



## TEACHING PROFICIENCY AND PERFORMANCE OF PRE-SERVICE ELEMENTARY TEACHERS: IMPLICATIONS TO TEACHER EDUCATION TRAINING PROGRAM

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### ABSTRACT

*The teachers and the quality of their instruction are always the prime concern in education. Thus, this study aimed to find the level of teaching proficiency and performance of pre-service teachers. The descriptive method of research was used with 200 pre-service teachers and their respective cooperating teachers as respondents. The researcher used frequency and percentage in determining the respondents' profiles, and T-test and ANOVA, to show the significant difference for the respondent's profile and teaching proficiency and performance. Based on the findings, the cooperating teachers were 43 years old, with different areas of specialization, with MA units and with 15 years in service. The pre-service teacher-respondents were 22 years old, and most were females. The teaching proficiency of the pre-service teachers was described as outstanding with content as the highest; meanwhile, the lowest was on questioning skills. The teaching performance of the pre-service teachers was excellent with the highest mean on work attitude, followed by competence, and last on punctuality. There was no significant difference in the level of teaching proficiency and teaching performance of the pre-service teachers when grouped according to their profile. The pre-service teachers must develop techniques on how to ask provoking questions to their learners and the value of punctuality since it is a sign of professionalism.*

*Keywords: Teaching Proficiency and Performance, Pre-Service Elementary Teachers, college of education, quantitative method, documentary analysis, Philippines*

### INTRODUCTION

It is a fact that the most important resources in any educational institution are competent and well-performing teachers. In the teacher-training institution, its main goal is to produce well-trained teachers who are ready to meet all the challenges in the actual field. The study of Yilmaz and Sahin (2011) revealed that most of the pre-service teachers strongly believed that proper understanding and hard work were more important than inherent ability and that acquired knowledge is important to be nourished. Saqr and Tennant (2016) cited that

pre-service teachers revealed a lot of difficulties during their practice teaching. Different concerns related to their practice teaching were exposed such as teacher preparation practices, mentor-mentee collaboration efforts, and practicum experience necessary for aspiring teachers. For future teachers, according to Donaldson (2010), the teachers' responsibilities are always accompanied by accountabilities that made them afraid and considered the idea of "teaching to the test." However, there are still a lot of teachers who are trying their best to impart knowledge in spite of a lot of challenges in the classroom. They tried to be more innovative and tried to meet the gap between



students' abilities and lessons difficulties. With this, the university must continuously provide future educators with the appropriate and adequate knowledge, pedagogic skills, and readiness to make proper use of instructional facilities, suitable attitudes towards teaching, developing self-confidence and good attitudes, thus preparing them to be effective. According to the policies, standards, and guidelines for the Bachelor of Elementary Education, graduates must learn the needed competencies such as in-depth understanding of the diversity of the learner, comprehensive pedagogical content in various subject areas, utilization of different students' assessment tools, good communication skills and application of higher-order thinking skills, demonstration of being a good model teacher, and willingness to upgrade professional growth (CMO, No. 74, Series 2017). This study then wishes to describe the pre-service teachers in the college of Education if they already gained the required qualities of an excellent teacher before they practice the profession. The focus of this study on the evaluation of the pre-service teachers as manifested in the ratings they gained during their actual field immersion. The researcher conducted this study to examine the level of teaching proficiency and performance of graduating students who are soon to be teachers. The findings of this study can be the basis for the academic programs of the college.

### OBJECTIVES OF THE STUDY

This study assessed the teaching proficiency and performance of pre-service teachers of Bataan Peninsula State University, Philippines. Specifically, this study sought to answer the following: to identify the profile of the cooperating teachers in terms of age, sex, area of specialization, highest educational attainment, and length of services. It also covered the profile of the pre-service teachers in terms of age and sex; assessment of the teaching proficiency of pre-service teachers in terms of teacher's personality, lesson planning, content, teaching methods, classroom management, and questioning skills. In

addition, it evaluated the teaching performance of the pre-service teachers by their cooperating teachers in terms punctuality, competence, and work attitude while the significant difference in the teaching performance of the pre-service teachers as rated by the cooperating teacher when grouped according to profile was tested and this study determined the implication of the findings to the teacher education program.

