

***Dicimus Docere* (Call to Teach): Reliving Education Through Tutorial Sessions**

Joshua Edson G. Ordiz
sirjosh.ordiz@gmail.com

Vangilit G. Retome
gelithgarcia@gmail.com

Faculty, College of Teacher Education
Southern Leyte State University, Philippines

Abstract The necessity to train student-teachers for an increasingly evolving curriculum will only mean that every tertiary institution should strive to produce passionate and committed educators. The study explored the underlying teaching experiences of all 96 student teacher-extensionists during tutorial sessions. Their teaching experience has been transformed into the phases of experiential learning theory and explored using mixed-method research design. Findings showed that these pre-service teachers discovered the passion for teaching amidst challenges in the chosen profession, as such, teaching was neither innate nor a calling; teaching is chosen and enhanced through reflective and relevant personal experiences across experiential stages. With these findings, a substantial increment of firsthand teaching activities like tutorial sessions should be an integral component in a teacher education curriculum.

Keywords: extension research; noble profession; peer tutorial; practice teaching; small-group discussion

Introduction

Teaching is a dynamic task that requires teachers to simultaneously perform tasks effectively and efficiently, which will safeguard and support the maximum learning of students. It is a profession that entails hard work, imagination,

and patience to become an effective and efficient educator (Blaik, 2013). Presently, in the teacher education programs of various Higher Education Institutions [HEIs] in the Philippines, improving the quality of future teachers imbued in bringing lifelong learners capable of revitalizing learning experiences remains a challenge (Chiřiba, 2012). Along with this challenge is the coping-up attitudes of teachers in teaching the dynamics of academe in the interdependent and global society is yet to be developed (Zhao, 2010; Zeichner, 2010). With this existing state in teacher education, becoming an ideal teacher needs varied foundation skills integrated into the curriculum to produce quality outcomes – to be innovative, collaborative, and globally performing (Andreas, 2012; Meirink et al., 2010).

Current programs in teacher education institutions in the Philippines include experiential learning courses like field studies and teaching internships. These courses aimed at equipping the pre-service teachers with both knowledge and skills needed in the profession as mandated by the Commission on Higher Education [CHED]. However, Ulla (2016) found out that the learning experiences of the pre-service teachers were not sufficient to help them develop as real teachers because of challenges such classroom management, confidence in teaching, and teaching strategies. These observations were evident proof of considering another experiential program like tutorial classes to increase the participation and exposure of the pre-service teachers to the teaching-learning process.

The need for more experiential courses will help to secure quality teachers in the country, especially that the Philippines Statistics Authority (PSA, 2013) claims that about one in five college graduates (20%) takes a program in the field of teacher training and education sciences. Unfortunately, from the number of enrolment, the Commission on Higher Education (CHED, 2019) as reported

by the Professional Regulation Commission (PRC) showed a minimum passing percentage of 31% average in 10 years for the licensure examination, both in the elementary and secondary. This reality as pointed-out by the Philippine Business for Education (2018) is that there is a need to improve education to improve the quality of teachers. These statistics showed an alarming state of education because the performance in both licensure examination and classroom delivery displayed a critical condition of the educational system. This sustained learning crisis may be attributed to the concept that many school systems in the developing countries have little knowledge on programs to increase exposure to support learning (The World Bank, 2019).

Tutorial sessions engage pre-service teachers in the teaching-learning process, which makes it vital in battling the challenges of teacher education programs at present. Apparently, the Philippine education requires support for the flexibility and content advantages of education students and relevant teaching experiences, which are deemed significant to the long-term pursuit and sustainability of excellence in the teaching profession (Doney, 2013).

Flexibility and Content Advantage through Tutorial

Utilization of the teacher professional standards to improve and sustain the kind of education we have and the kind of students we have today to address the worldwide predicament may be a good start (Santoro et al., 2012). The standards discussed the following: accepting the right students, retaining who are doing well, counseling low performing students, and ensuring quality experience. The system calls for an individual to be knowledgeable in the area of interest, flexible to adapt to the dynamics of teaching, and be proficient in successfully delivering the teaching-learning process. In order to become a flexible and knowledgeable teacher, supplementary teaching-related activities are needed

to nurture the skills of becoming a teacher, like engaging pre-service teachers in experiential activities such as tutorial sessions. This system supports the claims of Santhanam and Codner (2012), where they found that appropriately trained and skilled tutors play an essential role in literacy tutoring intervention practice because they will undoubtedly improve the academic performance of the students. Improvement of performances only indicated excellent content knowledge and strategies. Also, experiences of pre-service teachers during tutorial meetings teach them to become productive, efficient, and passionate educators capable of harnessing the minds and hearts of the students.

