

Factors Related To the Teaching Performance of Pre-Service Teachers

**Dr. Herminia N. Falsario¹, Dr. Helen T. Montaña², Fritz M. Balisang³, Jenena C. Delfin⁴,
Erma N. Nacionales⁵, Ricky Andresito P. Naciongayo⁶**

^{1,2,3,4,5} Faculty, Professional Education Division, ISAT U Miagao Campus

⁶ Faculty, Math Division, ISAT U Miagao Campus

Email: ¹herminiafalsario@gmail.com, ²montanohelen.mh@gmail.com, ³rbbalisang@gmail.com, ⁴jenenadelfin2017@gmail.com,

⁵rickyandresitonaciongayo@gmail.com

ABSTRACT

The study sought to determine the factors related to the student teaching performance of the randomly chosen fourth year BSED and BEED students. Generally, the study used the descriptive-correlational method. Descriptive statistics were percentage, mean and standard deviation while the inferential statistics were t-test and Pearson's r set at 0.5 level of significance. As a whole, the respondents' student teaching performance was "Superior" and their teaching self-efficacy was "Very High". Academic performance in professional, major and content courses was "Very Good". There were significant differences in the identified pairs of scores when the respondents were classified as to program. All identified factors were significantly related to the student teaching performance of pre-service teachers with GPA of major subjects having the highest predictive value of 21.6% and teaching self-efficacy having the lowest predictive value of 4.8%.

Keywords

Teaching performance, teaching self-efficacy, academic performance, pre-service teachers

Introduction

Background of the Study

In the Philippines, the Teacher Education Institutions (TEIs) are mandated to provide quality pre-service teacher education. They serve as laboratories of pre-service teachers who eventually become the teaching force of the nation as stated in CHED Memorandum Order No. 30 series of 2004 Article 1 Section 1, "Quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, the pre-service preparation of teachers for primary and secondary educational sectors is a very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers...." The TEIs are the key theaters for action in preparing those who will be at the forefront of education and learning for the coming century. (Lagrada, 2010) Consequently, what is taught in the colleges and universities will eventually find their way into the classroom. The nature of preparation the pre-service teachers undergo, the formal and informal curriculum that form the core of teaching agenda, the kind of attitudes and aptitudes that they

acquire are functions of the mode of training the TEIs provide. (Pefianco, 2010)

Coladarci (1992) stated that several studies have examined the effects of pre-service teacher education on the formation of prospective teachers' sense of efficacy. Spector (1990) in Coladarci (1992) found that personal efficacy among undergraduate students increased linearly during the 4-year undergraduate program, which culminated in student teaching.

Iloilo Science and Technology University Miagao Campus is a teacher education institution. To have an empirical basis on the performance of the pre-service teachers in their major and content courses, professional education subjects, and specifically on student teaching which is the culmination of their experiential learning courses, the researchers conducted the study. The results of the study will become baseline data on the enhancement of the pedagogical practices to be employed by the Faculty of the Teacher Education Program of the University.

Conceptual Framework of the Study

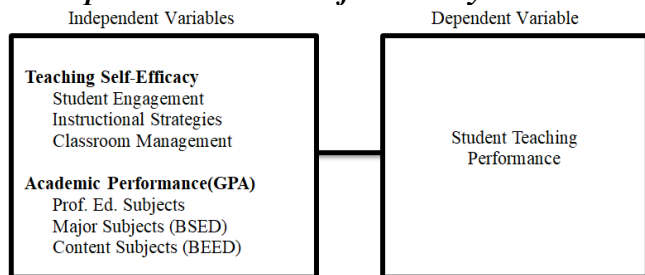


Figure 1: Schematic Diagram of the Study

Figure 1 presents the paradigm of the study. The independent variables are the respondents' teaching self-efficacy, academic performance in professional education and major subjects and content courses. The dependent variable is the student teaching performance. The researchers believed that there is a relationship between the identified independent variables and student teaching performance.

Statement of the Problem

The study was conducted to find out the factors related to the student teaching performance of pre-service teachers of ISAT U Miagao Campus in the Academic Year 2015-2016.

