

Development and Validation of Contextualized Manual on the Essential Aspects of Pre-Service Teaching

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ABSTRACT

This study aimed to develop and validate a contextualized manual that addresses essential teaching aspects for pre-service teachers. The focus was on creating a resource for the flexible field study course in the current educational landscape. The manual was developed using the Successive Approximation Model (SAM) framework. The manual is a guide for both field study teachers and students during online and face-to-face classroom observations, highlighting key principles and expectations. Data were collected, organized, and analyzed using simple descriptive statistics, which included frequency counts and percentage distributions based on the groups of respondents. The validation results showed that the manual is of high quality and suitable for use in public education. The development of the contextualized manual has the potential to enhance the preparedness of pre-service teachers, ensure a structured approach to field study experiences, and support the integration of flexible learning modalities in teacher training programs.

Keywords: Development, Validation, Manual, Teaching

INTRODUCTION

One of our country's most pressing problems is ensuring educational continuity in all school communities. Because of the state's policy of no face-to-face classroom interaction between students and instructors in schools during the COVID-19 outbreak, learning through field research that leads to growth among pre-service teachers was a crucial task for school administrators and teachers. Moreover, because of the now normal circumstances, cooperation and collaboration among school and community leaders are essential to launch appropriate courses of action to ensure that education continues in numerous forms and modalities.

On that note, Central Bicol State University of Agriculture (CBSUA), as a teacher education institution, has the mandate to prepare pre-service teachers to be future teachers equipped with quality education and training. By offering comprehensive programs and courses in education, CBSUA ensures that pre-service teachers develop a strong foundation on pedagogy, IMs Development, ICT in Teaching, and Research writing. The university also emphasizes the importance of practical experience through teaching internships and community engagement, allowing future teachers to apply their skills in real-world settings.

Furthermore, the 2012 K-12 Reform (R.A 10533) changed the landscape of teacher quality requirements in the Philippines. The reform process demands a similarly supporting emphasis on teacher quality-high quality instructors who are adequately equipped and prepared to execute the responsibilities and function of a K – 12 teachers.

Therefore, inclusive abilities and other essential components of teaching, such as (a) Teaching Pedagogy, (b) Instructional Material Development, (c) ICT in Teaching, and (d) Research writing, are required to be a successful teacher in the Philippines in the 21st century.

As a result, pre-service teachers' competence is clearly a factor that qualifies them for employment. Pre-service teachers must be job ready in today's Philippine education landscape, as stipulated, defined, and characterized in the new Philippine Professional Standards for Teachers (PPST) framed by the Teacher Education Council (TEC) was developed in 2017 as a framework for teacher quality in response to the pressing demand for high quality teachers in the ongoing implementation of the K to 12 programs. The PPST is the new national benchmark for both pre-service and in-service teachers. These standards are intended to ensure that instructors have the knowledge, abilities, and attitudes essential to successfully assist student learning and growth. It guides teacher education institutions in developing curriculum and training programs that meet the needs of the educational system. Furthermore, it encourages teachers to engage in continual professional development in order to stay up with changing educational trends and practices.

This study contributes to the development and validation of a contextualized manual that will be used in the delivery of the flexible field study course in the now- normal educational landscape. The contextualized manual will provide prospective teachers with practical knowledge and resources to assist them navigate the unique challenges and opportunities provided by the new-normal education. It will also integrate creative teaching approaches and technology to ensure that future educators have the skills necessary to effectively engage students in a flexible learning environment.

OBJECTIVES OF THE STUDY

The study aimed to develop and validate a contextualized manual that will serve as a guide in the conduct of field study in the now normal. Specifically, it aimed to: (1) identify the processes involved in the development of the contextualized manual; (2) determine the content and curricular validity of the contextualized manual; and (3) identify the recommendations to improve the contextualized manual.