In addition, Asikhia (2010) revealed that teachers considered teaching method as a factor influencing the performance of the students. Appropriateness of the methods implies that a teacher who does not exhibit mastery of the content cannot properly enact the subject. Proficiency in the discipline is relevant because students' skills and learning experiences vary; thereby flexibility to adjust to these needs matter (Ling & Marton, 2012). Teaching is somewhat random as in tutorial sessions where education becomes sophisticated and bendable because of the diversity of students present in every setting. Teaching abilities include finding teaching-learning strategies appropriate for the students accompanied by the sturdy foundation of the topics assigned which is highly present in every tutorial activity.

Tutorial as Novel and Relevant Teaching Experience

Opportunities requiring critical thinking, independent learning, and active cooperation and learning from peers generate more significant understanding of the students (Moraros et al., 2015). These approaches in the teaching-learning process necessitate an educator who has knowledge and skill to look for new strategies to be applied, which will address the needs and capacity of the students. Similarly,

Arasti and colleagues (2012) have found that students shape an improved understanding of the concepts more successfully when they are involved in the actual settings. Tutors' participation helps them to nurture the heart of teaching at the same time, improving their knowledge and skill in the chosen profession.

Bowman-Perrott and colleagues (2013) furthered explain that tutorial is not just a supplemental activity for transfer of knowledge, but an effective intervention for improved performance of the pre-service teachers because of the individualized nature of performing the task as a teacher. Tutoring enhances the potentials of a pre-service teacher to fulfill the teaching career at his/her pace (Horn & Staker, 2014). Exposure of these students to tutorial sessions will help them understand necessary adjustment needed to ensure understanding of the teaching and learning process. The adjustment made during their tutorial experience will make them resourceful and committed educators imbued with passion for teaching.

Dedication of these teachers during the activity was found useful in problem-solving that improved the performance of the below proficient learners (Evans & Moore, 2013; Tan & Gevera, 2020; Ting, 2013). As such, effective educators in the regular tutorial sessions are needed to foster the knowledge increment of the students under any educational literacy program.

In HEIs offering teacher-related programs, few studies have been found to focus on the tutorial as a strong actual learning experience for pre-service teachers to provide experiential lens to the teaching and learning process, nurture their attitude and motivation in teaching, and be successful in the field. There were various strategies considered to improve the passion and commitment towards teaching, but few of which found tutorial sessions as practical teaching experience

in equipping pre-service teachers to become effective and efficient in their career. Opportunities of having tutorial sessions include mastery of subject matter, assessment in learning, evaluation of performance, and approaches in teaching-learning process. Although tutorial is highly an individualize instruction, it does not limit the kind of strategy applicable to larger classes. In fact, individual instruction was not fully explored by teacher education programs as a potential actual learning activity to harness the knowledge and skills of the soon to be educators (Chabay, 2013).

Tutor as vital experience as a teacher is the assumption of the study, which claimed that tutorial sessions of pre-service teacher would shape the teaching profession and will teach them that teaching is not just a career but a great vocation. Variables like the reflection of students in tutorial sessions, the perception in education as a calling, and attitude towards the teaching profession were reflected in the experiential learning to prove whether tutorial with the children shapes and relive the teaching experience.

The Framework of the Study

Relative influence of the tutorial experiences of pre-service teachers and other factors across their experience that will affect the development of commitment to become educators are explored as shown in Figure 1.

The study is anchored on Experiential Learning theory of Kolb (2014). The theory focuses on the experiences of an individual as a motivational factor in enhancing the learning experiences of an individual. The learning theory includes four cyclical stages, namely: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

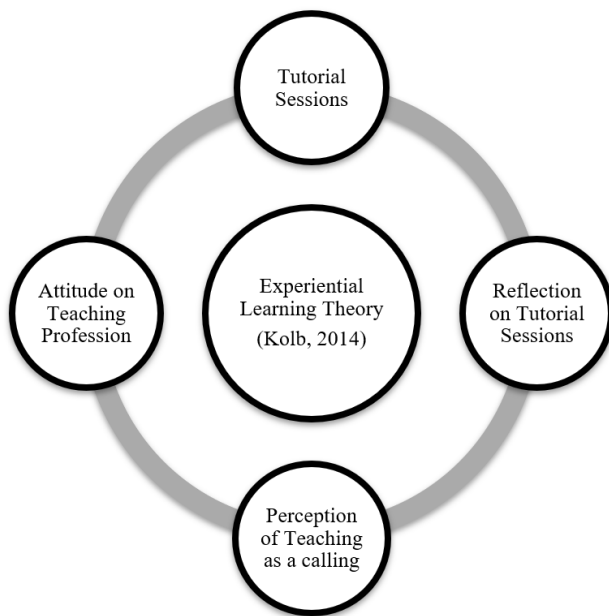


Figure 1. The Cyclical Pattern of the Experiences in the Actual Teaching.