### METHODOLOGY

The researcher used the descriptive method of research and documentary analysis to get the rating of the pre-service teachers in teaching proficiency and teaching performance. The respondents of this study were the 200 Pre-service teachers (4th Year Bachelor of Elementary Education students) and their respective cooperating teachers. To gather the data needed in the study, the researcher used the results of the pre-service teacher's actual teaching observation rating and the student teaching performance rating for the School Year 2017-2018. The Pre-Service Teacher's Actual Teaching Observation and Rating Sheet and the BPSU-DC Student Teaching Performance Checklist were the main instruments in this study. Since the study used the documentary analysis, their grades supported the actual rating in the final demonstration observation of the respondents in the teaching performance rated by the cooperating teachers. In analyzing and interpreting the data, descriptive statistics such as frequency, percentage, and weighted mean were used. As to the profile of the respondents, the researcher used frequency count and percentage. The researcher also used mean and the standard deviation in detailing the rating of the pre-service teachers in the level of teaching proficiency and performance. More so, t-test and ANOVA are used in answering the hypothesis of the study. The SPSS Statistical Package for the Social Sciences used in the computation of all the data.

### RESULTS AND DISCUSSION



**1. Profile of the Respondents**

**1.1 Profile of the Cooperating Teacher**

Table 1. Profile of the Cooperating Teacher

Profile	f	%
<b>Age</b>		
24 to 30 years	23	11.50
31 to 37 years	34	17.00
38 to 44 years	31	15.50
45 to 51 years	66	33.00
52 years old and above	46	23.00
<b>Sex</b>		
Female	188	94.00
Male	12	6.00
<b>Area of Specialization</b>		
Social Science	21	10.50
ECE	9	4.50
English	26	13.00
Filipino	38	19.00
General Education	29	14.50
Mathematics	48	24.00
Science	29	14.50
<b>Highest Educational Attainment</b>		
Baccalaureate	48	24.00
MA Units	124	62.00
MA Graduate	24	12.00
Doctoral Units	4	2.00
<b>Length of Service</b>		
1 to 7 years	36	18.00
8 to 14 years	44	22.00
15 to 21 years	36	18.00
22 to 28 years	54	27.00
29 years and above	30	15.00
<b>Total</b>	<b>200</b>	<b>100.00</b>

The data showed that the mean age of the respondents was 43 years; mostly female and had a different area of specialization with MA units and 15 years in service. As stated in DepEd Order No. 3, series 2007 about the Guidelines in the Deployment of the Student Teachers, the cooperating teachers should at least have three years in teaching and willing to take responsibility for mentoring the student-teachers.

**1.2 Profile of the Pre-Service Teacher**

The data showed that the mean age of the pre-service teacher was 22-years-old and mostly female. According to the World Bank, they reported female teachers in the Philippines at 87.63 % in 2015 and showed that females dominated the teaching profession.

Table 2. Profile of the Pre-Service Teacher

Profile	f	%
<b>Age</b>		
19 to 21 years	140	70.00
22 to 24 years	40	20.00
25 to 27 years	12	6.00
28 to 30 years	3	2.00
31 years old and above	5	3.00
<b>Total</b>	<b>200</b>	<b>100.00</b>
<b>Sex</b>		
Female	180	90.00
Male	20	10.00
<b>Total</b>	<b>200</b>	<b>100.00</b>

**2. Teaching Proficiency of the Pre-Service Teachers**

**2.1 Level of Teaching Proficiency of Pre-Service Teachers in terms of Personality**

Table 3. Level of Teaching Proficiency of Pre-Service Teachers' Personality

Items	Mean	SD	VI
1. The teacher has a pleasing character.	3.99	0.10	O
2. The teacher is free from gestures that tend to distract the student's attention.	3.98	0.14	O
3. The teacher's personality is dynamic and can hold the students' attention.	3.97	0.17	O
4. The teacher shows energy in teaching.	3.98	0.14	O
5. The teacher has the appropriate modulation of voice.	3.94	0.23	O
<b>Composite mean</b>	<b>3.97</b>	<b>0.11</b>	<b>O</b>

The respondents described the pre-service teachers' personality (Mean=3.97, SD=0.11) as outstanding, and among the indicators, the highest mean was given by cooperating teacher-respondents to indicator 1 (Mean=3.99, SD=0.10) indicating that teachers were considered outstanding. On the other hand, the lowest mean rating was given to indicator 5 (Mean=3.94, SD=0.23) but also described as outstanding. The study further revealed that in terms of teachers' personality, being neat and well-groomed is the best attribute of the pre-service respondents. This finding supported Miranda (2019), which, according to her, the decorous image of a teacher starts with a cultured appearance. This is the first thing



people see. To be respectful can be attributed to the teachers' personality.

