

# Investigating the Teaching Performance of Pre-Service Teachers

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**Abstract:** A very important stage in the life of a pre-service teacher is the student teaching phase in which the learning competencies acquired from the Teacher Education program is put into practice. This is the stage where the pre-service teacher experiences the essentials of teaching in a cyclical process of planning, actual teaching and evaluating learning. Hence, this study determined the teaching performance of pre-service teachers of Batangas State University JPLPC-Malvar. This research utilized 52 teacher education seniors who served as the respondents of the study. Specifically, this study determined the following: the assessment of the two groups of respondents on the teaching performance of pre-service teachers in terms of mastery of the subject matter and facilitating learning; and the implication of the findings of the study to the academic instruction of the College of Teacher Education.

A self-constructed questionnaire was the main instrument used by the researcher to determine the teaching performance of pre-service teachers. The responses from the respondents were treated statistically with the use of mean.

After careful tabulation, statistical treatment, analysis and interpretation of data, the following findings were revealed. The two groups of respondents assessed the teaching performance of pre-service teachers as very satisfactory in terms of mastery of the subject matter and facilitating learning. Considering the significant finding revealed and conclusions drawn in this study, the researcher suggested the following: The department may initiate seminars regarding student teaching and trainings for teachers as well as seniors who will be deployed in student teaching. Second, the College may invite Master Teachers from different cooperating schools to share their expertise through demonstration teaching workshop in preparation for the practice teaching of pre-service teachers. Third, strong linkages between the cooperating teachers and principals may be established. Lastly, a follow-up study may be conducted contemplating on other variables to monitor not only the performance of pre-service teachers but the institution as well.

**Keywords:** Student Teaching Performance, Pre-service Teachers.

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## Introduction

Teaching is a complex process compelling many kinds of knowledge. Some of these include knowledge of subject matter content and of general pedagogical principles. Various systems for describing the knowledge needed for teaching have been developed with varying

emphases and purposes. With any set of categories or domains of knowledge, it is important to keep in mind that these systems are used to bring conceptual order to learning that is in reality complex and interrelated.

Teaching is a profession that requires discipline in every aspect of an educator's life. It is also one of the many ways on how one can possibly acquire understanding. Unlike any other profession, teaching is crucial and is sensitive especially in the minds of the young learners. As a facilitator of learning, one must carefully be perceptive to what he is saying and doing in the eyes of the learners. There must also be consideration unto the needs and interests of the learners.

Becoming a teacher requires a lot of preparation. This preparation undergoes a lot of molding, smoothening and sometimes a painful furnishing in order to produce an effective and competent educator. But the university or the institution that helps in molding and shaping the future teachers is not the end line of knowing and growing more about the profession. Success and failures in the classroom and adult development occur naturally through life experiences and the continued formal learning that the profession offers contributes to the professional development of teachers.

Teaching should not be treated only as a responsibility to implant knowledge and to have an impact to the learners' lives. Teaching profession should be a passion instead. Teaching is more on aiding, guiding, and helping an individual to develop as an agent of change.

A teacher's general performance in teaching is influenced by various internal and external factors. These different teaching factors are measured and assessed in order to come up with indicators of successful teaching that would effectively regulate students' learning and serve as success indicators for a school.

Teacher education institutions play a vital role in the training, instruction and development of potential elementary and secondary education students. Teachers must encompass the needed knowledge and skills. They must also have the mastery of the subject matter and abilities to facilitate learning.

In the Teacher Education Program, one of the most important components is student teaching. It is generally accepted as a practical element of teacher education that has demonstrated remarkable endurance in the practicum or field experience. It is also acclaimed as one of the essential features in the preparation of pre-service teachers.

Pre-service teachers are those who undergo formal education and formal training in order to become an effective and efficient teacher. These teachers are often referred to as Student Teachers, Practice Teachers or Intern.

