

PERFORMANCE OF PRE- SECONDARY TEACHERS IN THE NATIONAL COMPETENCY-BASED TEACHER STANDARDS IN THE HIGHER EDUCATION INSTITUTIONS: BASES FOR INTERVENTION

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Abstract: This research aimed to examine the performance of pre-secondary teacher in the National Competency-Based Teacher Standards in the higher education institutions. The personal information and the needed data for the performance of pre-service teachers were gathered. The competency level of the pre-service teachers' guide in the observation of their demonstration teaching served as the basis of the lesson execution. On the basis of findings of the study, the result shows that the implementation of the NCBTS in pre-service teachers training in Higher Education Institutions in region III thoroughly obtained very satisfactory as being assessed by two groups of respondents, and that the two groups do not differ in their assessment as to the NCBTS implementation. Generally, the pre-service teachers gained knowledge and understanding on the NCBTS framework as they showed very satisfactory rating in their demonstration teaching. Therefore, the suggested curriculum intervention scheme plan is suitable, feasible and acceptable which when implemented, the pre-service teachers can be described the professional knowledge and skill characteristic of effective teachers. In the light of the findings, conclusion and recommendations were suggested.

Keywords: National Competency-Based Teacher Standards, Higher Education Institutions, intervention.

I. INTRODUCTION

The rationale for field experience in teacher preparation is grounded in the work of John Dewey (1904, 1938) who spearheaded the progressive movement in the 1930s and emphasized learner-centered instruction.

In the Philippines, NCBTS program for education wherein teacher education students have their early school experience as early as second year was included consistent with CHED Memorandum No. 30, s. 2004 which stipulates the deployment of education students for field study, beginning in the second year rather than in the fourth year. Currently, students have their first in-school practicum experience during their fourth and final year. This change will allow students to develop more fully their teaching skills and to evaluate whether they really want to become teachers. It will also provide them with enough time for their classes in the college/university.

Early field experiences and practice teaching provide an important transition between college-based preparation and full responsibility in the classroom in this field study the pre-service teachers need to develop their abilities to organize and

communicate mastery of content in their field of study; integrate knowledge with practice; analyze the students' own abilities and desires to function effectively as teachers.

The experiential learning courses (field study and practice teaching) are cooperative endeavors that require effective planning and coordination by both the teacher education institution and the cooperating schools. The potential for developing good future classroom teachers is enhanced by the sincere desire of cooperating teachers and students teachers to work together to achieve teaching proficiency in student teachers, while maintaining effective classroom instruction for students.

It is therefore, necessary for the pre-service teachers and cooperating teachers to remember that the field experience should not be limited to classroom activities but rather should include opportunities to become acquainted with the total program of the school and its relationship to the community it serves.

The study was anchored on the Bandura's Model of Observational Learning. The social learning theory is a major outgrowth of the behavioral theory tradition. Developed by Albert Bandura, the social learning theory accepts the most of the principles, of behavioral theories but focuses to a much greater degree on the effects of cues on behavior and on internal mental processes, emphasizing the effects of thought on action and action on thoughts. The findings of the study will serve as basis in crafting curriculum intervention scheme to strengthen the teaching skills of pre-service teachers. Specifically it sought answers to the following sub-problems:

1. What is the performance of secondary level pre-service teachers as assessed by the cooperating teachers and supervisors of student teaching as to?
 - 1.1 Social Regard for Learning;
 - 1.2 Learning Environment;
 - 1.3 Diversity of Learners;
 - 1.4 Curriculum;
 - 1.5 Planning, Assessing, and Reporting;
 - 1.6 Community Linkages; and
 - 1.7 Personal Growth and Professional Development?
2. Is there a significant difference between the assessment of cooperating teachers and supervisors as to the effectiveness of NCBTS in the performance of secondary pre-service teachers in terms of the afforcited variables?
3. What is the performance of pre-secondary teachers in NCBTS in the HEI's during demonstration teaching as assessed by the two groups of respondent?
4. Is there a significant difference between and among the assessments of the two groups of respondents?
5. Based on the findings of the study, what intervention scheme in the NCBTS Program will be formulated to sustain the performance of pre-service teachers in secondary level?
6. How suitable, feasible and acceptable is the intervention scheme to cooperating teachers and student teaching supervisors?

