

# LESSON PLANNING MODES OF THE BACHELOR OF ELEMENTARY EDUCATION STUDENT TEACHERS OF THE UNIVERSITY OF NORTHERN PHILIPPINES

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## ABSTRACT

This study looked into the lesson planning modes of the elementary education student teachers of the College of Teacher Education, University of Northern Philippines, School Year 2013-2014.

The study made use of the descriptive survey method of research that described and analyzed the academic performance and lesson planning modes of the respondents. The 120 Bachelor of Elementary Education (BEEd) senior students were the respondents of the study.

Mean and Pearson Product Moment of Correlation were used as statistical tools in the study.

After the conduct of the study, the following conclusions were drawn: The student teachers' academic performance was GOOD. Ease of application got the highest mean rating in the different application of lesson planning mode and extensions (required for exemplary) tend to be the lowest among them but still fell on a VERY GOOD descriptive rating. There is an inverse significant relationship between the academic performance and modes of lesson planning of the BEEd student teachers.

Based from the aforementioned conclusions, the following recommendations are forwarded: The academic performance of the teachers should be improved especially in their basic and major subjects. Student teachers should try their best to motivate their learners in order for them to be challenged to do well in all the activities that they have to do in and out of the classroom. The academic performance of the student teachers should be improved so that they will be able to enhance themselves in making lesson plan. Lesson planning must be given emphasis in their Professional subjects. More practice in writing lesson plan should be done. Another study is suggested using other variables in lesson planning.

## Introduction

The Bachelor of Elementary Education (BEEd), College of Teacher Education in the University of Northern Philippines prepares outstanding future educators exemplified through outstanding performances in the different field. The functions of the Elementary Education in relation to the fundamental aims of education formulated and approved by the Board of National Education are: to offer adequate education for the children to

prepare them for democratic citizenship and to give them instruction in the basic knowledge; develop skills and attitudes and inculcate ideals necessary for the promotion of national solidarity; and for the development of enlightened, patriotic, useful and upright citizenry in a democracy.

Student teaching is an integral component of the College of Teacher Education program that provides students a field experience in the area or 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 assume the duties of a certified classroom teacher, emphasizing the achievement of recognized state and national standards and leading to certification.

The Bachelor of Elementary Education (BEEd) Program deploys senior students in the different elementary schools in the Division of Ilocos Sur and Vigan City Division. When they are deployed they were given the chance to experience how to become a true teacher wherein they are required to prepare lesson plans and different instructional materials which they used in their actual teaching.

Lesson planning is one of the requirements in practice teaching. Every student teacher must master the different parts of the lesson plan and he/she must know how to carry out every part of it. This serves as the compass of every teacher because this will train them to organize and systematize their presentation of the lesson.

Student teaching should be given all the opportunities to bring out the best of every prospective teacher. To achieve this goal, practice teaching should be a collaborative effort of the Teacher Training Institution where the content and strategy courses are first learned and the cooperating schools where much of the practice teaching experience takes place.

It is very vital to conduct a study as such in order to determine its strength and weaknesses for future improvement of teaching skills and abilities. Thus, the study was conceptualized.

### Statement of the Problem

This study looked into the lesson planning modes of the elementary education student teachers of the College of Teacher Education, University of Northern Philippines, School Year 2013-2014.

Specifically, it sought to answer the following questions:

1. What is the level of academic performance of the respondents in terms of:
  - a. Basic Subjects;
  - b. Major Subjects; and
  - c. Professional Subjects?

2. What is the extent of application of the lesson planning modes of the respondents along the following criteria:
  - a. Procedures & Activity Length
  - b. Meaningful Integration of Technology
  - c. Assessment
  - d. Ease of Replication
  - e. Extensions (Required for Exemplary)
  - f. Instructional Supports
  - g. Format
3. Is there a significant relationship between the academic performance and lesson planning modes of the respondents?

### Theoretical Framework

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

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components: Objectives for student learning; Teaching/learning activities; and Strategies to check student understanding.

