

# THE STUDENT TEACHING EXPERIENCE OF THE BEED STUDENTS

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## ABSTRACT

This study examined the results of an interview to 143 student teachers from nine different schools in the Divisions of Ilocos Sur and Vigan City. It also looked into the practice teaching performance of the Bachelor of Elementary Education, College of Teacher Education, University of Northern Philippines, School Year 2014-2015. Mean and Pearson Product Moment of Correlation were used as statistical treatment. It was found out that the pre-service education performance of the BEED graduating student was GOOD while had an OUTSTANDING student teaching performance and VERY HIGH demonstration teaching performance. An inverse significant relationship between the academic and practice teaching performance was found out on this research. Whereas, a significant relationship also appeared between their academic performance and demonstration teaching performance. A collection of strategies was compiled so all involved in the student teaching relationship experience a fulfilling and meaningful experience in the classroom. It is therefore recommended that the student teachers' questioning skills need to be enhanced as well as the communication skills should be improved through articulating innovative ideas and promote risk-taking and problem solving activities.

Keywords: student teachers, performance, demo-teaching

## Introduction

The College of Teacher Education, University of Northern Philippines is one of the teacher-training institutions in Region I. Its role is to give these prospective teachers ample time to be ready and become an effective teacher. Practice teachers are given several experiences like observing classes and actual teaching. This shall bring about real life and vicarious experiences of a prospective teacher with emphasis on the characteristics of a teacher as a person and as a professional. It shall provide a wide array of opportunities for self-reflection that would prepare one to become a student teacher.

One of the most critical components of teacher preparation is student teaching. It is imperative that the student teaching experience be structured to meet transformations and designed so that student teachers provide value-added service that will enhance student learning, as they gain the necessary skill to prepare them for their own classrooms and their own students.

Student teachers were assigned to these cooperating teachers for either the entire student teaching semester, consisting of a sixteen-week placement, or a half-semester experience consisting of an eight-week placement. Overall, students do not have a choice as to the type of experiences they will receive.

Practice teachers are 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 take place.

Classroom teachers unanimously agree that practice teaching is the single most important undergraduate experience. It provides opportunities for hands-on practice in testing theoretical concepts in the real life settings of school classrooms; it enables the novice to comfortably and gradually assume all the roles and responsibilities of a fully certified teacher. Student teaching is a

challenge demanding the very highest levels of moral, personal and professional commitment of all those who choose to serve.

After supervising student teachers over a span of years the researcher has come to the realization that a large percentage of them were extremely fearful of starting this first “real” teaching assignment called student teaching.

This study hoped to be an enlightening instrument to the professors in the teacher training institutions regarding the performance of the student teachers so that they can teach and give more details, training and actual experiences which could help meet the needs of the pupils as they aimed to develop their mental skills.

This study examined the results of an interview to 143 BEEed student teachers of the College of Teacher Education, University of Northern Philippines, S. Y. 2014-2015, who were deployed from the nine different schools in the Divisions of Ilocos Sur and Vigan City. The respondents’ practice teaching performance, academic performance, student teaching performance, and demonstration teaching performance were studied. It also considered the relationship between the respondents’ academic performance and teaching performance and the relationship between their academic performance and demonstration performance.

### **Theoretical Framework**

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

Forneas and Romo (2010) found out in their study that the respondents’ “Very Good” descriptive rating was observed in their academic performance. A “Very Good” descriptive rating was found out along Teacher’s Personality (highest) and Questioning Skills (lowest).

In addition, Pacpaco (2010) concluded in her study that most of the respondents have “Very Good” level of achievement in the general education subjects, professional and major subjects, have a TAT score of low passes, fathers and mothers who were high school graduate,

parents were non-professionals, graduated from public high school, do not have chance to attend seminars in the national and regional level, most of them are members of local organizations, did not attend any academic contest, students fair and field trips.

The student teacher respondents have a “Very Good” level of performance and were “Outstanding” in teacher’s personality and classroom management and “Very Good” in lesson planning, content, teaching methods and questioning skills. The students/pupils taught by the student teachers have a “Very Satisfactory” level of academic performance.

