Experiential Learning Courses: The Outlooks of Pre-Service and In-Service Teachers

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ABSTRACT

Experiential learning courses (ELCs) permit pre-service teachers to acquire accurate experiences from the learning environment to better prepare them to the teaching profession. This research focused on the viewpoints of teachers toward ELCs. As a correlation research, the pre-service teachers of a

state university and in-service teachers of its cooperating schools served as the respondents using the stratified proportionate random sampling. This study employed the correlation procedures to determine the association between variables. Younger pre-service teachers possessed a strong standpoint to have developed their self-assurance and open-mindedness through ELCs. Older pre-service teachers with maximum academic loads displayed strong disagreements that their registration to ELCs was in conformity to the course requirement. On the other hand, in-service teachers with family responsibilities reflected strong disagreements on the feeling that they don't enjoy confidentiality when confronted with queries and that they are strained by the presence of teacher trainees in their classrooms. In-service teachers with longer years in the teaching profession did not consider ELCs as a disturbance in the learning environment. Finally, in-service teachers with graduate degrees exhibited strong disagreement to have misused so much time coaching teacher trainees.

Keywords: *Correlation research, experiential learning, in-service teachers, Philippines, pre-service teachers, teacher education.*

INTRODUCTION

The experiential learning theory (ELT) is anchored on the works of scholars such as Dewey, Lewin, Piaget, James, Jung, Freire, Rogers and others, which underscores the principal role of experience in human learning and development. As a holistic model, ELT describes learning as a process whereby information is fashioned through the "transformation of experience" (Kolb, 1984; Kolb & Kolb, 2005).

Experiential learning is the generation of knowledge through concrete, abstract, and meaningful experiences that were grasped and transformed (Kolb, 1984; Kolb, Boyatzis & Mainemelis, 2001). Further, it is a sequence of shaping facts and information that encompasses an ingenious interaction between two learning modes: grasping experience (*concrete experience and abstract conceptualization*) and transforming experience (*reflective observation and active experimentation)* (Kolb and Kolb, 2005; Kayes, Kayes & Kolb, 2005; Kolb and Kolb, 2009). Furthermore, as a field-based learning, it offers learners direct involvement with issues they are studying in their program and with constant efforts to evaluate and resolve problems in the actual setting. An indispensable feature of experiential learning is the opportunity for students to both apply what they are learning in real setups and reflect in a classroom setting on their service experiences. This program represents the inkling that giving something

back to the partner-agencies is an important college outcome, and that working with them is a worthy foundation for citizenship, work, and life (Kuh, 2008).

Through the years, many attempts were made to define, describe and determine the impact of experiential learning in the holistic development of the learner. For example, in his book *Freedom to Learn*, Carl Rogers (1994) discussed the elements involved in experiential learning which include the learner's quality of personal involvement, self-initiated involvement, pervasiveness, and the evaluation of his experience. He further explained that the learner recognizes whether the experience is meeting his needs, whether it points to what he desires to know, and whether it illuminates his ignorance. When such learning occurs, the element of significance is built into the learner's whole experience (Smith and Knapp, 2011). Additionally, in their article *Experiential education and learning by doing*, Smith, Knapp, Seaman, and Pace (2011) stressed that experiential learning is one of the educational alternatives to old-fashioned ways of teaching and learning which emphasizes the value of direct experience. That is, learners will have a thorough grasp on certain concepts, skills, and values if they were provided with more challenging opportunities outside the classroom. In like manner, in their research *From experience to experiential learning: Cultural Intelligence as a learning capability for global leader development,* Ng, Van Dyne, and Ang (2017) proposed a process model that focuses on how an individual translates his work assignment experiences into learning outcomes critical for global leadership development. The proposed model enhances the possibility that learners will actively engage in the four (4) stages of experiential learning (experience, reflect, conceptualize, and experiment), which in turn leads to global leadership self-efficacy, ethno-relative attitudes towards other cultures, accurate mental models of leadership across cultures, and leadership styles.

