



Exploring The Level of Student Teaching Performance of The Pre-Service Teachers

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ABSTRACT

Knowledge, competences, and attitudes are the three most important factors that contribute to one's level of success in the teaching profession. The descriptive and correlational research designs were used for this investigation. The fact that the pre-service teachers' teaching performances were deemed to be adequate demonstrates that they had, at the very least, satisfied the fundamental and fundamentally important requirements of practice teaching. It also delivers the message that there is a lot of work to be done in order to further elevate their ability as potential future teachers. Using the criteria of the pre-service teachers' actual teaching checklist, a satisfactory teaching performance by the pre-service teachers indicates that they have a minimum level of competency in demonstrating punctuality and regularity of attendance, in addition to the quality of the accomplishment of any tasks that were given to them. In addition, this data suggests that they maintained an average working connection with both their pupils and the teachers who collaborated with them, in addition to other criteria. The College of Teacher Education at CSU Piat must explore more effective means and ways to improve the satisfactory teaching performance of their pre-service teachers such as remediation, constant giving of feedbacks and reflective learning, scaffolding activities, and the like.

Keyword: student teaching performance, pre-service teachers, competencies, quality of accomplishment.

INTRODUCTION

For pre-service teachers, experiencing anxiety related to teaching can have a variety of negative repercussions. The feeling of stress, tension, and exhaustion, as well as a lack of enjoyment in the activity that they are engaged in, is one. The second issue is that pre-service teachers tend to avoid tasks out of worry that they will not be able to perform to the standards that are set for them.

The pedagogical challenges that pre-service teachers face are closely related to teaching anxiety. It is commonly held that teaching is a technically demanding job since it necessitates the acquisition of several theories, concepts, and principles over an extended period of time. The prospective professionals acquire the body of professional information and abilities that are unique to their field through this demanding and time-consuming training.

Knowledge, competences, and attitudes are the three most important factors that determine whether or not an individual will be successful in the field of education. The vast majority of educators, on the other hand, place an abnormal amount of emphasis on the acquisition of knowledge while ignoring the cultivation of the other two components (Scocco, 2006). As a consequence of this, student instructors notice a gap between their theoretical knowledge and their practical knowledge as soon as they join a real classroom for the first time (Hascher, Cocard, & Moser, 2014). Student teachers frequently report that they do not feel a "connection" exists between the theoretical information they get in teacher education programs and the school-based teaching experiences they have (Hobson & Britain, 2006). The majority of student teachers, on the other hand, are likely to encounter a contradiction between the expectations of the role they are prepared to perform and the reality of the actual work setting. This may cause them to have negative feelings toward the teaching profession as a whole. As a means of assisting pre-service teachers in the development of their teaching abilities as well as their professional competences, it is necessary to offer them practical guidance and guided instruction throughout the practicum phase.

The majority of first-year educators are taken aback when confronted with the myriad of obstacles that come with everyday classroom management and instruction. Even though pre-service teachers are required to complete theoretical classes about education and learning as part of their training, many of them may end up feeling overwhelmed by the reality and intricacies of the teaching task (Ylmaz & Iava, 2008). They might start to have a less positive outlook on the teaching profession and cultivate unfavorable attitudes toward it as a result.

Furthermore, in terms of difference of teaching performance of pre-service teachers according to field of specialization, Aquino, et.al.(2014), claimed that there is significant difference in the teaching performance of pre-service teachers when grouped by course. A possible explanation for this difference is posited by Acedo (1999), who averred that students consider BEEd an easier and cheaper option than BSEd, so students with lower preparation and motivation tend to be attracted to the BEEd program. On one hand, Aquino & Balilla (2015) attribute this to the general perception that the courses in BSEd program are more difficult than those of the BEEd programs hence BSEd students might have put more effort in studying. It might also be that because the BEEd curriculum is a combination of many general education courses, it is difficult for the BEEd students to have mastery of all these

As the supervising instructor of practice teaching in Cagayan State University, Piat Campus for a substantial number of years, the researcher and cooperating teachers have witnessed numerous pre-service teachers who experienced teaching anxiety and pedagogical difficulties. Few of the manifestations of teaching anxiety include, nervousness to be evaluated, worries related to dealing with cooperating teachers, apprehensions related to dealing with students inside the classroom and class preparation. On the other hand, anxiety along pedagogical difficulties are always centered on crafting lesson plans, identification of appropriate instructional strategies, ability to communicate, and having confidence in executing the lesson. As these are recurrent concerns in the field, these problems have to be dealt with properly. This is because the inability of the pre-service teachers to deal with these problems and issues will have negative impact on their teaching performance and their overall experience of teaching as their chosen profession.