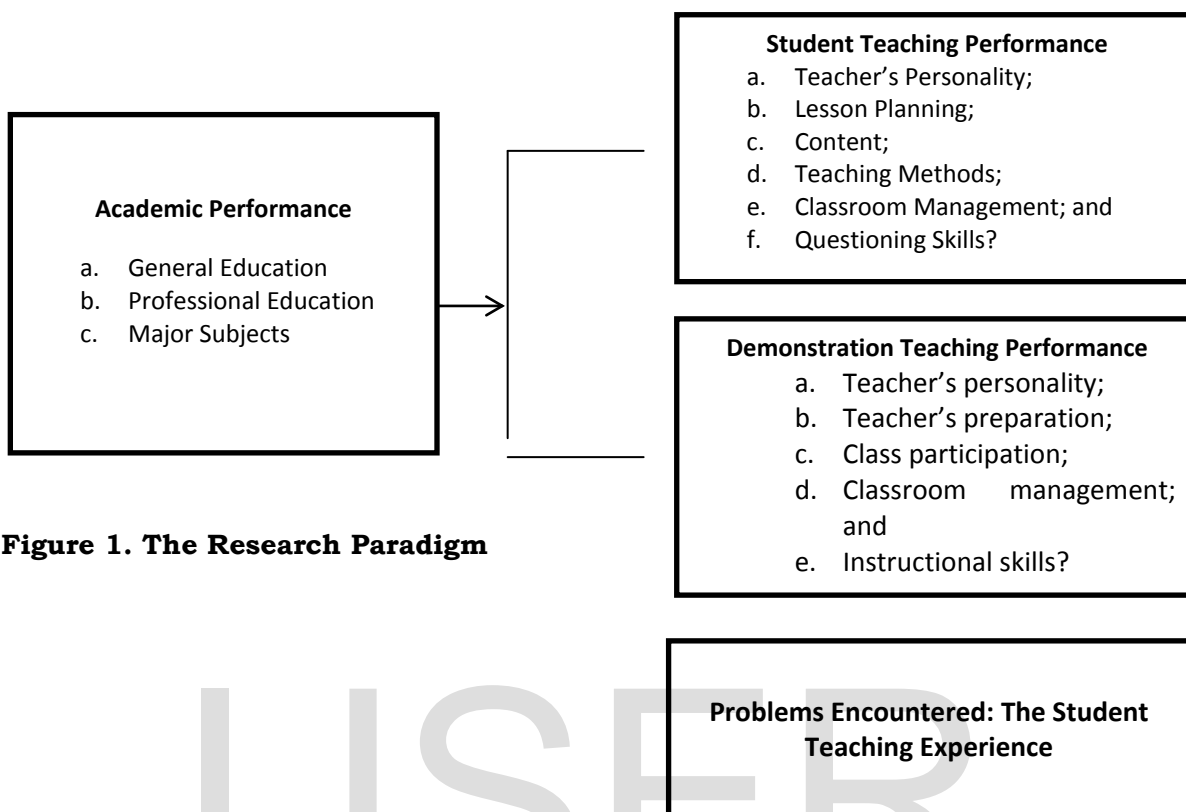
Daluba (2013) found out that demonstration method was significantly affected the students’ achievement than those taught with the conventional lecture method. He recommended that efforts should be made by teachers to thoroughly integrate demonstration method in the teaching of agricultural science in secondary.

Gavino’s (2013) revealed that the level of performance of the faculty as perceived by the students was “very satisfactory” and that there was no significant difference on the extent of perception by students on the level performance of faculty members along: Teacher’s personality, syllabi preparation, content, teaching methods, classroom management, and learning management.

Similarly, Beltran (2002) pointed out that the improvement of student teachers depends on how the teacher training schools have molded these pre-service teachers. It is solely based on how well and competent the teacher trainers are. Educators believe that if these pre-service teachers are equipped with the different pedagogical knowledge, theories and ample training experiences, competent, effective and efficient future teachers will be produced.

### **Conceptual Framework**

This study revolves on the paradigm shown in Figure 1 where the academic performance of the BEED senior students affects their student and demonstration teaching performance.



