

The 21st Century Pre-Service Teachers: Preparedness based on Field Study Experiences

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Abstract. *The field study education was designed to adequately prepare pre-service teachers for 21st Century Education. It is an essential subject for pre-service teachers as it contributes different ideas and concepts on how they prepare themselves based on their experiences during the actual observation or engagement in the natural classroom setting. This study aimed to determine the significant relationship between field study experiences and the preparedness of the 21st century pre-service teachers. The study used a quantitative research design to determine the skills developed and level of performances of pre-service teachers during their field study. And a correlational research design was used to measure the relationship between the two variables, field study experience and preparedness of the 21st century pre-service teachers. The respondents were the 114 BEEEd pre-service teachers in one state university in Pampanga. The findings of the study revealed that pre-service teachers developed their collaboration skills, communication skills, and creativity skills during their field study subjects. Also, it was found out that pre-service teachers are extremely good in terms of lesson planning, teaching strategy, classroom management feedback, and assessment. Therefore, there is a high average significant relationship between field study experiences and 21st century pre-service teacher preparation.*

Keywords: pre-service teachers, field study, 21st century skills, preparedness, teaching

Introduction

Change is inevitable. Due to the rapid changes in the world, today's youth need to develop new skills and knowledge in order to compete in the global economy. Thus, the education system is not excused from these changes happening around us. New trends in education evolved overtime which resulted in new approaches in teaching and learning. Before entering the teaching career in this generation, there are things to prepare, challenges to overcome and requirements to accomplish to provide every learner's expectations and needs.

According to UNESCO (2021), classroom management, learning issues, special needs, assessment practices, and technology use in education must be covered to prepare the pre-service teachers. It requires the pre-service teachers to practice in the actual classroom set up such as internship and teaching periods. Teachers are encouraged to be confident and ready, especially when they will be deployed in multi-level, under- resourced classes and teaching in large classes. They should also be trained on writing lesson plans for those students who have different abilities, including the materials used for the students to engage in independent learning.

Thus, the 21st century pre-service teachers are the ones who will build a foundation in the education aspect and foster the students in the future. They need to showcase their full potential and possess different skills to apply in the changing learning environment and society and face diverse

learners. To become prepared, they must undergo field studies experiences and training readiness.

Meanwhile, in the Philippine settings, according to Ulla (2016), all teacher education curriculum in elementary education institutions included practicum teaching as a requirement for Bachelor of Elementary Education (BEEEd) programs. Teacher education and other programs will not be given a chance to graduate without finishing the required hours for actual classroom observation and practice teaching. Usually, the pre- service student-teachers are doing their practice teaching experience inside the school at the primary education department or out of the school. These pre-service teachers need to undergo with the required training to become well-prepared and qualified teachers in the future.

The authors Astuti, Aziz, Sumarti & Bharati (2019) described the 21st century learners as the students who have multitasking, multimedia, and online info searching, which results in the need of having a teacher who can improve the learning process. To produce 21st century teachers, they must possess a set of skills that can be mastered even in the stage of pre-service teaching. Education students need to undergo education internships. It is a practical academic activity wherein the pre-service teacher can acquire the knowledge, skills, and attitude needed in teaching.

For the time being, the fast-changing world made all the information available through the internet. However, it cannot make the fresh graduates knowledgeable enough about the skills needed in the actual field of work—they need 21st century teachers who can master the 21st century skills. The education students should have an excellent internship

to apply the teaching techniques they have learned during their college level to help them handle 21st century learners.

Hence, the academic performances are not enough to bring them closer to their careers as professional teachers, but rather the teacher training program. This will shape their knowledge and abilities in teaching when the time comes. Meanwhile, many countries must finish the training program for them to graduate as Bachelor's Degree holders.

In support of this, a journal written by Mugot & Sumbalan (n.d.) stated that a student must be career-ready in college. A student's learning must go beyond mastery, and the equipment of 21st century skills such as critical thinking, communication, and collaboration is necessary.

According to Strakova (2015), the training offered to the pre-service teachers is about understanding the quality of good teaching and identifying their vital spot and weaknesses area as their readiness for the teaching profession.

Field Study courses enable the future teachers to experience the actual field of work; they should plan and arrange it according to every student's course. In education, they should undergo field study to explore and learn what is inside the classroom. It prepares the pre-service teachers to be ready with the necessary skills and knowledge for the internship program.