II. METHODOLOGY

The researcher's objectives in conducting this study are to determine the level of performance of pre-service teachers in secondary level on National Competency-Based Teacher Standards Program. The descriptive method of research was used by the researcher in gathering data and information for the evaluation of the performance of the pre-service teachers as perceived by the cooperating teachers and supervisors of student teaching.

Data gathered were compiled and summarized separately by groups of respondents. Frequency, percentage, performance level and ranking are used to analyze the gathered data.

III. RESULT AND DISCUSSION

The study yielded the following results:

1. The performance of the secondary pre-service teachers in the NCBTS in HEI's as assessed by the cooperating teachers and supervisors of student teaching as to:

1.1 Social Regards for Learning

In terms of social regards for learning as assessed by the two groups of respondents, it has an overall mean of 3.88 which is equivalent to very satisfactory. The criteria are as follows: implements school policies (WM 4.0); demonstrate punctuality (WM 3.95); maintains appropriate appearance (WM 3.75); is careful about the effects of one's behavior on students (WM 3.85); and lastly, makes use of various learning experience and resources (WM 3.85).

1.2 Learning Environment

The respondents' assessment on the learning development as findings to the following variables as: maintains a learning environment of courtesy and respect for different learners (WM 3.80); provides gender-fair opportunities for learning (WM 3.55); recognizes that every learners has strengths (WM 3.49) teachers make the classroom environment safe and conducive to learning (WM 3.80); arrange challenging activities in a physical environment (WM 3.15); uses individual and cooperative learning (WM 4.09); encourage learners to ask questions (WM 3.65); provides learners with variety of learning experiences (WM 3.80); provides varied learning activities (WM 3.60); lastly, communicates and maintains high standards for learning performance (WM 3.67) got an overall mean of 3.67 as very satisfactory.

1.3 Diversity of Learners

This have an overall weighted mean of 3.56 as assesses by the cooperating teachers and supervisors of student teaching and verbally interpreted as very satisfactory. The criteria are as follows: obtains information on the learning styles (WM 3.65); designs on select learning experiences (WM 3.50); establishes goals that define appropriate expectations for all learners (WM 3.49); paces lessons appropriate to needs and difficulties of learners (WM 3.0); initiates other learning approaches (WM 3.80); adopts strategies to address needs of differently-able students (WM 3.50); and lastly, makes appropriate adjustments for learners of different socio-economic background (WM 3.60)

1.4 Curriculum

In terms of curriculum the following criteria rated very satisfactory and these are: delivers accurate and updated content knowledge (WM 0.95); integrates language, literacy and quantitative skill development (WM 3.80); explains learning goals, instructional procedures (WM 3.50); links the current content with past and future lessons (WM 3.70); aligns with lesson objectiveness and learning methods (WM 3.39); creates situations that encourage the learners to use higher order thinking skills (WM 3.75); integrates content of subject area (WM 3.49); translates learning competencies (WM 3.6); utilizes information derived from assessment (WM 3.75); lastly, cultivate s good study habits (WM 3.75). With an overall mean 3.66 and verbally interpreted as very satisfactory.

1.5 Planning, Assessing and Reporting

In terms of planning, assessing and reporting the two groups of respondents assessed the following criteria as: shows proofs of instructional planning (WM 4.09); implements instructional plan (WM 3.85); demonstrate ability to cope with varied teaching milieu (WM 3.75); prepares test in line with curriculum (WM 3.39); interprets and uses assessment results to improve teaching and learning (WM 3.10); identifies teaching-learning difficulties (WM 3.25); uses tools for authentic learning (WM 2.80); involves parents to participates in school activities (WM 3.95). With all of these variables, the overall weighted mean is 3.52, verbally interpreted as satisfactory.

