

CONCEPT OF THE TEACHING PROFESSION, ACADEMIC PERFORMANCE AND PEDAGOGICAL COMPETENCE OF THE PRE-SERVICE TEACHERS AT A PHILIPPINE PRIVATE

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ABSTRACT

The study aimed at examining the interplay the relationship among the pre-service teachers' concept of the teaching profession, academic performance and pedagogical competence along the National Competency-Based Teacher Standards which longed to be a valuable undertaking in response to the need to enhance teacher education particularly the pre-service teaching in the university. Descriptive correlational research design was employed. The study revealed that the pre-service teachers had very positive concept of the teaching profession, have satisfactory academic performance along general education, professional education and major courses, and were very competent along the seven (7) domains of the National Competency –Based Teacher Standards (NCBTS). Correlations indicated that the more positive is the pre-service teachers' concept of the teaching profession, the more they become pedagogically competent. In essence, the results yield substantial implications to teacher education. Similarly, an understanding of the relationship among the pre-service teachers' concept of the teaching profession, academic performance and pedagogical competence helps the teacher education institutions in the region design effective and operative teaching and learning background.

Keywords: Descriptive correlational study, Southeast Asia, Quantitative Research, Teacher Education.

INTRODUCTION

As the world becomes “flat” with goods and services, and people move from one country to another, educators must teach global tolerance with an understanding that the new workforce may work for a foreign company in America or abroad [1]. Therefore, educators must equip students with knowledge about global economics that will have a direct impact on students' future job choices [2]. Generally speaking, college students are introduced to global issues from their instructors. Teachers who travel abroad have different experiences and can bring those experiences into the classroom. They can provide first-hand knowledge about the people, the food, the architecture, the language, the landscape, and the culture of a foreign country [3]. These experiences, good and bad, can support or contradict what the author is saying in a textbook. The Filipino people have profound concern for education for it occupies a vital part in political,

economic, social, and cultural life in the Philippines. The government earmarks an ideal annual budget for Philippine education to guarantee that every Filipino has the right to quality education. However, the government efforts will not be realistic without the teachers who serve as the key motivators in educating the citizenry. Consequently, teacher education institutions in the Philippines have the sole responsibility of preparing future teachers to be equipped with in-depth knowledge and instructive capability and infused with principles, desires and ethnicities of Philippine life and culture. The study delved on determining the relationship among the pre-service teachers' concept of the teaching profession, academic performance and pedagogical competence which longed to be a valuable undertaking in response to the need to enhance teacher education particularly the pre-service teaching in the university. Furthermore, the investigation addressed certain issues as research gaps that had been identified during the conduct of the study which may serve as first-hand evidence for the improvement of the quality of pre-service teaching in the university and creation of intervention program as well. In core, the results of the investigation may certainly guide the university particularly in Teacher Education to come up with relevant curriculum and policies that are geared towards quality education and instruction.

From the above-mentioned premises, the delineation of a well-crafted and of high –caliber teacher education academic programs is evident through the lens of the pre-service teachers who impressively manifest strong indications of longing to learn and making others to learn. The person's acceptances to know, learn and teach are highly interrelated and they are linked to remarkable actions in the classroom setting [4-5]. The studies made by Chai [6] , Adbelraheem [7], and Yilmaz and Sahin [8] also recounted that beliefs could interact and affect teachers' practice and learning and instructive decision making. In addition, working directly through the process of learning is clearly understood through the investigation of academic performance due to the fact that students' learning objectives are frequently a result of academic growth and making others learn is the concrete assessment of teaching competence as teachers make influences to a more universal view of teaching [9].

