

EVALUATION OF CSUCC PRE-SERVICE TEACHER'S TEACHING PERFORMANCE: ITS IMPLICATION ON THE DEVELOPMENT OF THE PERSONAL AND PROFESSIONAL ATTRIBUTES OF TEACHING

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ABSTRACT: *This study evaluated the level of self-efficacy and level of preparedness of the Pre-service Teachers in Caraga State University Cabadbaran City (CSUCC), Philippines, with regards to professional and personal attributes. The results of this study would be the basis for enhancement on policy guidelines, evaluation instruments, and further training. There was 133 population of Pre-service Teachers from S.Y. 2017 - 2020 for this study. This study utilized a mixed-method design that combined quantitative and qualitative research methods. The study employed quantitative research assessing the frequency and meaning of the data. The study also made use of the qualitative research method through the use of Thematic Analysis. The results showed that Professional Attribute has an overall mean of 3.88 (SD = 0.56) while the Personal Attribute has a mean of 3.72 (SD=0.49), with both attributes, having a verbal interpretation of Fully Practiced. When it comes to Self-efficacy even amidst the pandemic, Pre-service Teachers got an overall mean of 4.16 (SD=0.95) and a verbal interpretation of High Efficacy. This means that the Pre-service teachers had confidence in themselves when it comes to teaching. However, this may also indicate that there were areas that need improvement to attain the Highest Level of Self-Efficacy of the Pre-service Teachers. Furthermore, there were two major themes for Suggestions and Comments: areas needed for improvement and areas that were performed well. Under the first theme, there was a need to improve for the following: Classroom Management and Boundaries, Communication Skills and Voice Modulation, and Self-confidence. Under the second theme, the following areas are good practices: Good Attitude, Teaching Techniques and Skills, and Creative Materials.*

Keywords: *Self-Efficacy, Professional and Personal Attributes, Pre-service Teacher's Preparedness*

1. INTRODUCTION

There are different professions across the country and teaching is one of the inspiring and considered a noble profession [1]. Teachers will educate individuals to be responsible citizens and help them achieve their dreams in the future. It takes courage and passion for them to have advanced learning and effective teaching for their students. With the growing population of the Philippines, more teachers are also needed to educate children. This is more applicable to the current Philippine educational reform grounded on Republic Act 10533 or the Enhanced Basic Education Act of 2013, in which two more years are added to the basic education curricula and that is the offering of Senior High School. This is a learner-centered curriculum that focuses, facilitates, and improves instruction in order to achieve appropriate students' learning outcomes [2].

The teacher plays a central role in education. Everything learned in school lies on the competency of a teacher to educate students. For this reason, student-teachers have to possess a piece of in-depth knowledge and skills with regards to both professional and personal attributes to meet the demands and standards of quality education [3] and attainment of competencies based on the prescribed program, course, and learning outcomes [4]. Teaching involves not only the ability to teach the students. It also requires an understanding of the rules and routines which one should possess in school. Personal and professional attributes are important for quality teaching [5]. Professional attributes describe effective characteristics and behaviors expected of a professional educator. The teacher has to reflect her good performance in teaching to associate to personal attributes.

Pre-service teaching is an imperative practice in teaching programs aiming to train student-teachers in the field of

teaching [6]. Through this, it exercises and prepares undergraduate student-teachers in higher education for professional teaching. Caraga State University – Cabadbaran City (CSUCC) believes to have this educational training system in order to equip its students. One of these training that the Teacher Education Program can offer to these Education undergraduate students or known as Pre-service Teachers is the On-the-Job Training or Practice Teaching. CSUCC's Teacher Education Program offers several kinds of major courses such as Electronics, Food Trades, ICT, Dressmaking, and General Academic Teaching. This aims to mold their student-teachers with the best training possible. This is also to abide by the university's vision and mission to produce graduates with collective employable skills, knowledge, and attitudes which are also the growing need for education reform.