In the study of Romo and Fornes (2010), they found out 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.

Fayon (1990) emphasized in her study that teacher evaluation is very much important because it provides a feedback of the administrators or supervisors own work and help inform teachers of their effectiveness upon the learners. Likewise, it helps eliminate incompetent teachers, stimulate them to improve their work and those who merit for promotion.

A lesson plan is designed to save time, it will train teachers to organize and systematize their presentation of the lesson. It is very important that even as student's teachers, they should be convinced of the vital role of the lesson plan in their future life as teachers.

Raymundo (1995) enumerated 9 factors to be considered to become an efficient and effective teacher in order to produce a well-rounded individual, free from ignorance: 1. Lesson planning; 2, testing; 3. Supervision; 4. Use of appropriate and adequate teaching aids and devices; 5. Classroom structuring; 6. Punctuality and attendance; 7. Holding power; 8. Teacher and pupil factor and 9. Appropriate teaching methodologies.

Mendoza (1983) as cited by Pinol (2000) revealed in her study that lectures given, checking and making remarks on lesson plans, preparing lesson plans in advance came out highly significant. These helped the student teachers develop and

understand the importance of lesson planning.

Pinol (2000) concluded in her study that the student teachers had their performance of teaching duties at a "Very Satisfactory" level for knowledge of the subject matter, instructional competence, assessment competence and professionalism except other duties to the school and community.

Torres (1983) as cited by Parra (1990) revealed in his study that teachers who have sufficient knowledge and understanding tend to be effective teachers, skilled in the varied methods and techniques of teaching and they demonstrate positive motivational teacher behaviors as well as personal and social characteristics.

The above-mentioned theories and studies have quite resemblance with the present study in the sense that they focused on academic, teaching performances and lesson planning.

### Conceptual Framework

This study revolves on the following paradigm:

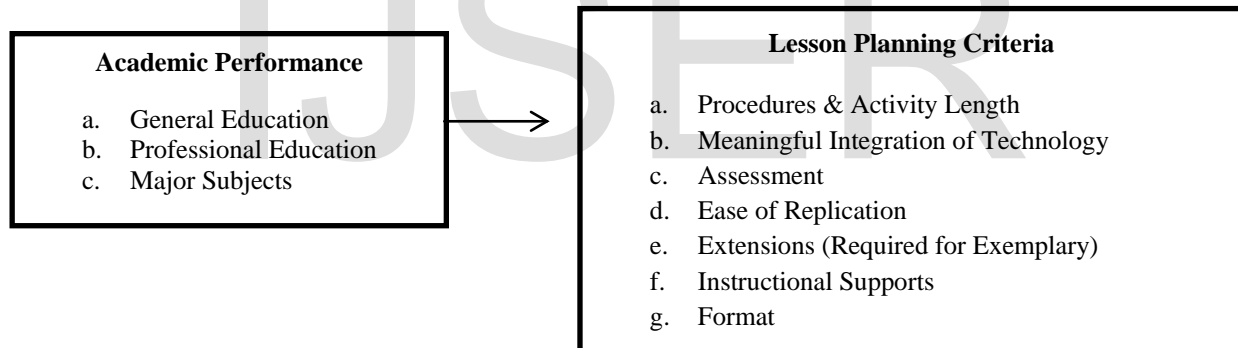


Figure 1. The Research Paradigm

Figure 1 shows that the academic performance of the BEED senior students affects the lesson planning modes of the elementary education student teachers of the College of Teacher Education, University of Northern Philippines

### Methodology

This section includes the research design, population of the study, data gathering instrument, and statistical treatment.

**Research Design.** The study made used of the descriptive survey method of research. This was used to describe and analyze the student teachers lesson planning modes of the Bachelor of Elementary Education, College of Teacher Education,

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

**Population and Sample.** The 120 Bachelor of Elementary Education (BEED) senior students were the respondents of the study.