Specifically, it sought answers to the following questions:

1. What is the teaching self-efficacy of the respondents as a whole and when classified as to the subscale such as student engagement, instructional strategies and classroom management?
2. What is the respondents' academic performance in professional education, major subjects, content courses and student teaching?
3. Is there a significant difference in the self-efficacy level as a whole and in the subscales when respondents are classified by program?
4. Is there a significant difference in the respondents' academic performance in professional education subjects and student teaching when they are classified by program?
5. Is there a significant relationship between the identified variables and the student teaching performance?

Research Hypotheses

1. There is no significant difference in the self-efficacy level as a whole and in the subscales when respondents are classified by program.
2. There is no significant difference in the respondents' academic performance in professional education subjects and student teaching when they are classified by program.
3. There is no significant relationship between the identified variables and the student teaching performance.

Literature Reviews

The Nature of Teacher Self-Efficacy

Self-efficacy is the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals (Ormrod, 2006 in Gavora, 2010). It exists in many domains of human functioning, including both professional and private behaviour. Also, it is defined as "beliefs in one's capabilities to organise and execute the course of action required to produce given attainments" (Bandura, 1997 in Pendergast, Garvis and Keogh, 2011).

Specifically in an educational context, teacher self-efficacy is the teacher's personal (i.e., self-perceived) belief in ability to plan instruction and accomplish instructional objectives. It is in effect the conviction the teacher has about his/her ability to teach pupils efficiently and effectively. It should be distinguished from teacher "competence," which is usually interpreted and/or applied to refer to (only) the teacher's *professional* knowledge and skills. Teacher self-efficacy is a broader concept, and in fact high self-efficacy underlies and enables successful use of professional knowledge and skills, or conversely, low self-efficacy inhibits effective use of professional knowledge and skills. Thus, it is a strong self-regulatory characteristic that enables teachers to use their potentials to enhance pupils' learning. It is related to "perseverance;" the stronger the self-efficacy, the greater the perseverance -- and the greater the perseverance, the greater the likelihood that the teaching behaviors will be successful. (Gavora, 2010).

According to Pendergast, Garvis, and Keogh (2011), teacher self-efficacy relates to the beliefs teachers hold about their own perceived capability in undertaking certain teaching tasks. It is

considered a powerful influence on teachers' overall effectiveness with students. Teachers with a high level of teacher self-efficacy have been shown to be more resilient in their teaching and likely to try harder to help all students to reach their potential. In contrast, teachers with a low level of teacher self-efficacy have been found to be less likely to try harder to reach the learning needs of all their students. It is for this reason that the investigation of the development of teacher self-efficacy in pre-service teacher education is important because during this time pre-service teachers undergo an 'apprenticeship of learning'. Moreover, Norton (2013) asserted that in teaching, highly self-efficacious teachers feel that they can teach the students and that they can succeed in teaching. Those who have a high level of self-efficacy will approach a challenge with their strength and resources, knowing that they will make a difference and can conquer that challenge. Those with a low level of self-efficacy feel as if no matter how hard they attempt something, they cannot make a difference.

Practice Teaching

Practice teaching is the total immersion of the prospective teachers in the real life of becoming a teacher wherein they are experiencing the rudiments of teaching in a cyclical process of planning, actual teaching and evaluating learning. It is a chance of putting into actual practice all that were learned in the content and theory courses, strategies or methods of teaching and of testing the pedagogical content knowledge acquired in related courses prior to Practice Teaching (Experiential Learning Courses Handbook, 2009).

Pagaduan (2009) stated that one very important aspect of pre-service education is the student teaching component of the teacher education curriculum. This component is considered by many as the primary exit evaluation of student teachers' competencies. It is during this period where the would-be teachers apply the theories and concepts they have learned in their curriculum especially the methods and strategies courses. It is at this stage where would-be teachers face and resolve various problems and challenges which would enable them to meet the requirements of the teaching profession. In her study entitled "Academic Performance in Selected Field Study

Courses and Off-campus Teaching Competence of Pre-service Teachers", she found out that there is a significant correlation between academic performance and off-campus teaching competence. Lessons learned in the field study courses have significantly enhanced the competence of the pre-service teachers in their off-campus teaching.