**Figure 1. The Research Paradigm**

**METHODOLOGY**

The study used the descriptive and qualitative and survey method of research to describe and analyze the performance of the 143 BEED senior students of the College of Teacher Education, University of Northern Philippines, Heritage City of Vigan, Ilocos Sur, Philippines. The main instrument used by the researchers in this study was the Pre-Service Teachers Actual Teaching Evaluation Checklist adopted from the NCBTS manual. The senior students were rated by their cooperating teachers along their student teaching performance. Their

academic performance was taken from their appraisal sheets where their general subjects, professional subjects and major subjects from the first year to the fourth year. An open-ended questions were asked and gave ample time for student teachers to explain their answers on their perceptions of fears and anxieties toward the practice teaching experience.

The information regarding the teaching performance of the student teachers was based on the following scale

<b>Range of Scores</b>	<b>Descriptive Rating</b>
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 on the following scale also.

<b>Point Score</b>	<b>Descriptive Rating</b>
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

Mean described the level of academic and teaching performance of the student teachers on their actual student teaching and Pearson Product Moment of Correlation determined the relationship between the student teachers' academic performance and teaching performance; the

teaching performance and the demonstration teaching performance. The significance of the correlation coefficients was tested at the .05 probability level.

### RESULTS AND DISCUSSIONS

After collecting, analyzing and interpreting data, the following results were driven.

**Table 1. Level of the Respondents' 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 BEED student teachers have a "Good" academic performance as described by their mean rating of 2.07. This could only mean that the student teachers are very dedicated in their studies. They tend to be better in their school work.

Ramirez (1987), in her study, aimed to identify the nature and method of adjustment with either good or poor

academic performance. She reported that the study habits and attitudes, family relations, emotional stability, mode and leadership were considered as predictive factors in academic achievement. The study above is different from this study because their teaching performance was correlated with their academic performance and not with the other factors.

**Table 2. Level of the BEEd Student Teachers in their Practice Teaching Performance**

Criteria	General Education		Early Childhood Education		Overall	
	X	DR	X	DR	x	DR
1. Teacher's Personality	4.78	Outstanding	4.84	Outstanding	4.81	Outstanding
2. Lesson Planning	4.79	Outstanding	4.73	Outstanding	4.76	Outstanding
3. Content	4.75	Outstanding	4.75	Outstanding	4.75	Outstanding
4. Teaching Methods	4.76	Outstanding	4.75	Outstanding	4.76	Outstanding
5. Classroom Management	4.75	Outstanding	4.73	Outstanding	4.74	Outstanding
6. Questioning Skills	4.72	Outstanding	4.72	Outstanding	4.72	Outstanding
<b>Overall</b>	<b>4.76</b>	<b>Outstanding</b>	<b>4.75</b>	<b>Outstanding</b>	<b>4.76</b>	<b>Outstanding</b>

The overall mean rating of the student teachers in their teaching

performance is 4.76, described as "Outstanding."

Teacher’s personality has the highest mean rating of 4.81, interpreted as “Outstanding.” On the other hand, Questioning skills got the lowest mean rating of 4.72 and interpreted as “Outstanding,” still. This connotes that the BEED Student Teachers’ personality is given more importance than their questioning skills. Outer look is most likely to be observed first than their performance in teaching.

Cachero(1990) stated that teachers’ performance is the best instrument used to determine the improvement of instruction and how well the methods and techniques used were applicable to the pupils. Furthermore, Ruiz (1991) stated that teachers’ performance might be measured by generally accepted performance instrument so that there will be more valid comparison with the achievement of scores of pupils.

**Table 3. Level of the BEED Student Teachers’ Demonstration Teaching Performance**

Criteria	General Education	
	X	DR
Teacher’s Personality (5%)	4.86	Very High
Teacher’s Preparation (15%)	14.50	Very High
Class Participation (5%)	4.83	Very High
Classroom Management (5%)	4.82	Very High
Instructional Skills (70%)	67.38	Very High
<b>Overall</b>	<b>96.39</b>	<b>Very High</b>

As seen on the table, the BEED student teachers achieved an overall mean rating of 96.39 described as “Very High” in all the criteria in their demonstration teaching performance. They got the highest mean score of 67.38 described as “Very High” in the Instructional skills and the

lowest mean rating of 4. 82 in Classroom management described as “Very High” respectively. This implies that the student teachers were good in their instructional skills. They know how to apply the skills that they have learned in their professional subjects.