In the Philippines, the New Teacher Education Curriculum (NTEC) includes Experiential Learning Courses (ELCs) as its essential element. ELCs are off-classroom experiences that underscore the significance of understanding the intricacies of teaching particularly in this time of globalization. ELCs afford the pre-service teachers an exposure to the learning environment for them to transmit their learned theories to actual practice (DepEd Order #3 s. 2007). The National Competency-Based Teacher Standards (NCBTS) of the Department of Education (DepEd) is a professional standard that contains domains that are carried out in the ELCs. These domains include social regard for learning; learning environment; diversity of learners; curriculum; planning, assessing and reporting; community linkages; and, personal growth and professional development (Biong, 2014). Setting up the standards for teacher competence is a progressive move to uplift the teaching profession (Bilbao, Corpuz, Llagas, & Salandanan, 2006).

Pursuant to the Commission on Higher Education Memorandum Order (CMO) #30 series of 2004, ELCs are designed to offer students with real-life situations in which they can actually experience different components of the teaching-learning process in actual setting. The experiences instigate with field observations and gradually deepen until the pre-service teachers undertake practice teaching.

In line with the above mandates, a Higher Education Institution (HEI) offers teacher education programs to hone the competencies of pre-service teachers who prefer to teach in the basic education level. The HEI collaborates with DepEd for the deployment of its pre-service teachers in their ELCs which serves as a training ground for them to capture significant experiences in the teaching field. The realistic experiences of these pre-service teachers prepare them to become better teachers.

FRAMEWORK

The Teacher Education and Development Program (TEDP) of the NCBTS and CMO #30 s. 2004 articulated that ELCs provide pre-service teachers with accurate, tangible experiences in a variety of school settings. The ELCs consist of six (6) units of Field Study (FS) courses and six (6) units of Practice Teaching (PT). All FS courses are anchored on the professional education component of the NTEC. Additionally, FS courses are prerequisites of PT (Experiential Learning Courses Handbook, 2009).

To come up with a functional linkage between DepEd and a Teacher Education Institution (TEI), a Memorandum of Agreement (MOA) has to be signed. The TEI, then, transacts with the DepEd for the deployment of its pre-service teachers. When approved, a pre-service teacher is assigned to an in-service teacher who serves as a resource teacher. Coaching and mentoring take place until such time that the pre-service teacher completes her time requirement per FS course.

Guiding a pre-service teacher is an additional function for the resource teacher and cooperating principal. The presence of a pre-service teacher in the classroom may or may not create a dilemma to the cooperating school. On the part of the pre-service teachers, they are beset with some issues such as additional transportation expenses, time constraints, to name a few.

OBJECTIVES OF THE STUDY

This study ascertained the outlooks toward ELCs of pre-service teachers of a state university and in-service teachers of DepEd, Philippines.

Specifically, this study determined the respondents' levels of outlooks toward ELCs; the significant relationship between the pre-service teachers' demographic profile and their level of outlooks toward ELCs; and, the significant relationship between the in-service teachers' demographic profile and their level of outlooks toward ELCs.

METHODOLOGY

This is a descriptive-correlation research. The descriptive method was used to describe the demographic profile and the level of standpoints of the pre-service and in-service teachers toward ELCs. The correlation procedures were used to find out the significant relationships between variables.

The respondents of this study were the pre-service and in-service teachers. The pre-service teachers were those who enrolled in the elementary teacher education program (n=75) of the university. The in-service teachers were those who served as resource teachers (n=75) to the university's pre-service teachers in their ELCs. Stratified proportionate random sampling was used to determine the samples of the study. To conform to research ethics protocol, the researchers acquired informed consent from the authorities of the university and DepEd Division Office.

A questionnaire with two parts was used to gather relevant data. Part 1 determined the demographics of the respondents. Part 2 was a rating scale used to assess the respondents' levels of outlooks toward ELCs. This research tool underwent content validation.

Descriptive statistics such as frequency counts and mean were used to describe the profile and level of outlooks toward ELCs. Correlation procedures were used to determine the association between and among variables.

