

“ACADEMIC ADEQUACY OF THE ENGLISH PRE-SERVICE TEACHERS OF ILOCOS SUR POLYTECHNIC STATE COLLEGE”

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ABSTRACT:

It is a requirement for pre-service teachers to be fully equipped academically and pedagogically because they greatly impact the learning experiences of the students. This study assessed the academic adequacy of the pre-service English teachers of Ilocos Sur Polytechnic State College. It also determined the student and the school related profile of the respondents and were correlated to their academic adequacy. This investigation employed a descriptive method of research which involved the 21 BSED English major students. To gauge the students' academic adequacy, a 250 item teacher made test was utilized. The data were analyzed using mean and percentage, frequency count, Pearson product moment of correlation, chi-square and Spearman correlation. Results revealed that their academic adequacy level on their knowledge of the subject matter and teaching approaches and strategies are Fairly Adequate, Much Adequate in their knowledge of the preparation of instructional materials and Slightly Adequate in their knowledge of the curriculum and knowledge of classroom management which contributed to an overall Fairly Adequate level. Their place of residence shows relationship to their knowledge of preparation of instructional materials while exposure to electronic media and school facilities are related to their knowledge of classroom management.

Keywords:

academic adequacy, curriculum, classroom management, knowledge of the subject matter, pre-service teachers

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1. INTRODUCTION

Good teachers are critical to the success of people in every profession. No microcomputer will replace them, no television system will clone them and distribute them, no scripted lessons will direct and control them, no voucher system will bypass them [1]. Teachers in a global classroom must possess a high degree of expertise in content and pedagogy [2]. The statement was affirmed by Choy et al. [3] that from the beginning of their formation as teachers they should be equipped with the necessary knowledge and skills for them to teach effectively in the future.

The most important contributing factor to improve the quality of education is identified as the professional competence of educators [4]. Gendall [5] and Lingam [6] further explained that the teachers' preparation and the courses that they undergo in the preservice teacher education determine the teachers' professional competence. Secondary Pre-Service teachers, during their practicum, start to master their area of

specialization. The English major pre-service teachers, therefore, are expected to be ready and equipped during this stage. Admittedly, there are barriers along the way and this is their mastery of their subject matter and full knowledge of the different pedagogies. As rightly argued by Enginarlar [7], the dissatisfaction with the quality of teaching English is generally ascribed to teacher education programs at universities, and among many essential components of these programs, the practicum, in which last year teacher trainees observe mentor teachers in real classrooms and do practice teaching to real students, has an enormous impact on upgrading the quality of teachers and thus language teaching in general.

The Bachelor of Science in Education major in English (BSEd-English) is a four year degree program in the education curriculum that prepares the pre-service teachers teach English subjects in high school. Taking this as a major subject to teach prepares them to get a closer look at the

development of linguistics, the structure of the English language and the different types of literature (American, English, Afro-Asian) that flourished throughout the centuries. Enrolling this course allows students to be exposed in various courses like Developmental Reading, Campus Journalism, Language and literature Assessment to mention a few of them. This alone gives us the understanding that English as a major subject is complex and multidimensional. Thus, pursuing this as an area of specialization requires a student to be interested, inclined, and knowledgeable in the subject.

As described by Tuli and File [8], practicum teaching experiences among pre-service teachers are the most important part of teacher education program. Many students in teacher education programs teaching in real classrooms for the first time considered it as an “opportunity for pre-service teachers to apply theoretical knowledge and skills, previously gained in the teacher education classroom, to authentic educational settings” [9].

However, this practicum generates various challenges that pre-service teachers will face. Issues such as overcrowded classrooms, students at different levels of language proficiency [10], “classroom discipline, assessing students’ works, the organization of class work, relationships with parents, and insufficient and/or inadequate teaching materials” [11] often plague teachers when they first enter the teaching profession.

Durgunoglu and Hughes [12] conducted a study to investigate how prepared are pre-service teachers in the U.S to teach English language learners. The researchers concluded from ‘study 1’ of classroom observation that the student teachers were not well prepared to teach English language learners although some of the pre-service teachers rated themselves as moderately prepared from the second study of knowledge test. In the same vein, Ganai et al. [13] analyzed the problems the students encountered during practice teaching. Findings disclosed that the problems and difficulties encountered relate to homesickness,

financial adjustment, family, learners, classroom management, communication skills, instructional skills, instructional materials and evaluation tools preparation and analysis of test results, different feelings and emotions, and on adjustment to the cooperating school as a whole. Corroborating these results, Paghasian [14] revealed that the fourth year BEd students had an outstanding performance in personal - professional preparations, classroom management and had good performance in practice teaching, but average in English and Filipino languages.

It is interesting to note that commonalities of results were obtained from the previous studies conducted along pre-service education. Further, results of the previous studies affirm that the teaching profession is currently facing several challenges; the global economy and competitive market place, the changing nature of job and advanced technology, changes in demographic nature of students and the growing bodies of knowledge about how people learn and what makes for effective teaching have caused teacher education to re-examine the basic principles and methodologies of teacher preparation [15].