REVIEW OF LITERATURES

The development and validation of the Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST) aligns with key principles from the reviewed literature, emphasizing structured writing, revision, and contextualization. Schultz (2009) and Mogahed (2013) highlight the importance of brainstorming and outlining in organizing ideas, which is crucial in structuring the manual's content on essential teaching concepts such as classroom management, pedagogy, and curriculum development. Gullion (2016) further underscores the flexibility of the writing process, reinforcing the need for adaptability in addressing the evolving needs of pre-service teachers. To ensure validity and reliability, the manual undergoes rigorous revision and feedback processes, as supported by Shibani (2018) through the Revision Graph, which analyzes revision stages, and Bramley (2017), who highlights the importance of test development reviews. Schultz (2009) and Beer (2003) emphasize structured editing and external feedback, reinforcing the need for multiple validation cycles before finalizing the manual. A significant feature of CMotEAoPST is its contextualization, as supported by Kelly (2022) and Fernandes (2013), who highlight how aligning content with learners' experiences and disciplines enhances engagement and comprehension. By incorporating these best practices, the manual becomes a validated, responsive, and comprehensive resource tailored to equip pre-service teachers with essential knowledge and skills for effective classroom instruction.

METHODOLOGY

The developmental method was utilized in the developing a contextualized manual to help enhance the implementation of a flexible field study course under the New Teacher Education Curriculum in the now normal.

Involving a systematic approach to designing and implementing the manual, taking into consideration the specific needs and challenges faced by teachers in the current educational landscape. By utilizing the

developmental method, the researcher ensured that the manual is tailored to meet the unique requirements of a flexible field study course, enabling teachers to effectively navigate the now normal and provide quality education to their students.

The validation process of the Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST) followed a structured approach to ensure its effectiveness, relevance, and alignment with the needs of pre-service teachers in both online and face-to-face classroom observations. The process began with an expert validation phase, where faculty members from the College of Development Education conducted a content and curricular validation to assess the manual's Content, Format, Presentation and Organization, and Accuracy and Up-to-Datedness of Information. This phase ensured that the topics covered were accurate, well-structured, and aligned with current educational standards. The responses were then analyzed using Mode and Qualitative analysis, allowing for refinements based on user experiences. After incorporating necessary revisions, the manual underwent a final review and approval, where both faculty experts and select student representatives verified that the modifications improved clarity, applicability, and instructional value. Once approved, the final version was prepared for publication ensuring that CMotEAoPST is a comprehensive, practical, and adaptable guide for pre-service teachers in the evolving educational landscape.

RESULTS AND DISCUSSION

The data presented are the process or phases in writing in developing a contextualized manual to enhance the implementation of a flexible field study course under the New Teacher Education Curriculum in the now normal.

Processes Involved in the Development of the Contextualized Manual on the Essential Aspects of Pre-Service Teaching

This process framework shown in figure 1 shows the systematic process of developing the contextualized manual on essential aspects of pre-service teaching. This was designed through the application of the Successive Approximation Model of Instructional Design (SAM) which involves three phases: preparing, designing, and developing. Under the preparation phase, the activities involve prewriting of the content of the manual through brainstorming, research, and organization of thoughts. The second step involved writing the content and revising to make necessary adjustments to enhance the quality of the manual. The third phase is the development phase where the researcher finalized the content to make it free from errors followed by publishing the developed manual.

It is essential to note that the SAM model emphasizes the iterative nature of the process. Consequently, the development of contextualized manuals underwent a series of rigorous revisions, ensuring its continual refinement to align with the evolving needs of pre-service teachers. This iterative approach underscores the commitment to producing a manual that is suitable to the expectations and requirements of its intended readers.

The manual's content was developed based on a study conducted to assess the competence of pre-service teachers on the essentials of teaching. The data gathered revealed the competencies that teacher education should emphasize to ensure that pre-service teachers are not only proficient but also equipped with the necessary skills to navigate the dynamic landscape of flexible learning during field study. Integrating real-world scenarios and best practices of a competent teacher enables pre-service teachers to translate their acquired competencies into effective teaching practices. In this sense, the manual anticipates the demands of the now normal education, ensuring that pre-service teachers emerge not only as competent professionals but also as adaptive and resilient educators prepared to meet the challenges of an ever-evolving educational landscape.

