

# **Predictors of Internship Performance among Graduating Teacher Education of Nueva Ecija University of Science and Technology**

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## **ABSTRACT**

Internship in the world of teaching is not only the learning tools but also a good chance for students to understand the workplace culture within the school environment. It has been progressively growing regarding its integration into the academic curriculum of higher education institutions and as a prerequisite for graduation locally and internationally. This study aimed to identify the predictors which may contribute to internship performance among graduating teacher education. The researchers used the descriptive research method with the use of questionnaires as the main tools in gathering data. Weighted mean and standard deviation was used in the study. A total of 100 respondents were involved in this study using simple random sampling. Pearson Product Moment (PPM) was used to determine the relationship between the variables. Results showed that internship performance in terms of lesson planning, teaching method, classroom management, communication skills and teachers' personality were assessed

outstanding by the respondents. And internship performance in terms of teachers' personality shows significant relationship on the organizational environment. From the findings, it was recommended by the researchers that internship coordinators should conduct regular visitations to ensure that punctuality and attendance are being witnessed and practiced. And it is also recommend that the College of Education should coordinate with the schools and other stakeholders to designate specific individual to manage and supervise the interns.

**Keywords** – Internship, teacher-education, predictors, descriptive method, Person Product Moment, Philippines

## INTRODUCTION

The competition for employment and jobs is tremendously intensive among university graduates nowadays especially in the Philippines and across the globe. Aside from skills, expertise, and competency, the experience is a dynamic element in the world of work (Mann, Spring, Evans, & Dawkins, 2011) and graduate's employability (Archer, 2010). Such experiences, today generally referred to as an internship or practicum, that are designed and intended to assist students in linking academia and their chosen profession (Omar, Ismail, Hussein, Yi, & Yunus, 2017; Narayanan, Olk, & Fukami, 2010). Universities and Colleges do this by exposing learners to new situations that force them to reflect and apply materials learned in the classroom while concurrently mounting professional competencies that might be tough and challenging to impart in traditional classroom settings.

An internship has been regarded as a strategic (D'Abate, Youndt, & Wenzel, 2009) and practical approach (Phoebe, 2010) to prepare and train university students with fundamental job knowledge and experience, thus improving and enhancing their employability in the competitive world of work. It provides invaluable experience and can change students' lives (Merritt, 2008; Saltikoff, 2017), provides an opportunity to learn specific job-related skills (Hergert, 2009), and increase students' maturity levels and can improve their self-confidence and self-concepts (D'Andrea, 2005).

Due to the increasing demand of the teacher education in the Philippines, Nueva Ecija University of Science and Technology (NEUST) as one of the Academic Institutions in Asia that offers Teacher Education Programs, provides better internship opportunities to its students and continue the endeavor in

giving the students the necessary knowledge and skills and secure the success of the institution in providing quality internship programs.

Regardless of the complexity and analytical validity of selection and choice of program of the university, it is always essential to expose interns to some kind of training before they can be effective and efficient on a new job.

Students who undergo internship program are very fortunate because they are the ones who generally take pride in mastering and learning new skills and competency. They grow to expand their future employment worth and value and for them to have new competence in their future profession, in addition, by creating learning possible, they receive their admiration, respect and build lasting relationships between students and administrators ( Anoyo, Jimenez, Matunog, Mendoza, Sarmiento, & Mojares, 2015).

Undeniably, the benefits and positive outcomes of internship programs are plenty with many previous academic types of research on it (Knouse & Fontenot, 2008; Omar et al., 2017; Muhamad, Yahya, Shahimi, & Mahzan, 2009; Okay & Ahin, 2010). However, the essence of successful internship performance lies in the different factors in their internships.

The authors have decided to conduct this study for further information and evidence, and an increase of knowledge about which among the factors affect the performance of Graduating Teacher Education of Nueva Ecija University of Science and Technology. The results of this research study will serve as a future reference for the stakeholders, administrators, instructors, curriculum planner, interns, and future researchers. This study will be beneficial to those teacher education interns and students who are in need to complete their school requirements. It also paves the way for them to improve their self-confidence, efficiency, and professionalism that will really help them to be highly capable and qualified employees. By identifying the factors affecting the performance of Graduating Teacher Education in their internship, the researchers are assertive that future interns will be more skilled, experienced and competent so that they will be ready once they joined their chosen field of profession.