Darling-Hammond and Baratz-Snowden [16] emphasized that efforts to increase teachers’ proficiency and efficacy are critical components in making necessary changes to the education system. Beginning teachers should have basic knowledge and skills of the pedagogical principles and the content knowledge in selected subject areas upon completion of their pre-service teacher education programme.

Thus, this study highlighted the level of the adequacy of the pre-service English teachers in terms of their knowledge of the subject matter, teaching approaches and strategies, preparations of instructional materials and classroom management.

2. LITERATURE REVIEW

The practicum is an important yardstick in teaching profession courses. The practicum or teaching practice component is central to all

teacher educational programmes[17].It marks the time that pre-service teachers get to be supervised in their teaching practice components in schools[18].They would face the real classroom situation and apply the teaching theories, techniques and methods that they have learnt throughout their courses. The current trend of the practicum carried out by most higher education institutions is to have a collaboration with the schools which play a part in teacher training because pre-service teachers will have the chance undergo practicum in their school.

Nunan[19]gave an overview of the classroom practices in teaching. He said that “classrooms informed by current views on language pedagogy will involve a change in teaching approach away from a high-structure orientation towards a more low-structure orientation”. While Haigh, Pinder, McDonald[20] noted that if student-teachers were active on the actual practice teaching experience and with the constant guidance from their associate teachers, they would learn the art of teaching.Gan[21] found out that the pre-service teachers’ practicum experience was not that good as they encountered difficulties applying the theory they learned in their BEdEl program in the actual classroom teaching.

2.1 KNOWLEDGE OF THE SUBJECT MATTER

Until a few years ago, the subject matter knowledge of teachers was largely taken for granted in teacher education as well as in research on teaching. Recent research, focused on the ways in which teachers and teacher candidates understand the subjects they teach, reveals that they often have misconceptions or gaps in knowledge similar to those of their pupils[22,23]. This paper argues that as teachers are themselves products of elementary and secondary schools in which, research has shown, pupils rarely develop deep understanding of the subject matter they encounter, hence, reveals teachers' inadequacy on subject matter preparation. More than this, pre-service teachers mastery of the subject matter when they teach manifests quality

teaching. Pedagogical Content Knowledge (PCK) as Karaman[24] thinks that this moment is one of the most critical elements of improving teacher quality. Ball[25] bemoaned the division of subject matter and pedagogy in the conceptualization of the curriculum of teacher education as she considered the knowledge of subject matter as being central to the core tasks of teaching.

Subject Matter Knowledge (SMK) can be said to be at the very heart of teachers’ practice – all teachers teach something. Hence a starting point to equip all teachers would be to ensure that they know the material they have to teach. Where there is widespread agreement about what is to be taught, a large part of preparing people to teach the material becomes a case of making sure they know the material well enough to pass it on to others[26]. Stevens and Wenner[27] who tested prospective primary teachers (in the USA) for science and mathematics SMK and beliefs and found that they underperformed in science SMK while their mathematics SMK was at a more acceptable level. Abd-El-Khalick[28] explored the subject matter structures of preservice and experienced teachers with regard to photosynthesis and conceptions of biology and found that while their subject matter structures globally fell on a continuum from poorly articulated to well integrated, their topic specific subject matter structures were clearly differentiated between the pre-service and the practicing teachers. When teachers possess inaccurate information or conceive of knowledge in narrow ways, they may pass on these ideas to their students. They may fail to challenge students’ misconceptions; they may use texts uncritically or may alter them inappropriately. Subtly, teachers’ conceptions of the knowledge shape their practice – the kinds of questions they ask, the ideas they reinforce, the sorts of tasks they design. Although early attempts to validate these ideas, to demonstrate empirically, the role of teachers’ subject matter knowledge, were unsuccessful [29].

2.2 KNOWLEDGE OF TEACHING APPROACHES AND STRATEGIES

Even with the concerns identified in previous research, it is critical to examine the concerns of pre-service and in-service teachers' specific to the current classroom environment. An ever-changing educational climate contributes to a change in types and levels of concerns experienced by teachers. A more thorough knowledge of present concerns and deeper examination of how concerns change throughout a pre-service education program will allow teacher educators to assist pre-service students in developing a greater understanding of appropriate instructional strategies, course sequencing, and personal efficacy that will contribute to teacher success upon entering the field[30].

Pre-service teachers need to be competitive as early as they should be. Therefore, there is a need to strengthen teacher preparation. Darling-Hammond[31] calls it "well-supervised clinical practice as a critical element of effective preparation". She outlines further in her article the challenges to creating productive clinical experiences for prospective teachers and identifies strategies that have been found successful in confronting these challenges. These include the development of professional development school relationships that strengthen practice in partner schools and the use of teacher performance assessments that focus attention on pulling together practical skills and providing feedback to candidates and programs.

