

# **Associating Teaching Competence and Grades in Method Subjects among Student Teachers as Basis for Curricular Revision**

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## **ABSTRACT**

Competence, ability, and knowledge of student teachers could affect their performance as teachers. Thus, teacher education institutions should focus on preparing student teachers to be competent and efficient in managing today's classrooms. The study examined the correlates of teaching competencies among student teachers of the College of Education at the Visayas State University (VSU), Philippines. Branching Diagram Analytical Technique (BRANDT) was used to describe the relationship between the student teaching performance and performance of the method subjects. A bivariate correlation was also applied to find the relationship among student performance, hobbies, skills, organizations, and grades in methods subject. Additionally, Analysis of Variance (One-way ANOVA) was utilized to interpret further and analyze the data. The results showed that there's a significant relationship among student teaching performance, some

personal attributes, and grades in the method subjects. Therefore, the number of organizations the students were involved in was highly related to their ratings in the method subjects. The student teachers' knowledge and application of educational principles and methods were relevant in their teaching competence. However, it is recommended that the relationship between teaching performance and competence should be further evaluated.

**Keywords** – Education, education student teachers, teaching competence, quantitative-correlational research design, Philippines

## INTRODUCTION

Learning starts when student teachers experience new environment. They would encounter new level of stress and demands on their busy schedule. At this stage, student teachers realize that professional growth comes along with challenges. Additionally, they would discover their own advantage and disadvantages. Through practice teaching, their skills will be honed for the success in the classroom, and they felt a sense of pride on their profession (Joseph, 2004).

According to Farooq (2011), prospective teachers were enjoying the fundamental position during the teaching learning process. The expertise and knowledge they have learned in their pre-service training of the latest techniques to train children matters a lot in their teaching performance. Sasson (2007) mentioned that it takes 90% of classroom management and 10% teaching new material to have an efficient classroom plan.

Moreover, a sound educational system could be improved if two conditions are successfully met: 1) Continuous refinement and modernization of the skills and knowledge of the serving teachers; and 2) Equipping the student teachers with right competencies (Bhargava & Pathy, 2011).

To become a competent teacher, one must care for his students and their studies. He must be resourceful enough to use wide range of instructional approaches to cater his students' learning needs, interests, and motivation. Nevertheless, the best quality of a competent teacher is he should be equipped with emotional competence. There were students who admitted that it was their responsibility if they fail in a certain subject. However, if a teacher was compassionate enough to give them encouragement and constructive criticism, these would increase their motivation to study harder. Though this is the case, most student teachers' concern was about exhibiting a caring impression with authority in the classroom (Cubukcu, 2010).

Abu Sharbain and Tan (2012) also found that teachers' level of competence is strongly related to their attitudes prior and after their training period. It was revealed that the teacher training program enhanced their level of competence and attitudes. On the contrary, the incompetence and unpreparedness of student teachers attested to be the main factor that could affect negatively to the student teacher's attitude towards the profession. There were also instances that negative teaching experience as well as low self-esteem could result to teachers to pursue other professions (Abulon & Rungduin, 2015).

However, training programs were meant to improve students' competencies in teaching. The training was targeted for the enhancement of their skills and not to their attitudes. But then, the increase of the student teachers' level of competence could affect the increase of positive attitude on teaching. This means that the more competent a student teacher is, the more he has a positive attitude towards teaching or vice versa. Additionally, another factor such as experience could also affect the attitude towards teaching (Abu Sharbain & Tan, 2012).

Another study entitled Relationship between Training of Teachers and Effectiveness Teaching (Rahman, Jumanni, Akhter, Ajmal, & Chisti, 2011) implied that there was a relationship between students' performance and practice-teaching program. Therefore, student teacher training was associated to efficient teaching or competence. Many teachers provided positive attitude in teacher training program. They saw it as an effective training ground for student teachers since they were exposed in a real-life classroom situation. Student teachers could apply what they have thought and learned in the classroom with their own students/pupils. Therefore, it was suggested that teacher education institutions should provide quality teacher training programs.

These literature added to the progress of the study and could be related in terms of the competence of student teachers in the education sector. Also, the reviewed studies addressed that teacher education institutions should have a greater emphasis in preparing student teachers to become competent and effective in classroom management with various range of learners.