Experiential courses are important factors to develop the teaching capacity of any pre-service teachers which is evident in tutorial session. Tutoring diverse students challenged both the heart and the mind of these students to create a vivid picture of the profession they are about to partake. In the teaching learning process through tutorial sessions, reflection, perception and attitude towards the profession have developed along the cycle of the experiential learning. The experiences allowed the tutors to learn and reflect on the challenges and appreciate teaching more than just a job to improve life; it will now apply the academic experiences in reliving education, the lesson as a profession and a calling.

Purpose of the Study

The study aimed to determine the relative influence of the tutorial experiences of pre-service teachers to the determination and commitment to become an effective and efficient teacher in the academic community. Specifically, the study sought answers to the following objectives:

1. To describe the reflection of pre-service teachers during the tutorial sessions;
2. To identify the perception of pre-service teachers in teaching as a calling;
3. To distinguish the attitude of pre-service teachers as exposed to the activity; and
4. To determine the significant relationship across stages in the experiential learning.

Methodology

Research Design and Study Context

The study utilized a mixed-method research design to correlate the quantitative values of the lived experiences of pre-service teachers and to provide a qualitative description along with the experiential learning activities of the participants.

The locale of the study was eleven (11) barangays in a rural municipality of the province of Southern Leyte in Eastern Visayas, specifically the house of worships of the partner Christian Churches of the extension program. Beneficiaries of the program were underprivileged children identified by the Korea Food for the Hungry International, Inc. Academic enhancement of these children was the primary goal of the program, which a state university was tasked to developed and sustained. In promoting student engagement in the extension activity, pre-service teachers were encouraged to become tutors of the program.

Participants

Complete enumeration sampling was used in the study. Ninety-six (96) sophomore and junior levels pre-service teachers currently engaged in the tutorial program of the extension activity are included as participants of the study. Their specializations were English, Filipino, Mathematics, Science and Technology and Livelihood Education.

Table 1.
Demographics of the Participants.

| Factor | Total | Year Level | |
|-----------------------|-------|------------|--------|
| | | Sophomore | Junior |
| Gender | | | |
| n | 96 | 35 | 61 |
| % Male | 37.5 | 28.6 | 26.2 |
| % Female | 62.5 | 71.4 | 73.8 |
| Specialization | | | |
| n | 96 | 39 | 57 |
| % English | 31.3 | 30.8 | 31.6 |
| % Filipino | 14.6 | 15.4 | 14.1 |
| % Mathematics | 30.2 | 35.9 | 26.3 |
| % Science | 15.6 | 12.8 | 17.5 |
| % TLE | 8.3 | 5.1 | 10.5 |

Instruments

A researcher-made questionnaire, comprising 15 items was developed to gather all needed data to measure the Reflection of Education Students in Tutorial Sessions (10 items) and Perceptions on Teaching as a Calling (5 items). This instrument utilized the 4-point Likert scale to gauge the levels of the participant's agreement on the statements pertaining to the variables being measured. Validation of the questions was performed by sets of pre-service teachers, peer faculty, and the researchers for triangulation of the inferences through

a constructivist viewpoint because of the uniqueness of the individual. Cronbach Alpha was used to test the internal consistency of the questions, results of which are .798 and .899 respectively which are within the range of acceptable values .70 to .90.

Revised polls taken from Alkhateeb (2013) were used to quantify the attitude of the pre-service teachers on the perception on teaching as a calling. The questionnaire comprises 27 items which are written in positive and negative statements, 19 items and 8 items respectively. It utilizes 4-point Likert scale in measuring the agreement levels. The items have Cronbach Alpha result of .840.

Data Collection and Analysis

Permission was made to all partner agencies of the extension activity of the university before the conduct of the research to all pre-service teachers who are identified as study participants. Before the interview, the researchers asked for consent to gather information for the research. Also, anonymity of the participants was maintained to ensure confidentiality. Face-to-face guided interviews were used to collect data during the tutorial session, which were held every Saturday morning from 08:00 am until 12:00 pm in the academic year 2017-2018.

Collection of data from the participants was conducted following the stages of the Experiential learning of Kolb (2014). Actual involvement of a pre-service teacher during their tutorial sessions is the initial stage of these students in the cyclical process. Selection procedure to become part of the extension includes flexibility and expertise in academic subjects so that they can adjust to the degree of variation of students under the program. After the initial encounter with the children, a visit was made by the researchers, and tutors were asked to define the reflection of pre-service teachers on the real-time experience during their tutorial sessions. This

experience is the part where the pre-service teachers rethink the involvement they had and make reflective thoughts as to teaching. After the reflective stage, identification of the perception of pre-service teachers in teaching as a calling was measured in another site visit. The tutors conceptualized the kind of profession they would like to undertake. On the third and last visit, the pre-service teachers have experienced enough time tutoring while receiving a minimal amount of allowance to teach children at multi-grade. Questions distinguished the attitude of pre-service teachers as exposed to the activity where they have realized the brawl and challenges of a teacher in the actual setting.