**Data Gathering Instrument.** The main instrument that was used by the researchers in this study was adopted from the internet. These senior students' lesson plans were rated by their student teaching coordinators, cooperating teachers, and a retired district. Their academic performance was taken from their appraisal sheets wherein their general subjects, professional subjects and major subjects from first year to fourth year were gathered.

The information regarding the were based from the following scale. teaching performance of the student teachers

Range of Scores	Descriptive Rating
4.50-5.00	Outstanding
3.50-4.49	Very Good
2.50-3.49	Good
1.50-2.49	Poor
1.00-1.49	Needs Improvement

Their academic performance was based from the following scale also.

Point Score	Descriptive Rating
1.0	Excellent
1.1 – 1.50	Superior
1.51-2.00	Very Good
2.01-2.50	Good
2.51- 3.00	Passing
3.01-4.00	Conditioned Failure
4.01-5.00	Failure

**Statistical Treatment.** Mean was used to describe the academic performance and lesson planning modes of the elementary education student teachers.

**Pearson Product Moment of Correlation** was used to determine the relationship between the academic performance and lesson planning modes of

the respondents. The significance of the correlation coefficients was tested at the .05 probability level.

## RESULTS AND DISCUSSIONS

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

**Table 1. Item Mean ratings of the BEEED Student Teachers in Terms of their Academic Performance Academic Performance**

Subjects	GE		ECE		Overall	
	X	DR	X	DR	X	DR
General	2.13	Good	2.22	Good	2.18	Good
Major	2.10	Good	2.17	Good	2.14	Good
Professional	1.84	Very Good	1.95	Very Good	1.90	Very Good
<b>Overall</b>	<b>2.02</b>	<b>Good</b>	<b>2.11</b>	<b>Good</b>	<b>2.07</b>	<b>Good</b>

It can be noted on the table that the BEEed student teachers have an overall mean of 2.07 described as “Good” in their academic performance. The student teachers were “Very Good” in their professional subjects with a mean rating of 1.90 while in their General and major subjects they were only “Good” with 2.18 and 2.14 mean rating respectively. This could only mean that student teachers were very focused in their professional subjects.

Contrary to the study of Pacpaco (2010) concluded in her study that most of the student teachers respondents have “Very Good” level of achievement in their general education subjects, professional and major subjects. Item Mean Ratings of the BEEed Student Teachers in their Lesson Planning in terms of Productivity and Activity Length is seen in Table 2.

**Table 2. Item Mean Ratings of the BEEd Student Teachers in their Lesson Planning in terms of Productivity and Activity Length**

Lesson Plan Criteria	X	Descriptive Rating
<b>Procedures &amp; Activity Length</b>		
<b>The degree to which the lesson plan provides</b>		
• easy-to-follow, step-by-step procedures.	4.52	Outstanding
• procedures that are clearly appropriate to the learner level.	4.26	Very Good
• procedures that directly support achievement of selected standards.	4.55	Outstanding
• procedures that present clearly defined objectives, practice, and feedback.	4.58	Outstanding
• experiences that are teacher facilitated rather than directed, procedures that gain attention, provide motivation, and engage students meaningfully throughout the entire lesson..	4.25	Very Good
• both lower and higher levels of thinking.	4.36	Very Good
• sufficient time allotment required to implement the lesson.	4.58	Outstanding
• Includes a clear and explicit purpose for instruction.	4.36	Very Good
• Contains selected learning resources (text, multimedia, online activities) that fit within grade---level complexity, and are of a quality and scope for the stated purpose; any student text includes vocabulary, syntax, text structures, levels of meaning/purpose and other grade---appropriate qualities.	4.54	Outstanding
• Integrates reading, writing, speaking, and listening so that students apply and synthesize advance literacy skills.	4.44	Very Good
• Provides a balance of procedural and deeper conceptual understandings.	4.45	Very Good
• Content is accurate, complete, and at an appropriate level for intended audience; prerequisites/prior knowledge for student understanding is clearly specified.	4.64	Outstanding
<b>Total</b>	<b>4.46</b>	<b>Very Good</b>