Considering the significant views on the teaching profession, Muhammet and Sarigoz [10] and Uyanik [11] examined the views and attitudes of pre-service teachers on the teaching profession which resulted to a very positive side of the profession [10-11]. Though there maybe worries about the professions such as living condition, they still have a positive attitude and high expectations for the profession. On the other hand, other pre-service teachers may also have negative connotation of the teaching profession. The study of Pelini [12] had contrasting findings about the teaching profession. Though teaching can be seen as a noble and important profession that should be considered, pre-service teachers also view teaching as a profession to avoid due to its bad representation by the media. Teaching is also interpreted as a profession which is undervalued which can be seen on how teachers are looked down, overworked yet underpaid. Pre-service teachers inferred teaching as a dirty work and a profession of heavy workload. Studies investigated the academic progress of pre-service teachers as evidenced by their academic performance for four years [13]. Their study concluded that academic growth decreases over the time period. This is due to several factors such as higher education being rigorous and lower motivation levels. This implies that there should be more focus to the pre-service teachers' academic growth. Remarkably, in the study made by Uyar, Genc, and Yasar [14], they were able to explain the pre-service teachers' academic achievements as related to several factors and concluded that when pre-service teachers have a high level of critical thinking, learning approach, and self-regulation skills, they

have higher level of academic achievement. With this, it is suggested that programs that develop those skills must be implemented. It should also be considered that pre-service teachers have role models for the said skills.

METHODS

The study used descriptive-correlational research design since it determined the concept of the teaching profession, academic performance and pedagogical competence of the pre-service teachers at the University of Perpetual Help System Laguna (UPHSL) Academic Year 2018-2019. Likewise, it identified possible patterns of relationships that exist among variables and it measured the strength of such correlation. Data used in the investigation came from 53 Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) pre-service teachers who were enrolled in their Student Teaching course during the second semester of Academic Year 2018-2019. Out of 53 respondents, slovin's formula was employed arriving at 47 sample respondents who were randomly given research instrument. Of which, only 43 respondents were able to accomplish and return the completed survey questionnaires, representing 91.49 percent retrieval rate.

The researcher used three sets of survey questionnaire. The first set included statements about the pre-service teachers' concept of the teaching profession which was measured using the Likert - Type Scale (Strongly Agree/ Very Positive -4, Agree/ Positive -3, Disagree/ Negative -2, Strongly Disagree/Very Negative -1). The second set of the survey questionnaire elicited the pre-service teachers' academic performance which included their accumulated grade weighted average (GWA) in general education, professional education and major courses. It was encoded using the following scale: Excellent (95-100), Very Satisfactory (90-94.99), Satisfactory (85-89.99), Fair (80-84.99) , and Poor (75-79.99). The third set of survey questionnaire which was composed of indicators that determined the pre-service teachers' pedagogical competence as assessed by their cooperating teachers. It was measured using the four-point Likert Type scale: Very Competent (3.50-4.0), Competent (2.50- 3.29), Incompetent (1.50- 2.29) , and Very Incompetent (1.0- 1.49), which was taken from the National Competency -Based Teacher Standards (NCBTS) of the Commission on Higher Education (CHED). Notably, the researcher personally wrote a letter addressed to the dean of the College of Education of the University of Perpetual Help System Laguna, Philippines for her approval for the conduct of the study. Prior and informed consent were accomplished by the respondents to ensure compliance to the ethical standards of conducting research. After gaining the permission, the researcher introduced himself to the respondents and then explained to them the very essence of the study and the procedures needed to follow in the conduct of the survey. After which, the researcher personally floated the survey questionnaires to the respondents after they had completed their Student Teaching course in the schools where they were deployed for their out-campus pre-service training. Furthermore, due permission was sought from the registrar of the University of Perpetual Help System Laguna to get the academic performance (GWA) of the pre-service teachers along general education, professional education and major courses. To make sure that the data gathered were precisely treated; weighted mean was used to determine the pre-service teachers' concept of the teaching profession and level of pedagogical competence. Descriptive statistics such as frequency counts and percent were used to measure the respondents' academic performance (GWA) along general education, professional education and major courses. Pearson Product Moment of Correlation or Pearson-r was used to

ascertain if there is relationship between the respondents' concept of the teaching profession and their academic performance and relationship between the respondents' academic performance and their pedagogical competence.