The cyclical pattern of the involvement of the future educators challenged and molded them to assess their potentials and qualification to be a full-fledged teacher in any institution. The pattern was further explored in the study by determining the significant relationship across stages in the experiential learning which was done after all the data were collected.

Mean and the standard deviation were used to quantitatively the responses. In finding the significant relationship of the experiences, responses of the respondents were summed up. They were treated using Pearson correlation to determine whether the reflection, perception, and attitude in teaching were significantly related.

Results and Discussion

The relative influence of the personal teaching experiences of the pre-service teachers was explored through the different stages in the experiential learning cycle. Tutorial sessions served as stimulant in the sequence geared toward harnessing passion and dedication to the profession, eventually to quality education in the Philippines.

Reflection on Tutorial Sessions

Tutorial activities played a positive effect in any engagement of human endeavor. Duijnhouwer and colleagues (2012) supplemented that tutorial has diverse opportunities for self-reflection characterized by commitment and determination to be successful. Reflecting on oneself is a way of thinking and rethinking of a task, whether there be worth the effort and time, at the same time discerning the concept of becoming a teacher. Table 2 presents the measurable description of the reflection done by the participants.

Table 2.

Quantitative Description of the Reflection of Education Students.

| No. | Statements | Mean | SD | Description |
|-----|--|------|-------|----------------|
| 1 | The tutorial session makes me confident. | 3.36 | .4813 | Strongly Agree |
| 2 | Having tutorial sessions help me understand the profession better. | 3.48 | .5200 | Strongly Agree |
| 3 | I can solve any problems related to teaching because of tutorial session activities. | 3.38 | .5052 | Strongly Agree |
| 4 | I can introduce my point of view more freely during the tutorial session. | 3.44 | .5166 | Strongly Agree |
| 5 | The tutorial session makes me think critically. | 3.45 | .4973 | Strongly Agree |
| 6 | I tend to be creative during tutorial sessions. | 3.39 | .4867 | Strongly Agree |
| 7 | The tutorial session makes me responsible for every step I take. | 3.53 | .4990 | Strongly Agree |
| 8 | The tutorial session helps me work individually or with groups. | 3.55 | .4973 | Strongly Agree |
| 9 | The tutorial session helps me to work objectively and to separate my emotions. | 3.48 | .4996 | Strongly Agree |
| 10 | The tutorial session helps me to be flexible. | 3.50 | .5000 | Strongly Agree |

Legend: 1.00 – 1.74 (Strongly Disagree), 1.75 – 2.49 (Disagree), 2.50 – 3.24 (Agree), 3.25 – 4.00 (Strongly Agree)

Reflection questions were asked to all participants of the study to define how they see the experience. The tutors responded “strongly agree” on the idea that the tutorial session makes them responsible for every step they take and helps them work individually or with groups. Also, they consider tutorial sessions as an avenue to improve their confidence, more especially in freely expressing their points of view. Deviations of the participants’ responses are high, which means responses are similar to other tutors.

The tutorial session is a configuration of small groups of students discoursing content of their class discussion at school facilitated by a person acting as the teacher (Wood & Tanner, 2012). Successful delivery of the sessions entails self-preparation from the participants because making activities for their learners requires time and creativity. These preparations undertaken by the tutors enable them to self-reflect on their teaching experiences. Reflection in the experience resulted in a transformation that is compelling to the professional development opportunity, which can be nurtured and supported. The unique experiences of teaching encourage content, process, and premise reflection that can, with appropriate support, ultimately improve education (Boud et al., 2014).

The lingering thoughts of uncompensated efforts and time tested the commitment and passion of the tutor, comes the reflection in a form of turning the experience into learning how it is like to be an educator. Tutorials affirm that when placed at worst-case scenarios, will and passion stand before compensation.

Perceptions of Teaching as a Calling

Teaching is the noblest profession and a calling. The pre-service teachers’ self-evaluation of their characteristics, competencies while working with children will eventually shape the desire to teach and live the profession as a calling

(Caires et al., 2012). Calling implies deep-rooted belief that teaching is the only occupation that makes sense. It can be a simple stimulus to the teaching profession as an aspiration to work with young folks, and the interest in subject matter and teaching (Lynch, 2015). Conversely, perceptions of the pre-service teachers on teaching were surprisingly contrasting to the existing notion as reflected in Table 3.

Table 3.
Quantitative Description of the Perceptions of Teaching as a Calling.

| No. | Statements | Mean | SD | Description |
|-----|-------------------------|------|-------|-------------|
| 1 | Teaching is inborn. | 2.40 | .5859 | Disagree |
| 2 | Teaching is a desire. | 2.76 | .6249 | Agree |
| 3 | Teaching is a service. | 3.14 | .4477 | Agree |
| 4 | Teaching is passion. | 2.88 | .6166 | Agree |
| 5 | Teaching is a vocation. | 2.35 | .6767 | Disagree |

Legend: 1.00 – 1.74 (Strongly Disagree), 1.75 – 2.49 (Disagree), 2.50 – 3.24 (Agree), 3.25 – 4.00 (Strongly Agree)

As reported in the Education International [EI] (2011), teaching is a profession that lies at the heart of the learning of the children and their social, cultural, and economic development. It will take a profound educator to adequately address the needs of the learners. Added by Weinberger and Shefi (2012), pre-service teachers' professional identity is formed by being born as a teacher that will render potential teaching abilities to provide integrity in the profession.