CSUCC finds it relevant to assess their Pre-service Teachers' preparedness, performances, and proficiency through rating both professional and personal attributes shown during the training. The evaluation involved classroom management, teaching proficiency, social skills, coordination, attitude, inline personal responsibilities, and emotional intelligence. The school believes to assess the level of proficiency of their student-teachers to determine how equipped they are towards the professional world. With these, the school would be able to know weaknesses, and to what aspects in training needed improvement.

Self-efficacy is important for an individual to possess for it influences motivations on what they do and choose. Bandura (1995) states that self-efficacy "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations." In effect, self-efficacy simply refers to the belief of an individual in his or

her ability to complete a task [7, 8, 9]. In this research, the construct of self-efficacy was contextualized for pre-service teachers who will undergo training during their practicum, teaching TLE subjects and other vocational courses.

In line with this, this study aims to evaluate CSUCC Pre-service Teachers towards their level of proficiency of their personal and professional attributes through looking upon their student portfolio data and performance teaching. Self-efficacy of pre-service teachers in their teaching was assessed also to determine their preparedness despites during the pandemic.

2. MATERIALS AND METHODS

The study evaluated the level of self-efficacy and level of preparedness of the Pre-service Teachers with regards to professional and personal attributes. The mixed-method design which combines quantitative and qualitative research methods was employed in the study. Quantitative research was utilized in assessing the frequency and mean of the data while qualitative research method through the use of Thematic Analysis. The instrument for this study was the given Pre-service Teacher assessment tool of the Caraga State University Cabadbaran City analyzing their level of proficiency of their personal and professional attributes through data mining from the S.Y. 2018-2019 to S.Y. 2020-2021. The second instrument for this study was the Teacher’s Sense of Efficacy Scale developed by Megan Tschannen-Moran and Anita Woolfork Hoy. This is a 24-item questionnaire with a 5-point Likert scale starting from 1 (Nothing) to 5 (A Great Deal). This instrument was administered during the threat of the Covid 19 pandemic through the use of Google form, following the health protocol of Cabadbaran City.

The participants of this study comprised of 133 population from the Pre-service Teachers from S.Y. 2017 - 2020 of Caraga State University Cabadbaran City. The participants came from the following programs: Bachelor in Industrial Arts Education (BIAE), Bachelor of Technical Teacher Education (BTTE), and Teacher Certificate Program (TCP).

The following rating scale was used to better understand the data:

Rating Options	Scale	Qualitative Interpretation
5	4.51-5.00	Very High Efficacy
4	3.51-4.50	High Efficacy
3	2.51-3.50	Moderately Efficacy
2	1.51-2.50	Low Efficacy
1	1.00-1.51	Very Low Efficacy

Rating Options	Scale	Qualitative Interpretation
4	3.24-4.00	Fully Practiced
3	2.50-3.23	Practiced
2	1.75-2.49	Moderately Practiced
1	1.00-1.74	Not Practiced

3. RESULTS AND DISCUSSIONS

This presents the discussion as stated in the objective of the study. The data successively presents the Profile of the Respondents in terms of Program Enrolled, Sex, and School Location during training. Results also show the Level of Preparedness of the Pre-service Teachers in terms of Professional Attributes: Lesson Planning, Content or Subject Matter, Teaching Methods, and Classroom Management, Questioning Skills and the Level of Preparedness for Personal Attributes of the Pre-service Teachers

Table 1. Profile of the Respondents in terms of Program Enrolled

Program Enrolled	S.Y. 2017-2018		S.Y. 2018-2019		S.Y. 2019-2020		S.Y. 2020-2021		Overall Total	
	f	%	f	%	f	%	f	%	f	%
(BIAE)	15	36	11	28	36	84	0	0	62	46.6
(BTTE)	27	64	28	72	7	16	0	0	62	46.6
(TCP)	0	0	0	0	0	0	9	100	9	6.8
TOTAL:	42	100	39	100	43	100	9	100	133	100

