

PRE-SERVICE TEACHERS ACQUIRED COMPETENCIES IN MODULAR DISTANCE LEARNING MODALITY: ARE THEY WORK-READY?

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Abstract

This study focused on the acquired competencies of pre-service teachers in modular distance learning among 4th-year BPED students currently enrolled in this semester S.Y. 2022-2023 in one of the universities of Eastern Visayas, Philippines. Thirteen (13) participants were selected using a purposive sampling technique based on the saturation of data. This study was qualitative in nature and employed a descriptive single-case study research design. The researcher conducted the study through video call via messenger for the interview. Data were collected using interviews and documents, and all data will be evaluated and interpreted using Thematic analysis. The study revealed the (1) Characteristics of pre-service teachers, (2) Opportunities in teaching, and (3) Acquired competencies of pre-service teachers. Thus, the pre-service teachers have acquired and utilized the skills and competencies in modular distance learning. Furthermore, the study concludes that the pre-service teachers are now ready for their in-service application.

Keywords: Pre-service Teachers, Competencies, Modular Distance Learning

1. Introduction

The educational structure evolves in this time of pandemic; public health is unquestionably concerned, and all schools are closed. An unexpected public health calamity has brought physical and mental health issues to the forefront for the country and the rest of the world. Students, teachers, and educational institutions all throughout the world are heavily affected by COVID-19. Because of the pandemic, traditional classroom instruction and even blended set-up of learning are being disrupted. But in order for students and teachers to learn from each other regardless of physical distance, the education sector must rethink and regulate the use of digital technology in education. Whether the results of modular distance learning are positive or negative, educational systems everywhere must learn to adapt quickly to new circumstances (Hung et al., 2010) when they embrace the ideas of modular distant education (Bozkurt & Ramesh, 2020).

Modular learning is a form of online education that makes use of DepEd's most essential learning competencies (MELCS)-based Self Learning Modules (SLM). According to the Department of Education, students enrolled in modular distance learning programs have access to individualized instruction and can utilize Self-learning Modules (SLMs) in either print or digital formats. Learner's materials, textbooks, activity sheets, study guides, and other educational aids are all totally acceptable for students utilizing modular learning. Due to the present pandemic, many students have turned to modular learning as a means of education.

Good education at all levels is more important than ever during a pandemic that has affected all parts of society. Teacher education institutes (TEIs) must embrace the unique challenge and opportunity given by the atypical conditions of AY 2020–2021 by delivering courses in innovative and adaptable techniques that are acceptable for educational institutions, instructors, and students. The Department of Education (DepEd) issued an order on the Adoption of the Basic Education Learning Continuity Plan for school year 2020-2021 in Light of the COVID-19 Public Health Emergency, while the Commission on Higher Education issued Guidelines on the Implementation of Flexible Learning (CHED Memorandum Order No.04, series of 2020) to ensure learning continuity at the tertiary level (DepEd Order No. 12, series of 2020).

As cited by Ocampo (2021), in the final phase of his or her teacher education program, a pre-service teacher will engage in practical teaching. The culmination of his or her formal education and the phase of transition from being a student to a potential educator. It aims to provide opportunities to apply the principles learned in the teaching-learning process, to discover their teaching weaknesses, to gain a realistic view of the teaching profession, to develop the skills and attitudes required of a teacher, and to develop the skills required to adapt to changing classroom conditions.

Unfortunately, some 4th-year Bachelor of Physical Education (BPED) students were not able to manage the new methods of learning when CHED implemented modular distance learning. In addition, several issues arose during the introduction of modular learning. These issues include financial, self-learning capacity, gadgets, internet connection, and time management, which are required for modular learning. Each of these factors has an impact on the overall quality of modular distance learning. Due mainly to the implementation of a new normal learning system, the unplanned, rapid, and uncertain duration of the new modular distant learning approach is causing challenges for university students at all academic levels. These obstacles include students' self-studying, a shortage of devices to utilize, an unreliable internet connection, and a lack of time to complete all modules due to the abundance of activities. Reduce or minimize activities in the modules; eliminate extraneous exercises; simplify the modules; apply blended learning; provide consistent instructions in the modules; and allow sufficient time for each student to complete all modules, if possible. Provide additional illustrations and explanations for each of the activities. All of these are potential solutions to identified barriers in modular learning.

As a result, the researchers conducted this research because it is relevant to the problems that 4th-year BPED students at one of the universities in Eastern Visayas, Philippines are dealing with during the pandemic. The researchers wanted to know what the competencies are in modular distance learning in preparation for their in-service application.

1.1 Statement of the Problem

The study focused on the competencies of pre-service teachers in modular distance learning in preparation for in-service applications. Specifically, the study sought to address the following research questions:

1. What are the acquired competencies of the pre-service teachers in Modular Distance Learning in preparation for in-service application?
2. How do pre-service teachers utilize the acquired competencies in Modular Distance Learning in preparation for in-service application?

1.2 Theoretical Framework

This study was primarily anchored on constructivism by Jean Piaget (1896–1980) and Lev Vygotsky (1896–1934). Instructors often use constructivism, a learning paradigm that holds that students learn best when they actively engage in discovery (Mascolo & Fischer, 2005). The core tenet of constructivism is that people actively construct their knowledge and that learning experiences affect reality. Students usually build on what they know before learning new content. That's why everyone's education is unique. According to Piaget, learning is a dynamic process involving successive stages of adaptation to reality, during which learners actively construct knowledge by developing and testing their own theories of the world, with a focus on the interaction of experiences and ideas in the creation of new knowledge. Vygotsky studied how background affects intellectual flexibility and retention and the role of social contact in learning. Both Piaget and Vygotsky say that educators should have a solid understanding of constructivism because of the impact it has on the instructional techniques that their students use. Teachers and professors that are acquainted with the constructivist approach to education are aware that each student comes to class with a unique set of life experiences to contribute. This is something that teachers and professors should encourage their students to do.

Constructivism theory is implemented in this new normal set-up of education in a way that the teacher allows the student to reflect on their own knowledge about the lesson rather than introducing and giving them all of the information they need. As modular distance learning is implemented, the teacher gives a module containing activities, abstractions, and performance tasks to the students, giving them enough time to finish all the requirements and answer them at their own PC.

Moreover, the connective learning theory by George Siemens (2004), as a supporting theory, is in line with this study. Connectivism is a relatively new theory of learning that emphasizes the importance of making connections between students' own ideas and the ideas and knowledge of others. It recognizes that technology plays a crucial role in education and that our constant connectivity allows us to exercise agency in our educational pursuits. Connectivism characterizes learning as a collaborative process in which peers connect and share their ideas, opinions, and perspectives. Connectivism enables a group of persons to legitimize their actions, accelerating the flow of information across several communities, and empowering instructors and students.

One way to implement connectivism in this current situation is through the use of classroom social media. For example, a Messenger account, a Facebook group, a Google Classroom, a Google Meet, or Zoom This application is very useful for staying connected with each other by giving information and acquiring certain knowledge. This can assist increase class participation and facilitate interaction between students and teachers.