The Department of Teacher Education under the College of Education, VSU main campus has been producing quality Bachelor of Elementary and Bachelor of Secondary Education graduates. Most of them were now employed, but none has been done to find if their competence as student teachers was influenced by their personal attributes. In which, it was obtained from the different method subjects they have taken before the program. Thus, it is for these reasons that the present study was interested to find out the link between teaching competence and personal attributes among student teachers.

## FRAMEWORK

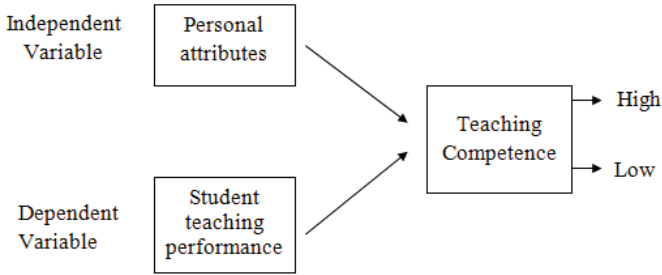


Figure 1. Conceptualized relationship between personal attributes and teaching performance among student teachers

The study was limited to the respondents' grades in their Principles and Methods of Teaching 1, Principles and Methods of Teaching 2. These subjects served as indicators of their teaching competence before their student teaching program. This would also look into the evaluation ratings given by their cooperating teachers during their student teaching program.

## OBJECTIVES OF THE STUDY

The study pursued to describe the teaching performance of the student teachers as affected by their personal attributes and grades in their method subjects. It also aimed to find the relationship between personal attributes and student teaching program of the pre-service learners. Lastly, it sought to determine the teaching competence of the respondents during their student teaching program.

## METHODOLOGY

The study used the quantitative-correlational research design. The participants of the study were the 4th year Bachelor of Elementary Education (BEED) and Bachelor of Science in Secondary Education (BSED) student teachers from school year 2009-2012. Fifty percent sample from the population of each year's graduates served as respondents. A simple random sampling technique specifically, fish bowl technique was used in choosing the respondents. Names were listed down in a piece of paper rolled and placed in the fish bowl. These names were drawn out from the fish bowl and serve as respondents. The process was repeated until 50% of the population was drawn out.

The study used survey questionnaires to collect the data. Secondary data were secured from the Registrar's Office of the VSU and Department of Teacher Education. The first mechanics in secondary data collection was to secure permission from the Registrar's Office to have access on the grades of the respondents on the different professional education method subjects and practice teaching taken. Then, the second step was to secure from the Office of the Students, Registrar's Office and the Alumni Office the personal data of the respondents like age, gender, religion, hobbies, skills/talents, honors and awards received, and membership in organization.

Frequencies, percentages, rankings, and mean, were used to describe the characteristics of the respondents. To determine the personal attributes of the students, the different identified characteristics of the respondents were measured. Their grades were obtained from the various method subjects taken before the student teaching program and were classified as high and low. Student teaching performance was measured regarding the respondents' grades they got from the student teaching program. The grades were also classified as high and low. Branching Diagram Analytical Technique (BRANDT) was used to find the relationship between the personal attributes and the teaching performance of the respondents. Moreover, Bivariate Correlation was applied to see a relationship among student teaching performance, hobbies, skills, organizations, and professional education methods grades acquired. Lastly, Analysis of Variance (One-way ANOVA) was used to interpret further and analyze the data.

## **RESULTS AND DISCUSSION**

### **Personal Factors**

The respondents were 21-30 years old with a mean of 23.85. Among 448 respondents, 182 were 25 years and above; 114 (25.45%) were 24 years old, 69 (15.40%) were 23 years old; 61 (13.62%) were 22 years old, and 22 were 21 years old. With regards to their gender, 361 (80.58%) of the respondents were female, while 87 (19.42%) were male. Moreover, 405 (90.40%) graduates were Roman Catholic, and 43 (9.6%) belonged to other religions.

The study revealed that 250 (33.56%) of the respondents loved reading books, comics, devotionals, fictional, inspirational, magazines, novels and story books as their hobby. Meanwhile, 182 (29.31%) of them loved dancing, and 128 (20.61%) loved playing sports

Regarding honors and awards received, 146 (32.49%) of the respondents were college scholars. The remaining 139 (31.03%) don't have or didn't avail any scholarship. Furthermore, regarding membership in organizations, all respondents (100%) were members of SSC (Supreme Student Council), Mentors Guild, CE-SSC, and CE (College of Education) Tigers.