It can be gleaned on the table that the BEEd student teachers have an over-all mean of 4.46 described as “Very Good” in their lesson planning in terms of productivity and activity length. The student teachers were “Outstanding” with a mean rating of 4.64 on the degree to which the lesson plan provides the content is accurate, complete, and at an appropriate level for

intended audience; prerequisites/prior knowledge for student understanding is clearly specified. They were “very Good” with a mean rating of 4.25 to the degree to which the lesson plan provides experiences that are facilitated rather than directed, procedures that gain attention, provide motivation, and engage students meaningfully throughout the entire lesson.

**Table 3. Item Mean Ratings of the BEEd Student Teachers in their Lesson Planning in terms of Meaningful and Integration of Technology**

Lesson Plan Criteria	X	Descriptive Rating
<b>Meaningful Integration of Technology</b>		
<b>The degree to which the technology</b>		
• supports the instructional objective(s) in meaningful and enriching way to achieve stated curricular goals.	4.28	Very Good
• consistently supports the needs of individual learners.	4.64	Outstanding
• enhances lesson and possibly facilitates additional beneficial outcomes not	4.86	Outstanding

directly measured.		
<ul style="list-style-type: none"> <li>aligns with the National Educational Technology Standards (NETS) for the identified grade level(s) and target audience.</li> </ul>	4.56	Outstanding
<b>Total</b>	<b>4.59</b>	<b>Outstanding</b>

As seen on the table that the BEEed student teachers have an over-all mean of 4.59 described as “Outstanding” in their lesson planning in terms of meaningful and integration of technology. They were “outsanding” with a mean rating of 4.86 to the degree to which the technology enhances lesson and possibly facilitates additional beneficial outcomes not directly measured but they were “Very Good” with a mean rating of 4.28 to the degree to which the technology supports the instructional

objective(s) in meaningful and enriching way to achieve stated curricular goals. This could only mean that students teachers now a days were already engaged in the integration of technology especially with the use of internet in making their lesson plan.

Table 4 shows the Item Mean Ratings of the BEEed Student Teachers in their Lesson Planning in terms of Assessment.

**Table 4. Item Mean Ratings of the BEEed Student Teachers in their Lesson Planning in terms of Assessment**

Lesson Plan Criteria	X	Descriptive Rating
<b>Assessment</b>		
<b>The degree to which the educational objectives</b>		
<ul style="list-style-type: none"> <li>and assessment strategies are clearly obtainable and measurable.</li> </ul>	4.50	Outstanding
<ul style="list-style-type: none"> <li>are assessed though the use of a rubric or alternative assessment strategies which are described in detail.</li> </ul>	4.38	Very Good
<ul style="list-style-type: none"> <li>and opportunities for assessment through student performance are embedded in the lesson.</li> </ul>	4.55	Outstanding
<ul style="list-style-type: none"> <li>Supports the needs of individual learners.</li> </ul>	4.58	Outstanding
<ul style="list-style-type: none"> <li>The lesson is designed to elicit direct, observable evidence to the degree to which a student can independently demonstrate the targeted CCRS/CoS Standard at appropriate levels of complexity.</li> </ul>	4.25	Very Good
<ul style="list-style-type: none"> <li>The lesson assesses student proficiency using methods that are accessible and unbiased, including the use of skill/grade---level appropriate language in student prompts.</li> </ul>	4.46	Outstanding
<ul style="list-style-type: none"> <li>The lesson includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance (attach any teacher designed rubrics, test sample questions, quizzes, example project guidelines).</li> </ul>	4.60	Outstanding
<ul style="list-style-type: none"> <li>The lesson includes strategies for informal or formal formative assessment of the learning as well as strategies for summative assessment of content/skills mastery.</li> </ul>	4.50	Outstanding
<b>Total</b>	<b>4.48</b>	<b>Very Good</b>

As shown in the table the BEED student teachers have an over-all mean rating Of 4.48 described as “Very Good” in their lesson planning in terms of assessment. The student teachers were “Outstanding” with a mean rating of 4.60 to the degree to which the educational objectives includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance while to the degree to which the educational objectives that the lesson is designed to elicit, direct, observable evidence to the degree to which a student can independently demonstrate the

targeted CCRS/COS standard at appropriate levels of complexity have a mean rating of 4.25 described as “Very Good.” This shows that student teachers were very particular in interpreting student performance.