2. Methodology

2.1 Research Design

This study was qualitative in nature; specifically, it utilized a descriptive single-case study research design. A case study should be "an extensive examination of a single unit, a spatially defined phenomenon, observed at a single point in time or over some delimited period of time" (Yin, 2003). It is defined as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." It was a single-case study that focused on the competencies in modular distance learning modality of a 4th-year BPED student at one of the universities in Eastern Visayas, Philippines.

The research design would help the study investigate what competencies of pre-service teachers are in modular distance learning in preparation for their in-service application. It is characterized as a descriptive, often utilized to offer the researchers with a thorough account of the topic being examined (Yin, 2003). Hence, this study would give pre-service teachers with a holistic

and meaningful explanation of the use of modular distance learning in preparation for their in-service application.

3.2 Research Environment

The study was conducted in one of the universities in Eastern Visayas, Philippines, that utilizes modular distance learning in the new normal set-up of education for selected 4th-year Bachelor of Physical Education students. The participants would be answering questions in an online interview through Messenger. The researcher chose the target environment because it meets the appropriate characteristics.

3.3 Participants

The researcher selected the participants who would take part in this study by using a method of purposive sampling. The selection of a sample that is based on the needs of the research is referred to as purposive sampling. Only those elements of the population that are most appropriate for the study's objectives would be chosen. This implies that the researcher chooses to volunteer because they have expressed an interest in taking part in the research. All participants who answer "no" will be removed from the sample. In a similar way, the use of this method enables the researcher to collect data that is relevant and useful in order to answer the study question.

The participants of the study were selected 4th-year Bachelor of Physical Education students taking up modular distance learning at one of the universities in Eastern Visayas, Philippines. The requirements of this study were that the students should be 4th-year Bachelor of Physical Education students currently enrolled this semester, S.Y. 2022-2023, and the mode of teaching should be from face-to-face classes to modular distance learning as the current set-up of education. Each individual chooses whether to participate or not. The number of participants would depend on the saturation of the data. According to Clarke & Braun (2013), a minimum sample size of at least 12 was previously recommended in qualitative investigations, and a sample size of 13 was regarded as sufficient for the qualitative analysis and scale of this study.

3.4 Instrument

An interview guide was utilized in this study to guide the researcher during the interview of a selected 4th year Bachelor of Physical Education student in utilizing modular distance learning. Interview guides provide interviewers with guidance for how to prepare and organize the questions that should be asked at the beginning of the interview, how to create questions that are intended to assess the experiences in detail, and how to bring the interview to a successful close. The procedures also detail the facts that participants should be aware of before participating in the interview. The questions are self-made questionnaires. To validate the questions, the researchers request for the validity of the self-made questionnaires from three research consultant who have expertise and knowledge with the topic.

This research made use of the interview protocol refinement (IPR) framework, which is a four-step procedure for methodically designing and perfecting an interview protocol. The IPR framework was used in this study. The four-step process consists of: (1) ensuring that interview questions align with research questions; (2) constructing an inquiry-based conversation; (3) receiving feedback on interview protocols; and (4) piloting the interview protocol. The IPR method may contribute to an improvement in the quality of the data that is obtained from qualitative research interviews (Castillo-Montoya 2016).

In the first phase, the researcher is responsible for developing an interview procedure matrix. This matrix will map the research questions against the interview questions to verify that they are aligned. During phase 2, the researcher strikes a balance between inquiry and conversation by carefully writing and structuring questions in such a way that they are concise, easy to comprehend, and arranged in a manner that mimics the natural flow of conversation. In the third phase of the study project, the researchers will seek feedback on their interview methodology by

engaging in close reading and think-aloud exercises. The researcher may have the option to adjust the interview procedure as a result of the input acquired via the completion of these tasks. Phase 4, which comes in last, is the piloting phase. In the fourth phase of the research project, the researcher conducts interviews in natural settings with a limited sample of persons who have features that are comparable to those of the study population. Before beginning the actual research, the researcher will have one last chance to see, in real time, how the interview procedure works.

3.5 Data Gathering Procedures

Data were collected using the following methods: interviews and documents. Before conducting the study, the researcher would first ask permission from the university president. Afterwards, the researchers would ask permission from the 4th year BPED students that they would be the participants in the study through a letter of consent sent via messenger. If permitted, the researcher would ask the participants for their availability for the conduct of the interview.

Interview. The interview protocol was utilized, which would last for 10–20 minutes. The researcher conducted the study through a video call. The researcher also used the screen video recorder to record the conversations. To validate the answers, the participants were asked about the interpretations of their answers made by the researcher.

Documents. Fraenkel and Wallen (2003) defined documents as any written or printed material intended for private or public consumption and accessible to the researcher for examination. Consequently, images, participants' email communications, a printed class layout, participants' assignments, and the class syllabus were gathered as data. Participants submitted online education documents. Syllabi, course material, examinations, study notes, discussion board posts, emails, etc. Participants mostly sent course site printouts. Observations, interviews, and records gave data credibility and accountability. Researchers wanted to see whether participants' activities and interview replies matched. The researchers compared what the interviewees stated to what transpired in typical online learning situations.

3.6 Data Analysis

All the data were evaluated and interpreted using Thematic Analysis, in which the researcher assigns meaning to the results and develops a specific topic (Braun & Clarke, 2006). According to Clarke and Braun (2013), this strategy has a significant advantage in terms of work in learning and teaching. As a result, it will be anchored to Braun & Clarke's six (6) phases of thematic analysis. The phases are as follows: Phase 1: Familiarization with the data; Phase 2: Generating Codes; Phase 3: Assigning Themes; Phase 4: Reviewing Themes ; Phase 5: Defining and Naming of Themes; and Phase 6: Presentation and Discussion.

3.7 Research Reflexivity

Reflexivity in qualitative research is checking one's own preconceptions, assumptions, and methods to determine whether they influenced results. The researcher's role as a participant in the study must be disclosed and accepted (Finlay, 1998). Human behavior in its natural social environment is of primary interest to qualitative methods. For in-depth, locally relevant descriptions and explanations of processes, qualitative data is invaluable. Qualitative data allows you to maintain a sense of order, pinpoint the causes of effects, and derive actionable insights (Miles & Huberman, 1994). The researchers are currently in their fourth year of college, taking up a Bachelor of Physical Education at one of the universities in Eastern Visayas, Philippines. The researcher had an intersecting relationship with the target participants, who are 4th year BPED students taking up modular distance learning in the chosen locale.

The researcher classifies and asserts that prior knowledge on the topic may affect the process of gathering data, evaluation, analysis, and presentation of the findings of the study. To eliminate bias and assure the quality of the study and its credibility, the researcher will give a reflexivity journal in which all of the process, techniques, surveys, data collection, evaluation, and

interpretation of the data will be published. Furthermore, the researcher will be guided and assisted in assessing and interpreting all data and findings to resolve reflexivity difficulties by a research consultant who is knowledgeable about the topic. As a result, the researcher and the research consultant will collaborate to critically assess the study's goal, results, and interpretation in order to produce a clear, fair, and impartial narrative.

3.8 Ethical Considerations

While conducting the study, the researcher would take into consideration adherence to research ethics. To ensure the study would be ethically sound, the following strategies would be employed:

Informed Consent. The office of the university president will be considered the starting point in requesting that the 4th-year BPED students be participants in this study. Upon approval of the request, the researcher will engage with the prospective decision to participate in the study: the purpose of the study, the research protocol, the rights of the participants, and the collection, storage, and destruction of data.