**Personal Attributes and Student Teaching Performance**

*Gender and Student Teaching Performance*

The study revealed that the majority of female respondents acquired high teaching performance (See Figure 2). Additionally, almost three-fourths of the male respondents showed the same results. It means that both genders could have great chances to obtain a good performance during the student teaching program.

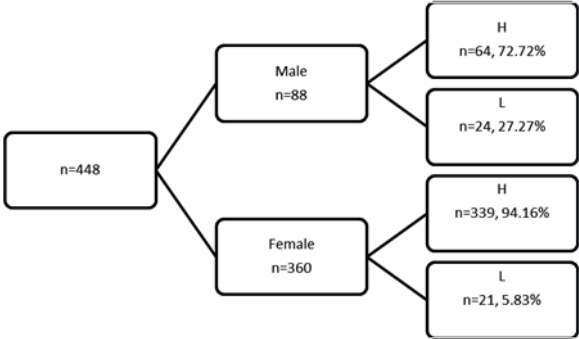


Figure 2. Relationship between gender and teaching competence

*Age and Student Teaching Performance*

The respondents' ages were classified as early and late 20's. The majority of both ages have high performance during their student teaching as shown in Figure 3. It implied that regardless of the ages of the respondents, the chance of achieving good grade in their student teaching was high.

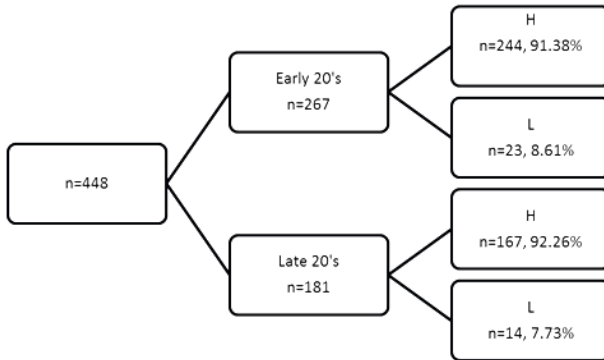


Figure 3. Relationship between age and teaching competence

*Skills/Talents as well as Hobbies and Student Teaching Performance*

The skills/talents and hobbies could also contribute to becoming competent student teachers. All of the respondents have said that they have skills/talents (See Figure 4) and hobbies (See Figure 5), and that the majority of them had good grades during their student teacher program.

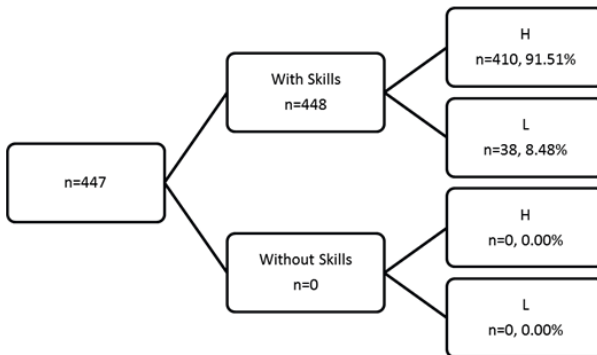


Figure 4. Relationship between skills/talent and teaching competence

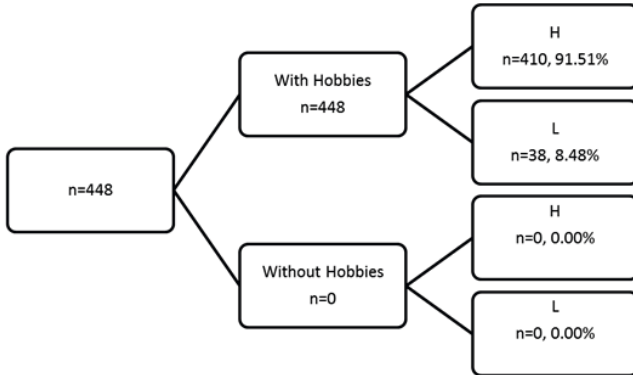


Figure 5. Relationship between hobbies and teaching competence

### *Organization and Student Teaching Performance*

The experiences acquired due to the involvement of any organizations (Curricular, extra-curricular and Greek-lettered organization) could contribute to attaining good grades during the student teacher program. It has been proven when the majority of the respondents who were members of an organization got high performance during the program (See Figure 6).