### 2.2 Level of Teaching Proficiency of Pre-Service Teachers in terms of Lesson Planning

Table 4. Level of Teaching Proficiency of Pre-Service Teachers in terms of Lesson Planning

Items	Mean	SD	VI
1. The lesson plan is properly presented.	3.96	0.17	0
2. There is alignment between objective and the subject matter.	3.97	0.16	0
3. There is congruence between objective and the teaching procedure.	3.97	0.16	0
4. There is congruence between objective and formative test	3.97	0.16	0
5. There is congruence between objective and assignment	3.98	0.14	0
<b>Composite mean</b>	<b>3.97</b>	<b>0.15</b>	<b>0</b>

The teaching proficiency of the pre-service teachers in terms of lesson planning (Mean=3.97, SD=0.15), were considered outstanding, and among the indicators, the highest mean was on indicator 5 (Mean=3.98, SD=0.14), described as outstanding. However, the lowest mean was on indicator 1 (Mean=3.96, SD=0.17), and described as outstanding. According to Sudhakar (2017), there are many positive effects on students' understanding of the teachers who used comprehensive lesson plans. The study conducted by Khan (2009) revealed the graduates of UE as teachers were good at preparing lesson plans, in the lesson's execution and student evaluation, but they saw relatively less impact with their performance in using instructional materials and teaching strategies.

### 2.3 Level of Teaching Proficiency of Pre-Service Teachers in terms of Content

Table 5. Level of Teaching Proficiency of Pre-Service Teachers in terms of Content

Items	Mean	SD	VI
1. The teacher is knowledgeable of the Subject Matter	3.99	0.07	0
2. The teacher can relate lessons to everyday life.	3.99	0.10	0
3. The teacher is updated on new ideas and can impart that in the lessons.	3.99	0.10	0
4. The teacher provides enough and examples to make learning experiences more effective.	3.99	0.07	0
<b>Composite mean</b>	<b>3.99</b>	<b>0.07</b>	<b>0</b>

The proficiency level of the pre-service teachers in terms of content was all described as outstanding. The mastery of the lesson or subject knowledge is a major element that the teachers must cascade to their learners. The teachers must be knowledgeable about the topics to be discussed in class and must use teaching strategies that are suited for their learners. These results supported the statement of Nisanth (2019) that the pre-service teachers need to know everything about the teaching-learning process.

### 2.4 Level of Teaching Proficiency of Pre-Service Teachers in terms of Teaching Method

Table 6. Level of Teaching Proficiency of Pre-Service Teachers in terms of Teaching Method

Items	Mean	SD	VI
1. The teaching methodologies are suited to the abilities of the students.	3.88	0.34	0
2. The teacher was resourceful to adjust his method to the students' capabilities.	3.88	0.34	0
3. Visual aids were used to explain the lesson.	3.93	0.26	0
4. The teacher provided an evaluation after teaching.	3.91	0.30	0
<b>Composite mean</b>	<b>3.90</b>	<b>0.24</b>	<b>0</b>



The respondents considered the teaching proficiency of the pre-service teachers in terms of teaching method (Mean=3.90, SD=0.24) as outstanding. Among the indicators, the highest mean was given to indicator 3 (Mean=3.93, SD=0.26), while the lowest mean was given to indicators 1 and 2 (Mean=3.88, SD=0.34) and were described also as outstanding. Meanwhile, the teaching method of the pre-service teachers was deemed outstanding. They were rated high in using visual aids to illustrate the lesson, which was similar to the findings of Mudra (2018) that teachers and learners considered innovative instructional materials very effective and wisely use thus provided quality instructions.