Voluntary Participation. The researcher would explain to the participants that their participation is voluntary and that they have the right to withdraw from being involved in the study. Furthermore, participants are aware that they would not receive any monetary reward for participating in the study.

Protection of Privacy. The study would ensure the privacy of the participants by not disclosing their names and identities. The pen names of the participants during the interview would be used in the transcriptions. They would not be identified by name; instead, the letters of the alphabet would be used to prevent identification in the presentation of the findings of the study. Therefore, the researcher was obligated to keep the information of the participants anonymous throughout the study.

Confidentiality. It ensures that the data gathered will be safeguarded with confidentiality. The researcher would discuss with the participants the data storage and collection prior to the data collection. Electronic copies of the collected data would be securely stored in a safe file saved on the computer with a password. It would be ensured that no one can copy or photocopy the data to persons who are not involved in the study. After the data analysis, validation, and presentation, the electronic data will be deleted.

Risk Analysis. No potential risk would be anticipated for participants in the study. The researcher would guarantee that the participants are not exposed to any unnecessary emotional stress. Therefore, the researcher strives to conduct a survey in the most honest manner possible.

3. Results and Discussion

3.1 Result

Theme 1: Characteristics of a Pre-service Teacher

The teaching and learning process can be influenced by the teacher's characteristics, either good or bad. If the teacher has good characteristics in his or her personality, such as being patient, confident, resourceful, determined, flexible, independent, productive, competent, innovative, knowledgeable, and possessing good ethics, he or she will be an effective teacher. The way a teacher engages their students affects how well they do. When given the chance, students are considerably more motivated to learn. As a result, the teacher should encourage them to express and show patience, calmness, and perseverance. He or she must have a positive demeanor to help the students advance their knowledge and abilities across all subject areas. Therefore, the teacher's personality will not affect them negatively.

Patient. Based on the experience of participant no. 10 during the modular distance learning modality set-up of education, it was hard for her to catch up on the lesson, so it is better for the

teacher to explain more of the subject matter in order for the students to understand the topic. However, according to participant no. 3, as a pre-service teacher, she will assure that her students can gain knowledge even though they are self-learning. She will never let students surpass her subject without any knowledge in their minds. Thus, no student should be left behind.

"It is still better if the teacher would explain and expand the topic to be discussed for me to understand it clearly." (P 10, L561-562)

"I will assure also that the students can gain knowledge from the abstraction part even though that they are having self-learning. I will never let student to surpass my subject without any knowledge put on their minds." (P3, L203-205)

Confident. According to participant no. 4, nowadays, pre-service teachers are experiencing low confidence. According to her, the best way to prepare for their pre-service training is to prepare their values, attitude, and approach for the teaching and learning process to be successful. Meanwhile, according to participant No. 4, pre-service teachers should prepare themselves and equip themselves with the necessary skills and knowledge for their in-service training. According to participant no. 5, a pre-service teacher must be physically and mentally prepared for their in-service application.

"I think the best way to prepare for the practicum or the preservice training is to prepare the teacher. Their values, their attitude, their approach on what they can do to make their practicum or pre-service training in the modular distance learning modality successful" (P4, Line 259)

"I have to equipped myself with necessary skills and knowledge on how to fully prepare myself to prepare modules that could give my students to maximize their learning despite of using modules." (P4, L271-276)

"We just have to be physically and mentally prepared for us to be able to do our pre-service properly." (P5, L344-346)

Resourceful. Based on the pre-service teachers' experience in modular distance learning, the content of the given module is not detailed, and clear, and lacks references, which are needed in the teaching-learning process. According to the participant no. 10, a resourceful teacher knows how to utilize materials such as videos or pictures that can help students learn. According to participant no. 8, to create an effective and creative module, the teacher should make the learning exciting and interesting. In addition, participant no. 7 states that the pre-service teacher should look for credible resources in which it can enhance, develop skills, and have a better understanding.

"it is still important to look for other credible resources in which we can enhance, develop skills or acquire a better understanding that would surely be beneficial to me as a pre-service trainee." (P10, L624-627)

"By creating it precisely and organize as well giving additional materials such videos or pictures to help my students understand more the lesson." (P7, L459-461)

"to create an effective and creative module wherein students will be excited to learn and will learn from it." (P8, L513-514)

"So, the preparation is that we need to become technologically equip we have to prepare the different types of skills for instants on how to prepare a PowerPoint presentation which might help us to pertain the knowledge to our students." (P12, L772-775)

Flexible. According to participant No. 5, changes may happen, and they should be flexible enough to have a better and smoother learning-based instruction. Thus, they should think about what is right and beneficial for both the teacher and student. According to participant no. 10, as a pre-service teacher, they are experiencing social dilemmas, and as a future educator, they should be flexible enough and know how to handle any circumstances that may arise.

"just prepare ourselves on the possible happening because changes may happen. We just have to think what is right for the beneficial of our teachers and student.

What I mean is, any learning and us as a teacher, we need to be flexible enough to have a better and smooth learning-based instruction of the student.” (P5, L337)

“it is a big factor for me as a future educator to be able to know how to be flexible enough especially now that we are experiencing a social dilemma it is for us as a future educator to be able to adapt and be more resourceful in every circumstances that may have come.” (P10, L653-656)

“I have witnessed the versatility of my subject teachers on how to deliver the instructions in clear and understandable manner.” (P2, L109-111)

Independent. According to participants No. 2 and No. 6, modular distance learning allows them to choose how, when, and where to learn the particular topic and to use self-learning modules in different learning resources. Thus, according to participant No. 10, it allows the student to search for more concepts and ideas for the lesson that are too hard to understand or comprehend.

“The advantages that I get from my experiences in modular distance learning are first, being independent in my learning. I'd be able to search for more concepts and ideas for the lesson that is too hard to understand or comprehend” (P10, L630-633)

“The use of modular distance learning is in the form of individualized instruction that allows us learners to use self-learning module in different learning resources.” (P2, L104-106)

“We are free to choose on how, when and where we learn the particular topic. The teacher utilized the digital platforms where they can upload there modules.” (P6, L368-370)

Productive. Based on the response of participant no.1 and no.2, this modular distance learning allows him to adapt the new normal, maximize the resources, utilize the time and be more productive.

“Maximize the resources, utilize the time and of course be more productive in this type of modality.” (P1, L70-71)

“I have learned a lot, to be a productive student and to really use all of the resources.” (P2, L131-132)

Competent. Based on the response of participant No. 4, a competent teacher knows how to strategize and maximize the learning of the student by applying the SMART Method in creating or crafting modular learning. And as participant No. 12 stated, the preparation to be a competent teacher is to become technologically equipped with the necessary skills in preparing presentations, which may help to pertain the knowledge to students.

“So, this are the preparation so we need to become more competent that we could have an edge with other university graduates” (P12, L775-776)

“The hard work perseverance being able to strategize things that could maximize the learning of the student and applying the Smart method had to be Specific, Measurable, Realistic, Time bounded when creating or crafting modules for modular learning if I were to become a student teacher.” (P4, L282-285)

Innovative. According to participant no. 6, innovative teachers should prepare educational equipment like laptops and cellphones. In relation to that, according to participant no. 12, the teacher needs to present the topic, prepare the different types of skills, become technologically equipped in making PowerPoint presentations, or just make innovations in order for the student to gain knowledge and understand the topic.