According to Paker (2011), there is a need for mentors and practice teaching supervisors to become fully aware of the anxieties and difficulties held by pre-service teachers. Having knowledge on these concerns will allow them to review their role in preventing unnecessary problems from occurring and help pre-service teachers go through the process of the teaching practicum smoothly by providing necessary feedback for their growth and development.

It is in the way that this study was conceptualized. It is to determine the level of student teaching performance of the pre-service teachers.

Statement of the Problem

1. What is the level of student teaching performance of the pre-service teachers as assessed by their cooperating teachers?
2. Is there a significant difference in the teaching anxiety level of the respondents when grouped according to their profile variables?
3. Is there a significant difference in the level of pedagogical difficulties of the respondents when grouped according to their profile variables?

RESEARCH METHOD

Research Design

This study used the descriptive and correlational design. According to Sevilla, the descriptive correlational survey method is designed to determine the extent to which different variables are related to each other in the population of interest. The critical distinguishing characteristic is the effort to estimate a relationship, as distinguished from simple description. Through this, one can ascertain how much variation is caused by one variable in relation with the variation caused by another variable.

Respondents of the study

The respondents of the study were the 158 pre-service teachers and 214 cooperating teachers for 2nd semester S.Y. 2015-2016 totaling to 372 respondents. There are eight (8) cooperating schools for the students-teachers in the secondary level while there are nine (9) cooperating schools for the elementary level located in the three (3) municipalities of Cagayan namely; Piat, Sto. Nino and Tuao.

Instrumentation

The standardized instrument was the latest Pre-Service Teacher's Actual Teaching Performance Checklist utilized at Cagayan State University. The instrument uses a five Point Likert Scale with options such as Excellent (5); Very Satisfactory (4); Satisfactory (3); Fair (2); and Needs Improvement (1). The dimensions measured in the instrument are teacher's personality (items 1-5); lesson planning (items 6-10); content (items 11-14); teaching method (items 15-18); classroom management (items 19-26); and questioning skills (items 27-33). However, some alterations were made to the standardized instruments to suit to the requirements of the study.

Data Gathering Procedures

In pursuing this particular study, the following steps were undertaken.

1. The researcher sought the permission from the Campus Executive Officer of CSU Piat for the Conduct of the Study.
2. A Letter of Request pertaining to the study was sent to the District Supervisors and Principals of the different Cooperating Schools of CSU-Piat for the approval to conduct the study.
3. The researcher personally floated the questionnaires to the respondents namely the: Cooperating Teachers, and Student Teachers.

Data Analysis

To enable the researcher to tally, tabulate, compute, analyze and interpret the data gathered, the following statistical treatments were used:

Descriptive statistics was used to analyze the level of teaching anxiety, level of pedagogical difficulties and teaching performance of student-teachers. These included frequency count, percentage and mean.

Student Teaching Performance

Range	Descriptive Value
95-99	excellent
90-94	very satisfactory
85-89	satisfactory
80-84	fair
79 and below	poor

DISCUSSION OF RESULTS AND FINDINGS

Student Teaching Performance of Pre-Service Teachers along the different dimensions of Pre-Service Teacher's Actual Teaching Checklist

Table 1 shows the student teaching performance of pre-service teachers along the different dimensions of the Pre-Service Teacher's Actual Teaching Checklist. It shows that the overall weighted mean of the teaching performance is 86.7 with an adjectival value of satisfactory.

The satisfactory teaching performance of the pre-service teachers reveals that they have fulfilled at the minimum level the dimensions and essential requirements of practice teaching. It also conveys that there is much to be done to further elevate their competency as future teachers.

However, looking into the dimensions of student teaching performance, the respondents have very satisfactory rating along teachers' personality (90%) while lesson planning (86%), content (87%), teaching methods (87%) and questioning (86%) were all rated as satisfactory.

The very satisfactory rating of the pre-service teaching as regards personality implies that they are neat and well-groomed as well as free from unnecessary mannerism. Moreover, they command respect and attention and they show dynamism and enthusiasm as well as they have well-modulated voice.