Teacher education institutions are established to provide quality and holistic pre-service education to prospective teachers. They do not only impart theoretical knowledge but also practical knowledge and skills on pedagogy. At the end of all the sessions in the campus, the prospective teachers carry out their theoretical understandings and appreciations to the field through practice teaching. Moreover, the practice teaching program is designed to prepare student teachers for the leadership role they are to perform as regular teachers. It enables them to have a genuine task on the nature of teaching experiences. It provides the link between practice teaching on campus and actual work they will do in the future. Practice teaching is really intended for student teachers to continue their introduction in the field of teaching with the goal of helping to educate the youth of today. Student teaching leads the future teacher to understand student teaching experiences as well as teaching itself which involves many challenging tasks, and require hard work. However, such difficult tasks are regarded of having rendered invaluable services in helping young children. (Ganal, Andaya & Guiab, 2015).

Timbol (n.d.) conducted a study investigating the relationship between academic achievement in general and professional education courses (BEED and BSED) and major subjects (BSED) and student teaching performance of students from Saint Michael's College, Laguna for Academic Years 1994-1999. Results revealed that Academic achievement in the different subject clusters: general education courses, professional education courses (for BEED/ BSED) and major courses (for BSED only) are significantly related to student teaching performance. The subject categories of general education courses; namely: mathematics, Humanities, Science and Health, Social Science, Languages and other subjects are significantly related to student teaching performance (for BEED / BSED students). The subject categories of professional education

courses; namely; Foundation courses and Pedagogy are also significantly related to student teaching performance (for BEED /BSED students).

Nnenna and Olanrewaju (2015) had a study entitled “Teaching Practice Anxiety Sources as Correlates of Teaching Performance Among Student Teachers in Federal

Colleges of Education in Southwestern Nigeria”. Descriptive research design of ex-post-facto was used in the study with one thousand four hundred and sixteen respondents. The result showed that teaching performance among student teachers was significantly correlated

with teaching confidence ,supervision anxiety ,content mastery , relating with other student teachers, relating with students , classroom control ,lesson preparation and lesson presentation. Independent variables when pulled together had significant effect on the teaching productivity among secondary school teachers and each of the independent variables made significant contribution to the prediction of teaching performance among student teachers in federal colleges of education.

Method

Descriptive correlational method was used in the study. One hundred thirty BSED and BEED student teachers randomly chosen were the respondents of the study. The sample size was determined using the Slovin's formula. The adapted instrument used to measure the pre-service teaching self- efficacy was the Teacher's Sense of Efficacy Scale with reliability of .94 developed Megan Tschannen-Moran, Ohio State University

(<http://u.osu.edu/hoy.17/files/2014/09/TSES-+-scoring-zted8m.pdf> 5/13/15). The grades in Professional Education subjects, major subjects, content courses and student teaching were taken from the Registrar's Office. Descriptive statistics included mean and standard deviation while inferential statistics were t-test and Pearson's r set at 0.05 level of significance.

Results and Discussion

Descriptive Data Analysis

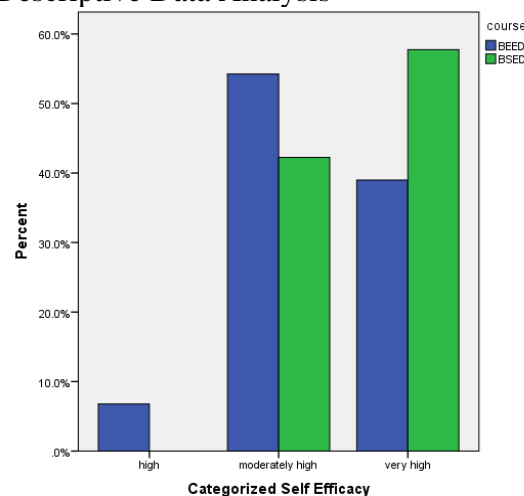


Figure 2. Distribution of Teaching Self-efficacy Scores Classified by Program

Figure 2 presents the percentage distribution of teaching self-efficacy when respondents were classified by program. The scores of BEED students were distributed to three categories with the highest percentage in “moderately high” while the scores of BSED students were distributed to only two categories with the higher percentage in “Very High”.