“Alright the acquire experiences in the modular set up is simple as this I will, for example if our teachers ask us to present something thru online it is just really to make an innovation in order for the students to understand easily.” (P12, L797-800)

“So, the preparation is that we need to become technologically equip we have to prepare the different types of skills for instants on how to prepare a PowerPoint presentation which might help us to pertain the knowledge to our students.” (P12, L772-775)

“it is necessary to prepare your educational equipment’s like laptops and cellphones.” (P6, L392-393)

Determined. According to participant No. 13, modular learning is not easy to learn without a good internet connection. So, as a pre-service teacher, we should find another way to send and submit the files by waking up at 1-2 o’clock in the morning. Thus, determination and patience are needed in studying modular distance learning. Moreover, according to participant No. 9, despite the struggles that he encountered, he still fought for his future, believing that this was just a part of his journey and struggles. Lastly, according to participant No. 4, the best experience that he has had in the midst of modular distance learning is the team's hard work and perseverance.

“That it's not easy to learn in this modular learning without a good internet connection. But as a student you should find another way. Just like what I usually do I woke up at 1-2 o'clock in the morning so that I can send the files that is needed to submit. You need a determination and patience in studying with this modular distance learning.” (P13, L844-848)

“Despite of the struggles that I have experienced with, still I fought because this is for my future and I am a student and this is part of my journey and that struggles I make it normal for me because we are all experiencing that thing to make us feel that we are a student.” (P9, L548-551)

“I think the best experience that I have learned in the midst of modular distance learning is the term hard work and perseverance.” (P4, L250-251)

Knowledgeable. According to participant 3, modular learning helps them to have knowledge, and according to participant 4, because of modular distance learning, he now has prior knowledge that can help him in delivering the lesson during his pre-service training.

“The advantage is we are able to experience this set up, we explore more about modular learning and this helps us to have a knowledge in utilizing this modular distance learning and we will not experience a lot of difficulty in the future if we need to acquire this.” (P3, L188-191)

“The advantage is that we have now the prior knowledge in other platform that could help us in delivering the lesson in the future.” (P4, L265-266)

Good Ethics. According to participants no. 1 and no. 6, a pre-service teacher should practice what is right and just to have better teaching and the learning process be more productive and successful.

“We also have to practice what is being right and just and of course, it would be better if we will be transformed our education system to a productive year by making everyone involved, active and not just an ordinary learner but of course being an example and be the best that we can be.” (P1, L94)

“We just have to think what is right for the beneficial of our teachers and student.” (P5, L338)

Theme 2: Opportunities in Modular Distance Learning of a Pre-service Teacher

The modular distance learning mode of instruction gives opportunities to pre-service teachers in preparation for their in-service applications. These opportunities have great value, as they are going to teach. They can use the following opportunities to become effective teachers:

Feedback Mechanism. According to participant No. 4, feedback from the teacher would be a big help in improving the activity that they submitted. Furthermore, according to participant no. 10, to ensure the learning progress of the students, he highly suggests regular assessment and feedback from the teacher about the student's answers to their modules.

“feedbacks would be a big help for the improvement of the activity that we submitted on the sites that they want us to submit” (P4, L244)

“I would highly suggest regular assessment and feedback from the teacher about the answers of the student from their modules to ensure the learning progress.” (P10, L663)

To Care and Promote Inclusiveness. According to participant number one, as a pre-service teacher, he understands that deep understanding of everyone, particularly teachers and students, must be seen and practiced. He will not give a heavy burden to his students in terms of submission and will be lenient to them because he believes understanding everyone in this situation is very much needed. In addition to that, according to participant no. 6, to become a pre-service teacher, his priority is to restrain their academics. He will recognize their diversity to build a neutral approach toward their students. He will use methods and teaching strategies that are adjusted to the learning styles of the students. According to participant no. 7, if he becomes a pre-service teacher, the acquired skill in modular learning is to be a good and considerate teacher by knowing the student’s skills and passion and understanding them well.

“I know that deep understanding to each and everyone specifically the teachers to student must be seen and practiced. I will not give a heavy burden to my students and in terms of submission, with regards to the activities being implemented by the teacher specifically me, I will also be lenient to them because I believe understanding everyone in times of this situation is very much needed.” (P1, L79-82)

“The acquired skills in modular learning if I will become a student teacher someday, siguro I will be being a good and considerate teacher in a good way. Know my students skills and passion and understanding well.” (P11, L711-713)

“If I will become a student teacher my priority is to restrain the ambulant of their academics. I will recognize their diversity to build a neutral approach to their student. I will use methods and teaching strategies that will be adjusted of the learning styles of the students.” (P6, L406-409)

Improved Utilization of the Learning Modules. According to participant no. 11, he suggests that to improve modular distance learning, we need to choose tools that are mobile-friendly and can be used offline and check on those students twice or three times a week to know if they have any questions. However, according to participant No. 3, he will rest assured that all the information inside the modules can be easily understood and acquired by students.

“We need to choose a tools that are mobile friendly that can be use in offline and check those students twice or three times a week for us to know if there are some questions na nahhirapan silla and that's it.” (P11, L117)

“I will rest assure that all the information inside of the modules are can easily understand and acquire by my students.” (P3, L196)

Guidance & Connection to Students. According to participant no. 4, to make the student feel that they are not alone in this mode of instruction, the pre-service teacher should reach out to the students through chat, even if not personally on their personal account but on their group chat. Also, participant No. 6 stated that the teacher must focus on building relationships with their students.

“check those students twice or three times a week for us to know if there are some questions na nahhirapan silla and that's it.” (P11, L649-651)

“Having them reached out their students having them chat their students even not personally on the personal account but on their group chat will make the student feel that they are not alone in this mode of instructions in this modular distance learning” (P4, L294-297)

Collaborative Learning. According to participant no.1, collaborative learning makes everyone involve in transforming the education system a productive year. Thus, according to

participant No. 5, it is called collaborative learning if everyone works together on their assigned topic to come up with an outcome or presentation. In addition, participant no. 9 stated that while he answered all the activities in the module, he asked others with regards to the activities if they had finished them.

“it would be better if we will be transformed our education system to a productive year by making everyone involved, active and not just an ordinary learner but of course being an example and be the best that we can be.” (P1, L95-97)

“Cooperative learning which we (student) will be working by group and assigned such topic or role to work on. It is a collaborative type of setting were we work together to come up with an outcome or create a presentation with the teacher.” (P5, L282-284)

“I answered all the activities in our module based on my own understanding but at the same time, I asks also my friends and classmates if they have answered the modules.” (P9, L534-536)

“I would ask first to our teachers in order for me to make a one, who is good enough on my level with the modules that have been prepared by our teachers.” (P12, L792-794)

Assessing Student Learning. Based on the response of participant No. 1, he believes that understanding everyone in this situation is very much needed, so a pre-service teacher should be lenient and not give a heavy burden to their student in terms of submission and activities. In addition, according to participant no. 3, in assessing student learning, a pre-service teacher should not let their students surpass any subject without knowledge put into their minds. He also stated that a pre-service teacher should ensure that the student gains knowledge from the abstraction part even though they are doing self-learning.

