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State Universities and Colleges

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Chapter 1

I. Introduction

The apex of all the experiential Learning Courses is the Practice Teaching. It is the total immersion of the prospective teacher in the real life of becoming a teacher. During practice teaching, the pre-service teacher experiences the rudiments of teaching in the cyclical process of planning, actual teaching and evaluating learning. Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers.

The making of a teacher is a developmental process. The teaching profession has been struggling to keep pace with the changes in society and the accompanying challenges of the technological world. According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skillful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully in culture among children values that strengthen the ideals of social justice, equity, secularism and pluralism.

By its very definition, a professional, including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components i.e. pre-service teacher preparation and in-service education.

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The teacher education curriculum of any teacher training institution has a very valuable component which a senior education student undertakes for one semester. This is student teaching which is considered as the key phase of the teacher education program. Many educators view it as the most important experience in the professional education of a prospective teacher. The programs provide for actual teaching by the pre-service teachers in the laboratory school and in the off-campus school. Here the future teacher gets a "feel" of the school and the "feel" of the teacher.

These professional laboratory experiences have been given various terms. In schools of education in the United States this stage of pre-service teaching experience is referred to as "Directed Teaching", "Student Teaching", "Observation", and "Cadet Training". In teaching training school in the Philippines "Practice Teacher", "Apprentice Teacher", "Teacher Trainee", and "Education Intern" are used.

A definition by Brown states that, "Student teaching is a transition phase between that past role of full time student and the future of full time teacher. They are expected to perform routine teaching tasks, to explore the facilities of the school, to observe experienced cooperating teachers, and eventually to teach.

Good (2000), states that student teaching refer to the observation, participation and actual teaching done by a student preparing for teaching under the supervision/direction of a supervising teacher. This phase of professional education is called by Nansen as the "climax of professional training of teachers." It is thee phase in which the academic and the technical are synthesized and integrated. Likewise, Ignacio adds that student teaching is a "series of professional laboratory experiences, carefully conceived and directed to develop in students the opportunity under optimum condition of supervision, to apply themselves and demonstrate ability in actual teaching-learning situation. A major focus in the pre-service education program is the practicum - the pre-service teacher is placed within a school setting and shadows an experienced teacher. The pre-service teacher will be given opportunities to develop skills through observing their associate teacher,

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creating lesson plans, teaching lessons and experiential learning about classroom management.

Student teaching should offer opportunities for self-appraisal of the teaching-learning experiences of the pre-service teacher. To become a responsible pre-service teacher, he/she must be able to evaluate himself/herself accurately, to diagnose his/her own strengths and weaknesses, and to plan for potential remedial and enrichment activities. Self-appraisal evaluation made them able to reflect their ability to be self-aware, self-evaluative, and self-correcting.

However, as this is a developmental device, the pre-service teachers should know the areas, and skills where further growth could be applied, and developed hence this study is conducted.

a) Objectives of the Study

1. To determine BSED and BEED pre-service teachers' self-appraisal readiness evaluation and instructional competencies in terms of their profile.
2. To determine BSED and BEED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies.
3. To determine the significant difference between BSED and BEED pre-service teachers in their instructional competencies.
4. To determine the significant relationship between BSED and BEED self-appraisal readiness evaluation taken as an entire group?.

b) Statement of the Problem

The aim of the study is to determine the self-appraisal readiness evaluation of BSED and BEED pre-service teachers of NIPSC Ajuy Campus for their practice teaching this second semester academic year 2016-2017. Specifically, it sought to answer the following questions:

1. What is the self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their profile?
   a. Age
   b. Sex
   c. Major/Field of specialization
2. Taken as an entire group, what is the self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their instructional competencies in:
   a. Instructional preparation,
   b. Instructional methods,
   c. Human relation,
   d. Personal Qualities?
3. Is there a relationshion between BSED and BEED pre-service teachers in terms of their self-appraisal readiness evaluation in terms of their instructional competencies taken as an entire group?

c) Null Hypothesis

There is no relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies taken as an entire group.

d) Theoretical Framework

The practical nature of pre-service education training programs aligns with American philosopher John Dewey's theory of experience. In his book Experience and Education Dewey prescribes that learning must be based upon the actual life experiences of an individual that are interactive, experimental, and purposive in nature. Donald Schon expanded upon Dewey's model by focusing further upon the importance of reflective practice in the learning process. Schon was a proponent of using reflection in teacher education and other professions to guide learning through reflection on past experiences to guide future learning and practice, as evidenced in his 1996 work, Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.

This study is anchored to a model which was developed by Paul Mayer is designed to assist student teachers in evaluating and analyzing their teacher selfhood. Each consideration is in the form of a question so that the supervising teacher will resist the temptation to provide answers.

Another model which supports this study was the model developed by Cogon, Goldhammer, and others at the Harvard School of Education is the clinical supervision. The procedure has also been labelled as "teacher-centered supervision" emphasizing the "person-centered counseling" theory popularized by Carl Rogers. Clinical supervision is defined as supervision "focused upon the improvement of instruction, by means of systematic cycles of planning, observing and intensive analysis of the actual teaching performances in the interest of rational modification.