### 2.5 Level of Teaching Proficiency of Pre-Service Teachers in terms of Classroom Management

Table 7. Level of Teaching Proficiency of Pre-Service Teachers Classroom Management

Items	Mean	SD	VI
The teacher properly checks the:			
1. Student's Attendance	3.94	0.24	O
2. Assignment and Homework	3.93	0.25	O
3. Practice Exercises	3.93	0.26	O
4. Group work/projects	3.93	0.25	O
5. Passing in and out of the room	3.93	0.25	O
6. Checking, distributing and collecting paper	3.93	0.25	O
7. Admirable classroom management	3.90	0.30	O
8. Visual aids are available and ready for use.	3.95	0.21	O
<b>Composite mean</b>	<b>3.93</b>	<b>0.22</b>	<b>O</b>

In terms of classroom management, the teaching proficiency of the pre-service teachers was considered outstanding with a composite mean of 3.93 and a standard deviation of 0.22. Though among the indicators the highest mean is on indicator 8 (Mean=3.95, SD=0.21) and the lowest mean is on indicator 7 (Mean=3.90, SD=0.30) both were considered outstanding. The result emphasized the importance of classroom management and according to Dibapile (2012), it helps teachers to regulate

learners who have social problems and those who create trouble in the class.

### 2.6 Level of Teaching Proficiency of Pre-Service Teachers in terms of Questioning Skills

Table 8. Level of Teaching Proficiency of Pre-Service Teachers' Questioning Skills

Items	Mean	SD	VI
1. examining students' level of understanding	3.62	0.49	O
2. helping students comprehend and analyze their ideas about the lesson	3.67	0.47	O
3. promote risk-taking and problem solving	3.70	0.46	O
4. facilitate factual recall	3.75	0.43	O
5. encourage convergent thinking	3.75	0.43	O
6. stimulate curiosity	3.73	0.45	O
7. helps students to ask questions	3.69	0.46	O
<b>Composite mean</b>	<b>3.66</b>	<b>0.38</b>	<b>O</b>

The questioning skills of the pre-service teachers are outstanding as provided by the composite mean of 3.66 with a standard deviation of 0.38. Among the indicators, the highest mean rating was on indicators 4 and 5 (Mean=3.75, SD=0.43), while the lowest mean rating was on indicator 1 (Mean=3.62, SD=0.49), both described as outstanding. The study revealed to reflect through various opportunities while in class.

### 3. The Teaching Performance of Pre-Service Teachers

#### 3.1 Level of Teaching Performance of Pre-Service Teachers in terms of Punctuality

Table 9. Level of Teaching Performance of Pre-Service Teachers in Terms of Punctuality

Items	Mean	SD	VI
1. Prompt and reliable attendance.	4.93	0.26	E
2. Attend class regularly.	4.95	0.22	E
3. Find a way of informing the cooperating teacher/principal in case of absence.	4.97	0.17	E
<b>Composite mean</b>	<b>4.95</b>	<b>0.18</b>	<b>E</b>



The respondents gave an excellent rating on the performance of the pre-service teachers in terms of punctuality (Mean=4.95, SD=0.18), with the highest mean on indicator 3 (Mean=4.97, SD=0.17) and described as excellent, while lowest mean was on indicator 1 (Mean=4.93, SD=0.26) which was also excellent. The result of the study implied the importance of absence notification for the pre-service teachers and must continue up to the time they are already teaching.

### 3.2 Level of Teaching Performance of Pre-Service Teachers in terms of Competence

Table 10. Level of Teaching Performance of Pre-Service Teachers in Terms of Competence

Competence	Mean	SD	VI
<i>Preparation of Lesson Plan</i>			
1. Submits daily lesson plan.	4.93	0.26	E
2. The lesson plan is comprehensive and logical.	4.93	0.26	E
3. The lesson plan is neatly prepared.	4.95	0.22	E
4. Use different strategies in his/her lesson plan.	4.95	0.22	E
	<b>4.94</b>	<b>0.21</b>	E
<i>Execution of Lesson Plan</i>			
1. Get acquainted with established classroom routines such as checking attendance, etc.	4.98	0.16	E
2. Maintain order and classroom discipline.	4.95	0.20	E
3. Demonstrate mastery of the lesson plan.	4.97	0.17	E
4. Relate the previous lesson to the present.	4.97	0.18	E
5. Observe correct grammar both in speaking and writing.	4.96	0.20	E
6. Utilize appropriate instructional aids.	4.97	0.18	E
7. Involve more students participation.	4.98	0.16	E
8. Develop the lesson logically.	4.96	0.20	E
	<b>4.97</b>	<b>0.14</b>	E
<b>Composite Mean</b>	<b>4.95</b>	<b>0.16</b>	E