Rosenshine and Frust[32] as cited in the study of Shinn[33] reported students learn best when the following characteristics are present: (1) variability in teaching methods and materials, (2) interest, (3) clarity, (4) task-oriented behaviour, (5) multiple levels of questions, (6) student opportunity to learn the material, (7) multiple levels of questions, and, (8) enthusiasm. Yelon[34] promoted the ten powerful instructional principles that he believed excellent teachers apply which are: meaningfulness, prerequisites, open communication, organized essential ideas, learning aids, novelty, modelling, active, appropriate practice, pleasant conditions and

consequences, and consistency.

2.3 KNOWLEDGE ON THE PREPARATION OF INSTRUCTIONAL MATERIALS

Cunningham[35] summarizes the role of material in language teaching as a resource for presentation materials, source of activities for learner practice and communicative interaction. Tomlinson[36] believes that materials should achieve impact and should help the learners to feel at ease. What is being taught should be perceived by learners as relevant and useful. Materials should expose the learners to language in authentic use. However, resources such as knowledge and skill may be limited for preservice teachers. Due to their inexperience, preservice teachers may have a narrow view of teaching and classroom practice, and limited or incomplete conceptions of the ways in which curriculum materials can be utilized. Moreover, preservice teachers bring preconceptions about teaching into their teacher education programs[37,25].

Findings in the study of Paghastian[14] revealed that most of the pre-service teachers are ready to make visual aids and other instructional materials and have the ability to develop the lesson in relation to the objectives.

Generally, there was the view that the graduates from the teachers' college programme should be able to plan classes to meet the specific needs of the pupils in their charge; present interesting and innovative lessons that are mainly student-centred, and which make adequate use of teaching resources; manage their class well; and administer appropriate evaluation tasks[15]. All of the lecturers emphasized the pivotal role that resources play in the teaching/learning enterprise. They were of the view that trainees should be able to make effective use of resources (preferably low-cost resources) in their teaching.

Ganal et al.[13] narrated that pre-service teachers experience problems and difficulties in selecting, preparing and utilizing instructional materials which are diverse, flexible, objective, multidimensional etc. to satisfy individual differences in learning. The problems identified are the same problems the respondents

encountered during practice teaching conducted by Samson[38] and Saricoban[10].

2.4 KNOWLEDGE OF THE CURRICULUM

Basturk et al.[39] emphasized that one of the components of pedagogical content knowledge is curriculum knowledge. Curriculum contains aims and objectives which belong to the subjects that the teachers will teach and explain the skills that students are supposed to be obtained. The result of their study that investigated the knowledge of the pre-service teachers in curriculum revealed that respondents' adequacy in curriculum is limited. Similar results were obtained in the study conducted by Canbazoglu[40] with the science pre-service teachers.

The findings of the study of Biong[41] cite that teacher education students are effective facilitators of student learning as they help students learn the desired curriculum objectives. For pre-service teachers, the highest rating is on the "setting of appropriate learning goals"; whereas, for the cooperating teachers, the highest rating is on "planning lessons to fit within available instructional time". Corpuz and Salandanan[42] emphasize that a definite lesson objective preempt teachers from losing sight of what they intend to teach. Moreover, the pre-service teachers properly manage the time as they are seen by the cooperating teachers to be very capable of designing lessons that are time-bound. According to Acero, Javier and Castro[43], an effective teacher allocates and controls the time for instruction as well as the rate of student engagement in the learning activities.

School of thought have approved curriculum development in three different ways. For

Tyler[44], curriculum development is a technical production procedure. It is therefore interested in technical questions that approach curriculum development as objective, scientific and driven by "means and reasoning" or "rational decision making".

For Stenhouse[45], however, curriculum development is a process and is socially constructed. Teachers are involved in the process of developing a curriculum that takes account

of contextual factors rather than pre-specifying objectives. Curriculum involves critical reflection, problems posing and dialogue. One way of developing a curriculum from a critical approach is to use themes addressing social, economic and or political issues and use this to embrace homogenic and ideological curriculum questions within a critical interest.

2.5 KNOWLEDGE OF CLASSROOM MANAGEMENT

Classroom management has been defined as the "actions taken to create and maintain a learning environment conducive to successful instruction" [46]. It is a major contributor to effective teaching and learning process in the classroom. Poor classroom management frequently linked to misbehaviors that interfere with teaching and learning and produce tremendous stress[47]. It follows that classroom management should not be seen as synonymous with classroom discipline; it involves those other aspects mentioned above that are equally inherent to teaching. Crookes[48] similarly sees a well-managed classroom as a relatively orderly room in which "whatever superficial manifestations of disorder that may occur either do not prevent instruction and learning, or actually support them" (p. 144). What the above definitions of classroom management have in common is establishing an appropriate environment and therefore order in the classroom so that teaching and subsequently learning can take place.