**Table 4. Significant Relationship Between the Academic and Teaching Performance of the BEEd Student Teachers**

Academic Teaching	Basic Subjects	Major Subjects	Professional Subjects	Overall
Teacher’s Personality	*-0.198	*-0.210	-0.126	<b>-0.178</b>
Lesson Planning	*-0.313	*-0.426	*-0.279	<b>*-0.339</b>
Content	*-0.281	*-0.379	-0.191	<b>*-0.284</b>
Teaching Method	*-0.270	*-0.336	-0.149	<b>*-0.252</b>
Classroom Management	*-0.225	*-0.288	-0.181	<b>*-0.231</b>
Questioning Skills	*-0.307	*-0.331	*-0.250	<b>*-0.296</b>
<b>Overall</b>	<b>*-0.278</b>	<b>*-0.295</b>	<b>*-0.236</b>	<b>*-0.270</b>

**Legend: \*significant at .05 level of significance**

As manifested on Table 4, there is an inverse significant relationship between the academic performance and teaching performance of the BEED Student teachers as revealed by the computed r value of -.270. This shows that the basic subjects, major subjects and professional subjects of the students has a great effect of the

academic and teaching performance of the BEEd Student Teachers. This shows that the higher the academic performance of the students the better their teaching performance. The highest grade of the academic performance of the student teachers is 1.0 and the highest grade in their demonstration teaching performance is 5.0.



Teachers' personality with an overall correlation coefficient of -0.178 does not affect the academic and teaching performance of the BEd student teachers. This implies that teacher's personality is not really important in the actual teaching performance of the student teachers.

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.

**Table 5. Significant Relationship Between the Academic and Demonstration Teaching Performances of the BEd Student Teachers**

<b>Academic Performance Demonstration Criteria</b>	<b>Basic Subjects</b>	<b>Major Subjects</b>	<b>Professional Subjects</b>	<b>Overall</b>
Teacher's Personality	*-0.209	-0.044	*0.031	-0.107
Teacher's Preparation	*-0.212	*-0.390	-0.180	*-0.390
Class Participation	*-0.250	*-0.341	-0.193	*-0.386
Classroom Management	*-0.306	*-0.319	-0.154	*-0.383
Instructional Skills	-0.154	*-0.401	*-0.226	*-0.389
<b>Overall</b>	<b>-0.189</b>	<b>*-0.398</b>	<b>*-0.214</b>	<b>*-0.399</b>

**Legend: \*significant at .05 level of significance**

As revealed on the table there is an inverse significant relationship between the academic and demonstration teaching performance of the respondents. The overall correlation coefficient is \*-0.399 shows that the basic subjects, major subjects and professional subjects of the students has a great effect of the academic and demonstration teaching performance of the BEd Student Teachers. This shows that the higher the academic performance of the students the better their demonstration teaching performance. The highest grade of the academic performance of the student teachers is 1.0 and the highest grade is their demonstration teaching performance is 5.0. Teachers preparation with an overall correlation coefficient of \*-0.391 has a great effect on the academic and demonstration teaching performance of the BEd student teachers. This implies that teacher's preparation is really important in the actual teaching performance of the student teachers. The teacher's personality got the lowest overall correlation coefficient of

0.108. This shows that teacher's personality does not really affect the academic performance demonstration criteria of the student teachers. This implies that how the student teachers look does not really affect their performance.

**Conversation Analysis on Problems Encountered by the Student Teachers**

From the interview conducted, student teachers are very open in saying that the strategies they know are very limited and that they need modelling from their cooperating teachers. They said that if they are assigned to a very dedicated and very good model teachers, they feel to be happy and fortunate.