RESULTS AND DISCUSSION

Discussion of the pre-service teachers' concept of the teaching profession, academic performance and pedagogical competence is presented in the succeeding tables and textual presentations:

It is shown in table 1 that the pre-service teachers had very positive concept of the teaching profession as evidenced by obtained overall weighted mean of 3.90. This suggests that the pre-service teachers believe that teaching is an honorable and stately profession and makes the teachers modernized with the knowledge needed in the giving out of their expertise. This is congruent with the study made by Parylo, Süngü, and Ilgan [15], which investigated the attitudes of pre-service teachers toward the teaching profession. It was revealed that the pre-service teachers have positive attitudes towards teaching which is consistent with former researches. The positive view of teaching profession means that they had predisposed interests in taking up the career. They also view teaching as something that they would be proud of as a career. It is noted that studying the pre-service teachers' concept of teaching is important since it can have an effect on teaching practices.

On the other hand, as revealed by the findings of the study of Eladi and Yerliyurt [16], pre-service teachers have positive attitudes towards teaching profession and a high level of self-efficacy. They also used metaphors in order to further share their concept of teaching. They described the teaching profession as a respected and valued career, a way of cascading knowledge, a career that leads students, a way of developing the society, a vital part of life, a challenging career, a noble profession, and source of happiness.

Moreover, the paper of Tašner Žveglič, and Čeplak [17] confirmed that the pre-service teachers see teaching profession as a vocation. This idea is linked to concern, charity, and assistance. The profession is chosen due to the choice to work with children, influence the community, affect other people, and help others. Another key finding is that the profession is still regarded as a female dominated profession. This fact is not necessarily a problem if it would not be a forced choice for women.

Table 1. The Respondents' Concept of the Teaching Profession

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teaching is a noble profession.	4.00	Very Positive	1
2. Teaching calls for commitment and dedication to the vocation.	3.84	Very Positive	10
3. Through teaching, teachers gain respect from the people in the community.	3.86	Very Positive	8.5

4. Teaching makes the teachers updated with the knowledge needed in the dispense of their field of discipline.	3.93	Very Positive	3
5. Teaching is a dignified profession.	3.93	Very Positive	3
6. Teaching makes the teachers innovative and technologically inclined to meet the changing standards of the profession.	3.91	Very Positive	5.5
7. Teaching helps the teachers internalize the value of adherence to the ethical standards of the profession.	3.86	Very Positive	.5
8. Teaching keeps on reminding the teachers of the value of being the role model of the country.	3.93	Very Positive	3
9. Through teaching, the country produces high-caliber and dynamic professionals.	3.91	Very Positive	5.5
10. Through teaching, teachers can influence the students to become good citizens of the country.	3.88	Very Positive	7
Average		3.90 Very Positive	

Legend :(Strongly Agree/ Very Positive -4, Agree/ Positive -3, Disagree/ Negative -2, Strongly Disagree/Very Negative -1)

Table 2. The Academic Performance of Pre-Service Teacher

Grade	General Education		Professional Education		Major		Overall	
	F	%	F	%	F	%	F	%
80-84.99	5	11.63	8	18.60	2	4.65	2	4.65
85-89.99	29	67.44	30	69.77	29	67.44	36	83.72
90-94.99	9	20.93	5	11.63	12	27.91	5	11.63
Total	43	100.0	43	100.0	43	100.0	43	100.0

Legend: Excellent (95-100), Very Satisfactory (90-94.99), Satisfactory (85-89.99), Fair (80-84.99), and Poor (75-79.99)

It can be gleaned from table 2 that majority of the pre-service teachers have satisfactory academic performance along general education, professional education and major courses which gives a clear and comprehensive impression that it is in professional education that they earned the highest mean grade. The result provides a clear image that at least, the type of teacher education students is not necessarily frail or meagre. Likewise, it confirms that the pre-service teachers possess the variety of knowledge and skills needed in the practice of the teaching profession. In the past,