Teachers who are skillful with classroom management are able to handle students' behavior issues well. Many studies showed teachers who demonstrate a good knowledge and understanding of behavior management could handle this situation confidently and positively[49,50].

Certo's[51] study with beginning teachers and their mentors found that classroom management and discipline were perceived as challenging. Ullah[52] affirms that one of the challenges that the student-teachers faced in their practicum teaching was classroom management. Since they were just practicing teachers, they did not have enough knowledge on how to manage a

number of students in the class. This challenge was confirmed in the result of the study of Raba[53] which suggested that less experienced teachers of English in Palestine are facing a crisis in their capacity to practice effective classroom leadership and management. They appear to feel that both their pre-service training and their in-service support from school leadership and experienced teachers have done little to prepare or support the for managing classroom.

In a study conducted by Giallo and Little[54] on 54 elementary teachers with less than three years of teaching experience and 25 pre-service teachers in their final year teaching program, both groups reported feeling only moderately prepared and indicated that they required additional education in classroom management, the same finding was confirmed by Maskan[55] citing that pre-service teachers were moderately prepared and indicated that they required additional education in classroom management.

Same results were obtained in the studies of Gan [21]; Coskun[56]; and Yusof et.al.[57]. Controlling the students' noise, dealing with misbehaviors, and the likes are just few of the problems that student-teachers experienced during their actual teaching. Some student-teachers found it difficult to start, to motivate and to prepare their students for the day's lesson since their students were not enthusiastic upon seeing them in the classroom. Coskun[56] said that student-teachers have difficulty managing the classroom because of the fact that they are not considered to be real teachers. Although, the real course teacher was in the classroom, students knew that the one taking over their class was also a student like them. Laruan[58] identified the problems and difficulties student teachers encountered which are:

teachers' personal preparation that includes emotional and social aspect of the student teacher; teachers' professional preparation that includes class participation, school adjustment, problems in workloads and guidance problems; and classroom management that includes instructional and evaluation problems.

2.6 RESEARCH QUESTIONS

This study sought to determine the following objectives:

1. To determine the profile of the respondents along:

A. Student-Related Profile

- a. Age,
- b. Sex,
- c. Civil status,
- d. Religion,
- e. Place of residence,
- f. Parents' educational attainment,
- g. Number of siblings in the family
- h. Birth order
- i. Membership in organization, and
- j. Exposure to mass media?

B. School-Related Profile

- a. Availability of Facilities

2. To assess the academic adequacy of the respondents along:

- a. Knowledge of the subject matter,
- b. Knowledge of teaching approaches and strategies,
- c. Knowledge on the preparation of instructional materials,
- d. knowledge of the curriculum, and
- e. Knowledge of classroom management

3. TO DETERMINE THE SIGNIFICANT RELATIONSHIP BETWEEN ACADEMIC ADEQUACY AND:

- a. Student-related profile and
- b. School-related profile

Methods

3.1 Research Design

This study is a descriptive research employing correlational approach. It described the profile and the level of adequacy of the pre-service English teachers' knowledge on subject matter, approaches and strategies, preparation of instructional materials, curriculum and classroom management. The correlational approach was used in determining the relationship between the profile and the academic adequacy of the respondents.

3.2 Population and Locale

Using total enumeration, the respondents were the 21 English major pre-service teachers who were enrolled for the school year 2016-2017 in the two campuses of Ilocos Sur Polytechnic State College, Sta. Maria and Tagudin Campus respectively. There were 12 respondents from Tagudin and nine (9) English major students from Sta. Maria campus.

3.3 Data Gathering Procedure

The researcher obtained the data on information through profiling while their academic adequacy was assessed utilizing a teacher made test adopted from Ibanez[59] which composed of these parts: 250 item test that is comprised of the following components: Knowledge of the subject matter with 190 items covering the content of the BSED English Curriculum and 15 items each on knowledge of approaches and strategies, knowledge of the preparation of instructional materials, knowledge of the curriculum and knowledge of classroom management. The test was a multiple choice type of test. The researcher administered the test inside the classroom. Time allotment for each part of the test was observed.

3.4 Statistical Treatment of Data

Frequency Count and Percentage was employed in describing the profile and the adequacy level of the pre-service English teachers. Mean was used to determine the homogeneity and heterogeneity of the scores obtained by the respondents in the achievement test. Pearson Product Moment of Correlation, chi-square and Spearman correlation were employed to determine the significant relationship between the profile and the academic adequacy of the respondents.

3.5 Data Categorization

Level of Academic Adequacy

Range of Rating	Descriptive Rating
201-250	Very Much Adequate
151-200	Much Adequate
101-150	Fairly Adequate
51-100	Slightly Adequate
1-50	Not Adequate

Knowledge of the Subject Matter	Descriptive Rating
Range of Rating	
153-190	Very Much Adequate
115-152	Much Adequate
77-114	Fairly Adequate
39-76	Slightly Adequate
1-38	Not Adequate

Knowledge of Teaching Approaches and Strategies, Curriculum, Classroom Management

Range of Rating	Descriptive Rating
13-15	Very Much Adequate
10-12	Much Adequate
7-9	Fairly Adequate
4-6	Slightly Adequate
1-3	Not Adequate

4. RESULTS AND DISCUSSIONS

This chapter presents the presentation, analysis and interpretations of data, summary of findings, conclusions and recommendations.