According to Heafner et al. (2014), the field study experience can help the pre-service teachers better understand what a teacher means—knowing what the teacher must possess after engaging in a classroom environment and encountering the different learners through field study experiences. In a statement of Hallman & Rodriguez (2015), they mentioned that learning how to teach is complex, and several processes need to follow. Field experiences are one of the components needed to accomplish in order to understand what teaching is by engaging in a formal and informal educational setting.

Field study courses are part of the curriculum which needs to be undergone by every pre-service teacher. Experiential learning is offered from the first year to the end of their last academic year according to their needs. Field study courses stressed personal experiences gained by working with real-life situations and challenges facing the future. The pre-service teachers need to take up field study to learn theories, principles, techniques, methods, and strategies to support their teaching when the time comes. These first-hand experiences of the pre-service teacher will increase their knowledge and also enhance their teaching and learning.

As stated in the journal of Manner (2018), field studies create opportunities for first-hand experiences that encourage positive attitude, appreciation in the field, long-term retention, innovation, and expectations into a reality. It provides guidance and support in preparation through the journey and in authentic settings, especially in our changing world full of challenges. Pre-service teachers need to prepare to become professional teachers. Field studies are indeed helpful for self-improvement, self-assessment, and self-efficacy to be successful as a knowledge dispenser in the 21st century.

According to Isaac & King (2020), the character of pre-service teachers is an integral part of their preparation. As they serve the minor pupils, they must demonstrate good values and attitude, including professional standards.

Above all, having a good characteristic as a candidate teacher is a crucial matter to possess. A teacher is also the dispenser of core values, not only knowledge. The pupils must reflect on the teacher's excellent standard to become an effective educator insisting on and demonstrating virtues.

Indeed, the above-mentioned works of literature from trusted and reliable authors emphasize the field study experiences and the disposition of pre-service teachers as they prepare themselves as future educators. They contribute knowledge and candidate as one of the pupils' mentors, which vow to holistic development. They should be trained appropriately with high-quality standards to provide the learners and demands of, especially the learning environment. They need to possess the skills intended for learners' capabilities and level. They must prepare these things before they engage in a real-world class setting.

Field study is an essential subject for pre-service teachers. It contributes different ideas and concepts on how they prepare themselves based on their experiences during the actual observation or engagement in the natural classroom setting. These field study experiences are the basis of how they prepare for the future teaching profession. They can identify and understand what teaching means and the crucial matters that cover being an effective teacher.

This study aims to know how 21st-century pre-service teachers prepare themselves based on their field study experiences before engaging in natural classroom settings and bringing them into a real-life situation, expectation, and realization inside the classroom on how to come up with primary learners. The field study experiences are the bases of what kind of preparation they need to set to become an effective educator in an actual classroom.

The researchers want to pursue this study since it will help pre-service teachers specifically under the

elementary program to prepare for their careers in the teaching profession. Through personal field study experiences such as practicing different techniques and methods in teaching, observations like identifying the strengths and weaknesses of teaching diverse learners and the challenges, problems, and expectations that 21st-century pre-service teachers may encounter before bringing them into the real world in teaching.

This study will guide and support pre-service teachers through their journey in the teaching field of 21st-century education. According to Perkkila, Valli, & Valli (2014), the aim of teacher training is to supply graduating teachers with the versatile and necessary knowledge and skills. The preparation and continuous updating of 21st-century pre-service teachers under the elementary program are necessary to expertise in their specific field.

The researchers believed that this study would contribute to the students, graduate students, and pre-service teachers in preparation and readiness for 21st-century education. This study will allow the researcher to give an idea and knowledge on preparing to become an effective teacher in the future. It will help them develop ideas, understanding, and knowledge to guide their future teaching practices in the 21st century.

Statement of the Problem

The researchers would like to determine the preparedness of 21st century BEEd pre-service teachers based on their field study experiences.

Specifically, the researchers sought to answer the following questions:

1. How do the respondents assess their skills developed in preparation for their pre-service teaching based on their field study experiences in terms of:
 - 1.1 collaboration skills;
 - 1.2 communication skills; and
 - 1.3 creativity skills?
2. What is the self-assessed level of performance of the students in terms of the following criteria:
 - 2.1. lesson planning;
 - 2.2. teaching methods;
 - 2.3. classroom management; and
 - 2.4. feedbacking and assessment?
3. Is there any significant relationship between the skills developed during their field study experiences and their level of performance in lesson planning, teaching methods, classroom management, and feedbacking and assessment?