## **FRAMEWORK**

The study is anchored on the survey conducted by Ch'ng, Heng, Hung, Ooi, & Soh, (2012) on factors of internship satisfaction and assessed the achievement of interns by looking into two broad factors which consist of job characteristics and organizational environment. These two factors were utilized

in the study of Graduating Teacher-Education Internship Performance of Nueva Ecija University of Science and Technology (NEUST). According to Knouse & Fontenot, (2008) individual factors such as attainment of grades, attitudes toward internships, interning with approved companies, and one's career self-efficacy are essential predictors of internship performance and satisfaction. There is also evidence that some form of support from students' university will affect internship satisfaction levels (Jawabri, 2017). Hence, the researcher will look into four key factors namely the individual factors, university support, job characteristics, and organizational environment. Results showed that individual factors, university support, job characteristics, and organizational environment, were the best predictors of internship performance (Ch'ng et al., 2012).

The first box consists of the variable which pertains to the respondents' internship performance while the second box shows the four (4) key predictors of internship satisfaction and performance. The double-headed arrow indicates the significant relationship between the Internship performance and internship predictors. See Figure 1 below which shows the relationship between the variables.

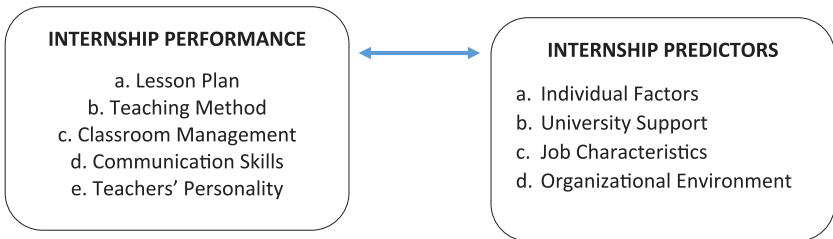


Figure 1. The Relationship of the Variables

## OBJECTIVES OF THE STUDY

The study aimed to determine the predictors affecting the performance of Graduating Teacher Education Interns in Nueva Ecija University of Science and Technology – San Isidro Campus, Nueva Ecija, Philippines. More specifically, This study aimed to (1) determine the performance of Graduating Teacher Education on their internship; (2) identify the predictors contributory to internship performance; and (3) determine the significant relationship between internship performance and internship predictors.

## METHODOLOGY

### Research Design

This research study envisioned to know which among the factors contributory to the internship performance of Graduating Teacher Education in NEUST-San Isidro Campus.

With this objective in mind, the study used a descriptive-correlation research design since they analyzed present documents relating to the internship performance and internship predictors of the Graduating Teacher Education of NEUST. This design aims to describe the relationship between variables that the researcher has no control over the independent variables, the variables that are believed to cause or influence the dependent or outcome variable (Lappe, 2000).

### Research Site

The study was conducted by the researchers in the Nueva Ecija University of Science and Technology-San Isidro Campus, Nueva Ecija, Philippines.

### Participants

One Hundred (100) graduating teacher education interns were the respondents of the study using simple random sampling. The respondents were from the different programs of Nueva Ecija University of Science and Technology-San Isidro Campus, Nueva Ecija, Philippines, for the academic year 2017-2018 namely; Bachelor of Secondary Education (BSE), Bachelor of Elementary Education (BEED), and Bachelor of Science in Industrial Education (BSIE).

### Instrumentation

Upon identifying and studying at the full range of instruments that could be similarly used to measure predictors of students' internship performance, the researchers have been able to apply them in their study. A survey instrument was adopted from D'Abate et al., (2009) because it had been validated previously in a large American study. The researchers have also utilized a combination of many other related instruments from various researches for the different factors used in their tool.

The instrument used was composed of two (2) parts: the first part was taken from the intern performance report which deals with the demonstration teaching level of compliance to their lesson planning, teaching method, classroom management, communication skills, and their personality. Items were rated as

follows: 5-Outstanding; 4-very satisfactory; 3-satisfactory; 2-needs improvement and 1-poor. The second part was dealt with the factors contributory to internship performance of Graduating Teacher Education in terms of individual factors, university support, job characteristics and organizational environment.