“I know that deep understanding to each and everyone specifically the teachers to student must be seen and practiced. So, I will not give a heavy burden to my students and in terms of submission, with regards to the activities being implemented by the teacher specifically me, I will also be lenient to them because I believe understanding everyone in times of this situation is very much needed.” (P1, Line 77)

“I will assure also that the students can gain knowledge from the abstraction part even though that they are having self-learning. I will never let student to surpass my subject without any knowledge put on their minds.” (P3, Line 203)

Theme 3: Acquired Competencies of a Pre-Service Teacher in Modular Distance Learning

In the modular distance learning modality, pre-service teachers acquired competencies for their preparation for in-service applications. Teaching competencies helps a teacher be successful in teaching. In order to adapt to each student's diverse learning style, teachers must be competent in a variety of teaching competences.

Content Knowledge. According to participant No. 4, content knowledge is prior knowledge that could help in delivering the lesson. Also, knowing the subject matter of the lesson and topic needs to be considered in constructing a lesson plan and a set of lesson guides to make a conducive module, as stated by participant no. Lastly, based on the experience of participant No. 9, a pre-service teacher should first present the content of the module before proceeding to the application activity for the student to learn and have an idea and knowledge about the module.

“The advantage is that we have now the prior knowledge in other platform that could help us in delivering the lesson in the future. (P4, L265-266)”

“We just have to know the subject matter of the possible lesson and the topics that we have to consider. Also, we have to construct a lesson plan and set a lesson guide for us to make a conducive module.” (P5, L349)

“Present first the content of the module before proceeding to the application activity, so that the student will learn and have an idea what they are going to do. Based on my experiences, there are some instructors that just give their modules to the student without discussing it. The student doesn't have more knowledge to answer the application part because they don't know well the content of the modules.” (P9, L575-577)

Technological Skills. According to participant no.3, a pre-service teacher should be ready and at the same time know the different use of online platforms to give learnings and knowledge to their student. In addition, participant No. 12 stated that a pre-service teacher needs to become technologically equipped with the different types of skills that may help pertain the knowledge to the student, such as the knowledge of creating and preparing a PowerPoint.

“We need to be ready at the same time we need to know the different use of online platforms for us to give same learnings and knowledge to our future students.” (P3, L183)

“We need to become technologically equip we have to prepare the different types of skills for instants on how to prepare a PowerPoint presentation which might help us to pertain the knowledge to our students.” (P12, L772)

Self-directed Learning Skills. According to participant no. 10, self-directed learning skills are the utilization of the different self-learning modules without the assistance of teachers, such as analyzing, understanding, and comprehending each topic from the module. Thus, based on the response of participant No. 12, he was able to learn at his own pace to learn the content of the lesson.

“We can't deny the fact that modular learning is the utilization of different self-learning modules in which we are only the ones that analyze, understand, and comprehend each topic from the module without the assistance of our teacher.” (P10, L614)

“I was able to learn on my own pace. Because if you are not acquiring the knowledge all you have to do is to go back to the first module in order for you to learn those content of the lesson.” (P12, L782)

Communication Skills. According to participant no. 2, a pre-service teacher should reach out and check the status and development of the student. In addition, participant No. 10 stated that it is better if a teacher would explain and expand the topic to be discussed so that students could understand it clearly.

“Reaching out to my students is a big help to really check their status and development.” (P2, L135-136)

“it is still better if the teacher would explain and expand the topic to be discussed for me to understand it clearly.” (P10, L618-619)

Organization Skills. According to participant no. 7, it is important for a pre-service teacher to know how to create an organized module to have a smooth and successful pre-service training. Moreover, participant No. 11 stated that in preparing a module, it is needed to have an introduction, goals, time requirements, materials needed, resources, and evaluation.

“Create organized module in order to provide the students learning in a way that they can understand it. It is important to know how to organize a module to have smooth and successful pre-service training.” (P7, L401-203)

“by preparing a module you need to have an introduction of your module, don't forget to put your goals there your time requirements also the materials needed, the resources, evaluation and lesson that they learn in that module. I think that will be the content by making a module.” (P11, L704-708)

Creativity. According to participant no. 7, a pre-service teacher should create a precise and organized module that is easy to learn and understand with its additional materials, such as videos and pictures, to help the students better understand the lesson.

“I will make module that is easy to learn and understand. By creating it precisely and organize as well giving additional materials such videos or pictures to help my students understand more the lesson.” (P7, L459)

3.2 Discussion

The 4th-year BPED students had acquired competencies in this new type of educational setting, which is modular distance learning. Based on the results of the study, all the participants have acquired the following competencies in modular distance learning in preparation for their in-service application: (theme 1) characteristics of a pre-service teacher: (sub theme) patience, confidence, resourcefulness, flexibility, independence, productivity, competence, innovative, determined, knowledgeable, and good ethics. (theme 2) Opportunities in Modular Distance Learning of a Pre-Service Teacher: (sub theme) feedback mechanism, caring and inclusiveness, accessibility in the mode of learning, guidance, connection to students, collaborative learning, and access to student learning. (Theme 3) acquired competencies or skills: (sub-theme) content knowledge, technological skills, self-directed learning skills, communication skills, organizational skills, and creativity.

Furthermore, according to Russell (1974), a module is a self-contained unit that offers diversity and flexibility to the learning process. It provides a multimedia learning environment so that the idea being studied can be viewed or heard. Individual learning styles are taken into account, modules are adaptable to accommodate diverse learner demands, and the learner is given the most amount of responsibility possible. The active participation of the student in modules reinforces the theory that people learn by doing. Moreover, students were actively engaged in comprehending the program's material. As a result of the students' participation in the program's obligations, the students gained a feeling of responsibility. Students made progress with little to no support from the teacher since they had learned how to learn on their own and had been given freedom (Nardo, 2017).

Characteristics are one of the competencies that are acquired by the participants from their experiences in modular distance learning. When the time comes for them to start teaching, they consider it important to have good characteristics that will assist the students' progress in their knowledge and skills in all subject areas. A effective teacher is one who is able to earn their students' confidence and respect if they have positive characteristics, including being patient, confident, resourceful, determined, flexible, independent, productive, competent, holistic, innovative, and knowledgeable. Similarly, according to the study of Shulman (2004), he claims that the foundations, interaction, relevance of the objectives, and support are among the interrelated acts needed for effective teaching. Student-teacher interactions may help us understand teacher or personality-based successful teaching. Good teachers impact their students via understanding, self-confidence, respect for others, empathy, fair play, appreciation, flexibility, objectivity, interest, friendliness, maturity, credibility, trustworthiness, humor, seamless delivery, and engagement (Beishuzen., et al., 2001). Influencing students is essential to learning and good teaching (Walsh & Maffei, 1994).

Based on the results of the study, patience in teaching is one of the important characteristics a teacher should acquire. While dealing again with the same problems and challenges, a great teacher demonstrates extreme patience with their students. You never give up on your students and are constantly on the lookout for innovative ways to promote their academic achievement. Patience enhances intrapersonal and interpersonal skills, according to Comer and Sekerka (2014). Patience is very crucial in teaching since previous research revealed that patient and helpful professors may help students grow.