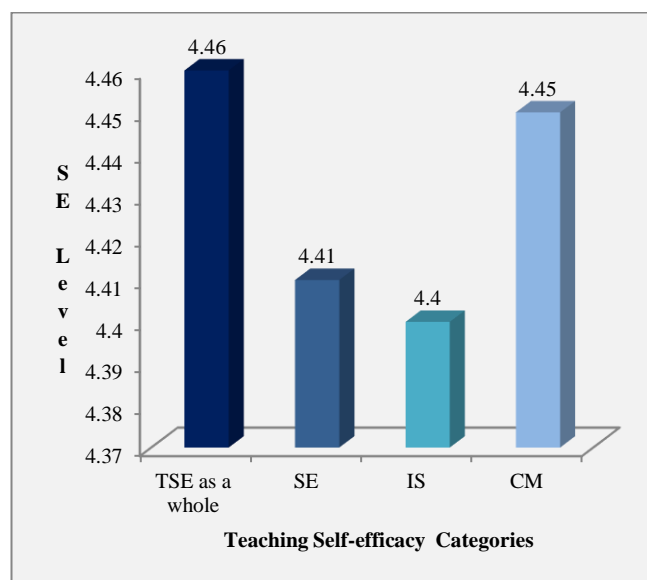


Figure 3: Mean Scores of Teaching Self-efficacy as a whole and by sub-scales

Table 1: Mean Scores of Teaching Self-efficacy as a Whole and When Classified as to Subscales

Variables	Mean	Sd	Description
Teaching Self-efficacy	4.46	0.559	Very High
Student Engagement	4.41	0.619	Very High
Instructional Strategies	4.4	0.654	Very High
Classroom Management	4.45	0.611	Very High

Figure 3 and Table 1 present the mean scores of teaching self-efficacy as a whole and when classified as to subscales. The scores revealed that students believed they can do a great deal first in classroom management, second in student engagement and third in instructional strategies. They still need more scaffolding on instructional strategies and student engagement.

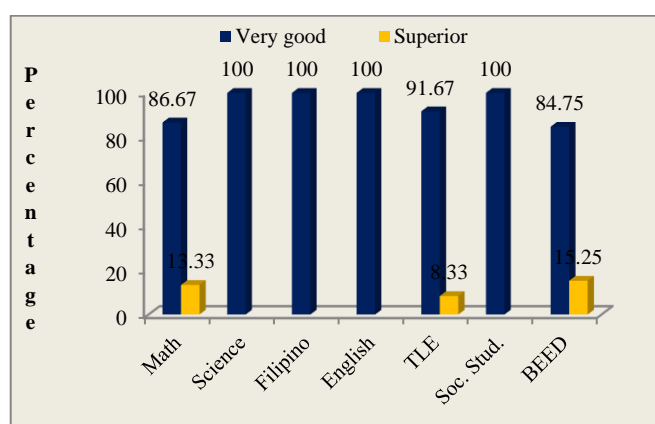


Figure 4: Distribution of GPA in Professional subjects

Figure 4 presents the distribution of respondents' GPA in professional education subjects. All Science, Filipino, English and Social Studies major students had "Very Good" GPA (85-89) while Math, TLE major and BEED students had higher percentage of GPA in "Very Good" and a little percentage in "Superior".

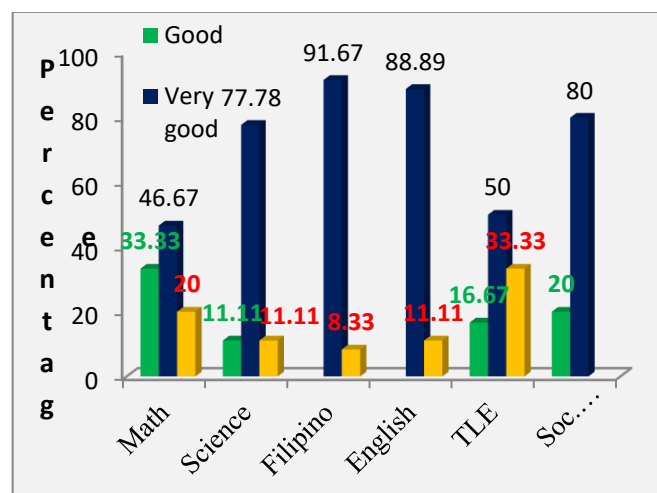


Figure 5: Distribution of GPA in major subjects (BSEd)