### **Ethics Protocol**

The study used informed consent from the respondents and applied confidentiality of information. There were letters of permission personally handed to directors, area chairman, and head of the internship program of the campus, in the gathering of data. Respondents' consent involved in the research was considered adequate.

### **Validity and Reliability**

The survey-questionnaire was subjected to the validation process by three (3) experts in the field of internship and education. Then, a pilot testing was implemented to twenty (20) students of an institution having the same characteristics with the target respondents for the study.

The analysis of the reliability of the four predictors of internship (individual factors, university support, job characteristics, and organizational development), based on the full-scale study was conducted. Table 1 below shows the summarized results of the reliability analysis.

Table 1. Results of Reliability Analysis

<b>Variables</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
Individual Factor	4	.795
University Support	4	.840
Job Characteristics	6	.850
Organizational Environment	7	.922

Cronbach's alpha reliability coefficient for individual factors, with four items, is 0.795. The Cronbach's alpha for university support, with four items is 0.840. The third variable, that is, job characteristics, with six items is 0.850. The fourth variable, and lastly, the organizational environment with seven items is 0.922. According to Sekaran, (2010) reliabilities, less than 0.60 are considered to be poor, those in the 0.7 range are deemed acceptable, and those over 0.8 are considered good. Hence, reliability testing will test the appropriateness of our questionnaire in this study. Besides, this reliability test will use Cronbach's

alpha testing which is a famous test of inter-item consistency by social researchers. The Cronbach's Alpha of this study ranged from 0.795 to 0.922, all of which were well above 0.600. Hence, all items of measurement for this study can be considered as acceptable to provide us with consistent and reliable results.

### **Data Collection**

The researchers identified the research respondents. The target population was 100 graduating teacher-education interns. The researchers submitted a request letter to the school director then presented a letter seeking permission to conduct the study. In the same manner, a formal letter was given to the chairman of the College of Education for the approval of the research study, and to the head of an internship program of the campus to get the necessary grade performance. Having been granted the permission, the researchers conducted the assessment instrument. The retrieval of the survey tool took one week after its distribution.

### **Statistical Techniques**

The data were analyzed using descriptive statistics like Mean, Standard Deviation, Percentage, Frequency, and Pearson Product Moment Correlation of Coefficient.

## **RESULTS AND DISCUSSION**

### **Internship Performance of Graduating Teacher Education in terms of Lesson Planning**

According to No, (2012) lesson planning objectives are critical to efficient and effective instruction and performance, because they help teachers plan the instructional approaches and classroom activities they will use, including the media, materials and resources to support learning.

Referring to Table 2 below, Graduating Teacher Education interns had an outstanding performance in creating a well-structured lesson plan during their final demonstration with an average weighted mean of 4.44 and a standard deviation of .42. "Objectives are stated in behavioral terms" has a highest weighted mean of 4.51 with an outstanding verbal interpretation. Congruency between objectives and subject matter had an outstanding remark with a weighted mean of 4.41.

However, the interns' performance in the lesson planning in terms of congruency between lesson objectives and assessment methods and procedures

were considered the least since it obtained the lowest mean score of 4.36. Interns being in the field of teaching as part of their training are expected to anchor their lesson objectives to the assessment method. They were surely thought on how to relate it. However, there are still some interns who need improvement with it.

Table 2. Internship Performance of Graduating Teacher Education in terms of Lesson Planning

Lesson Planning	WM	SD	Verbal Interpretation
1. Objectives stated in behavioral terms	4.51	.58	Outstanding
2. There is a congruence between objectives and subject matter	4.41	.57	Outstanding
3. There is a congruence between objectives and teaching procedure	4.49	.58	Outstanding
4. There is a congruence between objectives and assessment	4.36	.59	Outstanding
<b>Average Weighted Mean</b>	<b>4.44</b>	<b>.42</b>	Outstanding

Verbal Interpretation. Outstanding (4.20 – 5.00); Very Satisfactory (3.40 – 4.19); Satisfactory (2.60 – 3.39); Needs Improvement (1.80 – 2.59); Poor (1.00 – 1.79)

### Internship Performance of Graduating Teacher Education in terms of Teaching Method

Table 2 shows the internship performance of Teacher Education in terms of the Teaching method. It was revealed that their performance was Outstanding and among the teaching methods cited, the methods used suited to the students' needs and capability obtained the highest weighted mean of 4.44.