Responses of the participants show that most of them disagree on the idea that teaching is inborn and a calling. It was supported by the concept of Fenton (2016) that desire, natural aptitude, subjective determination, and all the other ideas is not bound up in the notion of a calling. This characteristic is an indicator that students nowadays do

not think that teaching is innate and a calling, but rather a career that can be harnessed when chosen by heart.

Meanwhile, the participants of the study all agreed that education is a desire, service, and needs passion to fully execute the teaching profession. Teaching is about the intellectual and emotional commitment to pupils, colleagues, or parents more importantly, by self through consistent appraisal and renewal of determinations and practices. It is envisioned as an influence on understanding and improving the teaching vocation, and to carry new visions to the work and lives of teachers (Day & Gu, 2014).

The Attitude on the Perception of the Teaching Profession

Clear experiences have a positive effect on the teaching profession mindset. Such involvements are types of practical means for pre-service teachers to decide whether or not to flourish and to be persistent or not in the field for a more extended period. The public conception of the teaching profession has been negative; these views resulted in the deviation of the determination of the students in pursuing the career, eventually the attitude on the perception of the teaching. Positions of the participants on their attitude towards teaching were consistent across the questions presented in positive and negative statements for response consistency as shown in Table 4.

Table 4.

Quantitative Description of the Attitude of the Education Students on Teaching.

| No. | Statements | Mean | SD | Description |
|-----|--|------|-------|-------------|
| 1 | The impression of becoming a teacher appeals to me | 3.09 | .4804 | Agree |
| 2 | The teaching job is suitable for me | 3.05 | .3017 | Agree |

| | | | | |
|----|--|------|-------|-------|
| 3 | If I had to select a career again, I would favor becoming an educator | 3.04 | .3796 | Agree |
| 4 | I trust I will be useful in the teaching work | 3.13 | .5254 | Agree |
| 5 | I believe I can overawe the problems I will have in the teaching occupation | 3.11 | .3497 | Agree |
| 6 | I would like to toil as a teacher even under challenging situations | 3.02 | .3813 | Agree |
| 7 | I feel confident in the necessities of the teaching profession | 2.84 | .4858 | Agree |
| 8 | I believe I have a distinct capacity for teaching | 2.89 | .5566 | Agree |
| 9 | I think education will provide me with opportunities to be dynamic and resourceful | 3.14 | .5519 | Agree |
| 10 | It makes me pleased to think that I will become an educator | 3.14 | .4238 | Agree |
| 11 | I guess I will have much to do when I become a teacher | 3.17 | .4930 | Agree |
| 12 | The working conditions of the teaching profession attract me | 3.15 | .5397 | Agree |
| 13 | I ponder success in the developments on professional teaching information as imperative | 2.98 | .4783 | Agree |
| 14 | I like chatting with people working as educators | 3.19 | .4161 | Agree |
| 15 | I dialog about and converse the issues of education, learning, teaching, and the teaching profession | 3.05 | .3017 | Agree |

| | | | | |
|----|---|------|-------|-------|
| 16 | I think I will be an educated and competent teacher | 3.03 | .2682 | Agree |
| 17 | I find it worthy of escorting people's lives by working as a teacher | 3.07 | .3306 | Agree |
| 18 | The idea of educating people things they do not know delights me | 2.82 | .6291 | Agree |
| 19 | I believe I will be adequately respected by society when I become a teacher | 3.06 | .2421 | Agree |

| No. | Statements | Mean | SD | Description |
|-----|--|------|-------|-------------|
| 1 | The teaching career is uninteresting for me | 2.06 | .5740 | Disagree |
| 2 | I think education does not suit my life | 2.35 | .5200 | Disagree |
| 3 | I reflect teaching does not outfit my character | 2.40 | .5492 | Disagree |
| 4 | I remorse for having selected the teaching work | 2.31 | .6304 | Disagree |
| 5 | I believe teaching is not an opposite profession for me | 2.49 | .6921 | Disagree |
| 6 | I would not commend teaching to those who are to pick a job | 2.41 | .7783 | Disagree |
| 7 | I dread I will have dilemmas in the teaching career | 2.37 | .6249 | Disagree |
| 8 | I do not like a conversation about and conferring the issues of education, learning, teaching, and the teaching profession | 2.25 | .5659 | Disagree |

Legend: 1.00 – 1.74 (Strongly Disagree), 1.75 – 2.49 (Disagree), 2.50 – 3.24 (Agree), 3.25 – 4.00 (Strongly Agree)

Pre-service teachers also show similar responses on their attitude in their perception of the teaching profession as exposed in the tutorial sessions. These responses indicated that pre-service teachers had always been proactive upon choosing this career. These students have developed the right attitude towards teaching which is relevant to endure the profession.