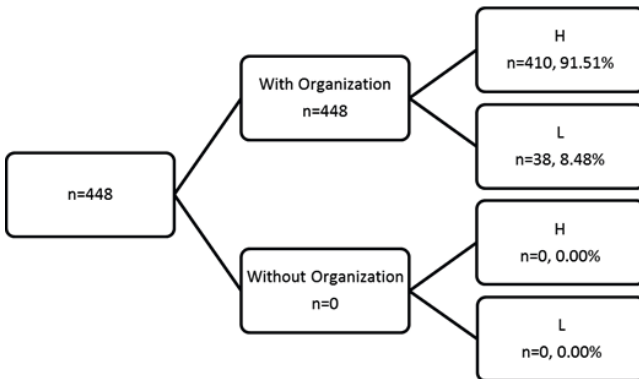


Figure 6. Relationship between organization and teaching competence

### *Scholarship and Student Teaching Performance*

Regardless of having a scholarship or none, student teachers still performed high during the program. Almost three-fourths of the respondents have a



scholarship. It was found that they performed well on their student teacher program. On the other hand, the rest of the respondents who do not have any scholarship showed remarkably the same results (See Figure 7).

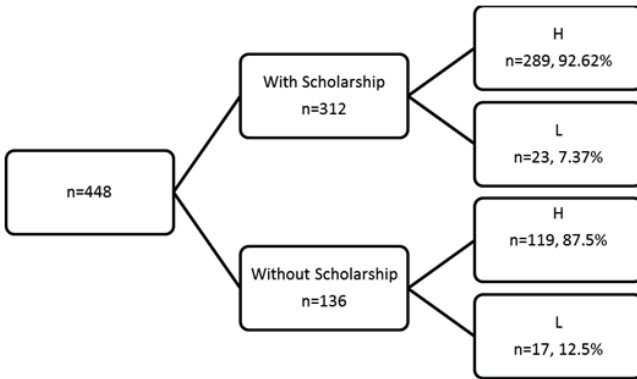


Figure 7. Relationship between scholarship and teaching proficiency

*Method subjects and Student Teaching Performance*

The respondents' performances in their method subjects were classified into high (1.00-2.00 GPA) and low (2.00-3.00). More than half of the respondents were grouped as low, and the rest were classified as high. The majority of high performers got good grades on their practice teaching. However, the majority of low performers in the method subjects remarkably got high grades in their practice teaching. It exemplified that either both high and low performers in the method subjects could perform high during their practice teaching.

The interrelationship between the performance of the different method subjects and student teaching rating was measured by using BRANDT. The result has guided positive reviews. Therefore, the performance of the student teaching program was high (See Figure 8).

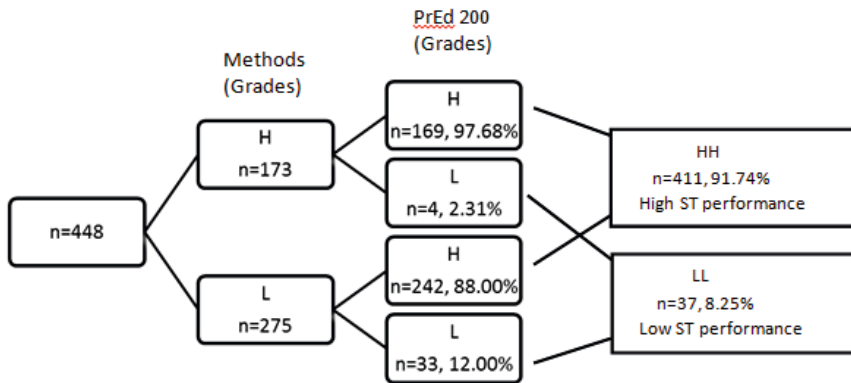


Figure 8. Method subjects performance and teaching proficiency

### Relationship of Personal Attributes to Student Teaching Performance

A bivariate correlation was applied to determine any relationship between teaching proficiency of the respondents and some of the personal attributes such as hobbies, skills, organizations, and professional education methods grades acquired.

To further understand the coding:

- Prof. Ed. 200 – Professional Education (Prof. Ed.) subject was taken by 4th yr. BEED and BSED students in their student teaching program
- Methods Ave. Grade Old – These are average (ave.) grades of Professional Education method subjects that was taken by the respondents who belongs to the old curriculum of the SY 2008 - 2011
- Methods Ave. Grade New – These are average grades of Professional Education method subjects taken by the respondents who belongs to the new curriculum of the SY 2011 – 2012

According to the bivariate correlation analyses on Table 1, there was no significant relationship among student teaching performance (Prof. Ed. 200 subject), total number of hobbies (449) =  $-0.070$ ,  $p = 0.141$  and skills (449) =  $-0.003$ ,  $p = 0.947$ .