Research shows that students at all levels see assessment as something that is done to them on their classwork by someone else. Beyond “Percent correct” assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their classwork.

**Table 5. Item Mean Ratings of the BEED Student Teachers in their Lesson Planning in terms of Erase of Application**

Lesson Plan Criteria	X	Descriptive Rating
<b>Ease of Replication</b>		
<b>The degree to which the scope of the lesson</b>		
<ul style="list-style-type: none"> <li>is manageable in a typical classroom of the targeted audience and subject.</li> </ul>	4.68	Outstanding
<ul style="list-style-type: none"> <li>includes a list of all materials needed for the lesson and explained in detail or provided as attachments.</li> </ul>	4.76	Outstanding
<ul style="list-style-type: none"> <li>includes strategies and resources that can be easily replicated.</li> </ul>	4.86	Outstanding
<b>Total</b>	<b>4.77</b>	<b>Outstanding</b>

It can be noted on the table that the BEED student teachers have an over-all mean of 4.77 described as “Outstanding” in their lesson planning in terms of erase of application. They were “Outstanding” with a mean rating of 4.86 to the degree to which the scope of the lesson includes strategies and resources that can be easily replicated and to the degree to which the scope of the

lesson is manageable in a typical classroom of the targeted audience and subject has also a mean rating of 4.68 described as “Outstanding” respectively. This shows that the student teachers know how to use strategies and resources that they can use everytime there’s a possibility for them to use again.

**Table 6. Item Mean Ratings of the BEED Student Teachers in their Lesson Planning in terms of Extensions**

Lesson Plan Criteria	X	Descriptive Rating
<b>Extensions (Required for Exemplary)</b>		
<b>The degree to which the lesson plan includes</b>		
<ul style="list-style-type: none"> <li>multiple extensions related to a follow-up lesson, a larger unit, and/or other content areas.</li> </ul>	4.56	Outstanding
<ul style="list-style-type: none"> <li>extensions that challenge students to further investigate and/or apply selected standards in new and different ways.</li> </ul>	4.24	Very Good
<ul style="list-style-type: none"> <li>clearly described modifications and/or accommodations for learner style or varying exceptionalities.</li> </ul>	4.28	Very Good
<b>Total</b>	<b>4.36</b>	<b>Very Good</b>

As gleaned on the table the BEEd student teachers have an over-all mean rating of 4.36 described as “Very Good” in their lesson planning in terms of extensions. They have a mean rating of 4.56 described as “Very Good” to the degree to which the lesson plan includes multiple extensions related to follow-up lesson, a larger unit, and/or other content areas. They were “Very Good” with a mean rating of 4.24 to the degree to which the lesson plan

includes extensions that challenge students to further investigate and/or apply selected standards in new and different ways. This could only mean that student teachers still lacks the ability to motivate their students to search more ideas and apply them to a new and different ways in their lesson.

Table 7 shows the Item Mean Ratings of the BEEd Student Teachers in their Lesson Planning in terms of Instructional Support.