intakes into teacher education had low quality due to the fact those students with impressive scholastic grades tend to choose other career paths than teaching [18]. Nevertheless, the outward modification in the academic performance of pre-service teachers may be attributed to the Revised Policies and Standards for Teacher Education set by the Commission on Higher Education (CHED) as regards the adoption and implementation of a system of selective admission and minimum requirements to select academically qualified students. Dursun [19] examined the pre-service teacher's self-efficacy, professional self-esteem, and attitudes towards the teaching profession. It was revealed that during the time period that attitude and self-efficacy improved. This result is in relation with the increase of academic achievement. This means that the pre-service teachers have a positive concept of teaching. In contrast, self-esteem did not follow the same increasing trend. Ogirima [20] investigated the academic performance, Information Communication Technology (ICT) utilization and self-regulated learning of pre-service teachers. The pre-service teachers were revealed to have a high academic performance. There is a signification relationship among ICT utilization, self-regulation and academic performance of pre-service teachers. The researchers also suggested trainings for ICT utilization and self-regulation since they are related with academic performance.

Table 3. The Pre-Service Teachers' Pedagogical Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
Social Regard for Learning	3.63	Very Competent	3
Learning Environment	3.63	Very Competent	3
Diversity of Learners	3.63	Very Competent	3
Curriculum	3.49	Very Competent	6
Planning, Assessing and Reporting	3.56	Very Competent	5
Community Linkages	3.44	Very Competent	7
Personal Growth and Professional Development	3.74	Very Competent	1
Average	3.59	Very Competent	

Legend: Very Competent (3.50-4.00), Competent (2.50- 3.49), Incompetent (1.50- 2.49), and Very Incompetent (1.00- 1.49).

From the data shown in table 3, the overall weighted mean of 3.59 revealed that the pre-service teachers were very competent along the seven (7) domains of the National Competency –Based Teacher Standards (NCBTS) of the Commission on Higher Education (CHED) on the assessment of their cooperating teachers during their practice teaching experience. The finding further illustrates the required national standards as indicated in the Commission on Higher Education (CHED) Memo No. 52, Series of 2007 [21].

Pre-service teachers see teaching as something that entails persistence, hard work, accountability, innovation and trust [22]. The pre-service teachers also believe that teachers are accountable for

being a guide and a role model for students. Teaching, for them, also entails correcting the incorrect notions students have in the subject they are studying. It was also revealed that devotion is the focal point of being teaching profession. Ismail and Jarrah [23] aimed to explore the effect of teaching practice on pre-service teachers' views of pedagogical preferences, pedagogical competence, and motivation for choosing the teaching career. The findings revealed that there are positive views about their pedagogical preferences, pedagogical competence, and motivation. There is an observed impact of practice teaching to the said variables. This implies that the teaching practice can be adjusted for sustaining and improving the positive view on pedagogical preferences, pedagogical competence, and motivation. Pedagogical competence as seen through pedagogical performance is related to several factors. Corcoran and O'Flaherty [24] explored the factors that contribute to pre-service teachers' pedagogical performance. The said factors which were considered as predictive data for pedagogical performance are prior pedagogical performance, personality, and previous academic achievement. It was revealed that personality bear no relationship with pedagogical performance. Conversely, prior pedagogical performance and previous academic achievement emerged as predictors to pedagogical performance.

Case and Ertas [25] examined the English pre-service teachers' pedagogical competence through pedagogical content knowledge. The results showed that pre-service teachers do not have enough expected competence of what they are teaching. It was also found out that there is a mismatch between what they and know and what they are doing in actual teaching. Another key finding is that subject matter and pedagogical competence is related with pedagogical performance and actual teaching performance. In effect, teacher training programs should build the bridge between theory and practice among pre-service teachers. To add, a similar study was done which claimed that Teachers' professional knowledge is seen as one of the most important predictors of pedagogical competence [26].