Table 1 shows the Profile of the Respondents in terms of Program Enrolled. In the S.Y. 2017-2018, there are 42 participants for the study, in which 15 (36%) are enrolled from BIAE and 27 (64%) are from BTTE. This is followed by a total of 39 participants from S.Y. 2018-2019 – 11 (28%) are from BIAE and 28 (72%) are from the BTTE program. There are 43 participants for the S.Y. 2019-2020, in which 36 (84%) are from BIAE while 7 (16%) are

enrolled in BTTE. Finally, due to the transition period for the K to 12 program, the College of Industrial Technology and Teacher Education (CITTE) offered the Teacher Certificate Program (TCP) as the only program for education for the S.Y. 2020- 2021 with a total of 9 (100%) participants. Garnering an overall total of 133 participants, 62 (46.6%) are enrolled in BIAE, 62 (46.6%) are from BTTE, and 9 (6.8%) are from TCP.

Table 2. Profile of the Respondents in terms of Sex and Training Location

	S.Y. 2017-2018		S.Y. 2018-2019		S.Y. 2019-2020		S.Y. 2020-2021		Overall Total	
	f	%	f	%	f	%	f	%	f	%
Sex										
Male	9	21	6	15	14	33	0	0	29	22
Female	33	79	33	85	29	67	9	100	104	78
TOTAL	42	100	39	100	43	100	9	100	133	100
Location										
City Area	14	33	3	8	19	44	9	100	45	34
Provincial Area	28	67	36	92	24	56	0	0	88	66
TOTAL	42	100	39	100	43	100	9	100	133	100

Table 2 shows the Profile of the Respondents with respect to Sex and its Training location. There are 9 (21%) male and 33 (79%) female participants for the S.Y. 2017-2018. This is followed by 6 (15%) male and 33 (85%) female participants in S.Y. 2018-2019. The third is for S.Y. 2019-2020, wherein 14 (33%) are male and 29 (67%) are female. Finally, in S.Y. 2020-2021, there are only 9 (100%) female participants and no male participants. From the overall total of 133 participants for this research, 29 (22%) are male and 104 (78%) are female. This may suggest that the program may be more attractive for female students.

The profile of Respondents in terms of School Location during pre-service teaching. In S.Y. 2017-2018, there are 14 (33%) participants who have their pre-service teaching in the City Area while 28 (67%) are in the Provincial Area. This is followed by 3 (8%) participants assigned in the City Area and 36 (92%) in the Provincial Area for S.Y. 2018-2019. In the S.Y. 2019-2020, 19 (44%) participants have their pre-service teaching in the City Area while 24 (56%) are in the Provincial Area. Lastly, in the S.Y. 2020-2021, all 9 (100%) participants have their pre-service teaching in the City Area. A total of 45 (34%) participants are teaching in the City Area while 88 (66%) participants are in the Provincial Area. This suggests that the opportunities for the students to teach are mostly located in the Provincial Area.

Table 3 shows the overall rating for the Level of Preparedness of Pre-service Teachers on Professional Attributes. The overall mean for this attribute is 3.88 (SD = 0.56) with a verbal interpretation of Fully Practiced. The highest attribute for this variable is Classroom Management 3.76 (SD = 0.41) with a verbal interpretation of Fully Practiced. This is followed by Lesson Planning with a mean of 3.74 (SD = 0.39) and with a verbal interpretation of Fully Practiced. The third attribute is Teaching Methods with a mean of 3.74 (SD = 3.74) and also with verbal interpretation of Fully Practiced. This is followed by Questioning Skills with a mean of 3.68 (SD=0.41) and a verbal interpretation of Fully Practiced. Finally, the least rated domain for Professional Attributes is Content or Subject Matter with the mean of 3.64 (SD = 0.46), however, it has a verbal interpretation of Fully Practiced. This suggests that in terms of Professional Attribute, the Pre-service Teachers of Caraga State University Cabadbaran City is fully prepared for the practicum.