A. Student Related Profile

As revealed in the study, majority of the respondents belong to the age bracket of 19-20 with 66.67% of the total sample. It is followed by the students whose ages are from 21 and above with 33.33%. This implies that respondents are in normal age parallel to their year level. Same finding was observed in the study of Ganal et al.[13].

Sex. Dominating the table in terms of sex are the female respondents with a frequency equivalent to 13 or 61.90% of the total. The male respondents on the other hand, have eight (8) or 38.10%. Considering the population of the schools, there are more female enrollees than the male. The result suggests that female respondents are more attracted to teaching profession. In support to this findings, the study of Ramos[60] revealed the same result where there are more female respondents than male. Capa and

Cil[61] showed that gender was not effective on the pre-service teachers' attitude towards teaching profession, but in the sub dimensions of loving profession and respect to profession, females had more positive attitude than males.

Civil Status. Respondents' civil status as reflected, has a frequency of 20 or 90.48% are single while only one or 4.76% is married. These result discloses that students' respondents prefer to be single while studying. The study of Amudal et al.[62] obtained the same result where there are more unmarried respondents over married. This study investigated marital status and age as predictors of students' academic performance in the North-eastern states of Nigeria.

Place of Residence. Majority of the respondents live in a rural area with a total of 19 or 90.48% while only two of the sample live in an urban area. This result implies that most of the clients of the schools, Sta. Maria and Tagudin respectively reside in the different barangays in the town where the two campuses are situated. According to Upcraft, Gardner, Barefoot, and Associates[63], the place of residency will influence the likelihood of making an easy transition into the campus environment, succeeding academically, matriculating through to graduation, and having a fulfilling educational experience.

Parents Educational Attainment. The highest recorded count and percentage is 12 or 57.14% which belongs to the respondents whose fathers are high school graduate followed by those who reached college with 7 or 28.58%. Since the largest number of fathers in terms of educational attainment achieved high

school diploma, most of them are working abroad as skilled workers and farmers. Mother's education on the other hand reflects a 38.10% of the total sample respondents have reached college level followed by 23.81% whose mothers finished high school while 19.05% reached high school level. The least tallied frequency belongs to the mothers whose

education is elementary graduate and college graduate with 4.6% respectively. Mbugua et al.[64] hold the same findings. Majority of his respondents have parents who have achieved their high school diploma. This result negates the findings of Young and Smith[65] where it revealed that since 1970s the average educational level of parents has been increasing. This is an indication that there is a change in the family's ability to support and encourage education for their children.

Number of siblings in the family. Respondents whose family members ranges from 2-3 registered to have the highest frequency count with 47.62% followed by 38.10% of the respondents belong to a family with 4-5 members. Two or 9.52% were only child and only one or 4.76% has a family number of 6 and above. This implies the preference of the family to only have a minimal number of children for a responsible parenthood. The study of Draugh[66] revealed that greatest percentage of his sample belong to a family with one child followed by a family with two children.

Birth Order. The middle children in their family surfaced as the most numbered respondents comprising a total of 47.62. Following are the eldest children, only child and youngest child in the family, with 38.10%, 9.52% and 4.72% respectively. These findings negate the result of the study by Draugh[66] which disclosed that the first born children (as determined by biological placement) had the highest frequency and middle child was the second highest. Not only several can birth order be used as purely an academic variable but several links proposed between birth order and behavioral development suggest that it could also be used within the educational and familial settings[67-69].

Membership in Organization. School paper and English Club registered to be the respondents' preference when it comes to membership in an organization with 40.00% followed by Filipino Club and Sports Club with 10.00% respectively. This implies that the respondents

preference to organizational affiliation reflects their interest. Involvement in clubs and organizations has been shown to correlate positively with several areas of psychosocial development. Specifically, college juniors who are members of student organizations score higher than nonmembers on such factors as educational involvement, career planning, lifestyle planning, cultural participation, and academic autonomy [70].

Exposure to Mass Media. The result shows that under printed materials, magazines received the highest distribution with 22.09% followed by newspapers and books with 20.93%. These were the top three media the respondents are exposed to while tabloids and journals received the lowest frequency with 17.45%. This implies that respondents rely mostly on printed materials that are accessed easily when doing their assignments and researches in the library. Television with 27.94% followed by radio with 25.00% are the media that respondents are accessed easily when doing their assignments and researches in the library. Television with 27.94% followed by radio with 25.00% are the media that respondents are exposed to when it comes to electronic media. Motion picture and internet appeared to be accessible also by the respondents as registered 23.53%. This result implies that most households own television and radio. Tilson and Bekele [71] outline Ethiopia's three decades of experience in using television and radio broadcasts to improve the quality of education in the country, for example, by supplementing the curriculum and improving access to education. Similarly, Michel and Thomas [72] note the effectiveness of television as an inexpensive, culturally relevant medium for teaching children in Haiti.

