

Teaching Preparedness and Outcomes of the Teacher Education Programs to the Graduates

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Abstract: Teacher education curriculum and the experiences acquired by the student in the laboratory of teaching posed challenges in ascertaining their competency level in teaching and the outcomes of their acquired skills and knowledge. Hence, the study aimed to determine the competency level on teaching preparedness of the graduating education students based on the NCBTS and analyze the outcomes of the education program on their practice teaching. The results of the study will be used as basis for the improvement of the teacher education curriculum and its program. Descriptive method of research is used in investigating the present existing conditions while survey questionnaire, interview, and focus group discussion are the techniques used to gather information. The findings of the study revealed that students passed in their demonstration teaching with very satisfactory performance and their self-assessment on their competency level in teaching preparedness is proficient. Finally, the graduating students of education Bulacan State University are prepared and fit to teach from the results of their rating in the practice teaching and assessment of their level of competencies. However, improvement in the student teaching program is proposed to monitor the development of certain positive indicators in the performance of the students while teaching.

Keywords: Teaching preparedness, outcomes of teacher education programs, national competency based teacher standard.

1. INTRODUCTION

Annually, Higher Education Institutions in the Philippines produced countless numbers of graduates of education. Consequently, the massive size of teacher applicants is immeasurable. However, the assurance that teacher applicants can provide quality education is a dilemma for the employers in the private and public school system.

The quality of education one institution provides to their students especially in teacher education placed a very important consideration in determining the quality of its graduates or products. It relies chiefly on the curricular programs and on the teachers guiding the learning process. Indeed, learning can only be achieved when the teaching is done with competence and preparedness.

Ryan and Cooper (2007) expounded that the entire purpose of teaching is to make positive change in students. The skill of teaching is inherent in individuals that need to be developed through training and practice. A teacher is presumed to be at his or her best if he or she is able to impart knowledge acquired over the years to produce positive change in behaviour of the learners. However, for a teacher to teach meaningfully demands so much of his or her attention that an essential element in the teaching-learning process is not lost. Essentially, the conduct of any meaningful lesson involves relevant, interesting and imaginative introduction, orderliness of presentation that interest and motivate students and make learning objectives clear to the students. It also involves the use of language and dictions that command respect from the learners, even distribution of quality questions that pose challenges or stimulate the curiosity of the learners. Further, the lesson is expected to involve students' active participation. That is, instruction is to be more student-centred and less teacher-directed (Seweje, 2000) so that students can solve their problems interestingly and share information on various concepts and gain much confidence, skills and competence to perform satisfactorily in the subjects. Moreover, the lesson is

expected to entertain variety of instructional techniques (demonstration, discussion, practical exercise, etc), masterly, use of chalkboard for illustration of concepts, meaningful evaluation of learners' achievement, summary of lesson and follow-up assignments.

Bilbao, Corpuz, Llagas, and Salandanan (2012) explained that teaching must be done professionally. Professional teaching denotes long and arduous years of preparation, a striving for excellence, a dedication to the public interest, and commitment to moral and ethical values. Hence, one cannot give what he does not have. If one takes teaching as a profession, he/she must be willing to go through a long period of preparation and a continuing professional development while our commitment and dedication to the teaching profession can only be established when our moral, ethical and religious values serve as our bedrock foundation.

They further discussed that for the teachers to remain relevant and interesting, they must possess the 21st century skills, namely 1) communication skills, 2) learning and innovative skills, 3) information, media and technology skills, and 4) life and career skills. Teachers collaborate and interrelate with others from all walks of life. They use technology to the maximum and to the optimum to improve their learning and productivity. They critically analyze and evaluate information derived from various sources and is able to read message from media whether directly given or given in a subtle manner.

Unfortunately, Narca (2000) mentioned that education today is facing great challenges. One such challenge lies in the area of instruction. In the face of criticism to the effect that many of our schools in the elementary, secondary, and tertiary level at present are not producing quality graduates. It would not be sufficient to hurl recriminations right, and left. It would be more apt, and more practical to focus our attention on ways of achieving quality education. One way of doing this is through effective teaching.

Issues and concerns in teaching underscore the fact that the quality of teachers cannot be improved unless the quality of teacher education is also improved. Since teacher training which includes both pre-service and in-service training, is interwoven with the quality of teaching, the need to improve teacher preparation and development are necessary.

Naguiat (2006) elucidates that teaching involves the full capacity and sufficient readiness to impart knowledge and skills in a specific area of study to the learner. It requires the teacher to be equipped with all the necessary qualifications expected of him if he is to come up with good learning. Teacher education is a vital component of the total education process on the basis of these premises. It occupies a unique position of influences in the structure of our school system in bringing about the desired qualitative growth in education.