Furthermore, the growth of his or her students' academic performance, attitudes, and even socioemotional development would be positively impacted by a confident teacher. Increasing teachers' self-confidence in their ability to teach may be a successful strategy for improving the educational experience of poor-progress learners. A teacher who lacks confidence is less willing to challenge students, explore approaches, or deal with challenges. The important element for teachers' success in the classroom is confidence, which will boost their sense of self-worth and efficacy.

While teachers must be prepared with the necessary information and abilities, a healthy dose of confidence can help them convey that knowledge to students more successfully (Meador, 2014). Meanwhile, being a resourceful teacher entails finding and utilizing the resources you already have. Being a teacher who is able to draw on a wide variety of resources is essential if you want to provide instruction that is both relevant and engaging to your students. This is essential if you want to make studying and teaching relevant to your students' lives while also keeping their attention. The teacher should provide more instructional materials for the students to learn easily. In line with the findings of Bomide's (2011) study, teachers should be creative and ready to adapt resources to make the teaching and learning of the content relevant and successful, rather than claiming a lack of resources as a justification for poor instruction. Moreover, Udo (2009) and Eshiet (2007) emphasized that improvisation as a concept refers to the use of alternate materials to enhance education when there is an absence or insufficient quantity of certain first-hand teaching tools. In the lack or shortage of conventional instructional resources, it also refers to the gathering, selection, and deployment of locally relevant educational materials.

Flexibility is being adaptable increases your ability to deal with change, no matter how severe it may be. When a person is flexible, they often respond to the same situation without changing their basic approach or conduct. According to Stabile (2005), excellent instructors are very adaptable, which allows them to juggle multiple obligations while making students smile and feel valued. Moreover, an independent teacher has the freedom to choose what to teach and how to teach it. Teachers are free to experiment, create effective communication strategies, and plan lessons that are suited for the students' needs and skills. A teacher may influence his students and contribute significantly to the development of a decent nation if he possesses positive traits or habits. A productive teacher can achieve meaningful and sustainable student learning for all of the students they teach in all of the subjects or courses for which they are accountable over the course of two or more academic terms. It is the responsibility of the teacher to make classroom productivity a high priority in the academic program. This is an important part of a student's success since a successful academic life follows a successful academic career. A successful student has a better chance of maintaining good mental health. Teacher productivity, according to recent studies, is the most essential factor in a school's impact on students' learning, and that teacher productivity varies greatly between and within institutions (Rockoff et., al 2012)

A competent teacher is a facilitator who gains the admiration and trust of their students. Such a teacher actively seeks out opportunities for professional collaboration both inside and outside of the school because they see the value in growing and collaborating with others, including parents and colleagues. In addition to her usual teaching assignment, they offer to take on additional duties and even demonstrate a desire to do so. She can work alone and has a tendency toward leadership. According to McIntyre and Cooper (1996), professional teacher competencies include knowledge of learning and human behavior, expertise in the subject matter being taught, a positive attitude toward oneself, one's school, one's peers, and the subject matter being supported, as well as strong teaching techniques. Teachers who teach in accordance with their professional competencies will be superior to those who deviate from these competencies.

Innovative teachers can develop and produce a wide range of methods for imparting information to students. They possess a skill that permits a closer bond with students, enhancing their academic explorations. The ultimate goal of innovation in education is to produce improved learning environments and academic outcomes. Moreover, in relation to the study of Lee (2011), the purpose of innovative teaching is to increase students' knowledge and wisdom. In other words, it is designed to produce information in order to foster a flexible, thoughtful, high-quality learning process. As a result, innovation gives students in schools access to knowledge that is important for learning as well as for improving learning motivation and quality. Teachers should use modern cloud technology to improve students' learning satisfaction and effectiveness. Using online teaching and allowing teachers to use their creativity.

A good teacher is someone who is determined, because someone who is determined will find a way to reach all students, no matter the difficulties. To ensure that every student receives the education they deserve, teachers must be prepared to do whatever it takes.

Knowledgeable teachers will possess a whole set of traits, such as a relevant study framework and communication abilities, which will positively impact the learning process of the students. A knowledgeable teacher has the best capacity to communicate his or her views and knowledge. One of the ways that students learn is from their teachers. Therefore, they should be able to communicate their knowledge. In relation to this, according to Aitken (2018), knowledge is important in teaching since it defines a profession. Its specialized character provides information that is more trustworthy than general or everyday knowledge because the core of teaching's social action duty is to help students make informed judgments and because self-awareness enables us to act in ways that advance our goal and protect our own well-being.

The term ethics refers to rules of right and wrong that govern what individuals should do. Typically, these standards are stated in terms of rights, obligations, societal benefits, justice, or certain values. The code of ethics defines what is acceptable and what is not, so protecting the interests of both educators and students. This enables the development of intellectual capacities that will enable individuals to identify and handle ethical issues in the field. The educator is the key to social progress and educating young people mental, intellectual, psychological, and moral qualities in line with the community's aims. Capli (2015) claims that teachers' morality is moral because they connect the school to the community. He or she mentors and educates students, organizes educational activities, and helps families raise children and develop values. A moral and scientific teacher may inspire a new generation.

Aside from these characteristics, 4th-year BPED students have also acquired opportunities in modular distance learning, which they can apply during their in-service application. These opportunities have great value, as they are going to teach. They can use the following opportunities to become effective teachers: Feedback mechanisms are an important part of the teaching and learning process for both teachers and learners. It gives insights about the progress and what preparation and skills are needed to improve. In order to provide personalized feedback, teachers sometimes feel the need to formatively evaluate or assess students' learning progress. Since it is a key determinant of students' academic success, teachers' feedback toward their students has been the subject of much research over the past few years (Hattie & Timperley, 2007).

Caring and inclusive pre-service Teachers have a deep understanding of their students' learning interests, know their learners well, are lenient and considerate, and always make sure that no one is left behind. An inclusive learning environment recognizes the importance of creating learning communities, the value of members' variety, and students' rights to an inclusive learning environment. Participation is made possible, barriers are removed, and a diversity of learning needs and preferences are anticipated and taken into account. It is essential for teachers to get to know each of their students, since this can help students feel connected to the school and like they belong, thereby laying the foundation for academic success. Also, by recognizing the diversity of learners, we can build a neutral approach and be able to use methods and teaching strategies that can be adjusted according to the learning styles of the students by giving them the opportunity to explore areas they are interested in. According to the research conducted by Uddin and Johnson (2018), culturally responsive educators foster a sense of community through developing caring and respectful relationships with their students. This involves anticipating cultural problems that are likely to develop and fostering strong student connections.

Accessibility can be thought of as the "ability to access" and take advantage of a system or other institution. It is the process of creating lessons and teaching methods that cater to the demands of students with different backgrounds, skills, and learning preferences. Accessibility in education allows everyone to have equal access to educational experiences, opportunities, resources, services, and information. This ensures that all students, regardless of ability or disability, can access digital content and information. Accessibility in the mode of learning is essential, as this

refers to the use of online learning tools, applications, or technology to create, generate, and disseminate the learning. To be full, active participants in the digital world, all students must have the ability to recognize, comprehend, interact with, and engage with electronic information.