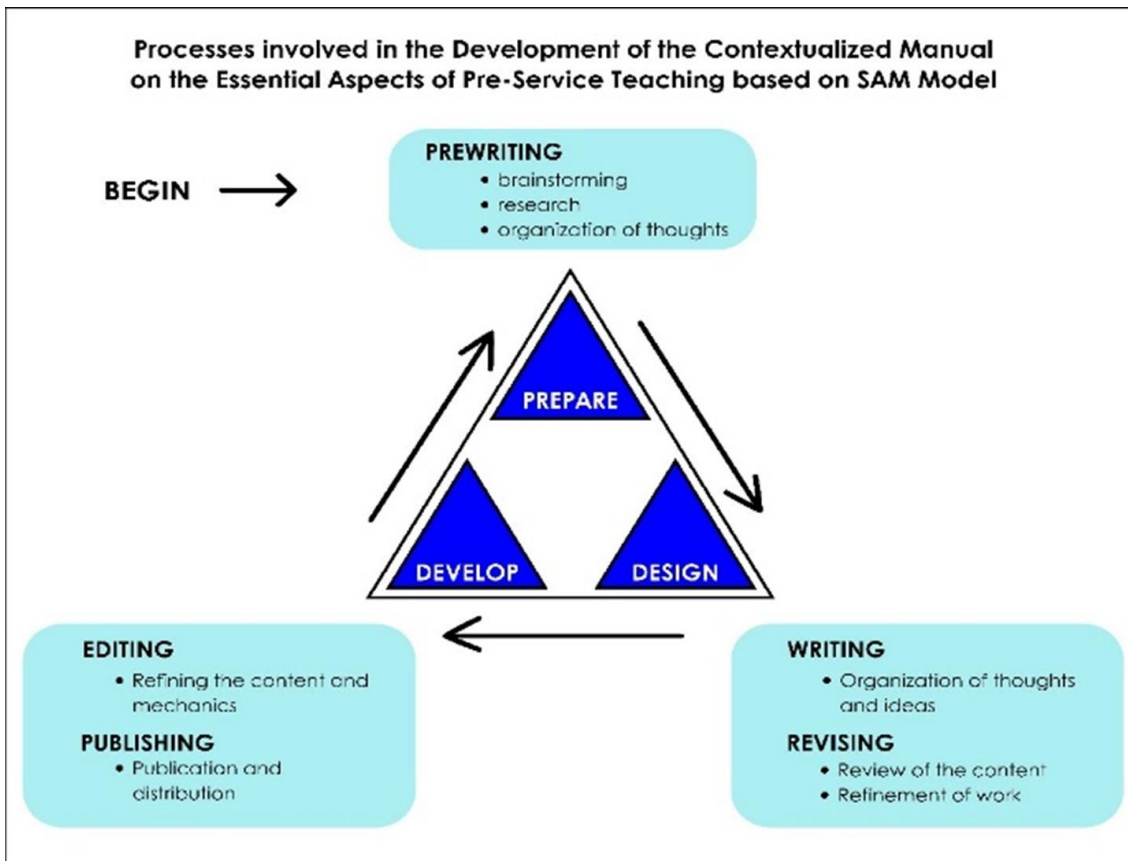


Fig. 1. Process Framework in Developing the Manual

The process or phases in writing involves several key steps. First, it is important to conduct thorough research and gather relevant information on the topic of the contextualized manual. This helped ensure that the content is accurate and up-to-date. Additionally, it is crucial to outline the structure and organization of the manual, considering the specific needs and requirements of the flexible field study course. By following these processes or phases, the researcher developed a comprehensive and effective manual that supports successful implementation in the now normal of education.

During the Prewriting phase, researcher brainstormed, researched, and organized his thoughts before putting them into a cohesive written piece. This stage allows for the exploration of different perspectives and the development of a clear and logical structure for the final composition. The researcher organized these ideas into a logical framework, outlining the main points and supporting details that will guide the writing process of the contextualized manual. Once the ideas were organized, the researcher began drafting its piece by expanding on each point and providing relevant examples or evidence. This phase allowed to create a cohesive and well-structured piece of writing that effectively communicates the intended message to the researchers.

According to Schultz (2009) describes brainstorming and outlining as key components of prewriting, allowing authors to generate and organize their thoughts before producing the first draft. Also, it was supported by Mogahed (2013) that suggests a framework for prewriting that includes invention (generating ideas) and arrangement (organizing ideas).