The professionalization of teaching will put much needed pressure on the pre-service and in-service institutions to upgrade the quality of their programs. Pre-service and in-service training come in play, due to the need to provide direction in teacher preparation and development to improve the quality of education. Efforts to improve teaching must go hand in hand with attempts to improve teacher preparation and development.

Tantoco (2006) articulates that the quality of teachers will not improve unless there is an improvement in the quality of their training, rewards and benefits system, working conditions in the school and upgrading of the status of the teaching profession.

The training of professional teacher starts in their practice teaching in the teacher education program. The quality of performance is associated to the quality of education, exposures and experiences they received while studying and during their pre-service training in college.

Student teaching program plays a vital role in preparing the education students in actualizing the theories and principles they learned in the classroom and in preparing them in their future profession career which is teaching. Moreover, Oluwatayo and Adebule (2012) cited the same perspective, that teaching practice is one of the most important aspects of teacher education. It is an exercise designed to expose the student-teachers to the practical aspects of teaching profession and to enable them put into practice the theoretical knowledge acquired during classroom interactions with their lecturers. These are their background on educational philosophies, principles of teaching, their skills in lesson planning, classroom management and all other pedagogical requirements.

Johnson (2014) expressed that one does not become a master after years in undergraduate education. Learning to teach and to teach well occurs over time and involves four components: knowing, planning, doing, and reflecting. In the same

manner that in the Philippines, teacher education students are being prepared to all these professional requisites. The revised curriculum of the teacher education program through the Commission on Higher Education (CHED) was implemented by the all Higher Education Institutions uniformly in accordance with the set standards. Part of this revised curriculum is the adoption of the competencies that the students possess after their completion in the program. These competencies must be manifested in their behaviors, attitudes, and skills.

Bilbao et al. (2012) have the same insights on teaching. They said that to function well in the classroom and in the community, a teacher must be equipped with competencies. Competencies refer to knowledge, skills and attitudes that a teacher ought to possess for him/her to perform his/her tasks satisfactorily.

Similarly, in assuring the quality of teaching performance in the delivery of professional teaching, the Department of Education developed a National Competency-Based Teacher Standards (NCBTS) that contains set of competencies that each teacher must possess to function effectively and satisfactorily. These are based upon the core values of Filipino teachers and on the principles of effective teaching and learning. The NCBTS framework is divided into seven (7) domains that represent the desired features of the teaching and learning process. These domains incorporate a series of twenty-one (21) strands of desired teaching performance statements which can be identified as eighty (80) performance indicators that are observable indicators of the quality of a teacher's performance. Hence, to assess the teaching preparedness and outcomes of the teacher education program to the graduates of Bulacan State University (BulSU), the study was conducted while the evaluation instrument of the public school teachers which is rooted from the domains of NCBTS was used (Experiential Learning Courses handbook, 2009).

Research Problem:

This study assessed the teaching preparedness of the graduates of teacher education program and its outcomes to students through the following research questions;

1. How may the level of teaching preparedness of the graduates of teacher education be assessed based on the following:

1.1. NCBTS

1.2. Practice Teaching performance grade

2. What is the level of teaching preparedness as perceived by the graduates based on the domains of NCBTS, as;

2.1. Social Regard for Learning

2.2. The Learning Environment

2.3. Diversity of Learners

2.4. Curriculum

2.5. Planning, Assessing, and Reporting

2.6. Community Linkages

2.7. Personal Growth and Professional Development?

3. What is the performance of the graduates in their practice teaching based on their grades?

4. What is the extent of the outcomes of the student teaching program to the graduates of teacher education based from their perception of their teaching preparedness and practice teaching grades?

II. RESEARCH METHODOLOGY

The study used descriptive research method. The gathered data were treated using mean, frequency distribution, standard deviation and percentage. According to Fraenkel and Wallen (1994), descriptive study describes a given state of affairs as fully and carefully as possible. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. The nature of descriptive research is designed for the investigator to gather information about present existing conditions. It involves collection of data in order to test the hypothesis or to answer questions concerning the current status of the subject of the study. Descriptive study determines and reports the way things are.

A. Sample

The respondents of the study were the 225 graduates of teacher education program of Bulacan State University for the Academic Year 2016-2017. They were consisted of 71 male and 154 female who were deployed for their practice teaching to the schools of three divisions of the Department of Education, namely, Bulacan Division, Pampanga Division, and Malolos City Division. The average age of the respondents is 20 years old. This is part of the 601 total graduates of the programs in Bachelor of Secondary Education (BSED), Bachelor of Elementary Education (BEED), and Bachelor of Technical Teacher Education (BTTE) which was purposively selected to gather more reliable results. Purposive sample was utilized for the study to limit the ability to generalize findings to the larger population, since it draws a small number of participants from a relatively homogenous demographic. Several other sources of error can be attributed to situational factors. Factors such as participant mood, fatigue or motivation could lead to inaccurate responses. A variation in administration procedures such as different environments, different timeframe, difference in technological skill, unclear instructions, and errors in scoring the responses all could have threatened the validity of the study (Creswell, 2009; Gable & Wolf, 1993). Issues of social desirability and anonymity were addressed by assuring the participants that their responses to the scale were anonymous.