In order to understand, navigate, and complete tasks in the classroom, students need clear direction and instruction from their teachers. This is referred to as "teacher guidance." Specific students are looked at by guidance based on their individual needs for comprehending their immediate environments and how those environments affect them. It aids in shaping a student's behavior and instilling in them the necessary discipline. Students who are well-informed and counseled know what to do and how to do it most effectively, which enables them to achieve their objectives (Mabini et.al, 2021). Effective teaching includes guiding, and a good teacher fulfills a guidance role regardless of what he teaches (Farwell & Peter, 1955).

Connection to students is essential in creating an inclusive and learning environment. Human interaction is necessary for learning because we tend to exchange a variety of knowledge and experiences with people in the learning environment through social interaction, which facilitates our mutual understanding. For students to access the social and academic language and content of lesson, making connections is a smart place to start. As a result, relationships with students foster bonds that enable teachers to inspire and motivate student to achieve goals they would not have thought were possible. The interactions between teachers and students affect both the performance and motivation of students to study more (Larson, 2011). The performance of students is enhanced when teachers are encouraging. According to Boynton & Boynton (2005), teacher-student contact predicts academic progress and engagement. Teachers' best weapon for creating a healthy learning environment is excellent student interactions. Encouraged instructors help students succeed. The instructional atmosphere also keeps students engaged. Students study more enthusiastically when they feel protected and in charge. Students are actively learning (Skinner & Green, 2008).

Collaborative learning refers to a spectrum of teaching and learning strategies that foster student cooperation in small groups of two to five students in order to enhance both their own and each other's learning (Johnson D. & Johnson R., 1999). Collaborative learning is the educational technique of using groups to increase and enhance learning via cooperation. The term "collaborative learning" is a catch-all for a variety of pedagogical practices that involve the intellectual collaboration of students or students and teachers. Collaborative learning is a significant departure from the usual lecture- or teacher-centered setting found in college classrooms. It can improve as well as their self-esteem. Instructors that adopt collaborative learning methodologies typically view themselves as professional intellectual experience designers for their students, as opposed to expert information transmitters — coaches or midwives of a more emergent learning process. In addition, studies have shown that collaborative learning can improve academic and social educational results (Slavin, 1996).

A way of measuring a student's present level of knowledge and skills in a specific area using measurable terms to guide future learning is teacher assessment of student needs. The degree of student achievement at the moment is assessed by teachers, and this information is utilized to develop the best teaching methods and student objectives. Online testing may raise concerns regarding plagiarism and cheating when it comes to the summative evaluation of student's performance in distant learning activities. As a result, It may be simpler to evaluate the learning process using creative tasks such as digital storytelling and to focus on the development of abilities such as learning to learn, cooperation, active engagement, progress, and dedication. Thus, the National Research Council stated in their handbook that Educational Assessment tries to establish how effectively students are learning and is an integral aspect of the quest for improved education. It offers input on the efficiency of educational services to students, teachers, parents, decision-makers, and the general public.

Content knowledge refers to a teacher's familiarity and comprehension of the material being taught. Understanding of the real subject matter that is effective for students. In addition, a

new teacher should join the field with a deep knowledge and understanding of the subjects they will teach as well as the necessary or the required pedagogical skills and abilities. Shulman L. (1986 & 1987) and his colleagues and students first advocated pedagogical content knowledge as a third important component of teaching expertise, in addition to subject matter (content) knowledge and general understanding of instructional methods (pedagogical knowledge). This concept provides a new, broader perspective on how we approach teaching and learning; it was the focus of a special edition of the Journal of Teacher Education (Ashton, 1990).

Technological skills are a skill that requires to effectively use computers and other technology. This also talks about how to utilize and effectively use any technologies. Digital learning technologies may be used in the classroom to improve teachers' lesson ideas, promote student engagement, support personalized learning, enhanced critical-thinking skills and creativity. Technology-based instruction provides teachers with extra resources to aid students. In addition to textbooks and workbooks, technology provides teachers with a number of tools to aid students in comprehending the subject matter. The job of the education community in the world of knowledge should be to support technology, implement it in classrooms, and train students on its right use (Hung et. al., 2015).

Self-directed skill is a teaching skill and method in which the teacher provides direction while allowing students to determine what and how to study. The idea is that students take charge of their education, whether it is done individually or in groups. It makes people accountable for their own education and compels them to take ownership of their learning. This refers to a teaching approach that places a strong emphasis on inspiring pupils to continue their education on their own. In order to enable the student to continue developing themselves in other areas of their lives, this learning method aims to foster self-sufficiency in them. Self-directed learning is a process in which students are responsible for planning, implementing, and evaluating their own educational experiences (Merriam et al., 2007). According to Brookfield (2009), a self-directed learning is a learning that is conceptualized, designed, implemented, and evaluated by learners themselves.

Communication skills is the act of transmitting a message as the dissemination of information through the sharing of understanding between the situations in which communication occurs (Saunders and Mills, 1999). Additionally, effective teacher communication is crucial for a teacher to convey instruction to students (McCarthy and Carter, 2001). In addition to reading and writing, communication skills encompass speaking and listening. To effectively instruct, a teacher must be exceptionally informed in each of these areas. A great instructor constantly simplifies and makes things easy to comprehend. So, teachers must be adept at both listening to their students and outlining subjects accurately. To effectively convey the material, educators must be able to think clearly. To transmit difficult or complex ideas to their students, teachers must be able to break things down into simpler components and smaller steps.

Organization skills can increase and improve the effectiveness of a person's problem-solving, future-focused learning, and task completion. Teachers that are organized are better able to maintain order in the classroom and provide their students with the optimal learning environment. By understanding why organizational abilities are essential for teachers and studying some of the best talents, you may become more organized and enhance your classroom efficiency and time management. Consequently, recent research has also found several aspects of good classroom environments, such as teachers' organizing skills and relationships with students (Grossman et. al., 2013).

Teachers serve as both a source of knowledge and a useful role model for their students in terms of strategies and behaviors. Therefore, it is their duty to impart declarative and procedural information (Runco & Nemiro, 1994). Being aware that the curriculum may present a planned opportunity for teachers must function as the primary link between what is taught in the classroom and creativity outside of the classroom in order for the school to successfully achieve its objective of developing creative students.

Therefore, the pre-service teachers utilized the acquired competencies in modular distance learning and it helps them to prepare themselves for their in-service application.

3.4 Triangulation

To establish the trustworthiness of the data, triangulation procedures have been secured in this study through interviews. Based on the observation, it was evident that the pre-service teachers acquired competencies in modular distance learning. Interviews coming from the friends and classmates of the pre-service teachers have proved that the significant statements coincide with their acquired competencies in modular distance learning in preparation for their in-service application. According to the classmates and friends of all the participants from 1-13, they are really utilizing modular distance learning as the new normal set-up of education.

“Yes ma’am, Ms. (P) is really utilizing modular distance learning because she acquires the lesson from the module and submit it in the submission panel either in google classroom or google drive.”

Friend and classmates of Participants 1, 2, 3, 4, 5, 7, 11 and 13 says that they know how to prepare a module.