Figure 5 presents the distribution of GPA in the respondents' major subjects. Results revealed that the highest percentage of respondents had the "Very Good" GPAs for all majors and the least percentage had "Superior" GPAs. Still a few had "Good" GPAs. This implies that the students still need to be motivated to enhance their academic performance in major subjects.

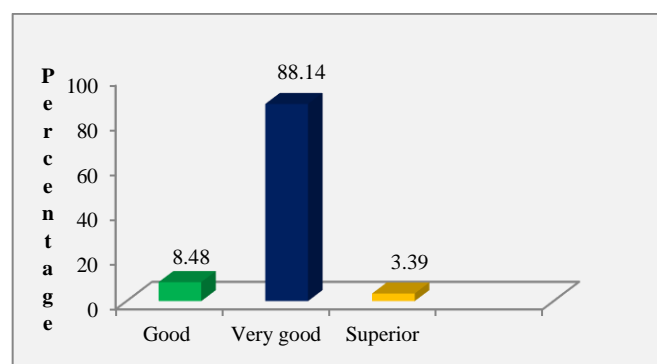


Figure 6: Distribution of GPA in Content Courses of BEED students

Figure 6 presents the distribution of respondents' GPAs in content courses. It revealed that the highest percentage of the respondents had "Very Good" GPAs and the lowest percentage had "Superior" GPAs. It connotes that there is still room for enhancing students' academic performance in Content Courses. Teachers can still push students to go beyond their limits by devising strategies maximizing students' potentials.

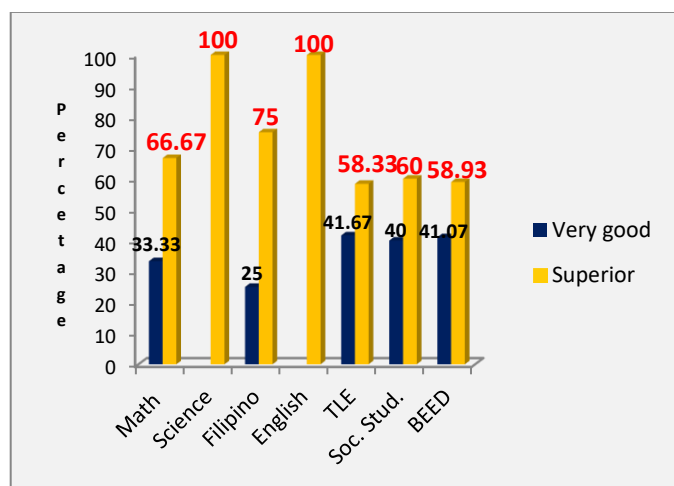


Figure 7: Distribution of Respondents' GPA in Student Teaching

Figure 7 presents the distribution of respondents' GPA in Student Teaching. All Science and English major students had "Superior" academic performance while Math, Filipino, TLE, Social Studies majors and BEED students had a higher percentage in "Superior" academic performance.

Table 2: Mean Scores of GPA in Identified Academic Subjects

Variables	Mean	Sd	Description
GPA of Professional Subjects	87.96	1.27	Very good
GPA of Major Subjects	87.05	2.52	Very good
GPA of Content Courses	86.36	1.79	Very good
GPA of Student Teaching Grade	90.31	1.31	Superior

