

**PERFORMANCE OF THE PRE-SERVICE TEACHERS****Eleuteria R. Pacpaco<sup>1</sup>, Necy Cesaria V. Romo<sup>2</sup>, Efren U. Galapon<sup>3</sup>, Maria Theresa V. Forneas<sup>4</sup>,  
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**ABSTRACT:** *Teacher education has remained a subject of intense discussion for decades. It is indispensable to look into the intricacies of becoming a professional teacher. Continual evaluation of teacher education programs is a must. The study determined the profiles of respondents of the College of Teacher Education pre-service teachers, the pre-service teachers' performance, content knowledge and pedagogy, the learning environment, the diversity of learners, curriculum and planning, and assessment and reporting. This study used a descriptive research design. The findings revealed most of the respondents are BSEd students specializing in Physical Education, Science, English, Filipino, Mathematics, and Social Science. An excellent performance of the Pre-service teachers was observed. There is a significant relationship between the performance of the pre-service teachers along the Philippine Professional Standards for Beginning Teachers in the curriculum and planning and the profile of Pre-service teachers in three programs. A significant difference among the programs of the College of Teacher Education was also noted in the findings.*

**Keywords:** pre-service teachers, performance, curriculum, planning

**1. INTRODUCTION**

Teachers play a vital role in nation-building. They are the focal persons for the holistic development of learners who will consequently contribute to the country's development. Teachers must have the technical know-how, the right attitude, and dispositions in life as molders of the younger generations. The state requires teachers to be duly licensed as professionals to practice the art and science of teaching as embodied in the Republic Act 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994.

The Commission on Higher Education, which was created under Republic Act 7722 in 1994, is a part of the reforms on the country's education systems. Along with the Trade Education and Skills Development Authority (TESDA) and Department of Education (DepEd), there has been a trifocalization of the education sector into three governing bodies: The CHED for tertiary, DepEd for basic education, and the TESDA for technical-vocational education. Part of the mandate of CHED is for the Commission to issue policies, standards, and guidelines for the implementation of tertiary education programs across all tertiary education institutions in the country (CHED, 2020).

CHED memorandum 30, series of 2004 provides the policies, standards, and guidelines for teacher education programs in the different teacher education institutions (TEIs). It gives the minimum unit requirements for providing a teacher education program in the elementary and secondary levels.

CHED Memorandum 56, series of 2007 provides the policies, standards, and guidelines in the offering of Bachelor of Technical-Teacher Education (BTTE). The program is designed for the pre-service education program for teachers who shall be teaching Technology and Livelihood Education (TLE) in the Intermediate and Secondary levels of basic education.

CHED Memorandum Orders 30 of 2004 and 56 of 2007 require teacher education programs in the elementary, secondary, and technical-vocational education to provide pre-service teachers with at least 280 hours for their practice

teaching experience. The practice teaching experiences are embedded in Field Study 142. This is a 6-unit course in which the pre-service teachers must engage in a full time and real experience of providing actual teaching in classes within their major fields of specialization.

The College of Teacher Education at the University of Northern Philippines is a Center of Development in Teacher Education. It offers a Bachelor of Elementary Education (BEE), Bachelor of Secondary Education (BSE), and Bachelor of Science in Industrial Education. Pre-service teachers share the rudiments of preparing lesson plans, developing instructional materials, delivering lessons, and recording learning outcomes applying all the necessary theories, principles, and laws of learning that they have assimilated in the course of their four-year journey toward becoming a teacher.

Part of the practice teaching experience requirements is the delivery of the final demonstration teaching. The pre-service teacher shall prepare a lesson, instructional material and then deliver instruction without the cooperating teacher's direct involvement. Their performance is graded with the use of the Beginning Teacher Indicators (BTI) of the Philippine Professional Standards for Teachers (PPST). The BTI is used to measure the proficiency of teachers with zero to five years of teaching experience.

School administrators use the Philippine Professional Standards for Teachers for (i) endorsing programs for initial teacher education; (ii) registering and accrediting teachers; (iii) raising the quality of professional learning; (iv) identifying and recognizing exemplary high-level practice; (v) developing standards for leadership; (vi) establishing a consistent evaluation/assessment process associated with each Career Stage that preserves the integrity of the PPST; and (vii) maintaining an efficient documentation process related to the achievement of the Indicators across Career Stages (DepEd Tambayan, 2020).

Practice teaching is indeed very challenging, yet an essential part of training the student teachers. Modern society demands high quality services from teachers: thus, teachers must possess a wide array of knowledge and skills and instruction.

The pre-service education performance of the BEED graduating students of the University of Northern Philippines was good [1]. The students also had an OUTSTANDING student teaching performance and a VERY HIGH demonstration teaching performance. The study also found out that there was a significant inverse relationship between academic and practice teaching performance. Whereas, a meaningful relationship also appeared between their academic performance and demonstration teaching performance.