Moreover, there was a significant relationship specifically between student teaching performance (Prof. Ed. 200 subject) and the total number of organization

(449) = -1.04,  $p = 0.028$ ; Prof. Ed. 200 subject and Prof. Educ. Method Grades (Old Curriculum) (356) = 0.376,  $p = 0.000$  and; Prof. Ed. 200 subject and Prof. Educ. Method Grades (New Curriculum) (93) = 0.262,  $p = 0.01$ .

The Analysis of Variance (One-way ANOVA) was used to analyze further and interpret the data of the significant relationship existed. The only factor that was significant was the number of the organization. Thus, it was the only variable used to compare teaching performance  $F(2,448) = 4.973$ ,  $p = 0.007$ .

Based on the results, there was a significant difference existed between the groups. It means that the more organization the students were involved in, the more subject methods they took. Then, the more competent the student teachers would be in teaching. It could be possible that being a member in an organization made them more responsible academically. According to Dugan and Komives (2007), students who involved themselves in any organizations and campus clubs indicated high scores in leadership. Moreover, their study supported other scholars that during college years, students could enhance their leadership skills while studying. Building up leadership development could enhance their academic performance, self-efficacy, character development, and personal development in return.

Table 1. Bivariate analysis of the relationship of personal attributes to student teaching performance

Category		Total No. of Hobbies	Total No. of Skills	Total No. of Organization	ProfEd 200a	Methods Ave. Grade Old	Methods Ave. Grade Old
Total No. of Hobbies	Pearson Correlation	1	.166	.166	-.070	-0.86	0.23
	Sig. (2-tailed)		.000	.000	.141	0.105	0.825
	N	449	449	449	449	356	93
Total No. of Skills	Pearson Correlation	.166**	1	.85	-.003	-.016	-.017
	Sig. (2-tailed)	.000		.071	.947	.765	.873
	N	449	449	449	449	356	93
Total No. of Organization	Pearson Correlation	.166**	.085	1	-.104*	-.217**	.141
	Sig. (2-tailed)	.000	.071		.028	.000	.178

Category		Total No. of Hobbies	Total No. of Skills	Total No. of Organization	ProfEd 200a	Methods Ave. Grade Old	Methods Ave. Grade Old
	N	449	449	449	449	356	93
	Pearson Correlation	-.070	-.003	-.104*	1	.376**	.262*
ProfEd 200a	Sig. (2-tailed)	.141	.947	.028		.000	.011
	N	449	449	449	449	356	93
	Pearson Correlation	-.086	-.016	-.217**	.376**	1	. <sup>c</sup>
Methods Ave. Grade Old	Sig. (2-tailed)	.105	.765	.000	.000		.
	N	356	356	356	356	35	0
	Pearson Correlation	.023	-.017	.141	.262*	. <sup>c</sup>	1
Methods Ave. Grade New	Sig. (2-tailed)	.825	.873	.178	.011	.	
	N	93	93	93	93		93

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

<sup>c</sup> . Cannot be computed because at least one of the variables is constant

## Teaching Competence of the Student Teachers

Regarding student teachers' attributes, this was measured by age, gender, religious affiliation, skills and talents, hobbies, scholarships and organizations, and methods. The majority of the respondents showed high student teaching performance. It concluded that the interrelationship among various personal factors, grades of the method subjects, and performance of the student teachers during the program guided a positive review (see Figure 9). The overall teaching competence of the students to the teaching program was high.

Therefore, prospective teachers should be exposed in a field for teaching experience. This was where they would be able to experiment and practice the knowledge and ideas they obtained from their method subjects, personal factors or attributes, and modeled supervisors (Al-Mutawa & Al-Dabbous, 1997).