**Table 7. Item Mean Ratings of the BEEd Student Teachers in their Lesson Planning in terms of Instructional Supports**

Lesson Plan Criteria	X	Descriptive Rating
<b>Instructional Supports</b>		
<ul style="list-style-type: none"> <li>The lesson cultivates student interest and engagement in the content area (including reading, writing, and speaking about texts/content), and is responsive to varied student learning needs/key shifts, including relevance of the learning to the real world.</li> </ul>	4.25	Very Good
<ul style="list-style-type: none"> <li>The lesson includes clear and sufficient guidance to support teaching and learning of the targeted standards, including the appropriate use of technology and digital resources.</li> </ul>	4.38	Very Good
<ul style="list-style-type: none"> <li>The lesson engages students in productive struggle through relevant, thought-provoking questions, problems, tasks, and challenging sections of text(s) to stimulate interest, build toward independence, and elicit appropriate thinking (mathematical thinking, thinking historically, etc.).</li> </ul>	4.55	Outstanding
<ul style="list-style-type: none"> <li>The lesson provides appropriate scaffolding by complexity, differentiation, intervention, support, and extensions for a broad range of learners including students who are ELL, have disabilities, read well below the grade-level text band and/or have high interests and read/work above grade level.</li> </ul>	4.58	Outstanding
<ul style="list-style-type: none"> <li>The lesson develops student understanding of content through active applications, including the opportunity to use their creativity to develop a product independently and/or collaboratively.</li> </ul>	4.25	Very Good
<ul style="list-style-type: none"> <li>The lesson fosters student engagement by teacher and student use of digital and web resources that enrich learning through a variety of multimedia expressive tools such as slideshows, digital cameras, interactive whiteboards, videos, virtual experiments, games, digital activities, music creation, etc.</li> </ul>	4.46	Very Good
<ul style="list-style-type: none"> <li>The lesson utilizes a variety of informal educational resources beyond the textbook and worksheets (e.g. technology-mediated resources, experts, fieldtrips, current publications, primary source documents).</li> </ul>	4.60	Outstanding



<ul style="list-style-type: none"> <li>The lesson is organized so that students have an opportunity to work collaboratively and share ideas to increase social understanding of a concept as well as to prepare students for working with a team in a variety of environments.</li> </ul>	4.50	Outstanding
<ul style="list-style-type: none"> <li>The lesson uses and encourages precise academic language, terms, and concrete or abstract representations of the concepts being learned. (eg. pictures, symbols, models, expressions, equations, graphics, projects, multimedia, etc.)</li> </ul>	4.48	Very Good
<b>Total</b>	<b>4.49</b>	<b>Very Good</b>

As seen on the table that the BEEEd student teachers have an over-all mean rating of 4.49 described as “Very Good” in their lesson planning in terms of instructional supports. They have a mean of 4.60 described as “Outstanding” on instructional supports that the lesson utilizes a variety of informal educational resources beyond the textbook and worksheets. They were “Very Good” with a mean rating of

4.25 on instructional supports that the lesson cultivates student interest and engagement in the content area and is responsive to varied student learning needs/key shifts, including relevance of the learning to the real world and that the lesson develops student understanding of content through active applications, including the opportunity to use their creativity to develop a product independently and/or collaboratively.

**Table 8. Item Mean Ratings of the BEEEd Student Teachers in their Lesson Planning in terms of Format**

Lesson Plan Criteria	X	Descriptive Rating
<b>Format</b>	4.65	Outstanding
<ul style="list-style-type: none"> <li>The lesson follows the proper format and all required sections are complete.</li> </ul>	4.44	Outstanding
<ul style="list-style-type: none"> <li>The lesson is free of spelling and grammatical errors.</li> </ul>	4.53	Outstanding
<ul style="list-style-type: none"> <li>The lesson includes all necessary attachments in proper format.</li> </ul>	4.50	Outstanding
<ul style="list-style-type: none"> <li>The lesson is free of broken or outdated links.</li> </ul>		
<b>Total</b>	<b>4.53</b>	<b>Outstanding</b>

The table shows that the BEEEd student teachers have an over-all mean rating of 4.53 described as “Outstanding” in their lesson planning in terms of format. The lesson follows the proper format and all required sections are complete with a mean rating of 4.65 and the lesson includes all necessary attachments in proper format with

a mean rating of 4.53 describes as “Outstanding” respectively. This could only mean that student teachers were very good in making lesson plan using the correct format. These student teachers were very particular with the format and the steps in making lesson plan.