Methods

Research Design

This study explores the performance of the pre-service teachers based on their field study experiences. This study uses quantitative method research. Bhandari (2020) defines quantitative research as a process of analyzing and gathering numerical data, it is used to find the average, testing the relationship of variables, and summarizing the results in a wider population. This study is a correlational research design. Seeram (2019) states that correlational research use to determine the significant relationship of the variables and predicting the current data knowledge.

This study is identified as a correlational research design because it uses a survey questionnaire in gathering the data to describe and measure the relationship between the preparedness of 21st century pre-service teachers and their field study experiences in one State University in Pampanga.

Sampling Technique

The total enumeration was employed in the selection of respondents in which one hundred percent (100%) of the pre-service teachers were taken as the respondents.

Respondents

This study utilized the Bachelor of Elementary Education pre-service teachers under the College of Education in one State University in Pampanga. The survey was done during the Second Semester of the Academic Year 2020-2021.

Research Instrument

The researchers used questionnaires in which they used the Google Form application to follow the safety protocols amidst the pandemic. A survey questionnaire is a research instrument made up of a series of questions to collect information from the respondents. According to Roopa S., Rani MS (2016), questionnaires are commonly used in quantitative research. A questionnaire is a set of questions that asks individuals or groups to gather statistically specific information about a given question.

The questionnaire is made up of two parts. Part 1 is about 21st century skills, and it is adapted from Ravitz (2014). Part 2 is about the level of performance of the pre-service teachers in terms of lesson planning, teaching methods, classroom management, and feedbacking and assessment. The research instrument is used to measure the pre-service teachers' readiness in the internship program.

Validation of the Questionnaires

After the construction of the survey questionnaire, research experts were asked to validate its content in order to solicit further comments and suggestions. The instruments used by the researchers were validated by four (4) experts in quantitative research. The letter was given to the following

experts in the field seeking their approval to validate their survey questionnaire. Upon giving their approval and permission the survey questionnaire was validated by them.

Research Locale

The study took place in Don Honorio Ventura State University, Villa de Bacolor, Pampanga.

Data Gathering Procedure

First and foremost, the researcher sought the approval of the Dean of the college and the chairperson of the program where the respondents are assigned, to be given permission to distribute questionnaires online. When the permit was approved, the survey questionnaires were disseminated. Along with these, the researchers also obtained their informed consent. The questionnaires were sent online to the respondents. To cater any queries and to emphasize the study's importance, the researchers made sure to give their contact information.

The survey questionnaire was sent online through Google form. Survey results were interpreted through descriptive statistics.

Data Analysis

To analyze and determine the results of the data gathered, the researchers used acceptable statistical methods such as weighted mean, and standard deviation to calculate the overall average score of each item in light of the study's objectives. In determining the level of agreement on their skills developed in preparation for pre-service teaching based on their field study experiences, descriptive statistics was used in computing the weighted mean and standard deviation.

To convert the mean into descriptive analysis, the 4-point Likert scale was used.

Table 1. Descriptive Interpretation of the Ranges

Scale	Weighted Mean/Equivalent	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

To determine the level of performance of the pre-service teachers, the weighted mean and standard deviation were also used.

Table 2. Descriptive Interpretation of the Ranges

Scale	Weighted Mean/Equivalent	Verbal Interpretation
4	3.26 – 4.00	Outstanding
3	2.51 – 3.25	Good
2	1.76 – 2.50	Average
1	1.00 – 1.75	Poor

To determine the significant relationship between the skills developed during their field study experiences and their preparedness as 21st century pre-service teachers, Pearson-r was used.