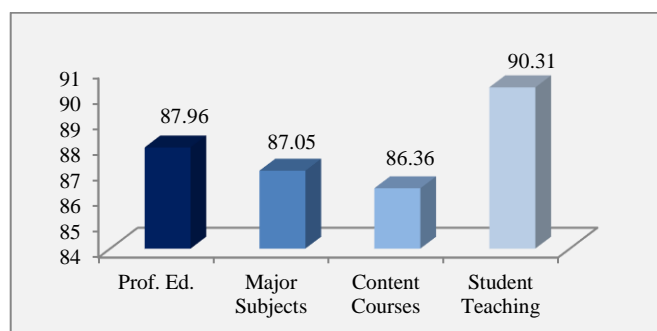


Figure 8: Distribution of GPA in Identified Academic Subjects

Table 2 and Figure 8 present the distribution of GPA in identified academic subjects. The highest academic performance is in Student Teaching, but which is in the lower level of "Superior" (90-94) and the least is in Content Courses for BEED students which is in the lower level of "Very Good" (85-89). The other two subjects were in the middle ground of "Very Good". This implies

that Teacher Education Students still need scaffolding in their academic performance in the identified subjects since there is still room for improvement. They can still move up to highest level of "Very Good" and "Superior" or towards "Excellent" GPAs.

Table 3: t-test Results of Compared Mean Scores of Identified Variables

Variables	Mean	t	p-value
Teaching self-efficacy			
BEEd	4.3220	-2.65400	0.009*
BSEd	4.5775		
Student Engagement			
BEEd	4.2700	-2.33000	0.021*
BSEd	4.5211		
Instructional Strategies			
BEEd	4.2034	-3.23700	0.002*
BSEd	4.5634		
Classroom Management			
BEEd	4.2203	-4.22000	.000*
BSEd	4.6479		
Professional Education Subjects			
BEEd	88.4915	4.66500	.000*
BSEd	87.5211		
Student Teaching Grade			
BEEd	89.7679	-3.09400	0.002*
BSEd	90.4714		

*significant at $p < 0.05$

Table 3 presents the t-test results of compared means of identified variables. The results revealed that there were significant differences between the identified pairs. BSEd students as a whole and when classified as to subscales had a higher self-efficacy mean score than that of BEEd students which means that the former's belief in doing things related to teaching is stronger than that of the latter's. Also, BSEd students performed better than the BEEd students in Student Teaching, but the BEEd students had a better performance in Professional education Subjects than that of the BSEd students. The two sets of students differ significantly in their self-efficacy and academic performance. Therefore, the null hypothesis which states that there is no significant difference in the self-efficacy level as a whole and in the subscales when respondents are classified by program and that there is no significant difference in the respondents' academic performance in professional education subjects and student teaching when they are classified by program were rejected.

Table 4: Correlation of Student Teaching Grade to Identified Factors

Variables	Student Teaching r		r ²	p-value
Teaching Self-efficacy	.219	Low Correlation	.048 (4.8%)	.014*
GPA of Content Courses	.360	Moderately Low Correlation	.1296 (12.96%)	.006*
GPA of Professional Ed. Subjects	.338	Moderately Low Correlation	.114 (11.4%)	.000*
GPA of Major Subjects	.465	Moderately Low Correlation	.216 (21.6%)	.000*

*significant at $p < 0.05$

Table 4 presents the relationship of Student Teaching Performance to identified variables. Results revealed that a significant relationship existed between Student Teaching performance and the identified factors which means that the latter had significantly contributed to the respondents' Student Teaching performance with GPA in major subjects having the highest predictive value of 21.6% and Teaching Self-efficacy having the least predictive value of 4.8%. Therefore, the null hypothesis which states that there is no significant relationship between the identified variables and the Student Teaching performance is rejected.

Discussion

The teaching self-efficacy of the pre-service teachers was "Very high" when taken as a whole and when classified as to subscales such as Student Engagement, Instructional Strategies and Classroom Management. This implies that they had a strong belief in themselves that they can do a great deal with situations related to teaching. This was supported by their Student Teaching performance which was "Superior" and significant relationship between Student Teaching performance and Teaching Self-efficacy with the predictive value of 4.08%.

The academic performance of the pre-service teachers in the identified subjects such as Professional Education for BEEd and BSEd; major subjects for BSEd and content courses for BEED was "Very Good" and all identified factors had significant relationship to Student Teaching performance with GPA in major subjects having the highest predictive value of 21.6%; followed by GPA in content courses having the predictive value of 12.96% and GPA in Professional Education subjects having a predictive value of 11.4%. Teachers and students should work hand

in hand to achieve the best learning outcomes that would redound to a higher level of students' academic performance, if not the highest one.