Table 3. The overall rating for Level of Preparedness of Pre-service Teachers for Professional Attributes

Professional Attributes	M	SD	VI
Lesson Planning	3.74	0.39	FP
Content or Subject Matter	3.64	0.46	FP
Teaching Methods	3.74	0.43	FP
Classroom Management	3.76	0.41	FP
Questioning Skills	3.68	0.41	FP
Overall	3.88	0.56	FP

Legend: Fully Practiced (FP) = 3.24-4.00; Practiced (P) = 2.50-3.23; Moderately Practiced (MP) = 1.75-2.49; Not Practiced (NP) = 1.00-1.74

Table 4 shows the Level of Preparedness of the Pre-service Teachers based on Personal Attributes. The domains for Personal Attributes are grouped into three – Job Performance, Personal Care, and Work Attitude. The first domain, which is Job Performance, consists of the following: Reliability, Teaching Ability (Skills), Social Skills, and Oral Communication. The second domain is Personal Care and under this domain are Good Grooming and Self-Confidence. Finally, the last domain is Work Attitude, which includes the following: Attendance, Punctuality, Classroom Etiquette, Responsibility, Initiative and Resourcefulness.

The overall mean for this table is 3.72 (SD = 0.49) with a verbal interpretation of Fully Practiced. The item with the highest mean of 3.91 (SD = 0.25) and a verbal interpretation of Fully Practiced is under Personal Care, which is "Good Grooming". This is followed by "Attendance", under the domain Work Attitude, with a mean of 3.85 (SD = 0.36) and a verbal interpretation of Fully Practiced. The third highest marked item is still under the Work Attitude domain which is "Responsibility", having a mean of 3.80 (SD = 0.41) and a verbal interpretation of Fully Practiced. The two least rated items are both under the Job Performance domain, which is "Teaching Ability (Skills) with a mean of 3.52 (SD = 0.51) and a verbal interpretation of Fully Practiced, and "Oral Communication" that garnered a mean of 3.50 (SD = 0.51) and a verbal interpretation of Fully Practiced. This means that in terms of Personal Attributes, the Pre-service Teachers of Caraga State University Cabadbaran City are fully prepared during practicum.

Table 4. Level of Preparedness of the Pre-service Teachers based on Personal Attributes

Item	S.Y. 2017-2018			S.Y. 2018-2019			S.Y. 2019-2020			S.Y. 2020-2021			Overall Average		
	M	SD	VI	M	SD	VI									
Attendance	3.77	0.44	FP	3.89	0.34	FP	3.94	0.20	FP	3.67	0.50	FP	3.85	0.36	FP
Punctuality	3.68	0.55	FP	3.78	0.42	FP	3.84	0.34	FP	3.78	0.44	FP	3.77	0.45	FP
Good Grooming	3.88	0.29	FP	3.96	0.14	FP	3.91	0.27	FP	3.89	0.33	FP	3.91	0.25	FP
Classroom Etiquette	3.79	0.38	FP	3.76	0.30	FP	3.79	0.42	FP	3.63	0.45	FP	3.77	0.38	FP
Reliability	3.72	0.41	FP	3.76	0.39	FP	3.82	0.38	FP	3.70	0.65	FP	3.76	0.41	FP
Responsibility	3.75	0.46	FP	3.86	0.26	FP	3.83	0.41	FP	3.67	0.67	FP	3.80	0.41	FP
Self Confidence	3.64	0.58	FP	3.64	0.42	FP	3.61	0.51	FP	3.67	0.67	FP	3.63	0.52	FP
Teaching Ability (Skills)	3.44	0.54	FP	3.50	0.48	FP	3.59	0.51	FP	3.70	0.42	FP	3.52	0.51	FP
Initiative and Resourcefulness	3.63	0.47	FP	3.72	0.40	FP	3.67	0.50	FP	3.59	0.68	FP	3.67	0.47	FP
Social Skills	3.64	0.45	FP	3.64	0.37	FP	3.78	0.42	FP	3.81	0.34	FP	3.70	0.41	FP
Oral Communication	3.45	0.54	FP	3.44	0.46	FP	3.54	0.54	FP	3.78	0.37	FP	3.50	0.51	FP
Overall	3.74	0.46	FP	3.74	0.40	FP	3.66	0.48	FP	3.77	0.45	FP	3.72	0.49	FP