During internship, the pre-service teacher experiences the essentials of teaching in a cyclical process of planning, actual teaching and evaluating learning. The intern puts into test the pedagogical content knowledge acquired in related courses prior to internship which is an integral part of the curriculum (Marasigan, 2018).

Pre-service teacher training initiates student teachers into actual school environment. It serves as a crucial aspect of teacher preparatory program. It provides them opportunities to come intact with any kind of school routines. It is the aim of all teacher education institutions to

produce pre-service teachers who can start their career with sufficient competencies and positive attitudes toward the teaching profession (Badmus, 2006).

The need to produce competent teachers in the field is the foremost objective of teacher education institutions in the country today. Thus, it is necessary to develop the basic knowledge, skills, and attitudes of the students who will soon become prime molders of young minds.

In recent decades, educational research has provided convincing evidence that the quality of the learning opportunities created by teachers affects students' learning and motivation (Hattie, 2009). Particular interest has been directed toward teachers' knowledge and mastery of subject matter. In this way, students learn best as the teacher simplifies learning.

Given the importance of teacher knowledge for student progress, teacher education can be regarded as a key target and lever of educational reform. However, the understanding of how teacher education programs affect the development of professional knowledge remains limited (Cochran-Smith and Zeichner, 2005). One of the main challenges for research on teacher education lies in the assessment of teacher's knowledge.

Batangas State University JPLPC-Malvar is a teacher training institution that untiringly and endlessly pursue to upgrade and maintain high quality education especially for prospective teachers. The institution is committed to provide the students the best education they deserve so that they may become effective and efficient molders of young mind, fully equipped with gainful skills and right values and virtues and eventually turn out to be the kind of teachers they aspire to be.

It is this context why this study was conceived. The researcher who is a faculty member of the College of Teacher Education has seen the significance and necessity of assessing the teaching performance of senior pre-service teachers with the end view of determining its implication to the academic instruction of the College. Teacher Education seniors were likewise chosen as respondents of the study since they are the group of students who conduct their student teaching during the Second Semester in the different cooperating schools in the locality.

### **Objective of the Study**

This study determined the teaching performance of pre-service teachers of Batangas State University JPLPC-Malvar. Specifically, it sought answers to the following questions: How do the two groups of respondents assess the teaching performance of pre-service teachers in terms of mastery of the subject matter; and facilitating learning?; and What is the implication of the findings of the study to the academic instruction of the College of Teacher Education?

### **Methodology**

The instrument used in this study was the researcher-made questionnaire. This instrument was suitable for collecting significant data needed in the study. The researcher-made questionnaire determined the teaching performance of the student-respondents. The parameters included mastery of the subject matter and facilitating learning. The student teaching performance of the student-respondents was assessed by the students themselves and their cooperating teachers in terms of the given parameters.

The respondents were asked to evaluate comprehensively each statement on a four-point rating scale depending on the frequency of each. To interpret their responses, mean was computed and the results were analyzed using the given mean ranges and verbal interpretation as presented below.

Numerical Figures	Range	Verbal Interpretation
4	3.51 – 4.00	Often/Very Satisfactory
3	2.51 – 3.50	Sometimes/Satisfactory
2	1.51 – 2.50	Seldom/Fair
1	1.00 – 1.50	Never/Needs Improvement

### Results and Discussion

This part of the study determined the assessment of the two groups of respondents on the student teaching performance of pre-service teachers in terms of mastery of the subject matter and facilitating learning.