In terms of competence (Mean=4.95, SD=0.16), the respondents described the performance of the pre-service teachers as excellent. In connection to this, respondents gave an excellent mark on the preparation of the lesson plan (Mean=4.94, SD=0.21) and the execution of the lesson plan (Mean=4.97, SD=0.14). Among the indicators in the preparation of the lesson plan, the highest mark

was on indicators 3 and 4 (Mean=4.95, SD=0.22) while the lowest mean was on indicators 1 and 2 (Mean=4.93, SD=0.26) where all were considered excellent. On the execution of the lesson plan, the highest mean was on indicators 1 and 7 (Mean=4.98, SD=0.16), while the lowest was on indicator 2 (Mean=4.95, SD=0.20). The respondents were outstanding in lesson planning, which is essential according to Cuñado (2018) that teachers must be prepared and always ready to deliver the lesson. They must design in advance the lesson and expect how the teaching-learning will occur to avoid conflict and problems while in class.

### 3.3 Level of Teaching Performance of Pre-Service Teachers in terms of Work Attitude

Table 11. Level of Teaching Performance of Pre-Service Teachers in Terms of Work Attitude

Items	Mean	SD	VI
1. Dependable and maintain a high standard of personality.	4.97	0.18	E
2. Maintain positive relationships with the school head, cooperating teacher, other personnel, co-interns, and students.	4.96	0.18	E
3. Take initiative in approaching the cooperating teacher to secure help and advice.	4.98	0.16	E
4. Respect the judgment of the cooperating teacher.	4.98	0.16	E
5. Accept constructive criticism without feeling hurt.	4.98	0.16	E
<b>Composite mean</b>	<b>4.97</b>	<b>0.15</b>	E

The working attitude with a (Mean=4.97, SD=0.15) was considered excellent by the respondents, and among the indicators, the highest mean was on indicators 3, 4 and 5 (Mean=4.98, SD=0.16), while the lowest mean was on indicator 2 (Mean=4.96, SD=0.18) where all were considered excellent. The results are comparative to Morales Cortez (2016), in her study, which revealed that the student-teachers manifested awareness towards practice teaching. They feel better and satisfied if their students are attentive and show interest in the class.



#### 4. The Significant Differences in the Teaching Performance of the Pre-Service Teachers

##### 4.1 Differences in the Assessment of the Respondents on Teaching Performance in terms of Age

Table 12. Differences in the Assessment of the Respondents on Teaching Performance in terms of Age

Items	Age	Mean	SD	F- Value	Sig.	Decision on H <sub>0</sub>	Interpretation
Punctuality	24 to 30 years	4.99	0.07	1.96	0.10	Accepted	Not Significant
	31 to 37 years	4.95	0.19				
	38 to 44 years	4.91	0.24				
	45 to 51 years	4.92	0.22				
	52 years old and above	5.00	0.00				
Competence	24 to 30 years	4.98	0.09	1.46	0.22	Accepted	Not Significant
	31 to 37 years	4.90	0.23				
	38 to 44 years	4.95	0.20				
	45 to 51 years	4.95	0.13				
	52 years old and above	4.98	0.13				
Work Attitude	24 to 30 years	5.00	0.00	1.33	0.26	Accepted	Not Significant
	31 to 37 years	4.95	0.18				
	38 to 44 years	4.93	0.25				
	45 to 51 years	4.97	0.14				
	52 years old and above	5.00	0.03				
<b>Overall</b>	24 to 30 years	5.00	0.00	1.68	0.16	Accepted	Not Significant

There was no significant difference in the assessment of the respondents, when grouped according to age, on the performance of the pre-service teachers as reflected on the overall F-value of 1.68, significant at 0.16 which was significantly greater than the alpha of .05, thus, it failed to reject the null hypothesis. In connection to this, the significant difference was not evident in the performance of the pre-service teachers in terms of punctuality (F=1.96, p=0.10), competence (F=1.46, p=0.22), and work attitude (F=1.33, p=0.26) as provided by the p-values which are higher than the alpha of .05. Further, the probability values (Sig) in Levene's Test on teachers' punctuality, competence, and work attitude were all above 0.05 level; hence, homogeneity of variance is assumed thus, ANOVA can be correctly applied.