Legend: Fully Practiced (FP) = 3.24-4.00; Practiced (P) = 2.50-3.23; Moderately Practiced (MP) = 1.75-2.49; Not Practiced (NP) = 1.00-1.74

Table 5 reveals the Level of Self-efficacy of the Pre-service Teachers on teaching. The highest for this variable is the confidence of the Pre-service Teachers to help students value learning. This gained a mean of 4.56 (0.68) and a verbal interpretation of Very High Efficacy. This was followed by three items with a mean of 4.44 and a verbal interpretation of High Efficacy. These items are: the confidence of the Pre-service Teachers on (1) their ability to get students to believe they can do well in school work (SD=0.83), (2) their ability to improve the understanding of a student who is failing (SD=0.68), and (3) their ability to provide appropriate challenges for very capable students (SD=0.83).

The least rated items for this variable have a mean of 3.89 with a verbal interpretation of High Efficacy. There are three items for this: the confidence of Pre-service Teachers on (1) the extent they can make their expectations clear about student behavior (SD=0.99), (2) their ability to respond to

difficult questions from their students (SD=0.99), and (3) their ability to adjust their lessons to the proper level for individual students (SD=1.20).

The overall mean for Self-efficacy is 4.16 (SD=0.95), which is High Efficacy. This means that the Pre-service Teachers have confidence in themselves when it comes to teaching. However, this may also indicate that there are areas that need improvement to attain the highest level of Self-Efficacy of the Pre-service teachers.

Using thematic analysis to determine the common themes for the comments and suggestions, it is shown in Table 12 that there were two major themes found. The first idea revolves around the theme of the Pre-service Teacher that needs improvement or development. The second major theme is about the areas the Pre-service Teachers performed well during the practicum.

Table 5: Level of Self Efficacy among the Pre-Service Teachers

Self-Efficacy Items	M	SD	VI	Rank
How much can you do to get through to the most difficult students?	4.00	1.05	HE	6
How much can you do to help your students think critically?	4.11	1.10	HE	5
How much can you do to control disruptive behavior in the classroom?	4.11	0.87	HE	5
How much can you do to motivate students who show low interest in school work?	4.33	0.67	HE	3
To what extent can you make your expectations clear about student behavior?	3.89	0.99	HE	7
How much can you do to get students to believe they can do well in schoolwork?	4.44	0.83	HE	2
How well can you respond to difficult questions from your students?	3.89	0.99	HE	7
How well can you establish routines to keep activities running smoothly?	4.00	0.82	HE	6
How much can you do to help your students value learning?	4.56	0.68	VHE	1
How much can you gauge student comprehension of what you have taught?	4.11	0.74	HE	5
To what extent can you craft good questions for your students?	4.22	0.79	HE	4
How much can you do to foster student creativity?	4.33	0.67	HE	3
How much can you do to get children to follow classroom rules?	4.22	0.79	HE	4
How much can you do to improve the understanding of a student who is failing?	4.44	0.68	HE	2
How much can you do to calm a student who is disruptive or noisy?	4.22	0.79	HE	4
How well can you establish a classroom management system with each group of students?	4.11	0.99	HE	5
How much can you do to adjust your lessons to the proper level for individual students?	3.89	1.20	HE	7
How much can you use a variety of assessment strategies?	4.11	1.20	HE	5
How well can you keep a few problem students from ruining an entire lesson?	4.00	1.05	HE	6
To what extent can you provide an alternative explanation or example when students are confused?	4.33	0.82	HE	3
How well can you respond to defiant students?	4.00	1.15	HE	6
How much can you assist families in helping their children do well in school?	4.11	1.20	HE	5
How well can you implement alternative strategies in your classroom?	4.00	1.05	HE	6
How well can you provide appropriate challenges for very capable students?	4.44	0.83	HE	2
Overall	4.16	0.95	HE	