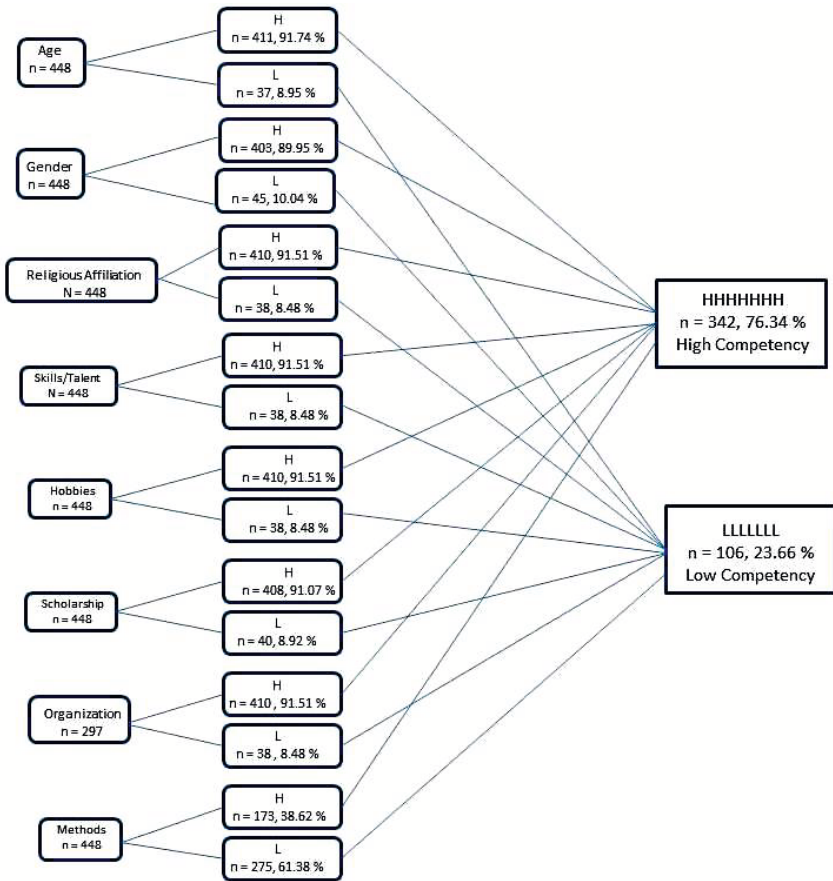


Figure 9. Student teaching competence as affected by age, gender, religion affiliation, skills/talents, hobbies, scholarship, and organization and methods

The study was limited to the grades and overall evaluation rating of the student teachers during the second semester of the school years covered in the study. The reliability of the rating provided by their supervisors may or may not be high for the student teachers were not exposed to similar set of conditions for rating purposes that would cause discrepancy in the rating process. The subjectivity and variability of ratings given by their supervisors cannot be controlled. Therefore, should be considered as limitation of the study.

Moreover, it is still recommended that personal attributes, grades of methods, and student teaching performance should be evaluated further. Future studies may consider using other instruments in measuring the level of student teaching performance and personal attributes, as well as its other indicators. In addition, it was suggested to use personal interview to the identified respondents.

## **CONCLUSIONS**

The study concluded that regardless of sex, student teachers could excel in their practice teaching. However, Seng (2001) who conducted a study in a teacher's college in Malaysia argued that gender and qualifications could impact their student teaching performance. Also, he suggested that female student teachers performed better and has higher qualifications compared to their male counterparts.

Meanwhile, the more organization the student teachers were involved in, the better their student teaching performance. Leadership can therefore increase student teachers' efficacy to become an effective teacher (Flores & Day, 2006). However, there was no significant relationship among student teaching performance, total number of hobbies, and skills and talents.

Correlation among various personal attributes, grades of the method subjects, and student teachers' performance during the program resulted into positive reviews. The overall teaching performance of the student teachers during their teaching program was high. Al-Mutawa and Al-Dabbous (1997) affirmed that this was true about student teachers' competencies in the study the conducted in the Teachers of English as a foreign language (TEFL) Practicum at Kuwait University. Personal qualities, inter-personal relationship, and student teaching program correlated to each other. Furthermore, they mentioned that the starting period of the practice teaching program was very effective in improving the students' performance. Nevertheless, those improvements slowed down in the following periods.

## **TRANSLATIONAL RESEARCH**

The findings of the study may be best translated to various media of communication for information dissemination such as newsletter, campus radio, and social media. The College of Education's practice teaching program was efficient in improving the skills and knowledge of the students. Thus, the

challenge now is how to maintain the students' performance, but the good is, affiliating with different organizations helped them perform better in student teaching. The college may also craft an organization for student teachers alone and encourage them to have affiliations to different organizations in the university.

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