This implies that prewriting is important in terms of developing contextualized manuals as it allows for the organization and structure of the content. Additionally, prewriting helps identify the target audience and their specific needs, ensuring that the contextualized manuals are tailored to their requirements.

During the Writing phase, the researcher focused on organizing thoughts and ideas in a coherent manner, ensuring clarity and conciseness in the content. It involved selecting appropriate language and tone to effectively convey information to the intended beneficiaries. Additionally, the researcher also incorporated

relevant examples or illustrations to enhance understanding and engagement as well as focusing on presenting the information in a clear and concise manner. By doing so, the researcher ensured that the readers can easily understand and grasp the main points without any confusion.

According to Gullion (2016) highlights that writing unfolds in unexpected ways and suggests finding a process that works well for the individual. Moreover, according to Smith (2010) emphasized the collection of links to various writing guides and handbooks both general and discipline-specific.

Therefore, this phase brings concrete stages in developing the contextualized manual. The contextualized manual takes the shape of organizing and structuring the information, ensuring clarity and coherence, and incorporating relevant examples and illustrations. The goal is to create a comprehensive and user-friendly contextualized manual that effectively addresses the needs of its intended audience.

During the Revision phase, researcher carefully reviewed and refined his work. It involved evaluating the clarity, coherence, and effectiveness of the ideas presented, and making necessary adjustments to enhance the overall quality of the writing of the contextualized manual. It allowed for improvements in the clarity, coherence, and overall effectiveness of the ideas being communicated. It involved carefully reviewing and reworking the content, structure, and language to ensure that the usage and formulating contents are accurate and efficient.

It was supported by Shibani (2018) that introduces the concept of a Revision Graph, which aids in analyzing the stages of students' revision process and can provide valuable feedback for improvement. It was also highlighted by Bramley (2017) emphasized reviews of a handbook on test development, highlighting the importance of revising and developing tests to ensure validity and reliability.

The researcher reorganized paragraphs or sentences to improve the overall structure and make it easier for readers to follow their train of thought. Additionally, checked for grammatical errors, spelling mistakes, and punctuation errors to ensure that his writing is error-free and polished. Where the validation takes place, it allows for improvements in the clarity, coherence, and overall effectiveness of the ideas being input to contextualized manual.

During the Editing phase, the researcher focused on refining the content for clarity, accuracy, and consistency. The attention was given to style and formatting to enhance the overall presentation of the contextualized manual. The grammar, spelling, and punctuation errors were also corrected to ensure the text is error-free. The researcher asked and did consultation regarding the language and content to the language and content editor for feedback and suggestions. The researcher sought their expertise to ensure the accuracy and clarity of the language used, as well as the relevance and coherence of the content presented. By involving both the language editor and content editor, the researcher aimed to enhance the overall quality and effectiveness of their work.

This is supported by Schultz (2009) states that the editing process includes approaches to making revisions, getting feedback from others, dealing with minor formatting and syntactical issues, and making the final edits. Moreover, according to Beer (2003) highlights that a user edits, where users read the manual and provide feedback, can uncover stylistic errors but may not catch all of them.

Therefore, a formal editing process is necessary to ensure consistency and completeness of information. Furthermore, it revealed that through the editing phase in developing contextualized manuals the researcher ensured that their message is clear, concise, and impactful for their intended beneficiaries of the study. Thus, it is implied to include the editing phase in the writing process as it provides an opportunity to enhance the overall quality of the writing by fine-tuning sentences, eliminating unnecessary repetition, and polishing the language used.

During the Publishing phase, the researcher ensures that the written output reaches the intended beneficiaries. The researcher is working diligently to finalize the contextualized manual and make it ready for publication.

Additionally, conducting a thorough review of the Philippine publishing process to ensure that the manual aligns with the specific requirements and guidelines.

In general, these works underline the significance of comprehending and evaluating the many writing phases, whether by statistical modeling, detecting phase transitions, or adhering to a planned teaching methodology. By understanding and evaluating the different writing phases, researchers and educators can gain insights into the cognitive processes involved in writing. This knowledge can inform the development of effective writing interventions and strategies that cater to the specific needs of individual writers. Additionally, it can help identify potential challenges or barriers that writers may face at different stages, allowing for targeted support and guidance.