In the old-style system, the instruction was teacher-centered and the students' interests and needs were not considered. This is when students' teaching must change into a technique in which their needs are considered and as an outcome of the mentioned method active performance and behavior change occurs in them (Shirani Bidabadi, Nasr Isfahani, Rouhollahi, & Khalili, 2016).

The least item rated were the teacher makes use of visual aids example to illustrate his lesson with a weighted mean value of 4.31. Though it was least rated, the item got verbal interpretation of Outstanding. Interns are indeed



students who find it hard to prepare instructional materials easily, but because of the demand of the classroom setting, Instructional materials play a very vital role in the teaching and learning process. It develops the memory level of the learners (Effiong & Igiri, 2015).

Table 3. Internship Performance of Graduating Teacher Education in terms of Teaching Method

Teaching Methods	WM	SD	Verbal Interpretation
1. The method used suited to the student needs and capability	4.44	.70	Outstanding
2. The teacher executed lesson motivation and creative enough to adapt his methods to the student's capability	4.37	.66	Outstanding
3. There is more pupil activity rather than teacher activity and lesson is correlated to real life situation	4.40	.62	Outstanding
4. The teacher makes use of visual aids examples to illustrate his lesson	4.31	.68	Outstanding
5. The teacher makes effective use of the formative test after teaching	4.35	.64	Outstanding
<b>Average Weighted Mean</b>	<b>4.37</b>	<b>.66</b>	Outstanding

Verbal Interpretation. Outstanding (4.20 – 5.00); Very Satisfactory (3.40 – 4.19); Satisfactory (2.60 – 3.39); Needs Improvement (1.80 – 2.59); Poor (1.00 – 1.79)

As shown in Table 4, the performance of interns in terms of classroom management, the teacher is systematic in checking of attendance is the statement having the highest weighted mean of 4.56, with an interpretation of outstanding. The least rated was the teacher is systematic in correcting, distributing and collecting papers with 4.43 weighted mean. Therefore, the ability of the teacher to establish organize classrooms is critical to attaining positive educational results. Although sound classroom management does not guarantee effective instruction, it establishes the environment setting that makes good instruction possible (Oliver & Reschly, 2007).

Generally, the classroom management performance of the interns was measured as Outstanding with a weighted mean of 4.49.

Table 4. Internship Performance of Graduating Teacher Education in terms of Classroom Management

<b>Classroom Management</b>	<b>WM</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. The teacher is systematic in checking of attendance	4.56	.59	Outstanding
2. The teacher is systematic in giving and checking of assignment and homework	4.48	.58	Outstanding
3. The teacher is systematic in administering practice exercises and supervising group work	4.49	.61	Outstanding
4. The teacher is systematic in passing in and out of the room	4.50	.61	Outstanding
5. The teacher is systematic in correcting, distributing and collecting papers	4.43	.67	Outstanding
<b>Average Weighted Mean</b>	<b>4.49</b>	<b>.61</b>	Outstanding

Verbal Interpretation. Outstanding (4.20 – 5.00); Very Satisfactory (3.40 – 4.19); Satisfactory (2.60 – 3.39); Needs Improvement (1.80 – 2.59); Poor (1.00 – 1.79)

Table 5 shows the internship performance of the graduating teacher education in terms of communication skills. It was revealed that their performance was Outstanding with 4.31 average weighted mean. All items were rated Outstanding and among the communication skills cited, the board work of the teacher is free from errors, and the handwriting on the board and lesson plan is legible and readable got the highest mean score of 4.37.