Pre-service teachers' prior teaching performance, personality characteristics, and previous academic achievement were assessed as predictive factors on teacher performance [2]. Results indicate that no significant relationship was identified between personality traits and the outcome variable teaching performance in this study. However, previous teaching performance in addition to academic achievement scores emerged as significant predictors of teaching performance.

The association between pre-service teachers' observed mastery teaching performance, personality traits, beliefs about children, and teacher self-efficacy upon completion of a teacher preparation program [3]. The study had four important findings. First, pre-service teachers who were more outgoing had a higher sense of teacher self-efficacy at the end of the teacher preparation program. Second, pre-service teachers who had a great tendency towards negative affect and anxiety felt less confident about their future success as teachers. Third, pre-service teachers who had more constructivist, democratic beliefs about how children learn felt more efficacious at the end of their pre-service experience. Finally, pre-service teachers observed mastery teaching performance during student teaching was unrelated to their level of teacher self-efficacy at program completion. Taken together, these findings provide initial evidence that for pre-service teachers, who have spent limited amounts of time in the classroom context, relatively stable psychological attributes such as personality traits and beliefs may serve as important predictors of teacher self-efficacy even when accounting for mastery teaching experiences.

Practice teaching is indeed very challenging, yet an essential part of training the student teachers [4]. Modern society demands high-quality services from teachers: thus, teachers must possess a wide array of knowledge and skills in instruction.

The number of teaching standards competence and performance of basic education teachers assessed by the principals and teachers themselves were proficient and satisfactory, respectively [5]. Moreover, the findings showed no significant difference in both the teaching standards competence and performance when the teachers were grouped in step with sex, educational attainment, legal status, and standing of employment. However, the findings revealed a significant relationship between the extent of teaching standards competence and performance. Teacher education has remained a subject of intense discussion for decades. It is indispensable to look into the intricacies of becoming a professional teacher. Continual evaluation of

teacher education programs is a must. Studies on the different facets of teacher education programs served as bases for the curriculum's improvements, such as policy formation, improvement of teaching approaches, and designing a classroom environment, among others. In this light, the authors wished to study the pre-service performance of the secondary, elementary, and industrial teacher education students of the University of Northern Philippines. The data gathered would provide baseline information for the continual improvement of the College's systems and processes.

This study looked into the pre-service teachers' performance in their demonstration teaching of the College of Teacher Education, University of Northern Philippines, the School Year 2018-2019.

Specifically, it sought to answer the following: 1) the profile of the respondents in terms of a) Programs, and b) Field of specialization; 2) the level of performance of the pre-service teachers along a) Content knowledge and Pedagogy, b) Learning environment, c) Diversity of learners, d) Curriculum and Planning, and e) Assessment and Reporting; 3) the significant

relationship between the performance of the pre-service teachers along with the Philippine Professional Standards for Beginning Teachers and the profile of the faculty and Pre-service teachers,

and 4) the significant difference between the three programs of the College of Teacher Education.

## 2. METHODS

This study employed the descriptive-correlational method of research. There are 229 graduates of the College of Teacher Education. The researchers' main instrument in this study is a questionnaire that gathered information on the profile of the pre-service teachers in terms of programs and field of specialization for teachers' performance. The level of the demonstration teaching performance of the pre-service teachers was determined using a performance checklist, which was rated by their cooperating teacher along with content knowledge and Pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. These are the performance indicators of the Philippine Professional Standards for Teachers for Beginning Teachers. The study also used a documentary analysis. The respondents of the study were selected purposely and belonged to the pre-service teachers from the Bachelor of Secondary Education (BSE), Bachelor of Elementary Education (BEEd) and Bachelor of Science in Industrial Education (BSIE) students of the College of Teacher Education, University of Northern Philippines. In the conduct of the study privacy and confidentiality was adequately observed following the ethics guidelines of the University. Permission to gather data was sought from proper authorities. The study of [6], [7] and [8] made use of the same method which is descriptive-correlational method research wherein the relationship among the variables are described and allow the prediction of future events from present knowledge.

## 3. RESULTS AND DISCUSSION

Half of the practice teachers specialize in Secondary

Education (52.40%) with majors in Physical Education (12.23 %), Science (10.92 %), English (7.86%), Filipino (6.55 %), Mathematics (7.42%), Social Science (7.42 %), Filipino (6.55 %). Furthermore, almost half of the practice teachers specialize in elementary education majors in General Education (34.50%) and Early Childhood Education (10.94%). There are only seven (7) practice teachers in Industrial Education who major in Practical Arts, Home Economics and Electronics Technology.