Table 3. Interpretation of Relationship of the Range of Value

Value of r	Verbal Interpretation
+ .70 or higher	Very strong positive relationship
+ .40 to + .69	Strong positive relationship
+ .30 to + .39	Moderate positive relationship
+ .20 to + .29	Weak positive relationship
+ .01 to + .19	Negligible Relationship
- .01 to - .19	No Relationship [zero order correlation]
- .20 to - .29	Negligible Relationship
- .30 to - .39	Weak negative relationship
- .40 to - .69	Moderate negative relationship
- .70 or higher	Strong negative relationship
- .70 or higher	Very strong negative relationship

Ethical Consideration

In this study, the researchers recognized its responsibilities under the Republic Act No. 10173, also known as the Data Privacy Act of 2012. The data they collected, organized, and consolidated from the participants were preserved by not revealing their real names and identity in the data collection. The researchers also guaranteed the respondents their privacy and personal information by not disclosing this confidential information as the researchers' utmost concern is to protect the rights and integrity of the respondents. They also informed the respondents about the purpose of the study,

and rest assured that there is no compulsory intention involved in this study.

Results and Discussion

1. Weighted Mean and Standard Deviation of the Skills Developed in Preparation for Pre-service Teaching Based on their Field Study Experiences in Terms of Collaboration Skills, Communication Skills, and Creativity Skills

1.1 Collaboration Skills

Table 1. Descriptive Ratings of Respondent’s Collaboration Skills Developed Based on Field Study Experiences in Preparation for Pre-service Teaching

	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. I work in pairs or small groups to complete a task together.	3.44	0.61	Strongly Agree
2. I work with other students to set goals and create a plan for our team.	3.42	0.58	Strongly Agree
3. I create joint products using contributions from other students.	3.29	0.63	Strongly Agree
4. I present our group work to the class, teacher, and others.	3.34	0.66	Strongly Agree
5. We work as a team to incorporate feedback on group tasks or products.	3.54	0.62	Strongly Agree
6. I give feedback to peers or assess other students’ work.	3.47	0.60	Strongly Agree
Grand Mean	3.42	0.62	Strongly Agree

Table 1 indicates the respondents' collaboration skills developed in preparation for pre-service teaching based on their field study experiences. Item number five (5) which is,

We work as a team to incorporate feedback on group task or product, got the highest computed mean of 3.54 with a standard deviation of 0.62 and an interpretation rating of Strongly Agree.. It means that the respondents collaborate with their group in order to integrate feedback.

On the other hand item number three (3) which is, I create joint products using contributions from other students got the lowest computed mean of 3.29 with a standard

deviation of 0.63 and an interpretation rating of Strongly Agree. The respondents agreed that through the contribution of others, they can create another product that they can use in their studies.

Overall, the pre-service teachers agreed that collaboration skills are one of the skills they acquire during their field study, having a grand mean of 3.42 and a standard deviation of 0.62. This shows that working with pairs and groups supports the respondents in creating a plan. This supports Bedir's (2019) study that working with others by investigating and collaborating with others helps develop their teaching pedagogy. Also, according to Novitasari (2019) study, collaboration skills can help the pre-service teachers practice speaking, solve a problem as a team to incorporate collaborative learning, and give meaningful feedback.

1.2 Communication Skills

Table 2. Descriptive Ratings of Respondent’s Communication Skills Developed Based on Field Study Experiences in Preparation for Pre-service Teaching

	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. I structure data for use in written products or oral presentations (e.g., creating charts, tables, and or graphs)	3.072	0.7	Strongly Agree
2.I convey my ideas using media other than a written paper (e.g., posters, video, blogs, etc.)	3.07	0.7	Strongly Agree
3. I prepare and deliver an oral presentation to the teacher and others.	3.06	0.6	Strongly Agree
4. I answer questions in front of an audience.	3.06	0.6	Strongly Agree

		g r e e S t r o n g l y A g r e e	Wei ghted Mea n	Standar d Deviatio n	Descripti ve Equivale nt
5. I decide how I will present my <u>work or demonstrate my</u> <u>learning.</u>	3 0 . . 5 5 6 8		3.47	0.60	Strongly Agree
Grand Mean	3 0 . . 3 6 8 8		3.44	0.58	Strongly Agree
			3.39	0.64	Strongly Agree
			3.39	0.64	Strongly Agree
			3.46	0.60	Strongly Agree

Table 2 indicates the respondents' level of agreement on their communication skills developed in preparation for pre-service teaching based on their field study experiences. On the given results, item number five (5) which is, I decide how I will present my work or demonstrate my learning, got the highest mean of 3.56 with a standard deviation of 0.58 and an interpretation rating of Strongly Agree. This means that the respondents are presenting what they have learned in front of their professors and classmates the way they want it to be.