Conclusions and Recommendations

Teaching self- efficacy of the pre-service teachers is on the lower bracket of "Very High." The academic performance of the respondents is in the middle bracket of "Very Good". The Student Teaching Performance of the respondents is in the lower bracket of "Superior." Teaching self-efficacy and academic performance are significant factors related to the teaching performance of pre-service teachers. There is still room for enhancement of teaching self-efficacy and academic performance in all identified subject areas.

The teaching self-efficacy of the pre-service teachers may still be enhanced by the professors in the professional education subjects by devising learning activities showcasing their full potential and boosting their self-confidence. The education students may be motivated to have "Superior" academic performance in content courses, major and professional education subjects since their background knowledge in these subject areas are essential in their teaching performance. Classroom activities honing students' competence in teaching may be integrated in the course syllabi in major, content and professional education subjects. The teachers could scaffold the students to raise their academic achievement by devising learning activities that push them beyond their limits.

References

- [1] Barnes, G.V. *Self-Efficacy and teaching effectiveness*. Retrieved from <http://web.cfa.arizona.edu/sites/jsr/wp-content/docs/SelfEfficacyandTeachingEffectiveness.pdf>
- [2] Coladarci, T. (1992). *Teachers' sense of efficacy and commitment to teaching*. The Journal of Experimental Education, Vol. 60, No. 4 Retrieved from <http://www.jstor.org/stable/20152340>
- [3] Colinares, N. E. (2010). *21st century trends, issues, and challenges in Philippine education*. Mandaluyong City: National Bookstore.
- [4] CHED Memorandum Order No. 30 series of 2004 Article 1 Section 1 "Revised Policies

- and Standards for Undergraduate Teacher Education Curriculum”
- [5] CHED Memorandum Order N0. 52 series of 2007 Addendum to CMO 30 series of 2004 entitled “Revised Policies and Standards for Undergraduate Teacher Education Curriculum”
- [6] Gavora, P. (2010). Slovak pre-service teacher self-efficacy : theoretical and research considerations. *The New Educational Review*. Vol. 21, No. 2 pp. 17-30.
- [7] Lagrada, H. D. (2010). “The coordinating council on accreditation and quality assurance programs in the Philippines.” *21st Century Trends, Issues, and Challenges in Philippine Education*. Mandaluyong City: National Bookstore.
- [8] Pagaduan, C. P. (2009). *Academic performance in selected field study courses and off-campus teaching competence of pre-service teachers*. University of the Cordilleras Journal, Vol. 01 No.4.
- [9] Pefianco, E. (2010). “Teaching our teachers: Meeting the challenges of the 21st century”. *21st Century Trends, Issues, and Challenges in Philippine Education*. Mandaluyong City: National Bookstore.
- [10] Pendergast, D., Garvis, S., & Keogh, J. (2011). *Pre-Service student-teacher self-efficacy beliefs: An insight into the making of teachers*. Australian Journal of Teacher Education, 36(12). <http://dx.doi.org/10.14221/ajte.2011v36n12.6>
- [11] Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teachers’ Sense of Efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- [12] Teachers’ Sense of Efficacy Scale developed by Megan Tschannen-Moran, Ohio State University Retrieved from <http://u.osu.edu/hoy.17/files/2014/09/TSES+-scoring-zted8m.pdf> 5/13/15
- [13] Timbol, Jr., E. F. (n.d.). *Academic achievement and student teaching performance of elementary and secondary education students of saint michael’s college of laguna school years 1994- 1999* Retrieved from http://www.smcl.edu.ph/smcl_online/ACAD
- EMIC%20ACHIEVEMENT.htm on July 16, 2016
- [14] Norton , S.M. (2013). *A phenomenological investigation into the self-efficacy beliefs of teachers who have persisted in the teaching profession*. Retrieved from http://teorije-ucenja.zesoi.fer.hr/doku.php?id=learning_theories:schema_theory 7/12/2015