B. Instrumentation and Data Collection

The perception of the graduates on their teaching preparedness was gathered through the 55 item survey questionnaire patterned after the Competency Based - Performance Appraisal System for Teachers (CB-PAST). This is the instrument used in the public school system to measure and determine the performance of the teachers whether they meet the teaching standards based on the seven domains of the NCBTS. The survey questionnaire contains four (4) point Likert scale with the following numeric and descriptive interpretation; 1- Below Basic, 2- Basic, 3- Proficient, 4-Highly Proficient.

Likert developed the principle of measuring attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them, and so tapping into the cognitive and affective components of attitudes.

The frequency scales popularized by Likert use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 2009). These ordinal scales measure levels of agreement/disagreement. It assumes that the strength/intensity of experience is linear, like on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes can be measured. Respondents may be offered a choice of five to seven or even nine pre-coded responses with the neutral point being neither agree nor disagree.

In its final form, the Likert Scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement. Each criterion used in the development of the questionnaire is defined by certain indicators which the respondents mark using the five-point Likert scale.

Furthermore, to validate the results, it was used for comparative analysis with their grades in the Practice Teaching subject. The practice teaching subject is composed 30% final demonstration teaching grade, 20% critic teacher's performance evaluation grade, and 50% of school attendance.

While in analyzing the outcomes of the teacher education program to the graduates, another research survey questionnaire was utilised. A five point Likert scale for the outcome analysis was also used with the following descriptive and numerical rating, 1- Strongly agree, 2- Disagree, 3- Uncertain/Undecided, 4- Agree, 5- Strongly agree.

C. Data Analysis

Descriptive statistics, frequency distribution, and weighted mean, were used to assess the level of teaching preparedness and outcomes of the teacher education programs to the graduates. Coolidge (2006) describes the frequency distribution as one of the most important graphic presentations in modern statistics because it gives an immediate graphic or tabled picture of data and it can as well handle small or large samples. In addition, he defines mean as the arithmetic average of a set of scores. It is obtained by taking the sum of all the numbers in the set and dividing by the total number of scores in the set.

The outcomes of the programs were further analyzed using qualitative focus group discussion and interview data. Document analysis served to triangulate the data and facilitate a more thorough understanding of the findings.

III. RESULTS AND DISCUSSION

The focus in this study was to assess the teaching preparedness of teacher education graduates and the outcomes of teacher education to the graduates. Interestingly, the results showed that all areas indicating their competence in instruction, school, home, and community linkages and personal, social growth and professional characteristics, the students perceived that they are proficient. The general results equaled to a weighted mean score of 3.37 connotes that the graduates are prepared to teach.

This is similar with the study of Villanueva (2011) where the level of competency of pre-service teachers on their professional subjects was mostly 'outstanding'. Relatively, the study of Tantoco (2006) had varying level of results on teaching preparedness of the student teachers but generally, it drew positive impressions in their performance. Accordingly, the student teachers 'strongly agree' that they are capable of managing classroom and 'agree' on their readiness on the areas on mastery of the subject matter, instructional skills and methods of teaching, and evaluation of grades.

Table 1: Results on Teaching Preparedness and Outcomes of Teacher Education Program to Graduates

Areas of Teaching Competencies		Total Mean Score
1	Diversity of Learners	3.30
2	Curriculum Content and Pedagogy	3.25
3	Planning, Assessing and Reporting	3.29
4	Learning Environment	3.41
5	Community Linkages	3.33
6	Social Regard for Learning	3.48
7	Personal, Social Growth and Professional Development	3.5
Grand Mean		3.37