Table 2 School-Related Profile

Availability of Facilities		
Speech Laboratory	15	19.48
Audio Visual Room	18	23.38
Library	20	25.97
E-Library	6	7.79
Internet	18	23.38
Total	77	100.00

Availability of Facilities. Twenty or 25.97 % of the respondents revealed that library is

available in their campus followed by Audio Visual Room and Internet with a frequency of 18 or 23.38%. The availability of Speech Laboratory is evident with a frequency of 15 or 19.48% while 6 or 7.79 of the respondents claimed that E-Library is available in the school. The data provides the adequacy of physical resources available in their campuses. The study of Cynthia & Megan [73] confirmed a strong and positive relationship between quality of school facilities and student achievement in English and Mathematics. Bandele [74] noted that the importance of physical facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all our schools. Adesola [75] found out that the level of available resources is indeed a plus to the teachers toward effective delivery of lesson.

Table 3 Academic Adequacy level of the Pre-Service Student-Teachers

	Number of Items	Range of Scores	Frequency	Percentage	Descriptive Rating
Knowledge of Subject Matter	190	77-114 39-76	15	71.43	FA
			6	28.57	SA
			Total	21	100.00
Knowledge of Teaching Approaches and Strategies	15	7-9 4-6	12	57.14	FA
			9	42.86	SA
			Total	21	100.00
Knowledge on the Preparation of Instructional Materials	15	10-12 7-9	19	90.48	MA
			2	9.52	FA
			Total	21	100.00
Knowledge of the Curriculum	15	7-9 4-6 1-3	11	52.38	FA
			6	28.57	SA
			4	19.05	NA
			Total	21	100.00
Knowledge of Classroom Management	15	7-9 4-6 1-3	12	57.14	FA
			3	14.29	SA
			6	28.57	NA
Total	21	100.00			
OVER-ALL	250	101-150 51-100	19	90.48	FA
			2	9.52	SA
			Total	21	100.00

Legend: 201-230	154-190	13-15	Very Much Adequate (VMA)
151-200	115-152	10-12	Much Adequate (MA)
101-150	77-114	7-9	Fairly Adequate (FA)
51-100	39-76	4-6	Slightly Adequate (SA)
1-50	1-38	1-3	Not Adequate (NA)

Table 3 discloses the adequacy level of the pre-service teachers majoring in English along ; Knowledge of the Subject Matter, Knowledge of the

Subject Matter, Knowledge of Approaches and Strategies, Knowledge on the Preparation of Instructional Materials, Knowledge of the Curriculum and Knowledge of Classroom Management.

Knowledge of the Subject Matter. The results show that 15 or 71.43% of the respondents are

Fairly Adequate in their knowledge of the subject matter while six or 28.57% are Slightly Adequate. This result suggests that pre-service teachers are insufficient in their knowledge of the English content.

This result is quite similar to the study of Durgunoglu and Hughes[12] who investigated the preparedness of the pre-service teachers in the U.S to teach English language

learners. These researchers concluded from 'study 1' of classroom observation that the student teachers were not well prepared to teach English language learners although some of the pre-service teachers rated themselves as moderately prepared from the second study of

knowledge test. Peters[76] emphasized that if anything is to be regarded as a specific preparation for teaching, priority must be given to a thorough grounding in something to teach. Buchman[77] affirms that the subject matter is an essential component of teacher knowledge is neither a new nor a controversial assertion. After all, if teaching entails helping others learn, then understanding what is to be taught is a central requirement of teaching. Mohamed et al.[78] suggested that a more specific approach to readiness would refer to an optimal level of professional competences development that would allow future teachers to assume job responsibilities in an effective way. Relative to these views, Park et al.[79] identified knowledge, attitudes and interests as specific elements of teaching readiness. In addition, these pillars are considered to be vectors of teaching efficacy.

Knowledge of Teaching Approaches and Strategies

The data reveal that 12 or 57.14 are Fairly Adequate while nine(9) or 42.86 of the respondents are Slightly Adequate on their Knowledge of Teaching Approaches and Strategies. This result manifests respondents' unfamiliarity of the teaching approaches and strategies that are appropriate and necessary in lesson preparation. English as a subject to teach requires approaches and strategies

that may vary from other field of specialization. Relative to this result, the study of Ulla[52] revealed that when student-teachers were asked in the interview as to the reason why they used those techniques (paired activity, small group activity, message relay and others) and strategies in their actual classroom teaching, they disclosed that they only imitated what they observed from the other English teachers in their actual classroom observations. They did not have other resources to make their lessons effective and enjoyable other than what they already knew and learned. The lack of teaching resources and teaching ideas prompted the student-teachers to recycle the strategies and methods they learned during their in-class practice teaching. According to Carkhuff[80], teaching is the opportunity to help others to live their lives fully, which means we help to give to our learners' lives through their physical, emotional, intellectual and social growth. Anderson[81] concluded that student student outcomes may heavily depend on the teacher's instructional planning, teaching method selection, and having a variety of learning activities.