RESULTS AND DISCUSSION

Teachers' Level of Outlooks toward ELCs

Pre-service Teachers

Table 1. Pre-service teachers' level of standpoints toward ELCs

Indicators of Outlooks toward ELCs	mean	QD
Positive Outlooks		
1. ELCs afforded me an opportunity to create within myself a sense of tolerance.	2.79	Agree
2. I am inspired to have my observation during ELCs time.	3.05	Agree
3. ELCs offer me the chance to meet interesting people.	3.25	Strongly Agree
4. ELCs help me gain in-depth knowledge about teaching.	3.75	Strongly Agree
5. ELCs allow me to demonstrate proper attitude toward learners, teachers and other school personnel.	3.73	Strongly Agree
6. ELCs develop me to be more creative and innovative.	3.63	Strongly Agree
7. ELCs provide an avenue for me to develop good relationship with teachers.	3.49	Strongly Agree
8. ELCs help me see the similarities of what I have learned in school and what I observed in my resource school.	3.49	Strongly Agree
9. ELCs help me develop my skills in communication.	3.53	Strongly Agree
10. ELCs give me the chance to see what should be and what should not be done during the teaching process.	3.48	Strongly Agree
Overall Mean	**3.42**	**Strongly Agree**
Negative Outlooks		
1. I feel so burdened with many tasks to do.	2.67	Disagree
2. I always felt insecure, nervous and unskillful when asked by my resource teacher.	3.26	Strongly Disagree
3. I am hesitant to enter the classroom during the observation period.	3.00	Disagree
4. I enrolled ELCs for compliance only.	3.69	Strongly Disagree
5. I dislike so many people around me with so much expectation.	2.65	Disagree
6. ELCs are financially burdensome.	2.35	Agree
7. ELCs hinder me to perform better in my academic tasks.	2.91	Disagree
8. ELCs limit my chances to join extra-curricular activities.	3.72	Strongly Disagree
9. ELCs are a waste of time.	3.73	Strongly Disagree
10. I don't enjoy doing my field observation.	3.31	Strongly Disagree
Overall Mean	**3.13**	**Disagree**

Legend:	Range	Qualitative Descriptions	
		Positive outlooks	Negative outlooks
	3.25-4.00	Strongly Agree	Strongly Disagree
	2.50-3.24	Agree	Disagree
	1.75-2.49	Disagree	Agree
	1.00-1.74	Strongly Disagree	Strongly Agree

Table 1 shows that, generally, the pre-service teachers strongly agreed (m=3.42) on the positive outlooks toward ELCs. This implies that they manifested strong positive viewpoints toward ELCs. On the other hand, they manifested an overall mean of 3.13 on the negative standpoints which indicates that they disagreed on the indicators of negative outlooks toward ELCs. This reveals that they exhibited disagreements on the negative standpoints toward ELCs.

In-service Teachers

Table 2. In-service teachers' level of standpoints toward ELCs

Indicators of Outlooks toward ELCs	Mean	QD
Positive Outlooks		
1. I feel vibrant and young again with pre-service teachers around.	3.20	Agree
2. I am deeply honored to be an instrument to teaching future teachers some useful strategies.	3.67	Strongly Agree
3. I assist the pre-service teachers in their course requirements.	3.44	Strongly Agree
4. I see myself as a role model in the presence of pre-service teachers.	3.69	Strongly Agree
5. I have the chance to meet interesting people.	3.52	Strongly Agree
6. I motivate my ELC students and guide them what to do in their observation period.	3.43	Strongly Agree
7. ELCs bring much challenge to me.	3.48	Strongly Agree
8. ELCs help the students to gain more knowledge about teaching.	3.44	Strongly Agree
9. I am inspired to prepare myself when pre-service teachers come to observe the teaching-learning process.	3.29	Strongly Agree
10. ELCs mold pre-service teachers to demonstrate and practice ethical requirements of the teaching profession.	3.43	Strongly Agree
Overall Mean	**3.46**	**Strongly Agree**
Negative Outlooks		
1. I don't enjoy privacy when I am being asked questions.	3.20	Disagree
2. I am wasting much time mentoring pre-service teachers	3.90	Strongly Disagree
3. I am forced to do my tasks whenever pre-service teachers come around.	3.24	Disagree
4. Pre-service teachers give me problems.	3.44	Strongly Disagree
5. ELCs are a disturbance in the teaching-learning process.	3.67	Strongly Disagree
6. Pre-service teachers pressure me especially during lectures.	3.57	Strongly Disagree
7. There is so much to prepare when pre-service teachers come to observe my class.	2.67	Disagree
8. My concentration in teaching is altered when pre-service teachers are inside my classroom	2.96	Disagree
9. Pre-service teachers distract me when I deliver lectures.	3.72	Strongly Disagree
10. My pupils are distracted with the presence of pre-service teachers inside the classroom.	3.22	Disagree
Overall Mean	**3.36**	**Strongly disagree**

Table 2 shows that in-service teachers (m=3.46) strongly agreed on the indicators of positive outlooks toward ELCs which indicate that they possessed an optimistic standpoints towards ELCs. Further, they exhibited a strong disagreement (m=3.36) on the negative standpoints toward ELCs which denoted that they reflected an affirmative position towards the subjects.