**Table 9. Summary of Mean Ratings of the BEEEd Student Teachers in their Lesson Planning**

Lesson Plan Criteria	X	Descriptive Rating
Procedures & Activity Length	4.46	Very Good
Meaningful Integration of Technology	4.59	Outstanding
Assessment	4.48	Very Good
Ease of Replication	4.77	Outstanding

Extensions (Required for Exemplary)	4.36	Very Good
Instructional Supports	4.49	Very Good
Format	4.53	Outstanding
<b>Total</b>	<b>4.53</b>	<b>Outstanding</b>

As gleaned on the table the BEEed student teachers have an over-all mean rating of 4.53 described as “Outstanding” in their lesson planning. They have a mean rating of 4.77 described as “Outstanding” in Ease of replication and they were “Very Good” with a mean rating of 4.36 on extensions (required for Exemplary)

This contradicts in the study of Pacpaco (2010) that the student teacher respondents were only “Very Good” in lesson planning, content, teaching methods and questioning skills

**Table 10. Correlation Coefficient Showing the Significant Relationship Between the Academic and Modes of Lesson Planning of the BEEed Student Teachers**

Academic Performance Lesson Plan Criteria	Basic Subjects	Major Subjects	Professional Subjects	Overall
Procedures & Activity Length	*-0.1987	*-0.2106	-0.1265	<b>-0.1786</b>
Meaningful Integration of Technology	*-0.3133	*-0.4269	*-0.2790	<b>*-0.3397</b>
Assessment	*-0.2814	*-0.3798	-0.1915	<b>*-0.2842</b>
Ease of Replication	*-0.2701	*-0.3368	-0.1494	<b>*-0.2521</b>
Extensions (Required for Exemplary)	*-0.2250	*-0.2888	-0.1815	<b>*-0.2317</b>
Instructional Supports	*-0.3075	*-0.3310	*-0.2501	<b>*-0.2962</b>
<b>Overall</b>	<b>*-0.2789</b>	<b>*-0.2957</b>	<b>*-0.2369</b>	<b>*-0.2705</b>

As manifested on Table 10, there is an inverse significant relationship between the academic performance and modes of lesson planning of the BEEed Student teachers. This implies that the academic performance of these student teachers do affect their modes of lesson planning. Their learnings from their different subjects help them in constructing and producing high quality lesson plans.

On the other hand, professional subjects are not significantly related to the following lesson plan criteria: procedures and activity length; assessment; ease of replication; and extensions. Their way of lesson planning is not influenced by their professional subjects maybe because they are already trained in making a good one.

The present study can also be related to Olstad (2006) on Preservice Teaching Performance: A Search for Predictor Variables. Final Report sought to identify variables that might predict relative success in student teaching performance. University supervisors ranked program graduates on overall student teaching success after they had successfully completed all mastery

criteria. Both studied on student teaching performance and found to have bearing with their academic performance.

**Conclusions**

Based on the findings, the following conclusions were drawn:

1. The student teachers’ academic performance was Good.
2. Ease of application got the highest mean rating in the different application of lesson planning mode and extensions (required for exemplary) tend to be the lowest among them but still fell on a VERY GOOD descriptive rating.
3. There is an inverse significant relationship between the academic performance and modes of lesson planning of the BEEed student teachers.

**Recommendations**

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

1. The academic performance of the teachers should be improved especially in their basic and major subjects.
2. Student teachers should try their best to motivate their learners in order for them to be challenged to do good in all the activities that they have to do in and out of the classroom.
3. The academic performance of the student teachers should be improved so that they will be able to enhance themselves in making lesson plan. Lesson planning must be given emphasis in their Professional subjects. More practice in writing lesson plan should be done.
4. Another study is suggested using other variables in lesson planning.

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