Knowledge of the Preparation of Instructional Materials

Based from the result, 19 or 90.48% of the respondents are Much Adequate in their knowledge of the Preparation of Instructional Materials while only two or 9.52% are Slightly Adequate. This result manifests that pre-service teachers have adequate knowledge of the different theories and principles governing the preparation and evaluation of instructional materials. This also implies the interest of the future teachers to be creative and resourceful in the preparation of IMs. Many pre-service teachers consider the advantage of these IMs in the delivery of their lesson. Cunningham[35] summarizes the role of material in language teaching as a resource for presentation materials, source of activities for learner practice and communicative interaction. Tomlinson[36] believes that materials should achieve impact and should help the learners to feel at ease, What is

being taught should be perceived by learners as relevant and useful. Materials should expose the learners to language in authentic use.

Knowledge of the Curriculum

Majority of the respondents as indicated by the frequency of 11 or 52.38% are Fairly Adequate while 6 or 28.57% are Slightly Adequate and four or 19.05% are Not Adequate in their knowledge of the Curriculum. Evidently, the respondents obtained low scores which implies their inadequacy on curriculum topics. Thus, inadequacy in the content of the test which covered the provisions concerning the development of curriculum lifted from CMO No.30, series of 2004-undergraduate teacher education guidelines [82] which are primarily taught in the professional subject, Curriculum Development. Their unfamiliarity to the different approaches in curriculum development as learned theoretically is appeared to be a factor to their inadequacy in this area. For Tyler, [44] curriculum development is a technical production procedure. It is therefore interested in technical questions that approach curriculum development as objective, scientific and driven by “means and reasoning” or “rational decision making”.

Knowledge of Classroom Management

Result reveals that 12 or 57.14 are Fairly Adequate in their knowledge of classroom management, six or 28.57 are Not Adequate and three or 14.29% are slightly adequate. The result manifests their ability to address situations that require their skill in classroom management. Although majority are fairly adequate in their knowledge of classroom management, still there are pre-service student-teachers who are inadequate in this aspect. This result conforms Stoughton [83] who revealed that classroom management was identified by pre-service teachers “as a subject about which there is a fairly wide disparity between what is taught in university classes and seminars and the theoretical construct upon which many behavioral plans are based” (p. 1026). This same result was found by Gan [21]; Coskun [56]; and Yusof et.al [57] in their

studies. Controlling the students’ noise, dealing with misbehaviors, and the likes

just few of the problems that student-teachers experienced during their actual teaching.

Some student-teachers found it difficult to start, to motivate and to prepare their students for the day’s lesson since their students were not enthusiastic upon seeing them in the classroom. Coskun [56] said that student-teachers have difficulty managing the classroom because of the fact that they are not considered to be real teachers. Although, the real course teacher was in the classroom, students knew that the one taking over their class was also a student like them.

Table 4 Over all Academic Adequacy Level of the Pre-Service Teachers

	Number of Items	\bar{x}	DR
Knowledge of Subject Matter	190	86.05	FA
Knowledge of Teaching Approaches and Strategies	15	6.67	FA
Knowledge on the preparation of Instructional Materials	15	10.24	MA
Knowledge of the Curriculum	15	5.71	SA
Knowledge of Classroom Management	15	5.10	SA
TOTAL	250	113.77	FA

Legend:			+	
201-250	154-190	13-15	+	Very Much Adequate (VMA)
151-200	115-152	10-12		Much Adequate (MA)
101-150	77-114	7-9		Fairly Adequate (FA)
51-100	39-76	4-6		Slightly Adequate (SA)
1-50	1-38	1-3		Not Adequate (NA)

Table 5 presents the over-all level of academic adequacy of the respondents. It discloses that the pre-service teachers majoring in English have a Fairly Adequate level as indicated by a grand total mean of 113.77. This is supported by the Fairly Adequate Knowledge of the Subject Matter and Teaching Approaches and Strategies with means of 86.05 and 6.67 respectively. Following this result, respondents show Much Adequacy on the preparation of instructional material with 6.67 as a mean. However, they are Slightly Adequate along Knowledge of the Curriculum and Knowledge of Classroom Management with 5.51 and 5.10 ranges of scores respectively. Their Fairly Adequate level in general is attributed to their inadequacy on their knowledge in classroom management and

curriculum. Their knowledge of the curriculum lies in their understanding of the curriculum development and on the content and implementation of the undergraduate teacher education curriculum based on the guidelines of CMO No.30,series of 2004[82].There are items in the test that they failed to answer correctly. On classroom management. The test items provided to them are classroom situations to test how pre-service teachers quickly respond to the given circumstances.