Hopler (2011) emphasized that attitude contributes to the attainment of the goals and objectives of an individual. The power of attitude leads you to make judgments that will affect the individual. In the case of the pre-service teachers, they encountered challenges in the preparation of lessons to the variety of students, financial insufficiencies in the creation of needed instructional materials in aiding learning, and hostile attitudes and behavior of their students during the session. These lived experiences of the pre-service teachers were used by them to refract the inclination at the orthogonal level, which is to make use of these challenges into opportunities to fulfill the commitment of becoming a teacher.

The majority of the pre-service teachers agreed that they have a positive outlook in the teaching profession they have chosen. These tutors have fully understood the in-and-out of the job and have lived a sense of teaching. Usta and Korkmaz (2010) suggested that the powerful stimulus of prior involvements as students should highlight the tutorial as structural and organizational factors in determining commencement teachers' practices and attitudes towards teaching.

Significant Relationship of the Variables of the Study

Quantitative insights of the pre-service teachers in the tutorial activities namely: reflection of students, perceptions of teaching, and attitude on the teaching profession, were correlated to determine whether there is a significant

relationship in the cyclical pattern of their experiences towards the teaching career. The correlation of the variables of the study shows immense connection in the process towards the achievement of reliving education through tutorial sessions, as shown in Table 5.

Table 5.
The Relationships of the Different Variables of the Study.

| Variable | n | Mean | SD | 1 | 2 | 3 |
|---------------------------------|----|------|-------|-------|--------|---|
| Reflection of Students | 96 | 3.46 | .5003 | - | | |
| Perceptions of Teaching | 96 | 2.71 | .5904 | .192* | - | |
| Attitude on Teaching Profession | 96 | 2.94 | .4841 | .187* | .510** | - |

* Correlation is significant at .05 level

** Correlation is significant at .01 level

Responses of the participants were associated which show that all the variables found in the analysis were significantly related. The reflection of the pre-service teachers at the tutorial sessions provided them with an idea of the career they should take. Blaik (2013) pointed out that reflection exemplified complicated and intertwined boundaries and constraints that need to be resolved by reshaping and rearranging the reflective roles that are necessary for better practice. These pre-service teachers learned how to be a teacher in the field; their patience, perseverance, imagination, and determination were built during the sessions with children, thus influencing their understanding of teaching that it is indeed a choice (Banner & Cannon, 2017). The perception in teaching enables them to bring out opportunities to make this a drive to continue and thrive in the profession they have chosen to venture.

Education is a challenging thing to do when it comes to working with children with varied personalities, looking for a variety of activities and approaches to help

tutees understand the lessons and enhance academic success at school. These pieces of evidence reflect their attitude towards the teaching profession. Undermining the emotional understanding as a foundation in achieving and sustaining at the workplace will put educator invulnerability, but when a probable individual open in an environment where the expectation is an irony, they will thrive because attitude counts after all.

The pre-service teachers' understanding of teaching often has a significant impact on the responses to their attitude towards the teaching profession, which means that for an educator to have a positive approach to work, they have recognized that teaching is more than just being. Ajayi (2010) emphasized the need to recast their teaching characteristics to accommodate the dynamics of the teaching-learning process. It is not easy to teach; a pure heart in education guarantees an optimistic attitude in the teaching. This undertaking in the tutorial activities has reflected the benefits of any individual who has wanted to teach; exposure to such events will create a distinct and ideal educator for the 21st century.

Conclusion and Recommendations

Attitude and enthusiasm of a student to be a successful educator in the field remained a challenge for any Higher Education Institution. With this challenge, comes the primary purpose of the study and that was to determine the influence of personal teaching experiences of the pre-service teachers during the tutorial sessions.

The study exposed that pre-service teachers who participated in the tutorial sessions have found a love for teaching in the midst of the complexities of the chosen career. They made clear that teaching is neither natural nor a calling because some teachers probably never dreamed

of making teaching as their profession but were committed and successful.

This impression proved the theory on experiential learning experiences of an individual to any activities promotes greater learning on its behalf. Thus, exposure of pre-service teachers in tutorial session as another teaching experience will develop the mind and heart of a true educator.

Teaching was never an easy profession; it needs more than just a commitment to deliver excellent performance in the field. It has to be nurtured and developed within an individual through supplemental activities like small-group tutorial activities that will fully harness their capacity as a committed educator.

The study is limited to quantitative view of determining the relative influence of the tutorial experiences of pre-service teachers. Future research may include intensive qualitative approach to capture the complete experience of the education student as to how the passion cultivated through time. Direction of research will cover the following aspects: individualized instruction approaches, and learning flexibility.



