LEVEL OF PERFORMANCE OF BSED STUDENT TEACHERS IN TACLOBAN CITY DIVISION

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ABSTRACT

Teachers have a great share in preparing the students face the reality of life. They are the facilitator of knowledge which takes more than mastery of subject or skills in methodology. Students' learning and development rely heavily on the effectiveness of the teacher. To ensure competent graduates a specialized pre-service preparation is offered in Teacher Education Curriculum. With the end goal of improving student-teachers 'performance, this study determined the level of performance of BSED student teachers in Tacloban City Division as perceived by the cooperating teachers and student teachers themselves. The level of performance of student teachers was determined in terms of instructional skills, organizational skills, human relation skills and professionalism. A descriptive-survey approach was used in this study. Results showed that the student teachers performances along the four skills are generally perceived to be very satisfactory. The study indicated that there is no significant relationship between level of performance on instructional skills, organizational skills, human relation skills except for their professionalism related attitude. It is recommended that Teacher Education students should engage with varied experiences, methods and techniques in their professional education subjects in order for them to be equipped with the skills needed in the world of teaching. Educators should demonstrate values integration aligned with the subjects being taught to enhance students' ability to emulate once they will be in the teaching profession.

Keywords: Instructional Skill, Organizational Skill, Human Relation Skills, Professionalism,
*   Cooperating teachers, Attitude*

1. INTRODUCTION

Teachers play a very important role in the lives of students. Because of this role, the teachers are considered as one of the noblest human beings since they have the heart to assume great responsibility to society in the development of good citizens; the teacher is the one who inculcates the mind, heart and soul of students.

In the Philippines, teaching is considered as a profession, and like other professions, it requires an extended period of specialized pre-service preparation that is, student teaching. By "teacher education" we mean professional preparation of a person to accomplish the work of a "teacher" successfully. Based on observation, without a good teacher even the best system of education is bound to fail (Kabirs). Student teaching is the climax of this pre-service preparation. It is believed that the quality of teachers could be raised by improving their pre-service training. In CHED Memorandum Order (CMO) 30, s. 2004 entitled "Revised Policies and Standards for Undergraduate Teacher Education Curriculum". Field Study courses are given emphasis in order to strengthen experiential learning courses, where student teachers are exposed to real teaching environment.

During the student-teaching period, he/she will be exposed to various ideas, forces and activities operating within a school. In view of multiplicity of experiences in the total pattern of student teaching, it may not be possible for an individual to experience everything. To profit most from student teaching, one should seek out as many experiences as possible, involving of course the areas where he/she felt weakest and most likely to encounter difficulty as a full time teacher later.

As observed, most of the student teachers encountered problems with regard to classroom management. They could hardly manage the class well, though some of them could deliver the lesson but does not show good performance, little learning took place, it maybe because students were not paying attention during the discussion of the lesson. This is supported by the study of Rivera and Sembrano (1992). It was revealed in the findings that well-managed classroom will provide the learners' opportunities for maximum growth and development.

This study aimed to pinpoint the strengths and weaknesses of teacher education program along the level of performance of student teachers particularly on instructional skills, organizational skills, human relation skills and professionalism, as perceived by the cooperating teachers and the student teachers themselves.

Instructional skills included mastery of the subject matter, communication skills, and technical skills, preparation/utilization of instructional materials, lesson planning and evaluation. Organizational skills included administration of classroom activities, disciplining students, structuring the classroom and time management. Human relation skills included relationship with cooperating teachers/school officials and relationship with students. Professionalism included personal and social qualities and occupational attitude.

This study also measured if there is a significant difference between the level of performance of student teachers as perceived by the two groups of respondents. This study focused on student teachers since they are the future educators who will cultivate the minds of the next generation. The result of the investigation could be the basis for the formulation of appropriate development program for the improvement of performance of the secondary student teachers in the world of teaching.

2.0 METHODOLOGY

To attain the objectives of this study, the descriptive-survey approach was used. The purpose of this study was to determine the level of performance of secondary student teachers of Tacloban City Division along instructional skills, organizational skills, human relation skills and professionalism as perceived by the two groups of respondents.

The subjects of the study were the cooperating teachers and the student teachers coming from different secondary schools of the City Division of Tacloban namely: Leyte National High School, Marasbaras National High School, Sagkahan National High School, Cirilo Roy Montejo National High School and San Jose National High School.

Two sets of questionnaires were used as fundamental tools in gathering the data. The questionnaires were structured based on: the performance appraisal for student teachers used by the College of Education of Eastern Visayas State University and related studies.