##### 4.2 Differences in the Assessment of the Respondents on Teaching Performance in terms of Educational Attainment

The significant difference was not evident in the assessment of the respondents on the overall performance (F=2.58, p=0.06) of the pre-service teachers when respondents were grouped according to the highest educational attainment, considering the p-value which was greater than the .05 alpha. Thus, it failed to reject the null hypothesis. Further, a significant difference was not evident in the performance of the pre-service teachers in terms of punctuality (F=1.75, p=0.16), competence (F=1.95, p=0.12), and work attitude (F=1.75, p=0.16) as provided by the p-values which are greater than the alpha of .05.



Table 13. Differences in the Assessment of the Respondents on Teaching Performance in terms of Educational Attainment

Items	Educational Attainment	Mean	SD	F- Value	Sig.	Decision on H <sub>0</sub>	Interpretation
Punctuality	Baccalaureate	4.91	0.25	1.75	0.16	Accepted	Not Significant
	MA Units	4.97	0.13				
	MA Graduate	4.92	0.25				
	Doctoral Units	5.00	0.00				
Competence	Baccalaureate	4.90	0.25	1.95	0.12	Accepted	Not Significant
	MA Units	4.97	0.11				
	MA Graduate	4.95	0.16				
	Doctoral Units	5.00	0.00				
Work Attitude	Baccalaureate	4.93	0.25	1.75	0.16	Accepted	Not Significant
	MA Units	4.98	0.10				
	MA Graduate	4.98	0.06				
	Doctoral Units	5.00	0.00				
Overall	Baccalaureate	4.91	0.21	2.58	0.06	Accepted	Not Significant
	MA Units	4.97	0.10				
	MA Graduate	4.95	0.12				
	Doctoral Units	5.00	0.00				

### 4.3 Differences in the Assessment of the Respondents on Teaching Performance in terms of Area of Specialization

Table 14. Differences in the Assessment of the Respondents on Teaching Performance in Terms of Area of Specialization

Items	Area of Specialization	Mean	SD	F- Value	Sig.	Decision on H <sub>0</sub>	Interpretation
Punctuality	Social Science	4.92	0.21	0.73	0.63	Accepted	Not Significant
	ECE	5.00	0.00				
	English	4.95	0.15				
	Filipino	4.91	0.28				
	General Education	4.94	0.20				
	Mathematics	4.97	0.12				
	Science	4.98	0.09				
Competence	Social Science	4.93	0.24	0.64	0.69	Accepted	Not Significant
	ECE	5.00	0.00				
	English	4.99	0.03				
	Filipino	4.95	0.17				
	General Education	4.92	0.19				
	Mathematics	4.95	0.16				
	Science	4.96	0.15				
Work Attitude	Social Science	4.93	0.22	0.77	0.59	Accepted	Not Significant
	ECE	5.00	0.00				
	English	5.00	0.00				
	Filipino	4.94	0.23				
	General Education	4.99	0.05				
	Mathematics	4.98	0.15				
	Science	4.98	0.08				
Overall	Social Science	4.93	0.22	0.68	0.67	Accepted	Not Significant
	ECE	5.00	0.00				
	English	4.98	0.03				
	Filipino	4.94	0.17				
	General Education	4.94	0.13				
	Mathematics	4.96	0.13				
	Science	4.97	0.10				

The significant difference was not evident in the overall performance of the pre-service teachers as assessed by the respondents when they were grouped according to the area of

specialization, as reflected in the overall F-value of 0.68, significant at 0.67, which was greater than the .05 alpha. Thus, it failed to reject the null hypothesis. The significant difference was





not evident in the performance of the pre-service teachers in terms of punctuality ( $F=0.73$ ,  $p=0.63$ ), competence ( $F=0.64$ ,  $p=0.69$ ), and

work attitude ( $F=0.77$ ,  $p=0.59$ ) as provided by the p-values which were greater than the alpha of .05

### 4.3 Differences in the Assessment of the Respondents on Teaching Performance in terms of Years of Experience

Table 15. Differences in the Assessment of the Respondents on Teaching Performance in Terms of Years of Experience