Content and Curricular Validity of the Contextualized Manual on the Essential Aspects of Pre-Service Teaching

Using the indicators for content, format, presentation, and organization as well as accuracy and timeliness of information as adopted in the DepEd's validation Tool for Print Sources, the content and curricular validity of CMotEAoPST was assessed.

Content

The following criteria were used to evaluate content: fit for students' developmental stage, contribution to the accomplishment of a specified goal, absence of ideological, cultural, or religious biases, and enhancement of desirable values and attributes.

TABLE 1 Level of Content and Curricular Validity of Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST)

Indicators	Mode	Interpretation
Content is suitable to the student's level of development.	4	Very Satisfactory
Material contributes to the achievement of specific objectives of the subject area and year level for which it is intended.	4	Very Satisfactory
Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	4	Very Satisfactory
Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	4	Very Satisfactory
Material has the potential to arouse interest of target reader.	4	Very Satisfactory
Over-All Mode	4	Very Satisfactory

Legend:

Value Scale	Level of Validity
4	Very Satisfactory
3	Satisfactory
2	Poor
1	Not Satisfactory

The outcome indicates that the learning material must adhere to the Level of content and curricular validity of Contextualized Manual on the Essential Aspects of Pre- Service Teaching in terms of content resulting in an overall Mode of 4 and interpreted as a Very Satisfactory.

According to Kelly (2022) contextualizing the content and learning activities to specific cohorts significantly improved student engagement and performance and it was supported in the study of Fernandes (2013) which explores different approaches to curricular contextualization, including attention to diversity and disciplinary contents.

This suggests that the learning material effectively covers the essential aspects of pre-service teaching and meets the required standards. The high rating of 4 indicates that it is considered very satisfactory by the respondent, highlighting its effectiveness in supporting pre-service teachers' learning and development.

The content of a manual matches the learning experiences, and there is a clear alignment between the objectives and the content. This ensures that learners are able to effectively apply the knowledge and skills gained from the manual in real-life situations.

The outcome indicates that the learning material must adhere to the Level of content and curricular validity of Contextualized Manual on the Essential Aspects of Pre- Service Teaching in terms of content resulting in an overall Mode of 4 and interpreted as a Very Satisfactory.

Format

Print, graphics, and the manual's design and layout were also evaluated, along with the format.

TABLE 2 Level of Content and Curricular Validity of Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST) in Terms of Format

Indicators	Mode	Interpretation
Prints	4	Very Satisfactory
Illustrations	4	Very Satisfactory
Designs and Layout	4	Very Satisfactory
Over-All Mode	4	Very Satisfactory

Legend:

Value Scale	Level of Validity
4	Very Satisfactory
3	Satisfactory
2	Poor
1	Not Satisfactory

The format's design is based on the level of content and curricular validity of the Contextualized Manual on the Essential Aspects of Pre-Service Teaching in terms of format. Results show that the criteria, which included prints, illustrations, and manual designs, received an overall mode of 4, which is considered to be Very Satisfactory.

Therefore, it is essential that the format of the contextualized manual is effective as it brings impact to the students.

This high rating suggests that the format was well-received by the validators. It is evident that the majority of respondents found the format to be highly satisfactory based on their feedback.

Presentation and Organization

The Contextualized Manual on the Essential Aspects of Pre-Service Teaching's (CMotEAoPST) presentation and organization were assessed to ensure that it is interesting, engaging, and easy to understand. It also has a logical flow of ideas, vocabulary that is appropriate for the target reader, sentence length that is appropriate for comprehension levels, and interesting sentence and paragraph structures. The Contextualized Manual on the Essential Aspects of Pre-Service Teaching's (CMotEAoPST) Summary of Criterion 3-Presentation and Organization is shown on table 3.