Table 4. Relationship between the Respondents' Concept of the Teaching Profession and their Academic Performance

Indicators	Pearson r value	p - value	Interpretation
General education	0.104	0.506	Not Significant
Professional education	0.055	0.725	Not Significant
Major	0.290	0.059	Not Significant
Overall	0.234	0.130	Not Significant
Significance level @ 0.05			

As observed from the data in table 4, the obtained probability values for general education =0.506, professional education =0.725, and major courses= 0.059 with an overall p value of 0.130 were greater than the level of significance at 0.05 which revealed that there is no statistically significant relationship existed. The result showed that the pre-service teachers' concept of the teaching profession has no bearing on their academic performance maybe due to the fact that they have the innate intelligence to do the job well and imbibed the value of their future profession which was introduced during the start of their academic journey. The result contradicts the study of Dursun [19] which examined the pre-service teacher's self-efficacy, professional self-esteem, and attitudes towards the teaching profession. It was revealed that during the time period that attitude and self-efficacy improved. This result is in relation with the increase of academic

achievement. This means that the pre-service teachers have a positive concept of teaching. In contrast, self-esteem did not follow the same increasing trend.

Table 5. Relationship between the Respondents' Academic Performance and Pedagogical Competence

Indicators	Pearson r value	p - value	Interpretation
General education	0.188	0.227	Not Significant
Professional education	0.086	0.585	Not Significant
Major	0.267	0.083	Not Significant
Overall	0.218	0.159	Not Significant

Significance level @ 0.05

As disclosed in table 5, the obtained probability values for general education-0.227, professional education = 0.585, and major courses = 0.083 with an overall mean of 0.159 were all greater than the level of significance at 0.05, therefore, there is no statistically significant relationship between the respondents' academic performance and pedagogical competence. The finding opposes the study of Abao [27], which revealed that intensive pedagogical training of the pre-service teachers during their students teaching course provides an opportunity for the interplay of theories and practice that facilitated the pre-service teachers to acquire the fundamental aspects of teaching, to be immersed to the realities of the teaching profession and improve the academic performance.

Table 6. Relationship between the Respondents' Concept of the Teaching Profession and Pedagogical Competence

Indicator	Pearson r	p-value	Interpretation
Concept of the Teaching Profession and their Level of Pedagogical Competence	0.433	0.004	Significant

Significant @ 0.01

Table 6 unveils a significant relationship between the pre-service teachers' concept of the teaching profession and their level of pedagogical competence as evidenced by its obtained probability value of 0.004 which was lesser than the level of significance at 0.01. The results connote that the more positive is the pre-service teachers' concept of the teaching profession, the more they become pedagogically competent. This is consistent with the study made by Conejar [28], which stated that competent teaching performance of the pre-service teachers and their valued view of the teaching profession reflect the quality of instruction they have attained from their Teacher Education Institution TEIs. This justifies the standard policy formulated by the Commission on Higher Education (CHED) and accomplished in TEIs, which helped in establishing commitment and desirable attitude among pre-service teachers for an effective and competent pedagogical skills and positive concept of the teaching profession.

CONCLUSION AND RECOMMENDATION

The pre-service teachers are confident to claim that teaching is a noble and dignified profession for it makes the teachers updated with the knowledge needed in sharing their know-how in various fields and have satisfactory academic performance along general education, professional education and major courses which gives a rich and broad impression that it is in professional education that they earned the highest mean grade. Moreover, the pre-service teachers were very competent along the seven (7) domains of the National Competency –Based Teacher Standards (NCBTS) of the Commission on Higher Education (CHED) on the assessment of their cooperating teachers during their practice teaching experience. On the other hand, the more positive is the pre-service teachers' concept of the teaching profession, the more they become pedagogically competent. The investigation, however, has some limitations particularly on the sample size which was used in the study since it was only limited to the pre-service teachers College of Education of the University of Perpetual Help System Laguna enrolled during the second semester of Academic Year 2018-2019. To have a better generalization of the study, it is recommended to future researchers to conduct similar study considering a larger number of respondents. For more comprehensive picture of the interplay of the variables, it is also important to include other degree programs being offered in the college. On a practical note, the outcomes of the study conducted yield significant implications to teacher education as a whole.

Congruently, an understanding of the relationship among the pre-service teachers' concept of the teaching profession, academic performance and pedagogical competence helps the teacher education institutions in the region design effective and operative teaching and learning background. This is with the end view of increasing mindfulness and perceptions on how potential teachers can become active partakers in creating encouraging teaching-learning atmosphere.

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