The study had two groups of respondents: 99 cooperating teachers and 104 student teachers. The questionnaires used for cooperating teachers contained items about the level of performance of student teachers in terms of instructional, organizational, human relation skills and professionalism and was answered using the 5 point scale. The instrument used for student teachers contained profile and attitude towards teaching and contained the level of performance in terms of the four skills.

In gathering the data, the researcher sought permission from the Schools Division Superintendent of Tacloban City, school heads/principals of the five secondary schools of Tacloban City.

Data gathered were analyzed using weighted means. ANOVA was used in interpreting the difference of performance of student teachers as perceived by the two groups of respondents. Pearson Product Moment and Scheffe's Test were also utilized.

3. RESULTS AND DISCUSSION

Table 1 shows the data on attitude of the student teachers. The findings show that out of 104 student teachers, 57 or 54.81 percent had a very favorable attitude towards teaching. The overall mean was 4.17 interpreted as favorable.

These findings imply that, despite of the difficult experiences during practice teaching period they still have a favorable attitude towards teaching maybe because teaching was their personal choice as a career.

Table 1 - ATTITUDE OF STUDENT TEACHER TOWARDS TEACHING

Description	Frequency	Percentage (%)
Very Favorable	57	54.81
Favorable	25	24.04
Moderately Favorable	10	9.62
Slightly Favorable	7	6.73
Unfavorable	5	4.81
TOTAL	**104**	**100**
Overall Mean	**4.17**	**Favorable**

Many studies revealed that teachers, who are having high level of attitude towards their teaching profession, perform better in the field of teaching; they administer the educational system in an excellent manner. The attitude of teachers towards teaching is an important variable. The primary attribute of a good teacher is the ability to create warm, friendly atmosphere in the classroom. It is not enough if the prospective teachers are empowered with knowledge and skills but they should have a favorable attitude towards teaching which in turn influences their teaching performance. It means that attitude plays a vital role in this field. Knowing the attitude of the teacher trainees, we would be able to identify better teachers for the society apart from their "interest in teaching" and "aptitude". A higher degree of attitudinal changes is very important in order to help the present and the next generations.

LEVEL OF PERFORMANCE OF STUDENT TEACHERS

In this study, the level of performance of student teachers refers to the student teachers' abilities in performing different job requirements and responsibilities along the four skills.

Instructional skill includes six competency indicators, namely: mastery of the subject matter; communication skills; technical skills; preparation/utilization of instructional materials; lesson planning; and evaluation. The data below reveals the student teachers' performance along the six skills mentioned.

Table 2 - Instructional Skills

INSTRUCTIONAL SKILLS	Cooperating Teachers			StudentTeachers		
	X	Rank	Description	X	Rank	Description
Mastery of the Subject Matter	3.68	4	VS	4.16	3	VS
Communication Skills	3.7	3	VS	4.02	5.5	VS
Technical Skills	3.4	6	S	4.19	2	VS
Preparation/Utilization Of Instructional Materials	3.45	5	S	4.02	5.5	VS
Lesson Planning	3.8	1	VS	4.25	1	VS
Evaluation	3.72	2	VS	4.07	4	VS
Mean	**3.63**		**VS**	**4.12**		**VS**

First in rank as perceived by the two groups of respondents is on lesson planning. They had different perceptions on items which ranked last, for cooperating teacher the item that ranked last was on "technical skills", while for student teachers it was on "communication skills and

preparation/utilization of instructional materials". This implies that even if the two groups of respondents had different perceptions on instructional skills; most of them agree that student teachers were equipped with knowledge and skills on lesson planning.

Table 3 shows that the perception of the two groups of respondents for organization skill, it had a mean scores of 3.72 and 4.1 respectively, all interpreted as very satisfactory. The two groups of respondents interpreted almost the same except for item on disciplining students. It ranked third based on the perception of the cooperating teachers but ranked 1.5 on the perception of student teachers. It implies that based on perception of cooperating teachers, student teachers could hardly discipline the students. They need improvement in classroom management. We know for a fact that classroom management is one of the most important skills that student teachers should possess. Teaching and learning process would be a failure if the management skill of a teacher is poor.