TABLE 3 Level of Content and Curricular Validity of Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST) in Terms of Presentation and Organization

Indicators	Mode	Interpretation
Presentation is engaging, interesting, and understandable.	4	Very Satisfactory
There is a logical and smooth flow of ideas.	4	Very Satisfactory
Vocabulary level is adapted to target reader's likely experience and level of understanding.	4	Very Satisfactory
Length of sentences is suited to the comprehension level of the target reader.	4	Very Satisfactory
Sentences and paragraph structures are varied and interesting to the target reader.	4	Very Satisfactory
Over-All Mode	4	Very Satisfactory

Legend:

Value Scale	Level of Validity
4	Very Satisfactory
3	Satisfactory
2	Poor
1	Not Satisfactory

The Table 3 Level of content and curricular validity of Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST) in terms of Presentation and Organization showed that the indicators received an overall mode of 4, which is considered to be Very Satisfactory.

Effective presentation and organization of contextualized manuals can greatly enhance the usability and understanding of complex information. By structuring the content in a logical and intuitive manner, users can easily navigate through the manual and locate the specific information they need. It was supported by Bangay (2011) which highlighted techniques (Create, manage and validate links between the learning objectives, content related to each objective and corresponding assessment task) for creating visible structures and linkages in teaching materials to assist in the learning and teaching process.

This indicates that the presentation and organization of pre-service teaching were highly commendable, meeting the expected standards. The comprehensive and well- structured approach showcased in the indicators demonstrates a strong commitment to effective teaching practices.

Accuracy and Up-to-Datedness of Information

Information's accuracy and timeliness were evaluated in addition to grammatical, factual, and conceptual errors to ensure the overall quality of the information as well as enhancing its usefulness and credibility for users.

TABLE 4 Level of Content and Curricular Validity of Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST) in Terms of Accuracy and Up-to-Datedness of Information

Indicators	Mode	Interpretation
Indicators	4	Very Satisfactory
Conceptual Errors		
Factual Errors	4	Very Satisfactory
Grammatical Errors	3	Satisfactory
Obsolete Information	4	Very Satisfactory
Typographical and other minor errors	3	Satisfactory
Over-All Mode	4	Very Satisfactory

Legend:

Value Scale	Level of Validity	Rubrics
4	Very Satisfactory	Not Present (NP)
3	Satisfactory	Present but very minor & must be fixed (P/MI)
2	Poor	Present and requires major development (P/MAJ)
1	Not Satisfactory	Do not evaluate further

The weighted rating of the validators for criterion 4, "Accuracy and Up-to- Datedness of Information," is shown in table 4 that shows Level of content and curricular validity of Contextualized Manual on the Essential Aspects of Pre-Service Teaching in terms of Accuracy and Up-to-Datedness of Information which received an overall mode of 4, which is considered to be Very Satisfactory.

Findings suggest that the respondents found the information in the Contextualized Manual to be highly accurate and up-to-date. The high weighted rating suggests that the manual provides reliable and current information for pre- service teachers. Furthermore, the majority of participants expressed their satisfaction with the clarity and comprehensiveness of the information provided. These positive evaluations indicate that the Contextualized Manual effectively met the respondents' expectations in terms of accuracy and relevance.

This finding is supported by the study of Cate (2019) that found out that teachers' information processing strategies and judgment accuracy are influenced by factors such as information consistency and accountability.

In addressing minor errors, including conceptual, factual, grammatical, and outdated information. A group of educators and experts carefully examined the content to ensure that key concepts aligned with current teaching practices. Any factual inconsistencies were verified against updated references, while grammatical adjustments were made for clarity and readability. Outdated information was replaced with more relevant and updated content to keep the manual useful for pre-service teachers. These steps helped refine the manual, making it more accurate, clear, and reliable for its users.

Summary of Content Validity of CMotEAoPST

On Table 5, the validators' overall evaluations of the content, format, presentation, and organization, as well as the accuracy and timeliness of the material, were given a score of 4, which is considered to be Very Satisfactory.

TABLE 5 Summary Table of the Level of Content and Curricular Validity of the Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST)

Indicator	Mode	Interpretation
Format	4	Very Satisfactory
Content	4	Very Satisfactory
Presentation and Organization	4	Very Satisfactory
Accuracy and Up-To-Datedness of Information	4	Very Satisfactory
Over-All Mode	4	Very Satisfactory

Legend:

Value Scale	Level of Validity
4	Very Satisfactory
3	Satisfactory
2	Poor
1	Not Satisfactory

Table 5 presents the Summary Table of the level of content and curricular validity of the Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST) in which all the factors/indicators received an overall mode of 4, which is considered to be Very Satisfactory.