The lowest rating of the pre-service teachers is along classroom management with a percentage mean of 84 and a descriptive value of fair. This finding corroborates the earlier finding that they have high pedagogical difficulty along management dimension. The fair rating of the pre-service teachers relative to classroom management connotes that they do not perform well in ensuring order and discipline. They, too, do not show competence in the systematic way of checking accessibility of instructional materials, assignments, practice exercises, group work as well as passing in and out of the room, correcting, distributing and collecting papers.

Table 1: Student Teaching Performance of Pre-service Teachers Along the Different Dimensions of the Pre-Service Teacher's Actual Teaching Checklist

Criteria of Teaching Performance	Mean	Descriptive Value
Teachers Personality	90	Very Satisfactory
Lesson Planning	86	Satisfactory
Content	87	Satisfactory
Teaching Methods	87	Satisfactory
Classroom Management	84	Fair
Questioning Skills	86	Satisfactory
Overall Weighted Mean	86.7	Satisfactory

Summary of Student Teaching Performance of Pre-Service Teachers

Table 2 presents the student teaching performance of the pre-service teachers. It shows that 104 or 65.82% have obtained a student teaching performance of 85-89 (satisfactory), 48 or 30.38% obtained a grade of 90-94 (very satisfactory) and 6 or 3.80% garnered fair rating 80-84 (satisfactory). Meanwhile, none of the pre-service teachers obtained a grade of 95-100 (excellent) and 79 and below (poor).

Using the dimensions of pre-service teacher’s actual teaching checklist, the satisfactory teaching performance of the pre-service teachers implies that they show minimum competency in demonstrating punctuality and regularity of attendance as well as quality of accomplishment of assigned tasks. Moreover, this finding also conveys that they manifested average working relationship with their students and cooperating teachers and other factors that the cooperating teachers would like to consider.

Table 2: Summary of Student Teaching Performance of Pre-Service Teachers based on their PT Grades

Student performance	teaching	Frequency	Percentage
80-84		6	3.80
85-89		104	65.82
90-94		48	30.38
Total		158	100.00

Difference in the Teaching Anxiety Level of the Respondents when Grouped According to their Profile Variables

Variables	Df	Computed Chi Value	Probability	Statistical Decision
Sex	3	3.611	0.307	Not significant
Program	3	11.275	0.010	Significant
Field of Specialization	12	27.123	0.007	Significant
School assignment	9	30.561	0.000	Significant

Significant at 0.05 level

It was hypothesized in the study that there is no significant difference in the teaching anxiety level of the respondents when grouped according to their profile variables. The result for the test of difference is reflected in Table 17. Among the profile variables considered in the study, there exists a significant difference in the teaching anxiety level of the pre-service teachers when grouped according to their program, field of specialization and school assignment but not for sex. Thus, the null hypothesis of the study is rejected except for sex.

The lack of significant difference in the student teaching anxiety of the pre-service teachers in terms of gender contradicts the finding of Paker (2011) who revealed that female student teachers are more anxious compared to their male counterparts in the teaching practicum. Similarly, it also contradicts the study of D’ Rozario and Wong (2006) and Morton, et.al., (2007) who reported that females generally find the teaching practicum experience more stressful than males.

The significant difference in the teaching anxiety of the respondents in terms of program is reflected in the computed Chi-square of 11.275 and with a probability value of 0.010 while the field of specialization has a computed Chi-square of 27.123 and probability value of 0.007. On the other hand, school assignment has a computed Chi-square of 30.561 and probability value of 0.000.

In terms of program, the BSEd pre-service teachers have higher anxiety level than the BEED students. As regards, field of specialization, those who are majoring in Technology and Home Economics have higher anxiety level than those majoring in English, mathematics, social science and content area. With respect to school assignment, those deployed in general school has higher anxiety level than those assigned in central, non-central and technical-vocational schools.

Perhaps, the higher anxiety level experienced by the BSEd respondents can be attributed to the fact that their program is more specialized than the BEED students. Having specialization requires greater competence not only in depth but also in breadth of knowledge and skills. Moreover, handling adolescent students is much more difficult because this is the stage of “storm and stress” and where the authority of the pre-service teachers is tested especially along classroom management and discipline.

Such observation is affirmed by (Schneider, 2012) who revealed that all faculty especially in high school are confronted with students who engage in behaviors that are disruptive to the educational process. High school students may be late for class, leave early, talk inappropriately, or sleep during class. Recently faculty have reported more threatening behaviors, including stalking, intimidation, physical or verbal attacks, and “hijacking” classrooms. If ignored or handled poorly, even a single act of incivility can have a longterm impact on classroom atmosphere.