Table 3 - Organizational Skills

ORGANIZATIONAL SKILLS	Cooperating Teachers			StudentTeachers		
	X	Rank	Description	X	Rank	Description
Administration of classroom activity	3.8	2	VS	4.08	3	VS
Disciplining students	3.72	3	VS	4.2	1.5	VS
Structuring the classroom	3.46	4	S	3.9	4	VS
Time Management	3.88	1	VS	4.2	1.5	VS
Mean	**3.72**		**VS**	**4.1**		**VS**

As shown in table 4, in terms of human relation skills of the student teachers, the two groups of respondents have the same perception in terms of its ranking on the identified items. On the group of cooperating teachers, it had a mean of 4.08 and on student teachers, had a mean of 4.4, both interpreted as very satisfactory. It implies that the student teachers established good relationship with their cooperating teachers/school officials and also with the students.

Table 4- Human Relation Skills

HUMAN RELATION SKILLS	Cooperating Teachers			StudentTeachers		
	X	Rank	Description	X	Rank	Description
Relationship with Cooperating Teachers/School Officials	4.38	1	VS	4.7	1	E
Relationship with Students	3.78	2	VS	4.1	2	VS
Mean	**4.08**		**VS**	**4.4**		**VS**

Table 5 presents the summary of performance of student teachers on professionalism. As reflected on the table, both groups of respondents rated the skills of student teachers as very satisfactory.

Student teachers were perceived to show good performance on personal and social qualities since it ranked first in the perception of the two groups of respondents.

Table 5- Professionalism

PROFESSIONALISM	Cooperating Teachers			Student Teachers		
	X	Rank	Description	X	Rank	Description
Personal and Social Qualities	4.3	1	VS	4.28	1	VS
Occupational Attitude	3.76	2	VS	3.86	2	VS
Mean	**4.03**		**VS**	**4.07**		**VS**

Table 6 presents the summary of performance of student teachers along the four identified skills. The overall mean of 3.87 as perceived by the cooperating teachers; 4.17 as perceived by student teachers all interpreted as very satisfactory, were revealed.

Based on the perceptions of cooperating teachers, results imply that student teachers were not adequately equipped in the instructional skills, it ranked 4. Further implication would be that they needed to develop more skills in the mastery of subject matter, communication skills, preparation/utilization of instructional materials, and evaluation of students performance.

The table further shows that there were some similarities in the perception of the two groups of respondents on organizational skills and human relation skills; however, they differed in their perceptions on instructional skills and professionalism. While cooperating teachers' perception on

instructional skills of student teachers ranked last, it was for student teachers professionalism ranked last.

Professionalism is exhibited in many ways and encompasses both attitudes and behaviors. Student teachers believed that they need to improve their occupational attitude in order to show better if not the best teaching performance along teacher competence.

Table 6 - SUMMARY OF PERFORMANCE OF STUDENT TEACHERS ALONG THE FOUR SKILLS

SKILLS	Cooperating Teachers			Student Teachers		
	X	Rank	Description	X	Rank	Description
INSTRUCTIONAL SKILLS	3.63	4	VS	4.12	2	VS
ORGANIZATIONAL SKILLS	3.72	3	VS	4.1	3	VS
HUMAN RELATION SKILLS	4.08	1	VS	4.4	1	VS
PROFESSIONALISM	4.03	2	VS	4.07	4	VS
Mean	**3.87**		**VS**	**4.17**		**VS**

Presented in Table 7 are the results of the Analysis of Variance (ANOVA) in finding out the differences on the performance level of student teachers along instructional skills, organizational skills, human relation skills and professionalism as perceived by the two groups of respondents. This was supported with comparison of means using scheffe's test as reflected in Table 8.

Instructional Skills.   Instructional skills which included mastery of the subject matter, communication skills, technical skills, preparation/utilization of instructional materials, lesson planning and evaluation, yielded an f-value of 20.352, 13.456, 9.902, 9.998, 24.152 and 12.152 respectively. All of these values were interpreted as significant. These findings revealed that all respondents had common perceptions of the student teachers' performance on instructional skills in terms of specific indicators identified. Based on the mean values obtained by the student teachers, it is significantly different when compared with the mean values based on the perception of all the respondents.

Organizational Skills. There were four indicators identified under organizational skills, namely: administration of classroom activities with f-value of .102, disciplining students with f-value of 21.317, structuring the classroom with 1.261 and time management with f-value of 11.125. The two of the computed f-values interpreted was not significant and interpreted as significant these are for the disciplining students and time management.   These could mean that the respondents had different perceptions on performance of student teachers on this particular skill.