Relationship between Demographic Profile of the Pre-Service Teachers and their Level of Outlooks toward ELCs

Table 3. Significant relationship between the demographic profile of the pre-service teachers and their level of outlooks toward ELCs

Indicators of Outlooks toward ELCs		Age	Year Level	# of units
Positive Outlooks				
1. ELCs help me gain in-depth knowledge about teaching.	r-value		-0.3096	-0.3306
	Sig.	**-0.2412***	0.7358	0.7746
		0.0371		
2. ELCs afforded me an opportunity to create within myself a sense of tolerance.	r-value	**-0.2345***	-0.1300	0.3063
	Sig	0.0429	0.9909	0.7581
Negative Outlooks				
1. I always felt insecure, nervous and unskillful when asked by my resource teacher.	r-value	**-0.2451***	**-0.2631***	0.2237
	Sig	0.0349	0.0226	0.0537
2. I enrolled ELCs for compliance only.	r-value	-0.1849	-0.1660	**0.2284***
	Sig	0.1123	0.1546	0.0499
3. I dislike so many people around me with so much expectation.	r-value	-0.1829	**-0.2511***	**0.2592***
	Sig	0.1163	0.0298	0.0248

*0.05 level of significance

Table 3 reveals that there was a significant relationship between the *age* of the pre-service teachers and their level of outlooks toward ELCs such as *they gained in-depth knowledge about teaching; they created within themselves a sense of tolerance through their* ELCs*; and they felt insecure, nervous and unskillful when asked by their resource teachers.* The negative correlations imply that the age of the pre-service teachers is associated with their level of outlooks toward ELCs. This indicates that younger pre-service teachers possessed a strong position to have developed their self-assurance and open-mindedness through their ELCs. Further, older pre-service teachers exhibited strong disagreement on the feeling of uncertainty, apprehension and being inexperienced when enquired by their resource teachers.

Further, there was a significant relationship between the *year level* of the pre-service teachers and their level of outlooks towards ELCs such as *they felt insecure, nervous and unskillful when asked by their resource teacher* and *they dislike so many people with so much expectation.* The negative correlations show that the year level of the pre-service teachers is linked to their level of outlooks towards ELCs which further implies that junior and senior pre-service teachers strongly disagreed to have felt unconfident, anxious and inexperienced when queried by their resource teachers. Additionally, they strongly opposed to have disliked those people that expected much from them.

Finally, there was a significant relationship between the *number of units enrolled* by the pre-service teachers and their level of outlooks towards ELCs such as *they enrolled* ELCs *for compliance only* and *they dislike so many people with so much expectation.* The positive correlations reveal that the number of units enrolled by the pre-service teachers is correlated with their level of outlooks toward ELCs. These further show that those who enrolled the maximum number of academic load per semester strongly disagreed that their enrolment to the ELCs is to conform only to the course requirement. Moreover, they exhibited a strong disagreement to have detested those people with high expectations on them.

These findings support Kolb and Kolb's (2005) conclusion when they stated that the enrichment of experiential learning in the tertiary level can be realized through the establishment of learning spaces that uphold growth-producing experiences for apprentices. Additionally, such findings were in consonance with Vecaldo, Andres, Carag, and Caranguian's (2017) inference that pre-service teachers reflect on appropriate experiences that have affected their beliefs and values about learning. This allows the assimilation of teacher trainees as persons with beliefs, values and attitudes. Moreover, Kolb and Kolb (2005) explained that moods and emotions have supremacy in defining what have been learned. Undesirable emotions such as fright and apprehension can block learning while affirmative feelings of desirability and interest may be indispensable for learning. To acquire something that one is not fascinated in is enormously difficult.