Most of their answers are incorrect showing their lack of knowledge on the application of the theories and principles of classroom management. However, this finding negates the result of the research conducted in Malaysia by Bari, Yasin, and Hamzah[84] . According to the researchers, pre-service teachers master good theoretical knowledge about behavior management. But the study of Ganal et al.[13] asserts that managing a classroom independently has been the most frequent problem that the student teachers encountered. Pre-service teachers manifest inability to hold attention of the pupils and students throughout the period of time.

The result of the present study conforms with Certo’s [51] study with beginning teachers and their mentors. It discloses that classroom management and discipline were perceived as challenging. A number of approaches have been proposed to help teachers address classroom management in their lessons. Wolfgang and Glickman[85] talked about three categories for problem solving in classroom practice: relationship/listening, rules/rewards, and confronting/contracting.

Table 5 Summary of correlations between the profile and level of academic adequacy

Variables Correlated			Place of Residence	Father educational attainment	Mother educational attainment	Number of siblings in the family	Birth order
	Age	Gender					
Knowledge of the Subject Matter	.327	.279	-.121	-.339	-.019	.331	.015
Knowledge of the Teaching Approaches and Strategies	.027	.265	-.398	.186	-.340	.088	.056
Knowledge of the Preparation of Instructional materials	-.018	.226	-.541*	.390	-.362	.079	.039
Knowledge of the Curriculum	-.220	.170	-.028	-.020	-.141	-.283	-.352
Knowledge of Classroom Management	-.279	.145	-.009	.161	.058	-.322	-.212
Adequacy total score	.300	.389	-.223	-.085	-.047	.339	.125

Results of the Pearson correlation indicate that there is a significant negative association between knowledge of preparation of instructional materials and place of residence, ($r(19) = -0.54, p = .011$). Rural place of residence is coded 1 and urban is coded 2. The negative correlation implies that students from rural areas tend to have higher score in knowledge in the preparation of instructional materials. This result is attributed to the fact that students coming from rural areas live a life that is simpler and slower compared to the students living in urban places. These students are more exposed to recreation amenities where they can spend some of their time. Unlike students in rural areas who have ample time to master their lessons that eventually enhance their knowledge. According to Upcraft, Gardner, Barefoot, and Associates[63], the place of residency will influence the likelihood of making an easy transition into the campus environment, succeeding academically, matriculating through to graduation, and having a fulfilling educational experience.

Table 6 Summary of correlations between the profile and level of academic adequacy

Variables	Electronic media used	Print media used	School facilities available
Knowledge of the Subject Matter	1.071	3.124	3.871
Knowledge of the Teaching Approaches and Strategies	1.452	5.162	5.904
Knowledge of the Preparation of Instructional materials	1.358	5.597	2.480
Knowledge of the Curriculum	8.519	12.120	16.407
Knowledge of Classroom management	15.935*	20.474*	27.364**
Adequacy total score	3.056	2.827	3.598

** Correlation is significant at the 0.01 level
* Correlation is significant at the 0.05 level

Results of the tests of independence (Chi-square) show that knowledge in classroom management is significantly related to the respondents’ exposure to electronic media. ($\chi^2(8) = 15.94, p = 0.043$); exposure to print media ($\chi^2(10) = 20.47, p = 0.025$) and to school facilities ($\chi^2(10) = 27.36, p = 0.002$). This correlation implies that the role of mass media

both printed and electronic can never be ignored. Students of the 21st century are characterized as innovative and creative. The use of these media platforms are used advantageously by the learners in enhancing their skills. Tilson and Bekele[71] outline Ethiopia's three decades of experience in using television and radio broadcasts to improve the quality of education in the country, for example, by supplementing the curriculum and improving access to education. Similarly, Michel and Thomas[72] note the effectiveness of television as an inexpensive, culturally relevant medium for teaching children in Haiti. Bandele[74] noted that the importance of physical facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all our schools. Adesola[75] found out that the level of available resources is indeed a plus to the teachers and goes to show the level of ingenuity and commitment of the teachers toward effective delivery of lesson. Sanoff[86] asserts that school facility assessment can focus on many factors of educational adequacy and excellence. Most obvious is an investigation of the environmental factors that impact academic performance and the delivery of the curriculum. Akinfolarin[87] identified facilities as a major factor contributing to academic performance in the schools system. These include classroom furniture, recreational equipment among others. Different studies conducted by Ayodele[88] and Vandiver[89], showed that a positive relationship exists between availability of facilities and student academic performances.

5. CONCLUSIONS

Findings on the profile suggests that respondents are of diversified background. Their academic adequacy in general is Fairly Adequate which requires enhancement of their knowledge on curriculum and classroom management as they performed low on these areas. Their place of residence is significantly related to their knowledge on the preparation of instructional materials while exposure to mass media and availability of facilities show relationship to their

knowledge on classroom management.

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