4.51-5.00 = Very High Efficacy, 3.51-4.50 = High Efficacy, 2.51-3.50 = Moderately Efficacy, 1.51-2.50 Low Efficacy, and 1.00-1.51 = Very Low Efficacy

Themes for Improvement

The first theme involves the proposition on the improvement of Classroom Management and Boundaries. This means that the Pre-service Teachers have the following areas to develop, including how to manage the classroom properly along with building boundaries towards the students to implement a respectful learning environment. The common comments and suggestions given by the cooperating teachers are the following: “Time management needs to be improved”, “She must improve also in managing the classroom.”, “Lacks of classroom management (someone is sleeping). Be sure the boys will participate actively.”, and “Too much kindness to his students. Lack of classroom management.”

Another theme under the Themes for Improvement is Communication Skills and Voice Modulation. This theme suggests that the Pre-service Teachers need to enhance the ability to present the ideas, be mindful of the mode of communication, as well as the tone and modulation of voice. The following are the common comments and suggestions: "Not well-modulated voice which sometimes mislead for

instruction towards the students.", "Oral communication skills need improvement." and "Make use of English language in communicating in the class."

Another resulted theme from evaluating the comments and suggestions of the cooperating teachers is the Lack of Self-Confidence among the Pre-service Teachers. This means that the Pre-service Teachers display shyness, nervousness, and hesitation during practicum. The common comments and suggestions under this theme are the following: “Overcome your shyness and be confident.”, “A little bit shy especially in asking for the cooperating teachers’ guidance and help.”, “Sometimes uncertain in her class when teachers are doing the observation.”, and “*Negatibong pagiisip, na akala mo minsan ay hindi mo kayang panindigan na maka talakay ka ng maayos bunga ng internet koneksyon sa area mo, kaya iwasan mo ang ganitong pagiisip na kahit mapaonline man o hind ay dapat palagi kang positibo sa lahat ng sitwasyon o bagay*” (Negative thinking, which you sometimes think you can't stand to be able to discuss properly as a result of the internet connection in your area, so avoid this mindset that

whether online or not you should always be positive in all situations or things).

Table 6. Common Themes in Suggestions and Comments

	Description:
Under this theme is the Good Attitude of the Pre-service Teachers. This theme suggests that the Theme 1: Areas that needed improvement:	A need to improve authority in the classroom A need to exercise gap and discipline to students
<i>Classroom Management and Boundaries</i>	A need to be aware of time management A need to improve voice modulation
<i>Communication Skills and Voice Modulation</i>	A need to use of English language A need to improve my ability to communicate lessons well
<i>Self-Confidence</i>	A need to be assertive, self-confident and manage shyness A need to be confident in asking for help from cooperating teacher A need to improve eye-to-eye contact and body language
Theme 2: Areas that were performed well:	Description:
<i>Good Attitude</i>	Has dedication, responsibility, and diligence Has a caring heart, and good character Has a good relationship with students
<i>Teaching Techniques and Skills</i>	Has enthusiasm in teaching and learning from cooperating teacher Has the ability to use humor in teaching Has skills in administering appropriate activities Has capabilities in teaching at the level of the students
<i>Good and Creative Materials</i>	Has the ability to grab the attention of the students Has shown resourcefulness in finding materials for lessons Has presented colorful visual aids Has shown appropriate instructional material Has provided instructional material or PowerPoint

Themes for Well Performed

Under this theme is the Good Attitude of the Pre-service Teachers. This theme suggests that the participants were well mannered, responsible, and portrays good relationships with the students during practicum. Among the comments and suggestions, these are the most common: "Displays approachable behavior to students who needs assistance.",

'She has a heart of a real teacher.', "He is a shining example of what a respectful, caring educator.", and "She possesses a sense of human and enthusiast to become a good mentor in the field of teaching."