**Table 1: Summary of Level of Pre-Service Education Performance of the Practice Teachers**

Description	BEED		BSEd		BSIE		Grand Mean	
	$\bar{x}$	DR	$\bar{x}$	DR	$\bar{x}$	DR	$\bar{x}$	DR
Content Knowledge and Pedagogy	4.85	O	4.80	O	4.71	O	4.83	O
Learning Environment	4.85	O	4.80	O	4.71	O	4.83	O
Diversity of Learners	4.80	O	4.71	O	4.58	O	4.78	O
Curriculum and Planning	4.92	O	4.93	O	4.63	O	4.95	O
Assessment and Reporting	4.89	O	4.93	O	4.88	O	4.91	O
<b>Grand Mean</b>	<b>4.86</b>	<b>O</b>	<b>4.83</b>	<b>O</b>	<b>4.70</b>	<b>O</b>	<b>4.86</b>	<b>O</b>

The level of Pre-Service Education Performance of the Practice Teachers was Outstanding with a grand mean of 4.86. In all areas of the pre-service courses (BEEd, BSEd and BSIE) in curriculum and planning, the performance of the practice teachers in the elementary education program recognizes the selection, development, and use of appropriate teaching and learning resources (alignment of instructional materials, match with the learning goals, multidisciplinary learning resources).

This holds true with the Secondary Education and Industrial Education programs which demonstrated knowledge of monitoring and evaluation of learner progress and achievement using learner attainment. Including conducting instructional evaluations using written and unwritten assessment of learners' achievement, tests and examination. The curriculum requirements for the professional subjects in the New competency standards for teachers still follow the learning outcomes of the teacher education program with the basis of the 21<sup>st</sup> Century skills. Specifically, the learning skills for the development of critical thinking, creativity, collaboration and communications and for the development of information literacy. In life skills, flexibility, leadership, initiative, productivity and social skills are met. The College of Teacher Education has implemented the NCBTS that adopted the educational strategies of the Philippine Professional Standards for Teachers. This implemented the interaction with the national and local curriculum requirements (PPST, 2016) in the National Competency Standard for Teachers. Basically, the curriculum standards adopted by the College of Teacher Education adopted the 21<sup>st</sup> century skills of teaching-learning on its course content of the education framework of teacher quality as institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009.

**Table 2: Test of Significant Relationship**

Description	A	B	C	D	E	W H O L E
Program	.571	.537	-.182	.619*	.213	.362
Field of Specialization	.368	.759	-.076	.546	.138	.440
Overall Performance	.490	.765	-.184	.607*	.317	.548

\*. Correlation is significant at the 0.05 level (2-tailed).

Legend:

A. Content Knowledge and Pedagogy  
B. Learning Environment  
C. Diversity of Learners  
D. Curriculum and Planning  
E. Assessment

The computed correlation coefficients are significant at 0.05 level of significance in the relationship between the performance of the pre-service teachers along curriculum and planning ( $r=.619$ ) and profile of pre-service teachers along program. This implies that the teaching competency standard of the practice teacher coordinators were anchored on curricula of the K to 12 program which supported the teaching for independent learning for the 21<sup>st</sup> century skills and commitment as defined in the Code of Professional Ethics for Teachers. In independent learning, it provides the support of the 21<sup>st</sup> century skills which allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations

**Table 3: Analysis of Variance Between and Among the Programs**

Source of Variation	Sum of Square	MS	F Value	F crit	Decision
Between Groups	0.20	0.10	1.37	3.02	Not Significant
Within Groups	31.62	0.07			
Total	31.82				

There is no significant difference among the programs of the College of Teacher Education which means that more or less they have the same level of performance of the pre-service teachers along content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. It can be observed that the program outcome of the competency does not significantly influence the performance of the practice teachers in pre-service training as manifested from the computed F Value of 1.37 with F crit of 3.02.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

Most of the respondents are BSEd students. content and Pedagogy, the BEEd and BSEd practice instructors have enormously proven an appreciation of the variety of verbal and non-verbal school room conversation strategies that assist learners grasp participation engagement and achievement. There is a notable analysis in the learning environment for all programs. On diversity of learners, it has an outstanding rating in all items with the highest mean in the use of strategies responsive to learners with disabilities, giftedness, and talents. On curriculum and planning, the practice teachers prepare developmentally sequenced

teaching and learning processes to meet curriculum requirements and on Assessment and Reporting, it has outstanding ratings in the demonstration of knowledge in monitoring and evaluation of learner progress and achievement using learner attainment.

There is a significant relationship between the performance of the pre-service teachers along curriculum and planning and profile of pre-service teachers along program and there is no significant difference among the programs of the College of Teacher Education.

Continuous career orientation and school campaign of different programs of the College is recommended. There is still a need to enhance the curricular program that is oriented to inclusive education, special needs, differentiated learnings, andragogy, LGBT, gender development, contextualized lessons and other forms though offering of additional courses related to special education. Continuous seminars/ training related to Philippine Professional Standards for Beginning Teachers specially on curriculum and planning must be a continuing concern of the administrators and higher officials of Commission on Higher Education to update the knowledge, skills and talents of the education students on the trends today to meet the challenges of 21st century education.

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