On the other hand, the higher anxiety level of those majoring in Technology and Home Economics (TLE) can be attributed to the fact that the TLE curriculum of Cagayan State University is general. In short, the students master a little of everything along the different components of TLE. Such may cause their anxiety because they have not specialized on a particular area of the program.

The finding of the study on the difference between teaching anxiety based on field of specialization negates the finding of Hamaidi (2014), who revealed that there is no significant difference in the teaching anxiety of the students-teachers and their field of specialization. That is, irrespective of their specialization, student-teachers have the same teaching anxiety. This result indicates that student-teachers from different specializations have the same teaching anxiety levels during their practicum.

Finally, the higher anxiety level of pre-service teachers who were assigned in general schools may be attributed to the fact that they are teaching in a national high school where there are made to handle big classes. It must be noted that national high schools have an average class size of 50 while central, non-central and techvoc schools cater to lesser class size.

Difference in the level of pedagogical difficulties of the respondents when grouped according to their profile variables

Table 3: Difference in the Level of Pedagogical Difficulties of the Respondents when Grouped According to their Profile Variables

Variables	Df	Computed Value	χ^2	Probability	Statistical Decision
Sex	2	1.226		0.542	Not significant
Program	2	0.994		0.608	Not Significant
Field of Specialization	8	13.276		0.103	Not Significant
School assignment	6	3.447		0.751	Not Significant

Significant at 0.05 level

Table 3 illustrates the comparison between the level of pedagogical difficulties of the pre-service teachers when grouped according to their profile variables. It can be gleaned from the table that the pedagogical difficulties of the respondents do not differ in terms of sex, program, field of specialization and school assignment. Irrespective whether they are male or female and finishing elementary or secondary program, their level of pedagogical difficulties is the same. Moreover, regardless whether they were assigned in central, non-central, general, etc., and whether they specialized in English, mathematics, social science, content area, and the like, they manifest the same pedagogical difficulties. Thus, the null hypothesis of the study is accepted.

Pre-Deployment Module For Pre-Service Teachers Of Cagayan State University

Considering that the output of the study is to come up with an intervention program for the pre-service teachers, the researcher was able to develop a pre-deployment module for pre-service teachers of Cagayan State University. The lessons developed for the module was based on the sources of anxiety and pedagogical difficulties as well as student teaching performance of the respondents.

This module contains twelve lessons. All the lessons are based on the various aspects of teaching anxiety and pedagogical difficulties as well as their weak areas in student teaching performance. It is the end goal of this module to provide a more detailed and enriched discussion of these pedagogical aspects because these are the areas that they need to further develop.

It is important to note that this module is not an additional subject for the curriculum of BSED and BEED programs. It is rather a bridging program for pre-service teachers which shall be done for 2-3 weeks before their deployment. It must be noted that there are no specific topics to be discussed during these periods and this module could be the topics for discussion on these periods.

The module runs for 26 hours and this could be finished for 2-3 weeks because pre-service teachers are available for the whole day during this period. As a matter of policy, no student in the college shall be deployed unless they have zero deficiency, thus, they have the whole day for 2-3 weeks to finish this module.

RECOMMENDATIONS

1. The College of Teacher Education at CSU Piat must explore more effective means and ways to improve the satisfactory teaching performance of their pre-service teachers such as remediation, constant giving of feedbacks and reflective learning, scaffolding activities, and the like.

2. The result of the study should be cascaded to the faculty members particularly those teaching professional education subjects to determine how they could help integrate topics that lessen the teaching anxiety and pedagogical difficulties of the pre-service teachers in their course syllabi.
3. The proposed pre-deployment module for pre-service teachers of Cagayan State University shall be subject for pre-testing and shall be utilized later by the different colleges of the university before deploying the pre-service teachers. This is to arrest the sources of their teaching anxiety and pedagogical difficulty.
4. A similar study shall be conducted but with the inclusion of variables such as grade point average from 1st to 3rd year of pre-service teachers, their epistemological beliefs on teaching and their coping mechanisms to address their teaching anxiety and pedagogical difficulties.
5. The administration must support the pre-testing of the module so that it could be officially used as an intervention program to address the pedagogical difficulties and teaching anxiety of the pre-service teachers.

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