaluating student learning. It gives them ample opportunity to develop their competencies as well as connect theoretical knowledge and practice (Añar, 2016). It also trains them with the leadership roles they are expected to carry out as regular teachers. It also allows them to perform real tasks in teaching. It also helps them understand the connection between practice teaching inside the campus and the actual work experience they will have in the future. It also assists them to carry on their teaching career with the ultimate aim of educating today's youth. It also helps them gain

a better understanding of the complexity of teaching as it involves challenging tasks that demand hard work. Furthermore, the Practice Teaching Program is a joint responsibility of the Department of Education, public and private TEIs, cooperating school officials, teachers, and college supervisors. They should all strive to help future teachers gain first-hand experiences in all phases of teaching. They also have to encourage them to know themselves better, understand their students, and develop teaching expertise in analyzing varied teaching problems. Lastly, they also have to help them enhance their teaching competencies and social skills (Mazo, 2016).

The goal of training programs is to create permanent changes in people’s knowledge, attitudes, or behaviors. Practicum or field experience has been viewed as an important component of teacher education because it provides an authentic learning environment for pre-service teachers to make sense of theoretical knowledge and practice the skills they acquire. Teaching is a demanding and complex activity that requires its practitioner to acquire, develop, and master an array of knowledge, skills, values, and attitudes. Learning to teach is not a one-shot episode, which happens once and for all. Experienced teachers know that it is rather a process of lifelong learning.

**Proposed training program to enhance the awareness and competency level of Pre-service teachers regarding PPST:**

Activity	Objectives	Expected Outputs
Pedagogical Content Knowledge Development	To display extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines To display awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.	Gained extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines Showed awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.
Better Teaching Through Better Classroom Management	Identify the goal of classroom management. Describe the characteristics of great classroom management. Explain the importance of rules, control, and order in great classroom management. Apply strategies learned for developing great classroom management	Identified the goal of classroom management. Described the characteristics of great classroom management. Explained the importance of rules, control, and order in great classroom management Applied strategies learned for developing great classroom management
Work Attitude and Values Enhancement	Explain the different personality tests used to understand behavior Create and explain their mission and vision statements Enumerate the Values that employers look for in the workforce Explain the ways how to improve and manage performance	Explained the different personality tests used to understand behavior Created and explained their mission statements Enumerated the Values that employers look for in the workforce Explained the ways how to improve and manage performance

	Demonstrate how S.M.A.R.T. goal-setting is done	Demonstrated how S. M. A. R. T goal – setting is done.
Curriculum Planning	To orient programs about the new curriculum To develop new strategy for teaching	Oriented programs about the new curriculum Developed new strategy for teaching
Classroom Assessment for The K to 12 Basic Education Program Orientation	to track and measure learners’ progress To adjust instruction and instructional materials.	Tracked and measured learners’ progress Adjusted instructions and instructional materials
Schools with Community Linkage and Partnerships	To strengthen families and community responsiveness to education by establishment of vital relationships with teachers. To help children, parents and teachers to establish collaborative partnerships	Strengthened families and community responsiveness to education Established relationships with community and teachers. Helped children, parents and teachers establish collaborative partnerships
CPD, Licensing and Career Progression	to provide continuous professional development opportunities, licensing and career progression	Provided continuous professional development opportunities, licensing and career progression

The proposed training program contains varied activities aimed at enhancing awareness and competency level of pre-service teachers regarding PPST.

#### 4. CONCLUSION:

Based on the aforementioned results and discussions, the following statements were concluded. First, the level of awareness of pre-service (OWM = 3.42) and cooperating teachers’ evaluation of pre-service teachers (OWM = 3.47) is fully aware. Second, there is no significant difference between in the evaluation results of the pre-service teachers and cooperating teachers regarding teachers’ level of awareness ( $p > 0.05$ ) Third, the level of competency of pre-service (OWM=1.85) and cooperating teachers’ evaluation of pre-service teachers (OWM=2.23) is proficient. Fourth, there is a significant difference between in the evaluation results of the pre-service teachers and cooperating teachers regarding teachers’ level of competency ( $p < 0.05$ ) Fifth, the proposed training program may be helpful in the enhancement of level of awareness and competency among pre services teachers.

In this manner, the teachers are initially required to meet with other teachers to plan and improve lessons, which eventually become a culture of professional development. Educators should consider using different teaching strategies to curriculum, if not all the time, at appropriate times. Educators may focus on the role community plays in learning. Explore sets of strategic levers that can enhance learning through community processes: the design of spaces that support learning; the use of information technologies; and the design of structures for learning that encompass pedagogy, curriculum, and co-curricular programming. Curriculum developers can use the findings of this study as bases for framing the teacher education curriculum. The proposed training program may be fully implemented to enhance the level of awareness and competency of pre-service teachers. Further studies may be conducted to validate the results of the study.

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