Another theme under the Themes for Well Performed is Teaching Techniques and Skills in teaching. This means that the Pre-service Teachers show a good technique that enhances the learning experience of the students along with good teaching skills. Some of the noteworthy comments that summarize this theme are the following: "Always encourage students to participate in discussion and group activity.", "The student-teacher uses visual aide. Appropriate to the lesson and level of students understanding and ability.", "Effectively addresses appropriate curriculum standards. B. Uses a variety of instructional strategies to promote learning. C. Models caring, fairness, respect and enthusiasm for learning.", "Shows mastery and confidence in delivering the lesson. Classroom routines are systematically and efficiently done.", and "*Maaasahan ka sa lahat ng ipinapagawa ko sa iyo! May sarili kang estratehiya sa iyong klase na animoy ang mga estudyante mo ay maenjoy at hindi mabagot sa tuwing nagtalakay ka na*" (You are reliable in everything I ask you to do! You have your own strategy in your class that will make your students enjoy and not get bored every time you discuss). The last content under Themes for Well Performed is Good and Creative Materials. This theme indicates that the Pre-service Teachers used creative materials to improve the students' learning environment. The most notable comments that are common under this theme are: "You have the ability to teach. The lesson is presented well with appropriate instructional materials. Explain and cite some example in the discussion. Most important things are you integrate value.", "Resourceful in making instructional aids for the learners. Provide instructional materials to capture the interest of the learners." and "Well motivated visual aids and observes SMART in your lesson plan."

It can be observed that "Communication and Voice Modulation" is a reoccurring theme for both "Themes for Improvement" and "Themes for Well Performed". This can be interpreted as a well-valued criterion for evaluating the Pre-service Teachers. The disparity between the themes "For Improvement" and "For Well Performed" in this area may suggest the need for a new instrument solely for this area, to determine the quantitative consistency of these themes. Moreover, this may indicate that although it is considered as an area that is performed well, there is also a need for the university to focus on enhancing the students' skills in Communication and Voice Modulation.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions were drawn:

With participants that are mostly female students, it may suggest that teaching is more attractive to females and the data suggests that there is an abundance in terms of opportunity for training in the Provincial area as compared to the City area.

In terms of Professional attributes, the data suggests that the Pre-service Teacher are Fully Prepared during training. Under this attribute, the following are ranked from the highest to the

least: Classroom Management, Teaching Method, Lesson Planning, Questioning Skills, and Content or Subject Matter. In terms of Personal Attributes, the highest-ranked attribute is Good Grooming. Under this attribute, the following are ranked from the highest to the least: Good Grooming, Attendance, Responsibility, Classroom Etiquette, Reliability, Initiative and Resourcefulness, Self Confidence, Teaching Ability, and Social Skills. However, findings based on the qualitative data revealed the emerged theme on "Theme for Improvement" which focused on classroom management, communication skills and voice modulation, and self-confidence. This theme result may suggest the need for the university to focus on this area during training.

Moreover, when it comes to pre-service teachers' Self-efficacy, the data suggests that they have a High Efficacy during training amidst the Covid-19 pandemic. Meanwhile, this implies that there are areas that can still be improved to attain the level of Very High Efficacy.

Based on the findings and conclusions of this study, the following recommendations are suggested:

A need to implement a seminar and workshop to enhance the areas in "Themes for Improvement". This seminar and workshop should include topics on Classroom Management and Boundaries, Communication Skills and Voice Modulation, and Self-confidence in order to improve Self-Efficacy of Pre-service teachers in their Teaching Review and revise the existing assessment tools for the Pre-service Teachers anchored in this research and other existing research to enhance further the quality of the material for evaluation.

Furthermore, the environment simulation and methods in training the Pre-service Teachers during academic years might be reviewed and improved for the following: (1) Classroom Management and Boundaries, (2) Communication Skills and Voice Modulation, (3) Self-confidence, and (4) Self-efficacy.

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