“Yes ma’am, Mr. (P1) knows how to prepare a module since one of our instructors teaches us how to create a module specifically the needed content such as the analysis part, abstraction, performance task”

Friends and classmates of participants 6, 8, 9, 10, and 12 says that they don’t know how to prepare a module.

“Yes ma’am, Ms. (P5) don’t know how to prepare a module because she told me that she is struggling even in accessing the module.”

“I would say yes, Ms. (P10) don’t know how to prepare a module because none of our courses taught how to make a module.

5. Conclusions

Certainly, modular distance learning has brought a lot of challenges and benefits to pre-service teachers. The pre-service teachers acquired the characteristics, opportunities, and competencies that were needed for their in-service application. Despite their difficulties with modular distance learning, they learned some characteristics that they could apply to their in-service applications. The following characteristics are important: patience. Patience in teaching was one of the characteristics that BPED pre-service teachers had acquired. They believed that teachers should have the ability to wait calmly when faced with frustration every time their students did not catch up with the lesson. Therefore, this characteristic will make them effective teachers when they are in the field. If they are more patient with their students when they are attempting to learn a task, it may result in students not only understanding the material better but also being more efficient with what they learn. Moreover, the best way to prepare for in-service training is to be confident. Teachers who are confident are prepared for the teaching and learning process. Hence, the BPED pre-service teachers have acquired the characteristics of confidence that help them deliver the knowledge and skills for their future students in order to bring about more positive learning outcomes. Teachers are the facilitators of the teaching and learning process, hence, they should be resourceful, which will help them in the effective delivery of the curriculum.

Teachers' resourcefulness is the key to improving the instructional materials in the teaching and learning process. As pre-service teachers get ready for their in-service applications, this characteristic has a great influence on them. Especially since they are PE teachers, they will be able to teach their students using the best techniques and resources. Being flexible means not only having compassion, which is important, but also opening up more opportunities for learning and being able to respond to unforeseen circumstances. Teachers should also be flexible; while establishing a flexible environment for students, consider a flexible design that streamlines certain teacher responsibilities. The majority of the time, flexibility requires removing impediments rather than establishing new ones that do not serve the intended purpose. Thus, this characteristic that has been

acquired by the pre-service teacher will help them be ready for their in-service application. They are able to overcome obstacles with ease, which may include altering their entire daily schedule on the spot. Pre-service teachers learned to be independent through modular distance learning. So, when they are working in the field, they know how to choose the best teaching strategies that will help them have a successful teaching and learning process. Aside from being independent, they also learned to be productive. As a result, they are committed and willing to teach with all their heart solely for the benefit of the students' learning. The pre-service teachers also acquired the characteristic of being competent. Thus, they will be able to have a good relationship with their students because a competent teacher is a leader who wins the hearts and minds of the students. Additionally, they promote learning since they think that every student can do so. Outside the classroom, learning can also take place. The teacher does all possible to develop his or her professional practice in order to provide high-quality instruction. Pre-service teachers have also learned how to be holistic. Consequently, as they go through the teaching and learning process, they can rest assured that their students will develop social, emotional, and psychological growth. Based on the experiences of pre-service teachers, they learned that educational equipment is essential for teaching and learning processes. Therefore, they are going to provide materials or equipment or be innovative in order to transfer the knowledge to the students. The challenges pre-service teachers had with the modular education system taught them to be determined. As a result, no matter what difficulties they may face when they are actually teaching in the field, they will keep going and fulfill what they started. The best teachers are those who are well knowledgeable about the field. Pre-service teachers will therefore make sure that they are knowledgeable enough to teach and that their teaching reflects their knowledge. The last characteristic is good ethics. Since pre-service teachers are already able to know what is right and just in teaching, they are ready to work.

As they consider how the pandemic should have radically changed them, pre-service teachers seize opportunities to connect with the new normal set-up of education. As a result, they acquired a lot of opportunities that are essential for their in-service application. Pre-service teachers learned that feedback mechanisms are essential for student progress and improvement. Therefore, teachers may use this to help students change their actions and thoughts to achieve better learning outcomes when they are really interacting with students. The challenges that pre-service teachers faced through modular distance learning taught them the importance of and ways to show concern for students. For that reason, when they are teaching, it must be noted that diversity and inclusion are very important in a classroom, as they will create a positive learning environment. Accessibility in the mode of learning will therefore let the pre-service teacher make learning materials that are accessible to all learners. They ensure that all students, regardless of ability or disability, can access digital content and information. Furthermore, teacher guidance has a positive impact on students. Consequently, the pre-service teacher will surely guide their students. This will help improve the student's behavior and instill adequate discipline in them. They may attain their objectives with the right guidance; students who receive good guidance and counseling are aware of what to do and how to proceed in the most effective manner. Connection to students is very important in the teaching and learning process; therefore, this will help them build connections and trust with each other.

In connection with this, assessing students' learning will therefore let the pre-service teachers monitor the improvement of every learner and the areas that need to be developed. Pre-service teachers learned that collaborative learning is an essential and effective type of learning. Consequently, teachers may use this to let students share their ideas, thoughts, and opinions with their classmates and involve everyone in the learning process. Content knowledge is essential to delivering the lesson. Hence, having this competency will help the pre-service teachers deeply understand the subject matter, content, and concepts. Technological skills are a must, and every pre-service teacher should acquire them. Therefore, pre-service teachers who have this competency can create a creative, collaborative, and participatory lesson for students wherein they can acquire knowledge while enjoying the lesson. Self-directed learning skills, on the other hand, are a skill that

a pre-service educator should have because they are future educators. Therefore, this will help them to be independent and take initiative, with or without the help of others, to diagnose their learning requirements, set learning goals, locate human and material resources for learning, select and use effective learning tactics, and assess learning outcomes either with or without assistance from others.

The following competencies will help in their teaching and learning process and will help them to become an effective teacher. The teacher's competencies will help and support the learning development of the students. Professional teachers who are eager to assume educational and teaching responsibilities must possess the necessary teaching expertise. In order for professional teachers to optimally carry out their responsibilities, it is necessary for them to obtain specialized knowledge and skills in the field of teacher education. It is revealed in the study that they utilized the acquired competencies in teaching in a way that they would become more competitive and effective. Consequently, the 4th-year BPED students are ready to work in the teaching field.

6. Recommendations

The interpretation and analysis of the data in the previous chapter revealed that pre-service teachers have acquired the following competencies: characteristics of a pre-service teacher, opportunities in modular distance learning; and the acquired skills or competencies in modular distance learning, in preparation for their in-service application.

Based on the results of the study, the teachers may prepare a module that is easy for the students to learn and understand. Providing clear instructions and being creative in making activities that are participative and interactive can enhance the learning interests of the students. In terms of checking the development of the student, the teacher may provide feedback in order to assess and guide the student's learning progress. In the teaching and learning process, teachers may develop their teaching methods and strategies based on the learning styles of the students.

For schools, they may focus on instilling the following competencies in pre-service teachers for them to be prepared for their in-service applications: They must see to it that the pre-service teachers focus on the competencies that they can develop in the learning process.

Further studies must be conducted on how to improve their skills and competencies in teaching. To know the importance of skills and competencies in the teaching and learning process and to determine whether the following competencies are sufficient to teach or become an effective teacher in the future or during their in-service application.

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