Moreover, item number two (2) which is, I convey my ideas using media other than a written paper (e.g., posters, video, blogs, etc.), got the lowest mean of 3.21 with a standard deviation of 0.79 and an interpretation of Agree. This means that the respondents are conveying their idea using media but not to a strong extent. Pre-service teachers must realize the value and the importance of using media as well as their responsibilities in using it especially in this time of pandemic.

Hence, the respondents agreed that communication skills are developed during their field study experience having a grand mean of 3.38 with a standard deviation of 0.68 and an interpretative rating of Strongly Agree. Similar research has proven that communication skill is an essential matter of life skills that must be developed and mastered by the learners in academic or non-academic life (Fadli & Iriwanto, 2019).

1.3 Creativity Skills

Table 3. Descriptive Ratings of Respondent’s Creativity Skills Developed Based on Field Study Experiences in Preparation for Pre-service Teaching.

Table 3 exhibits the respondents' level of agreement on their creativity skills developed in preparation for pre-service teaching based on their field study experiences. Item number five (5) which is, I create an original product or performance to express my ideas, got the highest mean of 3.59 with a standard deviation of 0.56 and a rating of Strongly Agree. This means that the respondents can create their original work to express their own ideas.

Hence, item number three (3) and four (4) got the lowest mean of 3.59 with a standard deviation of 0.56 and a rating of Strongly Agree. This means that the respondents strongly agreed that creating a solution and testing out different ideas can help them in solving a problem.

Therefore, the respondents agreed that creativity skills are developed during their field study experience having a grand mean of 3.46 and standard deviation of 0.60. Like the report released by Ahmadi & Besancon (2017), creativity is one of the crucial competencies that must be implemented in the classroom. It is also a 21st century skill that gained interest to use in the past years.

2.The level of performance of the pre-service teachers in terms of the following criteria:

2.1 Lesson Planning

Table 4. Descriptive Ratings of Level of Performance of the Pre-service Teachers in Terms of Lesson Planning

	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. I can write a lesson plan following the CPA format	3.69	0.51	Outstanding
2. I can identify all the learning materials needed.	3.73	0.48	Outstanding
3. I can do the preliminary activities very organized.	3.61	0.52	Outstanding
4. I can present the lesson following the steps under the procedure part.	3.64	0.52	Outstanding
5. I can make lessons that are highly motivating and engaging to all learners.	3.66	0.51	Outstanding
6. I use higher order thinking skills questions during the discussion	3.54	0.55	Outstanding
7. I can provide activities that involve the active participation of the pupils.	3.69	0.48	Outstanding
8. I can let the pupils give the generalization of the lesson.	3.64	0.55	Outstanding
9. I can make an evaluation aligned with the lesson that was discussed.	3.88	0.54	Outstanding
10. I can give assignments that would enhance their learning based	3.74	0.50	Outstanding

on the lesson presented	Grand Mean	3.66	0.52	Strongly Agree
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Table 4 features the respondents' level of performance in terms of lesson planning. Results show that the respondents are outstanding in giving assignments that would enhance the students' learning based on the lesson presented with a highest computed mean of 3.74, and a standard deviation of 0.50.

However, using higher order thinking skills during the discussion got the lowest mean of 3.54 and a standard deviation of 0.55, which means that the respondents need more time to practice asking higher order thinking skills to their learners.

Overall, the pre-service teachers are outstanding on their performance in lesson planning with a grand mean of 3.66 and a standard deviation of 0.52. A lesson plan is the teacher's strategic plan for what students need to learn and how they will learn it effectively during class.

According to the study of Sahin-Taskin (2017), findings revealed that majority of the pre-service teachers are aware of how important lesson planning is, though they find it difficult to develop it can lead them to gain experience to get to know the students in order to design lesson plans that take into account their levels of learning, needs, and expectations.

In addition, it is important for pre-service teachers to design their lesson plan in order to understand the flow of their lesson and to lessen the difficulties during their teaching. This just goes to show how their experiences during their field study affect their performance in pre-service teaching.