Human Relation Skill. Student teachers were likewise assessed on their human relation skills to their relationship with cooperating teachers/school officials and relationship with students. The computed f-value was 7.689 and 5.601 both interpreted as significant. These findings could mean that the mean values significantly differ based on the perception of the respondents.

Table 7 - DIFFERENCES BETWEEN PERFORMANCES OF STUDENT TEACHERS ALONG THE FOUR SKILLS

Variables	F-Value	P-Value	Interpretation
A. INSTRUCTIONAL SKILLS	20.651	.000	Significant
• Mastery of the Subject Matter	20.352	.000	Significant
• Communication Skills	13.456	.000	Significant
• Technical Skills	9.902	.000	Significant
• Preparation/Utilization Of Instructional Materials	9.998	.000	Significant
• Lesson Planning	24.152	.000	Significant
• Evaluation	12.152	.000	Significant
B. ORGANIZATIONAL SKILLS	2.387	.068	Not Significant
• Administration of classroom activity	.102	.959	Not Significant
• Disciplining students	21.317	.000	Significant
• Structuring the classroom	1.261	.286	Not Significant
• Time Management	11.125	.000	Significant
C. HUMAN RELATION SKILLS	8.538	.000	Significant
• Relationship with Cooperating Teachers/School Officials	7.689	.000	Significant
• Relationship with Students	5.601	.001	Significant
D. PROFESSIONALISM	12.633	.000	Significant
• Personal and Social Qualities	6.890	.000	Significant
• Occupational Attitude	17.348	.000	Significant

Table 8 - COMPARISON OF MEANS USING SCHEFFE'S TEST

Skills	MEAN	
	Cooperating Teachers	Student Teachers
A. INSTRUCTIONAL SKILLS		
• Mastery of the Subject Matter	19.22	21.59
• Communication Skills	19.84	21.44
• Technical Skills	18.45	22.02
• Preparation/Utilization Of Instructional Materials	22.64	25.52
• Lesson Planning	23.29	26.38
• Evaluation	18.88	18.8
Total	18.22	20.4
B. ORGANIZATIONAL SKILLS		
• Administration of classroom activity	18.88	21.91
• Disciplining students	18.83	21.56
• Structuring the classroom	18.51	21.60
• Time Management	19.48	23.38
Total	18.93	22.1
C. HUMAN RELATION SKILLS		
• Relationship with Cooperating Teachers/School Officials	21.36	23.26
• Relationship with Students	20.23	22.52
Total	20.8	22.89
D. PROFESSIONALISM		
• Personal and Social Qualities	20.91	22.89
• Occupational Attitude	20.04	22.00
Total	20.48	22.45

Professionalism. Professionalism included personal and social qualities of student teachers and their occupational attitude which yielded an f-value of 6.890 and 17.348 both interpreted as significant. These findings revealed that the two groups of respondents had common perceptions of student teachers' performance on professionalism. The mean values significantly high which signifies that the two groups of respondents believe that professionalism as a skill affects teaching performance.

Therefore the null hypothesis that states that there is no significant difference the performance of student teachers of instructional skills and its six areas, professionalism and its two areas, organizational skill and the areas of disciplining and time management and human relations skills and the area of relationship with students as perceived by the two groups of respondents was rejected.

On the other hand, the null hypothesis that there is no significant difference between the performance of the students in organizational skills and in the areas of administration of classroom activities and structuring the classroom and in human relation skills and in the area of relationship with cooperating teachers/school officials is accepted.

The findings tend to show that based on the perceptions on some areas in organizational skills and human relation skills, the respondents observed that the student teachers performed well. They have met the respondents' expectations and the responsibilities expected of them.

This could mean that the knowledge and skills shown by the student teaches during their off-campus training were relevant with the teaching practices and conditions in their cooperating schools.

The Scheffe's test computed the means and the performance of student teachers as perceived by the two groups of respondents is shown in Table 8.

On the mastery of the subject matter under instructional skills, the Scheffes' between the cooperating teachers and the student teaches showed significant difference. On the other hand, communication skills, technical skills and preparation/utilization of instructional materials, the Scheffe' on the two groups of respondents did not show a significant difference.

While on lesson planning, still under instructional skills, the perception of the two groups of respondents showed a significant difference. The Scheffe' of cooperating teachers and student teachers did not show a significant difference, in terms of evaluation skills.

On the organizational skills, there is no significant difference between the perceptions of the two groups of respondents in student teachers' administration of classroom activities. But in the discipline of the students, the Scheffe' value of the respondents showed significant difference.