Student teachers carry so much stress and anxiety with so many pressures during their final field placement. As student teachers worry about grade level placements, earning the respect of the cooperating teacher and class, curriculum issues, their final grade from their supervisor, plus, on a larger scale, their final grade point average, securing letters of recommendation, looming Praxis exams, completing lengthy teaching applications,

interviewing, and securing a teaching position post-graduation, it is no wonder why this semester is deemed as the toughest of their college career.

In teaching strategies related to classroom management and discipline: "It is imperative that student teachers observe their cooperating teachers who have a model classroom management techniques for them to know how to use these effectively." "Model clear and consistent enforcement of rules. Intervene and interact in order to make the atmosphere more comfortable for both the student teacher and the model teacher at the beginning of the experience." Additionally, cooperating teachers discussed how they are role models for their student teachers and need to model expected teacher behavior and proper choices at all times.

Student teachers expect that their Cooperating Teachers/Model Teachers should exemplify expected teacher behavior – their eyes and ears are always on practice teachers." "Cooperating teachers set on their minds that they are "student" teachers, they are beginning - they need to see as role models and they need constant feedback, encouragement and guidance." In order to help student teachers lessen their fears and concerns regarding the student teaching experience, cooperating teachers feel that they should help them with their adaptation into the classroom, provide as many varied teaching/learning experiences as possible, and be a strong role model for pre-service educators.

According to the student teachers, setting firm and understandable expectations helps ensure a positive and successful student teaching experience. Perhaps the most important strategy to have a successful student teaching experience shared throughout the analysis of the study was remembering and frequently reminding student teachers what the main focus of teaching actually is: the LEARNERS.

Student teachers explained that they need to be given time and opportunity to ask questions. "Being a student teacher is a difficult job. They need to ask questions to clarify ideas and increase information. To have a successful student teaching experience and complete all the necessary

requirements for student teaching, the student teacher needs to assume responsibility in the classroom.

These student teachers assimilate into the classroom at a slower pace while they concentrate on observing to get a feel for the students, the curriculum, the cooperating teacher's style, and the climate of the classroom. Providing the opportunity to let student teachers feel comfortable before actively engaging in teaching is a strategy some favor. "Let the student observe for a while until he/she feels comfortable with the class." "Student teachers need to be gradually incorporated into the daily routine of teaching."

Lastly, some student teachers believe that they are develop as an effective teacher into the classroom at their own pace. The advantage of this strategy views the student teacher as an individual and looks at their personal level of confidence and unique personality. It maintains that there is not one correct way to let students begin interacting in the classroom, but suggests an individualized approach. Although co-ops differed on the best step of assimilating student teachers into the classroom, a large number believe that to learn the craft correctly, student teachers must exposed to many types of learning experiences. These experiences open the door for pre- service educators and create real life learning opportunities.

Realizing that student teaching involvement is the best experience in their entire student life and believe that this is really important in the educational process. This meeting could support the interchange of valuable knowledge and expertise they provide to their learners to make their student teaching experiences less stressful and more rewarding.

## Conclusions & Recommendations

After thorough investigation, it was therefore concluded that the student teachers' academic performance was "Good."; had an "Outstanding" student teaching performance; and a "Very High" Demonstration Teaching Performance. There is a significant relationship between the academic performance and their teaching

performance while a significant inverse relationship between the academic and demonstration teaching performance of the respondents was found out in this research.

Based on the conclusions, it was recommended that the academic performance of the student teachers should be improved especially in their basic and major subjects. The teaching performance of the student teachers' questioning skills needs to be enhanced. The respondents' communication skills should be improved. They should be helped in articulating their ideas and thinking process, promote risk-taking and problem-solving activities and encourage convergent and divergent thinking on their teaching and self-esteem must be uplifted or strengthened. 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. Lesson planning and teaching methods must be given emphasis in their Professional subjects. The students must be exposed to the different methods, techniques and strategies being used in teaching. More practice in writing lesson plans should be done. Their academic performance descriptive rating of VERY GOOD should reflect on their performance on the forthcoming Licensure Examination for Teachers (LET). Lastly, another study was suggested, correlating their teaching performance and their performance in the Licensure Examination for Teachers (LET).

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