Table 1 shows that the areas considered as the competency standard for professional teachers, it may be articulated that the teacher education graduates perceived their teaching preparedness as follows; the student teachers are proficient in facilitating the learning process in diverse learners based on the mean score of 3.30, they recognize and respect individual differences of the students to ensure that the desired learning goals are attained, they are familiar with learner's background knowledge and experiences and demonstrate concern for holistic development of learners; the perception of the student teachers on their competency in curriculum content and pedagogy is proficient with a mean score of 3.25. The graduates have the knowledge of the subject matter and the learning process, teaching learning approaches and activities, instructional materials and learning resources. These are all manifested in their demonstration of the mastery of the subject, communication of clear learning goals for the lessons that are appropriate for learners, good use of allotted time for teaching, promotion of purposive study, and their skills in the use of Information and Communication Technology (ICT) in the teaching and learning; the level of competency of the graduates in planning, assessing and reporting showed a result of 3.29 mean score which interpreted as proficient. In particular, they possess the skill of using assessment data to plan and revise teaching-learning plans, the knowledge on the integration of assessment procedures in the plan and implementation of teaching-learning activities, and communicate promptly and clearly to learners, parents and superiors about the progress of learners; the competency level of the student teacher on the learning environment which focuses on the importance of providing for social, psychological and physical environment within which all students, regardless of their individual differences in learning, can engage the different learning activities and work towards attaining high standards of learning appeared proficient with mean score of 3.41. This means that the graduates create an environment that promotes fairness, make physical environment safe and conducive to learning, communicate higher learning expectations to each learner and establish and maintain consistent standards of learners' behavior; when it comes to community linkages, the competency level of the graduates posted proficient results where the mean score was computed 3.33. They showed competence in establishing learning environments that respond to the aspirations of the community; meanwhile, the social regard for learning of the graduates indicated in the computed mean score of 3.48 is interpreted proficient in their level of teaching preparedness. They act as a positive role model for students; lastly, among the areas

surveyed on their competencies as future teachers, it was evident that their perception on personal, social growth and professional development appeared highly proficient which the computed mean score showed. This means that they take pride in the nobility of teaching as a profession, builds professional links with colleagues to enrich teaching practice, and reflects on the extent of the attainment of professional development goals.

Meanwhile, the grades of the student teachers in their demonstration teaching appeared very satisfactory similarly. This was drawn out from the results of the survey conducted to the respondents. However, this is one of the components in their Practice Teaching course. The grades of the student teachers in their Practice Teaching is composed of the components; 50% attendance, 20% demonstration teaching, and 30% cooperating teacher's evaluation. But through the documentary analysis made by the researcher on the Practice Teaching grades of the graduates which was gathered in coordination with the university registrar's records of students' grades, it was interestingly revealed that 601 teacher education graduates have average grades of 1.75. This means that the graduates performed very satisfactorily in their Practice Teaching.

In determining the outcomes of the teacher education programs to the graduates of the BulSU, a research triangulation was adopted by the researcher consisting of research survey, focus group discussion and documentary analysis of students' grades. Accordingly, based on the comparative analysis on the results of the teaching preparedness of student teachers, Practice Teaching grades, and documentation results from the focus group discussion, it was revealed that the graduates received very satisfactory grades in their Practice Teaching course, and appeared proficient in all areas of the competency levels of teacher standards because of the teacher education programs implemented by the university. The compliance of the university in offering the standard course requirements for teacher education as prescribed by the Commission on Higher Education is another factor. The completion and passing in the professional subjects pre-requisites to Practice Teaching implied positive results to their performance. One student teaching supervisor expressed that the students compliance to the course requirements like preparation of learning portfolio and field study programs facilitated their haste understanding of the teaching profession and the responsibilities and competencies entailed in the profession. This finding was supported by the study of Villanueva (2011) that the level of competencies in professional education subjects such as Child and Adolescent Development, principles of Teaching, and Assessment of Learning, student teacher's specialization, cooperating teacher-related factors, deployment practices, mentoring practices, and supervisory practices, significantly affect the pre-service teachers' performance.

Naguiat (2006) in determining the level of preparedness and performance of student teachers in selected State Universities and Colleges in Region III (SUCs III) drew the same findings. The combined effect of the major and professional subjects' Grade Point Average (GPA) influenced the effects of student teachers' preparedness in their level of performance.

Finally, the graduates 'strongly agree' on the positive outcomes of the teacher education programs on their teaching performance. These were explicitly expressed by the graduates that their knowledge in the professional subjects, learning gained from experiences in their field study programs, and the orientation on student teaching program provided to student teachers prior to deployment to their cooperating schools and teachers for the practice teaching equipped them in achieving very satisfactory performance successfully.

In the light of the foregoing findings and conclusions the following recommendations are made.

1. A structured practice teaching program may be established and adopted by the teacher education program implementers to monitor the development and success of the students' performance. This can also guide and assist the student teaching supervisors and cooperating teachers address the student teaching problems and concerns for immediate facility of the alternative measures.
2. Strong parent support system may be established on this period of Practice Teaching to sustain the financial and moral support of the student. Villanueva (2011) affirmed this proposition that family income and parents' educational background significantly affect the pre-service teacher's performance.
3. Mentoring between the student teacher and student teaching supervisor or cooperating teacher may be initiated through a structured program to assist the student teacher in meeting the demands and providing answers to the endless doubts and uncertainties commonly experienced by a student in the teaching laboratory. This can only be done by an experienced teacher.

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