2.2 Teaching Strategies

Table 5. Descriptive Ratings of Level of Performance of the Pre-service Teachers in Terms of Teaching Strategies

	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. Strategies are suited to the needs and capabilities of the students.	3.74	0.46	Outstanding
2. The teacher is creative to adapt			Outstanding

his/her strategies to the students' capabilities.	3	0.50	
3. The teacher gives sufficient and concrete examples to create meaningful experiences.	3	0.45	Outstanding
4. The teacher uses different strategies to meet the diverse needs of the learners.	3	0.47	Outstanding
5. The teacher is able to relate lessons to actual life situations.	3	0.46	Outstanding
6. The teacher demonstrates in depth-knowledge and mastery of the lesson.	3	0.46	Outstanding
7. The presentation was attractive and creatively done.	3	0.46	Outstanding
8. The teacher uses available technological tools to engage learners in the learning process.	3	0.45	Outstanding
Grand Mean	3.66	0.52	Strongly Agree

Table 5 features the respondents' level of performance of the pre-service teachers in terms of teaching strategies. The highest agreement was generated by the items: The teacher is able to relate lessons to actual life situations; The teacher demonstrates in depth-knowledge and mastery of the lesson; and The presentation was attractive and creatively done with a computed mean of 3.75 and a standard deviation of 0.46. This means that the pre-service teachers are aware of the appropriate teaching strategies they should use in teaching.

In general, the respondents' level of performance in teaching strategies is outstanding having a grand mean of 3.46 and a standard deviation of 0.48.

Teaching strategies are methods used by teachers to convey academic knowledge in a way that keep students engaged and allow them to practice various skill sets. Sarode (2018) concluded that proven teaching strategies help students motivate themselves to learn. These teaching strategies, techniques, and approaches help to increase the quality of higher education. Therefore, pre-service teachers should know the different teaching strategies to keep their students engaged with a positive attitude and also to encourage them to participate in the learning process.

2.3 Classroom Management

Table 6. Descriptive Ratings of Level of Performance of the Pre-service Teachers in Terms of Classroom Management

	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. Order and discipline were managed in the classroom	3.59	0.54	Outstanding
Grand Mean	3.59	0.54	Outstanding

Table 6 shows the respondents' level of performance of the pre-service teachers in terms of classroom management. Results show that the respondents' level of performance in classroom management is outstanding having a grand mean of 3.59 and a standard deviation of 0.54. This shows that even in online platform pre-service teachers can still manage to have an orderly and well-disciplined class.

A conducive and orderly classroom environment is obtained through effective classroom management. The pre-service teachers are proficient when it comes to sustaining order and discipline inside the virtual classroom. An overall study of Sueb (2013) concluded that classroom management has a vital role to all teachers, from beginner teachers to experienced teachers who have the skills in managing their students effectively that shows confidence in teaching which may contribute to students' accomplishment. Therefore, it is a vital role of a pre-service teacher to manage the classroom because it is the ability to be an effective knowledge dispenser; a well-managed classroom has an impact on students' academic achievement.

Table 8. The significant relationship between the skills developed during their field study experiences and their preparedness as 21st century pre-service teachers

Variables		Performance
Skills	Pearson Correlation	.792
	Sig. (2-tailed)	.000
	Decision	Reject Ho

Correlation is significant at the 0.01 level (2-tailed)

Table 8 presents the test on the significant relationship between students' skills developed based on their field study experiences and these are collaboration skills, communication skills, and creativity skills, and their performance in pre-service teaching in terms of lesson planning, teaching strategies, classroom management, and feedbacking and assessment. Data show that the correlation coefficient is .792 which means that there is a strong positive relationship between the skills and performance of 21st century pre-service teachers. This only implies that the higher their level of skills developed during their field study, the higher their performance in pre-service teaching. The strong relationship is said to be highly significant having a computed p-value of .000 which is less than 0.01 level of significance this only indicates that the skills of the pre-service teachers developed during their field study experiences are significantly related to their performance in pre-service teaching.

Conclusions and Recommendations

Summary of Findings

After a comprehensive analysis and interpretation of the collected data, the following are the significant findings:

1. Description of Respondents' Level of Agreement on their skills developed in preparation of pre-service teaching based on their field study experiences

The data show the respondents' level of agreement on their skills developed in preparation for pre-service teaching based on their field study experiences. Based on the data, the respondents agreed that collaboration, communication, and creativity skills are enhanced during their field study experiences.