1.6 Community Linkages

With an overall weighted mean of 3.77, Community Linkages has a verbal interpretation of very satisfactory as assessed by the two groups of respondents. The variables are as follows: involves community in sharing accountability for learners' achievement (WM 3.85); uses community as a laboratory for learning (WM 3.60); participates in community activities that promote learning (WM 3.70); and encourages students to apply classroom learning to the community (WM 3.95)

1.7 Personal Growth and Professional Development

Respondents' assessment on personal growth and development gathered an overall mean of 3.49 as very satisfactory. The criteria are as follows: maintains status and behavior that upholds the dignity of learning (WM 3.45); manifest personal qualities like enthusiasm (WM 3.75); articulates and demonstrates one's personal philosophy in teaching (WM 3.0); keeps abreast with recent development in education (WM 3.49); improves teaching performances based on the feed backs from the mentor, students (WM 3.75); lastly, accept personal accountability to learner's achievement and performance (WM 3.5).

2. Significant difference between the assessment of cooperating teachers and supervisors as to the effectiveness of NCBTS

Table: Summary of the Significant Difference in the Performance of Pre-service Teachers as Assessed by Cooperating Teachers and Supervisors Teaching as to NCBTS Framework.

CRITERIA	Cooperating Teachers		Supervisors		t-test		
	WM	SD	WM	SD	t-value	Int.	Decision
Social Regard for learning	3.74	.1684	3.36	.1741	.60424	NS	Accept Ho
Learning Development	3.64	.1556	3.70	.1835	.1746	NS	Accept Ho
Diversity of Learners	3.48	.1451	3.65	.1661	.6351	NS	Accept Ho
Curriculum	3.80	.1766	3.90	.1975	.7027	NS	Accept Ho
Planning, Assessing and Reporting	3.56	.1507	3.63	.1823	1.3511	NS	Accept Ho
Community Linkages	3.67	.1536	3.87	.1926	.1.1121	NS	Accept Ho
Personal Growth	3.51	.1491	3.56	.1594	.8833	NS	Accept Ho
Overall Mean	3.62	.1570	3.70	.1793	.7804	NS	Accept Ho

The findings of the researcher on the data, is that there is no significance difference between the assessment to cooperating teachers and supervisors in terms of the performance of secondary pre-service teachers effectiveness in the NCBTS framework. Hence, the t-value that is equivalent to .7804 is less than the critical value of 1.645; therefore, the null hypothesis is accepted.

3. The performance of pre-secondary teachers in the NCBTS in higher education institutions in region III during demonstration teaching as assessed by cooperating teachers and supervisors

3.1 Personality

Specifically, the criteria which are assessed with extent are: physical grooming, poise and voice (WM 3.35); strong personality (WM 3.45); effective in expressing ideas (WM 3.42); and shows creativeness and innovativeness (WM 3.40).

However, on the remaining criteria the two groups assessed it with satisfactory, that is, free of mannerism (WM 3.0). In general, the overall mean in 3.52.

3.2 Preparation

In terms of preparation as assessed by the two groups of respondents, it resulted an overall mean of 3.82 which is verbally interpreted as very satisfactory. The following criteria are as follows: has thorough knowledge of subject matter (WM 3.75); objectives clearly stated (WM 4.14); instructional materials well-chosen (WM 3.95); board work well prepared (WM 3.30); lastly, lesson plan well written (WM 4.0).

3.3 Students

Findings of the two groups of respondents as assessed by the following criteria: listen attentively (WM 3.14); shows interest (WM 3.65); and lastly, teacher-students; students –student interaction are evident (WM 4.0) with an overall mean of 3.59 is verbally interpreted as very satisfactory.

3.4 Instructional Materials

Based on the instructional materials that was assesses by the two groups of respondents, it resulted an overall weighted mean of 3.90 and verbally interpreted as very satisfactory. The criteria are as follows: explain clearly, concisely the

objectiveness of the lesson (WM 3.85); use effective motivational techniques (WM 4.0); relates previous to present lesson (WM 3.80); ask definite, relevant question (WM 3.85); distributes questions properly (WM 3.75); utilize appropriate instructional materials (WM 3.45) demonstrate steps or operations properly (WM 3.44); provides opportunities for free expression of ideas (WM 4.05); provides appropriate learning tasks (WM 3.85); students wrong answer tactfully (WM 3.44); presents situations for students to apply teaching points (WM 4.05) shows effective and creative live teaching style (WM 3.75); measures and evaluates result of instruction (WM 3.60); lastly give well-prepared homework or assignment (WM 3.60).