Still under organizational skills, the perception of the respondents did not significantly differ on structuring the classroom, but in time management, student teachers' perception shows a significant difference with the perception of their cooperating teachers.

Along human relation skills particularly on the relationship with cooperating teachers/school officials, the values for the Scheffe' between the two groups of respondents showed a significant difference. Also with relationship with students, it did not show significant difference on their perception of the two groups of respondents.

On the occupational attitude of student teachers, values for the Scheffe' between the respondents showed a significant difference.

Table IX shows the data on the computed values for r on relationship between the profile of student teachers toward instructional skills, organizational skills, human relation skills and professionalism.

As shown in the table, there is no significant relationship between the profile of student teachers and their instructional, organizational and human relation skill except for their professional-related attitude. Thus, the null hypothesis of no significant relationship between age, sex, civil status, residence and the level of performance of student teachers was accepted.

The findings revealed that regardless of whether the student teachers are young or old, male or female, married or single, living in a city or not, does not affect or have no relation with the student teachers' performance.

On the other hand, attitude was the only profile characteristic of student teachers that yielded significant results when related with student teaching performance along professionalism. It got a computed r-value of .255 with p-value much lesser than .05 level of significance.

These findings indicate that attitude of student teachers significantly affect their performance on professionalism specifically on their occupational attitude.

Table IX – <u>RELATIONSHIP BETWEEN PROFILE AND STUDENT TEACHING PERFORMANCE</u>

	r-Value	p-Value	Interpretation
AGE			
Instructional Skills	.147	.137	Not Significant
Organizational Skills	.040	.686	Not Significant
Human Relation Skills	.157	.112	Not Significant
Professionalism	.052	.602	Not Significant
SEX			
Instructional Skills	.143	.147	Not Significant
Organizational Skills	.160	.105	Not Significant
Human Relation Skills	.001	.994	Not Significant
Professionalism	.486	.104	Not Significant
CIVIL STATUS			
Instructional Skills	,014	.856	Not Significant
Organizational Skills	.017	.866	Not Significant
Human Relation Skills	.083	.404	Not Significant
Professionalism	.152	.126	Not Significant

RESIDENCE			
Instructional Skills	.027	.717	Not Significant
Organizational Skills	.131	.187	Not Significant
Human Relation Skills	.011	.913	Not Significant
Professionalism	.027	.768	Not Significant
ATTITUDE			
Instructional Skills	.065	.513	Not Significant
Organizational Skills	.050	.619	Not Significant
Human Relation Skills	.146	.142	Not Significant
Professionalism	.255	.010	Significant

4.0 CONCLUSIONS AND RECOMMENDATIONS

The findings showed that nearly fifty-five percent (54.81%) and an overall mean of 4.17 of student teachers revealed a very favorable attitude towards teaching profession.

The performance level of secondary student teachers along the four skills was generally perceived to be very satisfactory. The perception of student teachers on their performance in terms of instructional skills, organizational skills, human relation skills and professionalism was significantly different from the perception of the cooperating teachers.

There was a significant difference between the performance of student teachers in the instructional skills and its six areas, professionalism and its two areas, organizational skills and the areas of disciplining of students and time management and human relations skills and the area or relationship with students as perceived by the groups of respondents.

There was no significant difference between the performance of student teachers in the organizational skills and in the areas of administration of classroom activities and structuring the classroom, and in human relation skills and in the area of relationship with cooperating teachers/school officials.

There was no significant relationship between the student teachers' variables and their level of performance as perceived by the cooperating teachers and the student teachers themselves.

In the light of the findings of the study, it is recommended that Teacher Education students should be provided with varied experiences in their professional education subjects and must be exposed to different methods and techniques in teaching so that they will develop the skills needed in their student teaching training.

This study may help the teacher educators to plan or to bring about certain modifications in the pre-service training programs, both in content and methodologies, in such a way that the attitude of the prospective teachers is increased which will eventually get translated into actions or skills.

Educators should demonstrate values integration aligned with the subjects being taught to enhance students' ability to emulate once they will be in the teaching profession.

Regular orientation should be conducted to cooperating teachers by the cooperating schools as regards to their roles in supervising student teachers.

The College Selection Committee could try to find out the attitude at the time of selection of teacher trainees so that better teachers could be produced.

Since the study revealed that student teachers have manifested a very favorable attitude towards teaching profession, Teacher Education Institutions have to sustain or further strengthen their policies on values orientation in the teaching profession. The result should be a basis to propose appropriate Development Program for the improvement of student teachers' performance.

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