Items	Years of Experience	Mean	SD	F- Value	Sig.	Decision on $H_0$	Interpretation
Punctuality	1 to 7 years	4.99	0.06	1.59	0.18	Accepted	Not Significant
	8 to 14 years	4.92	0.20				
	15 to 21 years	4.93	0.23				
	22 to 28 years	4.93	0.22				
	29 years and above	5.00	0.00				
Competence	1 to 7 years	4.97	0.12	0.49	0.75	Accepted	Not Significant
	8 to 14 years	4.93	0.20				
	15 to 21 years	4.93	0.20				
	22 to 28 years	4.96	0.12				
	29 years and above	4.97	0.16				
Work Attitude	1 to 7 years	4.99	0.03	0.86	0.49	Accepted	Not Significant
	8 to 14 years	4.96	0.16				
	15 to 21 years	4.94	0.23				
	22 to 28 years	4.97	0.15				
	29 years and above	4.99	0.04				
Overall	1 to 7 years	4.98	0.08	0.94	0.44	Accepted	Not Significant
	8 to 14 years	4.94	0.15				
	15 to 21 years	4.93	0.20				
	22 to 28 years	4.96	0.11				
	29 years and above	4.98	0.10				

There was no significant difference in the assessments of the respondents when grouped according to years of experience on the performance of the pre-service teachers as reflected on the overall F-value of 0.94, significant at 0.44 which was significantly greater than the alpha of .05. Thus, it failed to reject the null hypothesis. The significant difference was not evident in the performance of the pre-service teachers in terms of punctuality ( $F=1.59$ ,  $p=0.18$ ), competence ( $F=0.49$ ,  $p=0.75$ ), and work attitude ( $F=0.86$ ,  $p=0.49$ ) as provided by the p-values which are higher than the alpha of .05.

### 4.3 Differences in the Assessment of the Respondents on Teaching Performance in terms of Sex

The significant difference was not evident in the overall performance of the pre-service teachers as assessed by the respondents when they were grouped according to sex, as reflected in the overall t-value of 1.01, significant at 0.33, which was higher than the .05 alpha. Thus, it failed to reject the null hypothesis.

Table 16. Differences in the Assessment of the Respondents on Teaching Performance in Terms of Sex

Items	Sex	Mean	SD	t- Value	Sig.	Decision on $H_0$	Interpretation
Punctuality	Female	4.96	0.16	1.10	0.29	Accepted	Not Significant
	Male	4.83	0.39				
Competence	Female	4.95	0.16	0.55	0.58	Accepted	Not Significant
	Male	4.93	0.17				
Work Attitude	Female	4.98	0.13	0.90	0.39	Accepted	Not Significant
	Male	4.90	0.29				
	Male	4.96	0.13				
Overall	Female	4.90	0.19	1.01	0.33	Accepted	Not Significant



The significant difference was not evident in the performance of the pre-service teachers in terms of punctuality ( $t=1.10$   $p=0.29$ ), competence ( $t=0.55$ ,  $p=0.58$ ), and work attitude ( $t=0.90$ ,  $p=0.39$ ) as provided by the p-values which were higher than the alpha of .05.

## CONCLUSIONS

Based on the findings, the researcher makes the following conclusions.

1. The cooperating teachers are 43 years old, with different areas of specialization, with MA units and have 15 years in service. Mostly the pre-service teachers are aged 22 years old, and the majority were females.
2. Proficiency of the pre-service teachers describes the overall teaching proficiency as outstanding with content as the highest; meanwhile, the lowest is on questioning skills.
3. The teaching performance of the pre-service teachers considered excellent, with the highest on work attitude, followed by competence, and the lowest is on punctuality.
4. There is no significant difference in the teacher performance of the pre-service teachers when grouped according to their profile.
5. The study implies that the college of education must look into the questioning skills of pre-service teachers.

## RECOMMENDATIONS

From the significant findings and conclusions drawn, the researcher recommended that:

1. The cooperating teacher-respondents must continue upgrading through post-graduate education.
2. The pre-service teachers should learn more techniques on how to ask thought-provoking questions to their learners and

use the higher-order thinking skill art of questioning.

3. The pre-service teachers should develop the value of punctuality since it is a sign of professionalism.
4. The teachers handling professional subjects must continuously update their knowledge and skills so they can provide the competencies needed by the pre-service teachers in teaching.
5. Since the cooperating teachers are responsible for training and mentoring the pre-service teachers, they must serve model to them.
6. Further study must conceptualize to test more the teaching proficiency and performance of the respondents.

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