This indicates that the CMotEAoPST is highly effective in terms of its content and curricular validity. The overall mode of 4 of all indicators suggests that the manual is well- designed and meets the necessary standards for curriculum development in this context.

The researcher benefited greatly from relying on the use of the common validation tool employed by the Department of Education because it can be the basis in developing contextualized instructional materials that align with the standards set by the department. This validation tool ensures that the instructional materials meet the specific needs and requirements of students, promoting effective learning outcomes. Additionally, utilizing the tool enhanced the researcher's credibility and ensure that the manual is recognized.

Recommendations to Improve the Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST)

To guarantee that the CMotEAoPST is of high quality when it is utilized for public education, all study participants provided their ideas, recommendations, observations, details, and personal experiences. Numerous validator alternatives exist, some of which are comparable. The researcher carefully considered and compiled the validators' recommendations. They are as follows: (a) consistency with the CMotEAoPST components; (b) use localize the examples given in the CMotEAoPST so that students can see connections between the lesson and their lives; (c) make the numbering in each CMotEAoPST continuous; and (d) provide instructions to help the students at each level of the educational process.

The researcher studied and used the recommendations given for the benefit of the CMotEAoPST end-users.

CONCLUSION

The Contextualized Manual on the Essential Aspects of Pre-Service Teaching (CMotEAoPST) underwent development phases and validation to ensure its accuracy and effectiveness. It provides structured guidance for pre-service teachers, helping them understand essential teaching concepts, classroom management, and curriculum development. The manual supports teacher education programs by serving as a reference material

for coursework, practicum, and training sessions. It can be used in workshops and professional development programs to enhance instructional strategies. Incorporating localized examples and contextualized learning approaches, helps pre-service teachers apply theoretical knowledge in practical teaching situations. Its structured format ensures consistency in instructional delivery and supports educators in addressing diverse learning needs.

The CMotEAoPST plays a role in preparing future educators by providing structured, relevant, and practical guidance. It serves as a resource that enhances pre-service teachers' understanding of essential pedagogical concepts, classroom management strategies, and curriculum development techniques. By offering localized examples and well-structured instructional materials, the manual helps bridge the gap between theory and practice, ensuring aspiring educators are well-equipped for real-world teaching challenges.

The CMotEAoPST can be integrated into teacher education programs as a core reference material, guiding pre-service teachers through various stages of their training. It can be utilized in workshops, simulations, and practicum sessions to support hands-on learning and reflective practice. Furthermore, it can be adapted for professional development programs, helping in-service teachers refine their instructional strategies and stay updated with innovative teaching methodologies. The manual's emphasis on contextualized learning ensures that pre-service teachers develop culturally responsive teaching practices, fostering more effective and meaningful student engagement in diverse educational settings.

RECOMMENDATIONS

The Contextualized Manual is a structured guide for pre-service teachers, helping them understand key teaching concepts, classroom management, and curriculum development. It also supports teacher education programs by providing a reliable reference for coursework, practicum, and professional training.

To further enhance the manual's content and curricular validity, several measures should be taken. The curriculum development team should refine the manual's structure to further improve coherence, logical sequencing, and ease of use for pre-service teachers. To ensure content accuracy and alignment with educational objectives, the academic panel and subject matter experts must re-validate its relevance and effectiveness. Additionally, the teacher education faculty should conduct pilot testing with pre-service teachers to assess the manual's clarity, applicability, and effectiveness across different learning environments. To enhance its relevance, the instructional design team should incorporate localized examples and case studies, helping pre-service teachers connect theoretical knowledge with real-world teaching situations.

The integration of these recommendations can also enhance the development of other instructional materials, ensuring consistency in content delivery and alignment with educational objectives. By refining structures, validating content, conducting pilot testing, and incorporating localized examples, educators can create materials that effectively support pre-service teachers in developing essential teaching competencies. These improvements contribute to a more structured and practical approach to teacher education, fostering better preparedness for real-world classroom challenges.

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