



Pre-Service Teachers: Are They Prepared for the Real Job?

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Abstract

Many researches have shown that teachers are the most important factor in student learning. There is a strong positive correlation between achievement and students having highly qualified teachers. It is necessary that pre-service teachers get the right training and be equipped before they join the teaching force. This paper then discusses the teaching skills possessed by the Third Year college students of the Xavier University-School of Education and presents the evaluation of these students' teaching skills and proficiency level in lesson planning. The paper hoped to evaluate the extent the professors are training and preparing the pre-service teachers. The subjects of this study are the 110 pre-service teachers who are in their third year college. Results showed that pre-service teachers use ambiguous terms in writing instructional objectives and their students were not able to see the link between the objectives and the things going on during the discussion. There seems to be a misconception that objectives are achieved when activities are done. Half of the lesson plans evaluated showed a vague procedure. Violation of the guidelines in constructing the different types of tests were evident in the evaluation. Half of the respondents' lesson plans were not professionally presented. Only less than 20 percent of the lesson plans provided their students the choice and encouragement to take responsibility of their learning. Close to 60 percent of the pre-service teachers did a partially effective focus activity. Games used were not appropriate. Several concepts were not clearly discussed and that still need more elaboration. Only a little over one-third has well-prepared materials which are appropriate for the lesson. Data also shows that 9 of every 10 pre-service teachers did not have a reflection during their instruction. It implies that they do not have any idea how to process a reflection in class or that they were not exposed to instructors doing a reflection of content being learned in class thus modeling from professors maybe missing.

Of all the teaching skills, the art of questioning is considered to be the most important according to many educators. Data shows that less than 5% of the pre-service teachers ask higher-order and clear questions. Prompting and probing questions were sometimes employed during instruction.

As a teacher-education institution, our contribution to society is to produce teachers who can effect learning in the classroom. From the evaluation done on the teaching performances of the pre-service teachers, it can be deduced that there are still a lot more to go to prepare them to be effective instructors. The curriculum designed to develop the teaching skills of an education student may need a thorough examination to determine its effectiveness.

It is recommended that an outcomes-based education model may be used for the articulation among professors to help identify the areas or courses where a particular teaching skill should be emphasized and developed. Administrators should come up with an evaluation system of students as they move from year to year to determine the needs of the students in terms of skills.