Relationship between Demographic Profile of the In-Service Teachers and their Level of Outlooks toward ELCs

Table 4. Significant relationship between the demographic profile of the in-service teachers and their level of standpoints toward ELCs

Indicators of Outlooks toward ELCs		Age	Gender	Civil Status	# of children	HEA	Length of Service	Teaching Position
Positive outlooks								
1. I feel vibrant and young again with pre-service teachers around.	r-value	0.1230	-0.8022	0.7041	-0.3081	0.6012	0.1008	**0.3220***
	Sig	0.3755	0.5545	0.5946	0.7843	0.6600	0.4684	0.0176
2. I am deeply honored to be an instrument to teaching future teachers some useful strategies.	r-value	0.1300	-0.2284	-0.2196	-0.6012	-0.4063	0.1391	**0.3621****
	Sig	0.9927	0.0961	0.1106	0.6600	0.7396	0.3159	0.0071
3. I am inspired to prepare myself when pre-service teachers come to observe the teaching-learning process.	r-value	-0.2164	**-0.3097***	-0.2382	-0.1702	-0.5002	-0.1750	0.4027
	Sig	0.1160	0.0227	0.0829	0.2185	0.7184	-0.2056	0.7592
4. ELCs mold pre-service teachers to demonstrate and practice ethical requirements of the teaching profession.	r-value	-0.1400	**-0.2931***	-0.1629	-0.1231	-0.1462	0.2100	0.1430
	Sig	0.3127	0.0315	0.2393	0.3753	0.2915	0.9878	0.3024
5. ELCs bring much challenge to me.	r-value	-0.1142	0.2099	-0.2441	-0.1889	-0.3009	0.4004	**0.2681***
	Sig	0.4111	0.8299	0.0753	0.1714	0.8246	0.7718	0.0500
Negative Outlooks								
1. I don't enjoy privacy when I am being asked questions.	r-value	0.2522	0.7031	**0.3012***	0.1927	0.2357	0.2021	-0.3065
	Sig	0.0658	0.5965	0.0269	0.1626	0.0862	0.1428	0.7932
2. I am wasting much time mentoring pre-service teachers.	r-value	**0.3521***	-0.7075	0.1242	0.1195	**0.4045****	0.1956	0.8098
	Sig	0.0090	0.5775	0.3710	0.3895	0.0024	0.1563	0.5184
3. Pre-service teachers give me problems.	r-value	**0.3807****	0.1842	0.1675	-0.3066	**0.3853****	0.2321	0.1097
	Sig	0.0045	0.1825	0.2260	0.7926	0.0040	0.0913	0.4296
4. ELCs are a disturbance in the teaching-learning process.	r-value	**0.4891****	0.1752	0.5061	0.4070	**0.2840***	**0.4277****	0.1021
	Sig	0.0002	0.2051	0.6868	0.7359	0.0374	0.0013	0.9309
5. Pre-service teachers pressure me especially during lectures.	r-value	**0.2882***	0.2341	**0.2972***	**0.2997***	0.1775	0.4089	-0.1152
	Sig	0.0346	0.1033	0.0352	0.0277	0.1990	0.7255	0.4070

*0.05 level of significance

**0.01 level of significance

Table 4 shows that there was a significant relationship between the in-service teachers' *age* and their level of outlooks toward ELCs such as *they are wasting much time mentoring pre-service teachers; pre-service teachers give them problems; ELCs are a disturbance in the teaching-learning process;* and *pre-service teachers pressure them especially during lectures.* The positive correlations infer that the age of the in-service teachers is associated with their level of standpoints toward the subjects. This further indicates that older in-service teachers reflected strong disagreement to have squandered much time coaching the pre-service teachers, to have encountered difficulties brought by the presence of the pre-service teachers in the classroom, and that the experiential learning courses disrupted the teaching-learning process.

There was a significant relationship between the in-service teacher's *gender* and their level of outlooks toward ELCs such as *they are inspired to prepare themselves when pre-service teachers come to observe the teaching-learning process* and *ELCs mold pre-service teachers to demonstrate and practice ethical requirements of the teaching profession.* The negative correlations indicate that the in-service teachers' gender is linked to their level of outlooks toward ELCs. This further shows that female in-service teachers exhibited a higher level of positive outlook toward ELCs.

Results further revealed that there was a significant relationship between the in-service teachers' *civil status* and their level of outlooks toward ELCs such as *they don't enjoy privacy when they were being asked questions* and *pre-service teachers pressure them especially during lectures.* The positive correlations denote that married in-service teachers exhibited strong disagreement on the feeling that they don't enjoy confidentiality when confronted with queries and on the thought that they are stressed with the presence of pre-service teachers while the teaching-learning process is going on.