2. Description of the level of performance of the pre-service teachers in terms of lesson planning, teaching

strategies, classroom management, and feedbacking and assessment

The data present the respondents' level of performance with an overall mean of

3.61. This only implies that the respondents are well-prepared in their pre-service teaching.

3. Significant relationship of the skills developed during their field study and the performance of the 21st century pre-service teachers

After a thorough investigation, the data present the significant relationship between the skills developed during the field study experiences and the pre-service teaching performance. The correlation coefficient of .792 means that there is a strong positive relationship between the skills and performance of 21st century pre-service teachers. This only implies that the higher their level of skills developed during their field study the higher their performance in pre-service teaching.

Conclusion Collaboration Skills

The pre-service teachers agreed that collaboration skill is one of the skills they acquire during their field study, having a grand mean of 3.42 and a standard deviation of 0.62. Moreover, collaboration skills are sufficient during the field study experiences of pre-service teachers and help them to become fully equipped and to enhance their utmost potential. This shows that working with pairs and groups supports the respondents in creating a good concept and accomplished their goal easily.

Communication Skills

Based on the result with a total grand mean of 3.38 and standard deviation of 0.68 communication skills are developed during their field study experience. The pre-service teachers express their ideas in the clearest and organized manner. Through varied modes such as face-to-face and technologically mediated, they can apply it efficiently and can convey ideas clearly.

Creativity Skills

The respondents' level of agreement in assessing their skills developed in preparation for their pre-service teaching based on their field study experiences in terms of creativity skills was high. All respondents Strongly Agreed having a grand mean of 3.46 and a standard deviation of 0.60 that pre-service teachers think beyond the expectation of conversation, they have sufficient adroitness that pre-service teachers are equipped and proficient.

Lesson Planning

Lesson planning is one of the essential performances that pre-service teachers must practice and possessed. It is a tool used to facilitate the class in an organized manner. This study revealed that the pre-service teachers' level of performance in lesson planning is genuinely outstanding with a grand mean of 3.66 and a standard deviation of 0.52, the indicators of lesson planning are truly applied in the pre-service teachers and it shows a positive outcome in terms of creating a lesson plan.

Teaching Strategy

The pre-service teachers must be flexible in teaching strategies to help the learners to understand the process of learning. The level of performances of the pre-service teachers when it comes to teaching strategies is outstanding with a grand mean of 3.74 and standard deviation of 0.46 which means that they are good and knowledgeable in different kinds of teaching strategies to fit in the level of their learners' capabilities to motivate and engage the learners in the learning process.

Classroom Management

The level of performance of the Pre-service teachers in terms of classroom management was also outstanding with a grand mean of 3.59 and a standard deviation of 0.54, meaning the respondents agreed that field study enables them to become proficient in maintaining order and discipline during face-to-face or even in a virtual classroom. Classroom management is considered as the key to having a conducive and orderly classroom environment.

Feedbacking and Assessment

The feedbacking and assessment is an important part of the performance of pre-service teacher. The proper and relevant giving of feedback and assessment to the learners can help them to improve and to motivate them to learn and also to locate what to improve and develop which is essential to both the learners and the teacher. The level of performance of pre-service teachers when it comes to feedbacking and assessment is outstanding with a grand mean of 3.66 and a standard deviation of 0.49 which means they are truly good at applying feedback and assessment to make their teaching performances in class more accurate and better.

Therefore, Field study education is important for pre-service teachers to gain knowledge, ideas and to develop skills that they can use in their teaching career. Based on the findings of the study, it can be concluded that the skills of the pre-service teachers developed during their field study experiences are significantly related to their performance in pre-service teaching with a correlation coefficient of .792

which means that there is a strong positive relationship between the skills and performance of 21st century pre-service teachers. Field study experience really helps pre-service teachers in developing and enhancing their teaching skills, based on the result and findings the outcomes are positive, and that field study is really significant in the readiness of the pre-service teaching.

Recommendations

Based on the findings and conclusion presented, the following recommendations are suggested:

1. Future researchers should conduct a similar study about the importance of writing a good lesson plan.
2. The University should provide strong linkages to other elementary schools where the student interns could have their off campus teaching experience, specifically the private schools so they could have a comparison of experiences based on the schools where they had their off-campus.
3. Due to the limited time, the researchers would like to recommend to future researchers to continue this study by utilizing a mixed method research to further explore the preparedness of the pre-service teachers.

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