

Student Teachers' Instructional Performance of a College of Teacher Education

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Abstract - This study looked into the teaching performance of the Bachelor of Elementary Education (BEEd) student teachers of the College of Teacher Education, University of Northern Philippines, School Year 2009-2010. It look into the level of teaching and academic performance of the student teachers. It also sought the level of academic performance and mastery of their subject matter and determined its significant relationship between the level of teaching performance and academic performance. The study used the descriptive survey method of research that analyzed the teaching performance pointed out by the student teachers. Mean, percentage and frequency counting, and the Pearson Product Moment coefficient of Correlation were used. Results showed that the student teachers' academic performance was very good. Most of them have a 94 percent mastery

of the subject matter. Teacher's personality got the highest mean rating among the different criteria and Questioning Skills tend to be the lowest among them, but still fell on a very good descriptive rating.

Keywords – student teachers, teaching performance, academic performance

INTRODUCTION

The College of Teacher Education in the University of Northern Philippines prepares outstanding future educators exemplified through their commitment to integrity and ethics, effective communication, and self-leadership as prescribed by the Code of Ethics of Professional Teachers.

Student teaching is a college-supervised instructional experience; usually the culminating course in the university/college undergraduate education. Examples of programs include Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSEd), Bachelor of Science in Industrial Education, and Bachelor of Library and Information Science (BLIS) though the latter does not go into a teaching profession. Student teaching is required for students who are not yet certified to teach.

Student teaching is an integral component of the College of Teacher Education Program that provides students a field experience in their area and grade level of interest, giving them the opportunity to demonstrate program competency and mastery of education knowledge and skills in a live classroom setting. Student teaching is designed to prepare students to assume the duties of a certified classroom teacher, emphasizing the achievement of recognized state and national standards and leading to certification.

Thus, teaching performance encourages teachers as well as student teachers to look at not only what people say, but what they do, including how they perform in their day to day lives.

FRAMEWORK

Studies related to the research work were the researchers' guideposts in undertaking this investigation.

Dela Rosa, et. al (2004) on Program Analysis of Student Teaching of the Central Luzon State University evaluated the student teaching program of the Central Luzon State University - College of Education during the second semester of SY 2002 – 2003. The student teacher respondents gave Very Good ratings on the fifteen parameters on orientation and Very Good on the eight parameters on supervision. On personal competencies, the cooperating teachers were rated excellent. Professional competencies were also rated excellent. The student teacher respondents obtained excellent grade in student teaching, a clear evidence that they have mastered the competencies instilled by the program.

Panton (1996) conducted a study entitled "Improving graduate student teacher performance in general physical education programs." The purpose of this study was to determine the effects of a pedagogical induction program (IP) on Graduate Teaching Assistants' (GTAs) teaching performance in a major university's general physical education program. GTAs are responsible for most undergraduate instruction with little or no knowledge of effective teaching practices. In general physical education programs, GTAs are likely to be the last resource for undergraduates to learn motor skills associated with life-long physical activity.

OBJECTIVE OF THE STUDY

This study looked into the self-assessment on study habits and personality dimension of the first year students of the College of Teacher Education, University of Northern Philippines, School Year 2009-2010.

MATERIALS AND METHODS

Research Design. The study made use of the descriptive survey method of research. This was used to describe and analyze the BEED student teachers' teaching performance of the College of Teacher

Education of the University of Northern Philippines, Vigan City, Ilocos Sur, Philippines.

Population. The 27 Bachelor of Elementary Education (BEEd) student teachers were the respondents of the study. These student teachers were rated by their cooperating teachers both in-campus and off-campus, coordinators, peers, and self.

Data Gathering Instrument. The main instrument used by the researchers in this study is the Pre-Service Teachers Actual Teaching Evaluation Checklist adopted from the NCBTS manual.

Statistical Treatment. Frequency count and percent distribution was used to determine the mastery of the subject matter of the respondents. Mean was used to describe the level of teaching performance of the student teachers on their actual student teaching. Pearson Product Moment Coefficient of Correlation was used to determine the relationship between variables. The significance of the correlation coefficients was tested at the .05 probability level.

RESULTS AND DISCUSSION

The data gathered were presented in tabular form, analyzed and interpreted in this section.

Table 1. Item mean ratings of the BEED student teachers in terms of their academic performance

Subjects	x	DR
General	1.97	Very Good
Major	1.93	Very Good
Professional	1.94	Very Good
Overall	1.95	Very Good

It can be noted in the table that the BEED student teachers have a “Very Good” academic performance as described by their mean rating of 1.95. The differences of their grades in their general, major, and professional subjects were too closed with each other. This could only mean that the student teachers are very dedicated in their studies. They tend to be better in their school work.

Table 2. Percentage of mastery of the subject matter taught by the BEED student teachers

Mastery of the Subject Matter	f	Percentage
95	1	3.7
94	4	14.81
93	3	11.11
91	3	11.11
90	2	7.41
89	2	7.41
87	2	7.41
86	2	7.41
85	2	7.41
84	2	7.41
83	1	3.70
81	2	7.41
80	1	3.70
Overall	27	100

It can be seen in the table that most of the student teachers have a 94 percent mastery of the subject matter. Only 1 got 95, 83 and 80 percent. This could only mean that the pupils of these student teachers were very good.