Moreover, there was a significant relationship between the in-service teachers' *number of children* and their level of standpoints such as *pre-service teachers pressure them especially during lectures.* The positive correlation reflects that in-service teachers with two or more children manifested strong disagreement that they are being burdened by the pre-service teachers during the teaching-learning process.

Likewise, there was a significant relationship between the in-service teachers' *highest educational attainment* and their level of outlooks such as they are *wasting much time mentoring pre-service teachers pre-service teachers give them problems* and *ELCs are a disturbance in the teaching-learning process.* The positive correlations suggest that in-service teachers with master's degree manifested strong disagreements that they misused so much time coaching the

pre-service teachers; that their presence is a burden to the class and that the experiential learning courses brought disorder in the teaching-learning process.

Additionally, there was a significant relationship between the in-service teacher's *length of service* and their level of outlooks particularly on indicator *ELCs are a disturbance in the teaching-learning process*. The positive correlation implies that in-service teachers who already spent longer years in the teaching profession did not consider ELCs as a problem in the teaching-learning process.

Finally, there was a significant relationship between the in-service teachers' *teaching position* and their level of standpoints toward ELCs such as *they feel vibrant and young again with pre-service teachers around; they are deeply honored to be an instrument to teaching future teachers some useful strategies;* and *ELCs bring much challenge to them.* The positive correlations reveal that in-service teachers who are holders of higher teaching positions reflected a higher level of positive outlook on experiential learning.

Regardless of teacher characteristics, Kolb and Kolb (2005) verbalized some principles that could be considered in the enhancement of experiential learning: 1) *respect for learners and their experience* (to include their physical and social environment and quality of relationships). This is tantamount to the speech of Summers (2003), saying that "*the only true measure of a successful educational model is the students' experience of it.*"; 2) *creating and holding a hospitable space for learning* which entails a climate or culture of provision that the learners can depend on. Baker, Jensen and Kolb (2002) described this principle as one that greets the outsider in a spirit of openness where "*students and teachers can pass in a courageous communication with each other and permit their separate life experiences to be their primordial source of growth and maturation.*"; and, 3) *making space for conversational learning* which affords the chance for consideration making about experiences that increase the success of experiential learning (Keeton, Sheckley & Griggs, 2002).

CONCLUSIONS

Pre-service teachers demonstrated strong positive perspectives toward ELCs while displaying disagreement on the negative standpoints toward the courses. In like manner, in-service teachers established an optimistic outlook towards ELCs while exhibiting a strong disagreement on the negative viewpoints which is a reflection of their affirmative position towards ELCs.

Younger pre-service teachers possessed strong standpoints to have developed their self-assurance and open-mindedness through their ELCs. Further, older pre-service teachers who were in their senior years exhibited a

strong disagreement on the feeling of uncertainty, apprehension and being inexperienced when queried by their resource teachers and to have disliked those people that expected much from them. Furthermore, pre-service teachers who enrolled the maximum number of academic load per semester displayed a strong disagreement that their registration to ELCs is in conformity only to the course requirement and that they have detested those people with high expectations on them.

Older in-service teachers reflected strong disagreements to have squandered much time coaching the pre-service teachers, to have encountered difficulties brought by the presence of the pre-service teachers, and that ELCs disrupted the teaching-learning process. Further, female in-service teachers who were holders of higher teaching positions manifested a higher level of positive outlook toward experiential learning. Furthermore, married in-service teachers with more than one child reflected a strong disagreement on the feeling that they don't enjoy confidentiality when confronted with queries and on the thought that they are stressed with the presence of pre-service teachers while the teaching-learning process is going on. Additionally, in-service teachers who already spent longer years in the teaching profession did not consider ELCs as a disturbance in the teaching-learning process. Finally, in-service teachers with master's degree manifested a strong disagreement that they misused so much time coaching the pre-service teachers, that their presence is a burden to the class and that ELCs brought disorder in the teaching-learning process.

RECOMMENDATIONS

The planners of the NTEC may consider increasing the units assigned to ELCs to give the teacher trainees more time to realize or experience their learned pedagogical theories and concepts in the actual learning environment.

The DepEd and TEI administrators may institutionalize the regular conduct of pre-service teachers' orientation, monitoring and evaluation of ELCs to ensure a stronger and purpose-driven alliance.

Future researchers may replicate this study to include other variables such as academic performance, time management and study skills and habits of pre-service teachers, to name a few.

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