The least rated was the correct pronunciation and grammar in speaking of the teacher with a weighted mean of 4.26. Good and better communication skills of the teacher are the basic need of academics success of the learners, and professional achievement of life. Teacher converses more instructions orally in the classroom to students. Poor communication skills of the teacher may cause failure of learners to learn and help their academics (Khan, Zia-ul-islam, Khan, & Khan, 2017). Therefore, good communication skills can lead to better performance during the internship.

Table 5. Internship Performance of Graduating Teacher Education in terms of Communication Skills

Communication Skills	WM	SD	Verbal Interpretation
1. Teacher Speaks clearly and loudly enough to be heard by the class	4.29	.69	Outstanding
2. The teacher uses the correct pronunciation and grammar in speaking	4.26	.71	Outstanding
3. The teacher was able to elicit the correct answer from the student through skillful questioning	4.33	.77	Outstanding
4. The board work of the teacher is free from errors, and the handwriting on the board and lesson plan is legible and readable.	4.37	.73	Outstanding
<b>Average Weighted Mean</b>	<b>4.31</b>	<b>.73</b>	Outstanding

Verbal Interpretation. Outstanding (4.20 – 5.00); Very Satisfactory (3.40 – 4.19); Satisfactory (2.60 – 3.39); Needs Improvement (1.80 – 2.59); Poor (1.00 – 1.79)

As presented in Table 6, the statement that “teachers are neat and well-groomed” got the highest weighted mean of 4.70 with a verbal interpretation of Outstanding. A well-groomed teacher is personally effective in and outside the classroom. This could create a climate of positive teaching and learning situation (Bondoc, 2011). It was revealed that majority of the respondents were neat during their final demonstration.

Table 6. Internship Performance of Graduating Teacher Education in terms of Teachers’ Personality

Teachers’ Personality	WM	SD	Verbal Interpretation
1. The teacher is neat and well-groomed	4.70	.48	Outstanding
2. The teacher is free from mannerisms that tend to disturb the student’s attention	4.33	.75	Outstanding
<b>Average Weighted Mean</b>	<b>4.52</b>	<b>.62</b>	Outstanding

Verbal Interpretation. Outstanding (4.20 – 5.00); Very Satisfactory (3.40 – 4.19); Satisfactory (2.60 – 3.39); Needs Improvement (1.80 – 2.59); Poor (1.00 – 1.79)

Table 7 presents the Predictors of Internship Performance of graduating teacher education of NEUST. It indicates that Job Characteristics was the highest predictors on internship with a weighted mean of 4.21, a verbal interpretation of very effective, and a standard deviation of .60. According to D’Abate et al.,

(2009) the characteristics of a job is a set of variables with regards of what an employee does at or during work, and expose interns to the same job dimensions, qualities of supervision and school work environments that a full-time employee experiences.

Internship predictors that are effective in the performance of the graduating teacher education during internship were University Support and Individual Factors with a weighted mean of 4.11 and 3.90 respectively. University support is essential whereby university supervisors work with students at a distance and functions as consultants when emergencies or problems regarding internship arise (Klee, 2011). These supervisors are called upon at any time where there are stressful situations faced by interns. Therefore, a supportive relationship between a university supervisor and an intern student is critical to each intern's performance (Smits, 2006). Wen (2010) explored the degree to which the characteristics of student interns account for their internship success. To facilitate internship success, interns prefer to have the necessary knowledge of the field and that the internship was associated with their major of study (Phoebe, 2010).

Organizational Environment has the least rated factors with a weighted mean of 3.37 with a verbal interpretation of uncertain. Organizational environment, or also known as school working environment, covers areas such as learning opportunities, school career development opportunities, support from the school administrators, principals and other co-workers (Renganathan, Ambri Bin Abdul Karim, & Su Li, 2012).

This implies that some school administrators, teachers and personnel in their respective intern schools do not provide enough and adequate help and resources during their internship. However, other interns see the important role of the administrators in the success of their internship.