Table 3. Item mean ratings of the BEED student teachers in their teaching performance

Evaluators Criteria	Coordinators		Cooperating Teachers (In-Campus)		Cooperating Teachers (Off-Campus)		Peers		Self		Overall	
		DR		DR		DR		DR		DR		DR
1. Teacher's Personality	4.36	VG	4.41	VG	4.57	O	4.68	O	4.28	VG	4.46	VG
2. Lesson Planning	4.43	VG	4.55	O	4.53	O	4.41	VG	4.19	VG	4.42	VG
3. Content	4.16	VG	4.20	VG	4.34	VG	4.56	O	3.95	VG	4.24	VG

4. Teaching Methods	4.32	VG	4.38	VG	4.41	VG	4.57	O	4.19	VG	4.37	VG
5. Classroom Management	4.16	VG	4.17	VG	4.27	VG	4.41	VG	4.13	VG	4.26	VG
6. Questioning Skills	3.90	VG	4.05	VG	3.96	VG	4.37	VG	3.85	VG	4.02	VG
Overall	4.22	VG	4.29	VG	4.35	VG	4.50	O	4.10	VG	4.30	VG

The overall mean rating of the student teachers in their teaching performance is 4.30 and described as “Very Good.”

Teacher’s personality has the highest mean rating of 4.46 and interpreted as “Very Good.” On the other hand, questioning skills got the lowest mean rating of 4.02 and described as “Very Good,” still. This connotes that the BEED Student Teachers’ personality is given more importance than their questioning skills.

As reflected also on the table, their peers have the highest mean rating assessment of 4.50 and interpreted as “Outstanding,” to these student teachers but still, they rated themselves with the lowest mean rating of 4.10 and fell on a “Very Good” descriptive rating. This shows that the student teachers have a little trust with themselves when teaching. They believe that they need more practice especially in facing their pupils.

As manifested on Table 4, there is no significant relationship between the academic performance and teaching performance of the BEED Student teachers. This implies that the academic performance of these student teachers does not affect their teaching performance. There are some students who do not excel academically but who are excellent in teaching.

Table 4. Correlation coefficient showing the significant relationship between the academic and teaching performance of the BEED student teachers

Academic Performance Teaching Performance	Basic Subjects	Major Subjects	Professional Subjects	Overall
Teacher’s Personality	.2548	-.1358	.1730	.1155
Lesson Planning	*.3738	-.0983	.0672	.1202
Content	.0750	-.3468	.0185	-.0956

Teaching Method	.1753	-.1680	-.0440	-.0242
Classroom Management	.3314	.1677	.1729	.2544
Questioning Skills	.0109	-.3631	-.0674	-.1632
Overall	.2694	-.2002	.0636	.0455

On the other hand, lesson planning is significantly related with their basic subjects. This signifies that their manner of lesson planning is affected by their basic subjects like communication skills. Writing, listening, speaking and reading are some basic topics learned in their basic subjects. Their way of lesson planning is influenced because the more you are good in these communication skills, the better you can make good lesson plans.

Table 5. Correlation coefficients showing the significant relationship between the mastery of subject matter and teaching performance of the BEEd student teachers

Teaching Performance	Mastery of the Subject Matter
Teacher's Personality	.1652
Lesson Planning	*.3974
Content	.3157
Teaching Method	*.4093
Classroom Management	.1677
Questioning Skills	.2434
Overall	.2831

As a whole, there is no significant relationship between the mastery of subject matter and the teaching performance of the BEED student teachers. This means that these student teachers' instructional performance has no affect with the result of the test/evaluation given to the pupils. There are some factors to consider why the result of the mastery of subject matter has no bearing with their performance like, pupils' intelligence, environment, and the like.

Meanwhile, student teachers' teaching performance in Lesson Planning and Teaching Method are significantly related with the result of the mastery of the subject matter. This implies that their lesson

plans and strategies/techniques in teaching affect the result of the test/evaluation of the pupils. This is due to the different scores obtained by the pupils taught by these student teachers.

Table 6. Correlation coefficients showing the significant relationship between the academic performance and mastery of subject matter of the BEED student teachers

Academic Performance	Mastery of the Subject Matter
Basic Subjects	*.5201
Major Subjects	.0120
Professional Subjects	.2701
Overall	.3050

As reflected in the table, there is no significant relationship between the academic performance and the mastery of subject matter of the BEED student teachers. This implies that the academic performance of these student teachers does not affect their mastery of the subject matter. There are some students who do not excel academically but are excellent in teaching, which follows a high mastery of the subject matter.

Their basic subjects are significantly related with their mastery of subject matter. This signifies that the result of the test/evaluation given by these student teachers is affected by their basic subjects. It is a fact that basic subjects are important topics used in the higher years. These are the essential subjects needed as they go up on higher years which they can use in their teaching skills.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The student teachers' academic performance was VERY Good.
2. Most of them have a 94 percent mastery of the subject matter.
3. Teacher's personality got the highest mean rating among the different criteria and Questioning Skills tend to be the lowest among them but still fell on a very good descriptive rating.

4. There is no significant relationship between the teaching performance and their academic performance.

RECOMMENDATIONS

Based from the aforementioned conclusions, the following recommendations are forwarded:

1. The teaching performance of the student teachers' questioning skills needs to be enhanced.
2. Their communication skills should be improved. They should be helped in articulating their ideas and thinking process. Promote risk-taking and problem solving. Encourage convergent and divergent thinking.
3. Their self-esteem should be uplifted or strengthened.
4. More time should be allotted in their practice teaching especially in the In-Campus training so that they will be ready when exposed to public or other schools.
5. Lesson planning and teaching methods must be given emphasis in their Professional subjects. The students must be exposed with the different methods, techniques and strategies being used in teaching. More practice in writing lesson plans should be done.

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