3.5 Classroom Management Skills

In terms of classroom management skills, the criteria that rely on those variables are as follows: exercise high standards of self-consciousness (WM 4.19); extent of student's investment/participation in classroom (WM 3.70) and proper utilization of materials, tools and equipment (WM 4.0). In general, the resulted overall weighted mean is 3.96 verbally interpreted as very satisfactory.

4. Significant difference between the assessments of the two groups of respondents

With regards to the significant difference between the assessments of the two groups of respondents, the computed overall t-value of .72048 is lower than 1.645, therefore the hypothesis is accepted and there is no significant difference on the assessment of the two groups on the extent of implementation of the NCBTS in pre-service teachers training in HEI's in Region III.

5. Intervention Scheme Plan in the NCBTS Program

The curriculum intervention scheme plan in the NCBTS program will be formulated to sustain the performance of pre-service teachers in secondary level during observation.

The following key concerns/issues associated with programs and time frame being revised in the NCBTS program are the Social Regard for Learning which includes the programs like the topic must be include in other professional subject; make use of various learning experiences and resources and conduct seminar that involve student's behavior. An additional two (2) hours classroom observation must be implemented. The second domain Learning Development suggested program like develop alternative ways of teaching lesson, reflect on the application of different theories of learning and knowledge acquisition that promote the metacognitive process. The domain Diversity of Learners suggested programs is to conduct seminar in developing and utilizing instructional materials appropriate to a chosen subject area and additional two (2) hours during the observation period. The fourth domain, Curriculum in suggested program such introducing the pre-service teacher to effective curriculum models and approaches in designing, with an additional two (2) hours in an observation period. The fifth domain, Planning, Assessing, and Reporting, suggested program in training and pre-service teachers with hands-on experience in selecting, constructing and assessing tools needed in classroom instruction. Lastly, Personal Growth and Development, suggested conducting seminars that provides a wide array of opportunities for self-reflection that would prepare one to become a better pre-service teacher.

6. Suitability, Feasibility and Acceptability of the Proposed Intervention Scheme in NCBTS Program

The table presents the summary of the Suitability, Feasibility and Acceptability of the curriculum intervention scheme plan assessed by the cooperating teachers and supervisors of student-teaching.

Summary of Respondents' Assessment on the Suitability, Feasibility and Acceptability of the Proposed Intervention Scheme in NCBTS Program

CRITERIA	Weighted Mean	Verbal Interpretation
Suitability	4.33	VHS
Feasibility	4.44	VHF
Acceptability	4.59	VHA
Over-all Weighted Mean	4.45	

As can be gleaned from the table, the curriculum intervention scheme plan as assessed by the cooperating teachers and supervisors of student-teaching passed the suitability, feasibility and acceptability test. Hence, the criteria under the suitability have obtained the weighted mean of 4.33, feasibility also obtained the weighted mean of 4.44 and criteria under acceptability obtained a 4.59, with an overall mean of 4.45.

The proposed curriculum intervention scheme plan in the NCBTS framework makes pre-service teachers become more effective facilitators of student learning. The framework provides concrete guideposts to help pre-service teachers become better and better in his/her performance in their chosen field of specialization.

IV. CONCLUSION AND RECOMMENDATION

The result of the study concluded the effectiveness of NCBTS framework in the performance of pre-service teachers wherein it can be a basis for curriculum intervention scheme to sustain the performance of pre-service teacher.

The curriculum intervention scheme plan suggested are suitable, feasible and acceptable which when implemented the pre-service teachers can be described the professional knowledge and skill characteristic of effective teachers.

Based on the findings it is recommended to initiate a thorough supervision of both cooperating teachers and supervisors in the pre-service teachers' activity particularly in actual teaching. The supervisor of student-teaching and cooperating teachers should observe and monitor the pre-service teachers as often as possible to find out their weaknesses and strength. The proposed curriculum intervention scheme in the NCBTS Program must be taken into consideration to strengthen the teaching skills of pre-service teachers.

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