References

- Ajayi, L. (2010). Preservice teachers knowledge, attitudes, and perception of their preparation to teach multiliteracies/ multimodality. *The Teacher Educator*, 46(1), 6-31. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/08878730.2010.488279>
- Alkhateeb, H. M. (2013). Attitudes towards teaching profession of education students in Qatar. *Comprehensive*

Psychology, 2, 01-03. Retrieved from <https://journals.sagepub.com/doi/full/10.2466/01.03.IT.2.9>

Andreas, S. (Ed.). (2012). *International summit on the teaching profession preparing teachers and developing school leaders for the 21st century lessons from around the world: Lessons from around the world*. OECD Publishing. Retrieved from <http://www.oecd.org/site/eduistp2012/2012internationalsummitontheteachingprofession-newyorkcitymarch14-152012.htm>

Arasti, Z., Falavarjani, M. K., & Imanipour, N. (2012). A study of teaching methods in entrepreneurship education for graduate students. *Higher Education Studies*, 2(1), 2-10. Retrieved from https://www.researchgate.net/profile/Ganyaupfu_Elvis_Munyaradzi/publication/264124430_Teaching_Methods_and_Students'_Academic_Performance/links/53cf63a50cf2fd75bc59b9d7/Teaching-Methods-and-Students-Academic-Performance.pdf

Asikhia, O. A. (2010). Students and teachers' perception of the causes of poor academic performance in Ogun State secondary schools [Nigeria]: Implications for counseling for national development. *European Journal of Social Sciences*, 13(2), 229-242. Retrieved from https://s3.amazonaws.com/academia.edu/documents/35104717/ejss_13_2_08philips.pdf?response-content-disposition=inline%3B%20filename%3DStudents_and_Teachers_Perception_of_the.pdf

Banner, J. M., & Cannon, H. C. (2017). *The elements of teaching*. Yale University Press.

Blaik Hourani, R. (2013). Pre-service teachers' reflection: Perception, preparedness and challenges. *Reflective Practice*, 14(1), 12-30. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/14623943.2012.732947>

Boud, D., Cohen, R., & Sampson, J. (2014). *Peer learning in higher education: Learning from and with each other*. Routledge.

Boud, D., Keogh, R., & Walker, D. (2013). *Reflection: Turning experience into learning*. Routledge.

Bowman-Perrott, L., Davis, H., Vannest, K., Williams, L., Greenwood, C., & Parker, R. (2013). Academic benefits of peer tutoring: A meta-analytic review of single-case research. *School psychology review*, 42(1), 39. Retrieved from https://www.researchgate.net/publication/267392499_Academic_Benefits_of_Peer_Tutoring_A_Meta-Analytic_Review_of_Single-Case_Research

Caires, S., Almeida, L., & Vieira, D. (2012). Becoming a teacher: Student teachers' experiences and perceptions about teaching practice. *European Journal of Teacher Education*, 35(2), 163-178. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/02619768.2011.643395>

Chabay, R. W. (2013, March). Self-perception and social-perception processes in tutoring: Subtle social control strategies of expert tutors. In *Self-inference processes: The Ontario symposium* (Vol. 6, p. 217).

Chiţiba, C. A. (2012). Lifelong learning challenges and opportunities for traditional universities. *Procedia-social and behavioral sciences*, 46, 1943-1947. Retrieved from <https://doi.org/10.1016/j.sbspro.2012.05.408>

Commission on Higher Education (2020). Higher education graduates by discipline group: AY 2010-11 to 2018-19. Retrieved from <https://ched.gov.ph/wp-content/uploads/Higher-Education-Graduates-by-Discipline-Group-AY-2010-11-to-2018-19.pdf>

Commission on Higher Education (2019). Professional regulation commission national passing percentage, 2014-2018. Retrieved from <https://ched.gov.ph/wp-content/>

uploads/2004_2018-PRC-natl-pass-rate-from-2393-heis-as-of-18June2019.pdf.

Day, C., & Gu, Q. (2014). Response to Margolis, Hodge and Alexandrou: Misrepresentations of teacher resilience and hope. *Journal of Education for Teaching*, 40(4), 409-412. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/02607476.2014.948707?journalCode=cjet20>

Doney, P. A. (2013). Fostering resilience: A necessary skill for teacher retention. *Journal of Science Teacher Education*, 24(4), 645-664. Retrieved from <https://www.tandfonline.com/doi/abs/10.1007/s10972-012-9324-x>

Duijnhouwer, H., Prins, F. J., & Stokking, K. M. (2012). Feedback providing improvement strategies and reflection on feedback use: Effects on students' writing motivation, process, and performance. *Learning and Instruction*, 22(3), 171-184. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0959475211000831>

Education International. (2011). *Building the Future Through Quality Education. 6th World Congress*. Retrieved from https://download.ei-ie.org/Docs/Web-Depot/CongReport%20ENG_web.pdf