**Table 1. Teaching Performance of Pre-Service Teachers in Terms of Mastery of the Subject Matter**

Item Statements	Pre-Service Teacher		Cooperating Teacher	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
<b>As a pre-service teacher, I can ...</b>				
1. explain the subject matter without completely relying on the prescribed reading.	3.54	Often	3.56	Often
2. expound subject matter with depth.	3.56	Often	3.58	Often
3. integrate topic discussed and relate topic being discussed to concepts previously learned by the students in the same course.	3.49	Sometimes	3.51	Often
4. relate the subject matter to other pertinent topics.	3.48	Sometimes	3.60	Often
5. raise problems and issues relevant to the topic of discussion.	3.48	Sometimes	3.48	Sometimes
<b>Composite Mean</b>	<b>3.51</b>	<b>Very Satisfactory</b>	<b>3.55</b>	<b>Very Satisfactory</b>

It can be gleaned from the table that the highest mean ratings were 3.56 for the student-respondents and 3.60 for the teacher-respondents which state that the pre-service teachers expound subject matter with depth and they can relate the subject matter to other pertinent topics. The composite mean for the assessment of the student-respondents was 3.51 while for the cooperating teachers, the composite mean was 3.55 both interpreted as Very Satisfactory.

**Table 2. Teaching Performance of Pre-Service Teachers in Terms of Facilitating Learning**

Item Statements	Pre-Service Teacher		Cooperating Teacher	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
<b>As a pre-service teacher, I can ...</b>				
1. organize and present subject matter clearly and coherently with the objective of the lesson known to the students.	3.50	Sometimes	3.58	Often
2. create teaching strategies that allow students to practice using concepts they need to understand..	3.47	Sometimes	3.58	Often
3. provide learning activities that promote active learning and develop analytical thinking among the students..	3.48	Sometimes	3.50	Sometimes
4. stimulate students' desire and interest to learn more about the subject matter..	3.48	Sometimes	3.62	Often
5. enhance students' self-esteem through the proper recognition of their abilities..	3.62	Often	3.63	Often
<b>Composite Mean</b>	<b>3.51</b>	<b>Very Satisfactory</b>	<b>3.58</b>	<b>Very Satisfactory</b>

The table shows that the respondents are more able to enhance students' self-esteem through the proper recognition of their abilities which garnered mean ratings of 3.62 for the student respondents and 3.63 for the teacher respondents. It can also be gleaned from the table that the composite means are 3.51 and 3.58 respectively which indicate that both the pre-service teacher and the cooperating teacher agree that the teaching performance in terms of facilitating learning of pre-service teachers is very satisfactory.

As future educators, pre-service teachers must not only focus on the content of a particular lesson but must be able to relate and connect the subject matter to a real-life situations, so that students could connect and understand. The key role of a teacher is to facilitate learning. Teaching is intimately tied to notions of learning for students deserve to learn (Zulijan and Vogrinc, 2010).

### **Implication to Academic Instruction of the College of Teacher Education**

This study unfolds the performance of the Teacher Education Seniors on their Student Teaching. Based on the results, majority of the Teacher Education seniors have very satisfactory performance in their student teaching, thus, leaving a positive impact to the academic instruction of the College of Teacher Education.

With the very satisfactory performance of the department, it would be easier for the incoming student teachers to be admitted in their cooperating schools since good impression was established. Thus, the teaching staff are expected to utilize activities which will maintain or enhance the status of the department. The performance of the pre-service teachers in their respective cooperating schools would also contribute to the accreditation status of the department for it is a clear indication of the affirmative performance of the department.

### Conclusion and Recommendation

This study investigated the teaching performance of pre-service teachers as assessed by the student-teachers themselves and their cooperating teacher. In terms of mastery of the subject matter and facilitating learning, the two groups of respondents assessed the teaching performance of pre-service teachers as very satisfactory. Considering the significant finding revealed and conclusions drawn in this study, the researcher suggested the following: The department may initiate seminars regarding student teaching and trainings for teachers as well as seniors who will be deployed in student teaching. Second, the College may invite Master Teachers from different cooperating schools to share their expertise through demonstration teaching workshop in preparation for the practice teaching of pre-service teachers. Third, strong linkages between the cooperating teachers and principals may be established. Lastly, a follow-up study may be conducted contemplating on other variables to monitor not only the performance of pre-service teachers but the institution as well.

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