Table 7. Predictors of Internship Performance of Graduating Teacher Education

	<b>Internship Predictors</b>	<b>WM</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1.	Individual Factors	3.90	.62	Effective
2.	University Support	4.11	.61	Effective
3.	Job Characteristics	4.21	.60	Very Effective
4.	Organizational Environment	3.37	.40	Uncertain
	<b>Average Weighted Mean</b>	<b>3.90</b>	<b>.39</b>	<b>Effective</b>

**Note:** Very Effective (4.20 – 5.00); Effective (3.40 – 4.19); Uncertain (2.60 – 3.39); Less Effective (1.80 – 2.59); and Ineffective (1.00 – 1.79)

## **The Relationship between the Internship Performance of Graduating Teacher Education and the Predictors contributory to their Internship Performance**

Based on the table below, only teachers' personality shows significant relationship on organizational environment. This was supported with the obtained r-value which shows perfect correlation with  $.216^*$  at 0.05 level of significance, thus the null hypothesis of no significant relationship between the internship performance in terms of teachers' personality and predictors in terms of organizational environment is rejected. This means that the good and better organizational environment, the better the performance of the teacher education intern and the confidence to their job. According to Jawabri (2017), there is a certain level of importance regarding support and provision not only in the practicum training procedure but also for permanent employees. A working environment with high levels of supervisory and managerial support will have a profound impact on the job performance, satisfaction for the job, organizational commitment and turnover targets and also reduced intern or employee role conflict, role haziness, and absenteeism (Dixon, Cunningham, Sagas, Turner, & Kent, 2005). Huang & Jia, (2010) found that the presence of a shared and formal learning experience, as well as support from co-workers and supervisors, help reduce stress and frustration of interns in the new workplace. The authors also added that the organizational support is vital in assisting newcomers to establish social ties and identifies within the group. The outcomes of socialization as well as task mastery, which involves learning the task of the new job, obtaining self-confidence, and gaining a favorable job performance level both contribute to internship performance (Huang & Jia, 2010). However, other variables do not show significant relationship and imply that the internship performance of the graduating teacher education is not affected by the above mentioned contributing factors.

Table 8. Relationship between the Internship Performance of Graduating Teacher Education and the Predictors contributory to their Internship Performance

Internship Performance	Internship Predictors							
	Individual Factors		University Support		Job Characteristics		Organizational Environment	
	<i>r</i> -value	<i>I</i>	<i>r</i> -value	<i>I</i>	<i>r</i> -value	<i>I</i>	<i>r</i> -value	<i>I</i>
Lesson Planning	-.159	<i>N</i>	-.067	<i>N</i>	-.040	<i>N</i>	-.065	<i>N</i>
Teaching Method	-.114	<i>N</i>	-.019	<i>N</i>	-.087	<i>N</i>	-.063	<i>N</i>
Classroom Management	.100	<i>N</i>	.019	<i>N</i>	-.052	<i>N</i>	.151	<i>N</i>
Communication Skills	.137	<i>N</i>	.100	<i>N</i>	.113	<i>N</i>	-.076	<i>N</i>
Teachers' Personality	.070	<i>N</i>	.081	<i>N</i>	.125	<i>N</i>	.216*	<i>P</i>

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

Legend: +-1.00 (Perfect Correlation – P); +- 0.91-0.99 (Very High Correlation – VH); +-0.71-0.90 (High Correlation – H); +-0.41-0.70 (Moderately Correlation – M); +-0.21-0.40 (Low Correlation – L); +-0.01-0.20 (Negligible Correlation – N); 0.00 (No Correlation – NC)

## CONCLUSION

After a systematic analysis of the findings of the study, the internship performance of Graduating Teacher Education in terms of lesson planning, teaching method, classroom management, communication skills and teachers' personality were assessed outstanding by the respondents. The teacher education interns agreed that individual factor, university support, job characteristics and organizational environment contribute to their internship training. And internship performance in terms of teachers' personality shows significant relationship on organizational environment. Hence it was found out that the organizational environment was a good predictor of internship performance.

## RECOMMENDATIONS

The internship coordinators should conduct regular visitations to the student-teacher interns to ensure that punctuality and attendance in the internship training are being witnessed and practiced. The College of Education

should coordinate with the schools and other stakeholders to designate specific individual to manage and supervise the interns. Seminars, trainings and workshop appropriate to the course taken by students may be conducted. For the future researchers, further studies should be conducted regarding the present topic may be done to discover other features of the present study and similar study can be conducted to prove if the outcome of the study is reflective to all schools.

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