Evans, M. J., & Moore, J. S. (2013). Peer tutoring with the aid of the internet. *British Journal of Educational Technology*, 44(1), 144-155. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8535.2011.01280.x>

Fenton, D. (2016, August 17). Let's stop referring to teaching as a calling [Blog post]. Retrieved from https://www.huffingtonpost.com/entry/lets-stop-calling-teaching-a-calling_us_57b48bd4e4b014a587fc02ab

Hopler, W. (2011, August 20). how to change negative attitudes to positive ones [Blog post]. Retrieved from

<https://www.crosswalk.com/faith/women/how-to-change-negative-attitudes-to-positive-ones.html>

Horn, M. B., & Staker, H. (2014). *Blended: Using disruptive innovation to improve schools*. John Wiley & Sons.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

Ling, L. M., & Marton, F. (2012). Towards a science of the art of teaching. *International journal for lesson and learning studies*. Retrieved from <https://www.emerald.com/insight/content/doi/10.1108/20468251211179678/full/html>

Lynch, M. (2015, November 3). 3 Reasons teaching just might be your calling. Retrieved from <https://www.theedadvocate.org/3-reasons-teaching-just-might-be-your-calling/>

Meirink, J. A., Imants, J., Meijer, P. C., & Verloop, N. (2010). Teacher learning and collaboration in innovative teams. *Cambridge Journal of Education*, 40(2), 161-181. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/0305764x.2010.481256>

Moraros, J., Islam, A., Yu, S., Banow, R., & Schindelka, B. (2015). Flipping for success: evaluating the effectiveness of a novel teaching approach in a graduate level setting. *BMC medical education*, 15(1), 27. Retrieved from <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-015-0317-2>

Philippine Business for Education (2018, October 3). Raising PH education means raising teacher quality-Education leaders. Retrieved from <https://www.pbed.ph/single-post/2018/10/03/raising-ph-education-means-raising-teacher-quality--Education-leaders>

Phillipine Statistics Authority (2013). *The Educational Attainment of the Household Population (Results*

from the 2010 Census). Retrieved from <https://psa.gov.ph/content/educational-attainment-household-population-results-2010-census>

Santhanam, E., & Codner, G. (2012). Enhancing undergraduate engineering education quality through teaching assistants (tutors/demonstrators). *Australasian Journal of Engineering Education*, 18(1), 15-24. Retrieved from <https://www.tandfonline.com/doi/abs/10.7158/22054952.2012.11464073>

Santoro, N., Reid, J. A., Mayer, D., & Singh, M. (2012). Producing 'quality' teachers: the role of teacher professional standards. *Asia-Pacific Journal of Teacher Education*, 40(1), 1-3. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/1359866X.2012.644508?journalCode=capj20>

Tan, J. B., & Gevera, E. B. (2020). Peer Tutorial: Championing students at risk. *International Journal of Learning, Teaching and Educational Research*, 19(5).

The World Bank [TWB] (2019., January 22). *The Education Crisis: Being in school is not the same as learning*. Retrieved from <https://www.worldbank.org/en/news/immersive-story/2019/01/22/pass-or-fail-how-can-the-world-do-its-homework>

Ting, K. Y. (2013). Student teachers' reflective practice on a tutorial teaching approach. *International Education Studies*, 6(7), 150-156. Retrieved from <https://eric.ed.gov/?id=EJ1068571>

Ulla, M. B. (2016). Pre-service teacher training programs in the Philippines: The student-teachers practicum teaching experience. *EFL journal*, 1(3), 235-250. Retrieved from <https://www.academia.edu/download/50658754/23-91-1-PB.pdf>.

Usta, E., & Korkmaz, Ö. (2010). Pre-service teachers' computer competencies, perception of technology

use and attitudes toward teaching career. *Journal of Human Sciences*, 7(1), 1335-1349. Retrieved from <https://j-humansciences.com/ojs/index.php/IJHS/article/view/1281>

Weinberger, Y., & Shefi, P. (2012). Professional identity formation through narrative research: "How much the personal and the professional are intertwined?". *International Journal of Learning*, 18(11). Retrieved from <https://doi.org/10.18848/1447-9494/CGP/v18i11/47798>

Wood, W. B., & Tanner, K. D. (2012). The role of the lecturer as tutor: doing what effective tutors do in a large lecture class. *CBE—Life Sciences Education*, 11(1), 3-9. Retrieved from <https://www.lifescied.org/doi/full/10.1187/cbe.11-12-0110>

Zeichner, K. (2010, June). Preparing globally competent teachers: A US perspective. In *Colloquium on the Internationalization of Teacher Education*. NAFSA: Association of International Educators. Kansas City. Retrieved from https://www.nafsa.org/sites/default/files/ektron/files/underscore/zeichner_colloquium_paper.pdf

Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education*, 61(5), 422-431. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0022487110375802>