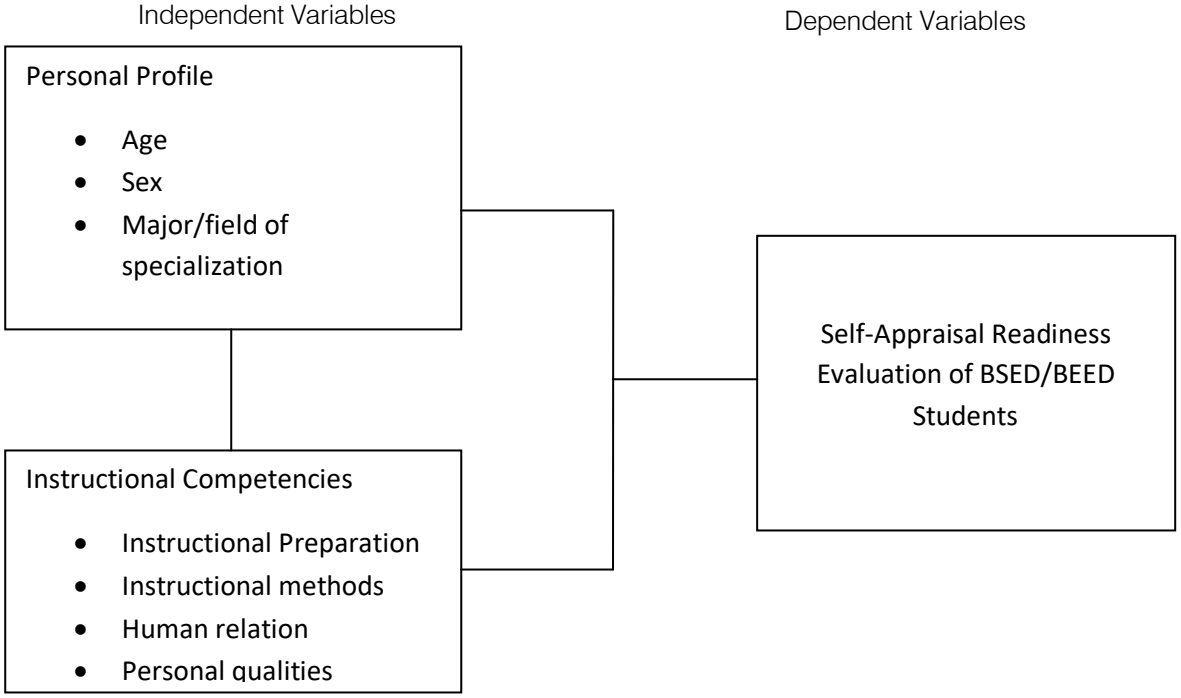
A study of Johnson concerning communication patterns, found that the elementary and secondary majors who were placed in pairs, performed better than in single settings. Also, the student teachers who were grouped in pairs ranked their student teaching experiences four points higher than those who were in a single group.

Through "peer supervision", both the observer and the one teaching can benefit from their peer interaction. Goldsberry suggests that "the experiences of systematically observing one's colleagues, analyzing collected data, and structuring and conducting conferences may well contribute as much or more to the professional development of the observer as to the teacher being observed. Another variation is described by Alfonso and Goldsberry which emphasizes the use of colleague consultation, "that is utilizing colleagues' suggestions for teaching improvement.

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CHED MEMORANDUM ORDER (CMO) 30 s. 2004, in accordance with the pertinent provisions of RA 7722, known as the "Higher Education Act of 1994," the following rules and guidelines are adopted and promulgated by the commission: Quality pre-service teacher education is a key factor in quality Philippine education. The pre-service preparation of teachers for the primary and secondary educational sector is a very important function assigned to higher educational institutions. The Commission on Higher Education (CHED) through the Teacher Education Institutions (TEIs) and the Department of Education (DepED) through the regional and division offices and cooperating Basic Education Schools (BES) shall provide a collaborative support system to the experiential learning courses. The TEIs shall be responsible for the students who were allowed to participate in the pre-service teachers under the experiential learning courses in accordance with the pertinent laws, rules and regulations.

The schematic diagram shows the variable that the researcher will use to determine the self-appraisal readiness evaluation of BSED/BEED students of NIPSC Ajuy Campus for their practice teaching this second semester academic year 2016-2017.



e) Significance of the Study

This study is important to the following:

To the School Administrators. The results of the study will provide school administrators some insight and information on how they would help pre-service teachers improve their skills and competence in performing their tasks which can add strength to the pre-service teachers learning experiences.

To college supervisor of student teaching, the college supervisor of student teaching played a vital role in the pre-service teachers' professional development such as developing their attitudes, handling of the observation process and giving feedback including observations and conferences throughout the semester.

To the Critic/Cooperating Teacher. The results of the study will provide critic/cooperating teacher the idea to improve field experiences for pre-service teachers by means of systematic cycles of planning, observing and intensive analysis of the actual teaching performances in the interest of rational modification.

To the future pre-service teachers. The findings may serve as a guide to future pre-service teachers and as an aid toward becoming mature and competent professionals.

f) Scope and Limitations of the Study

This study was limited only to the self-appraisal readiness evaluation and instructional competencies of BSED and BEED pre-service teachers in Northern Iloilo Polytechnic State College Ajuy Campus for academic year 2016-17.

This study was limited to 38 BSED and 110 BEED pre-service teachers of NIPSC Ajuy Campus. However, this study will be limited by the methods of gathering data which is the questionnaire on self-appraisal readiness evaluation rating scale adapted from the book entitled: "A Guidebook for the Supervision of Student Teachers by Linda Barroso Beltran, 2006.

g) Definition of Terms

For clarification and thorough understanding of the study, the following terms are defined conceptually and operationally.

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Self-appraisal Readiness Evaluation is a rating scale and analysis form for evaluating pre-service teachers' instructional competencies and performance (Constantino, 1988).

In this study, self-appraisal readiness evaluation refers to the instrument used by pre-service teachers in evaluating their self-readiness appraisal of their instructional competencies.

Instructional competencies are sufficient skills and knowledge in a particular area and able to apply procedures to undertake a particular work with adequate knowledge and skill (PAFTE Research Journal, 2015).

In this study, instructional competencies refer to the skills to be possessed by BSED and BEED pre-service teachers while having their practice teaching.

Pre-service teachers are fourth year education students who are enrolled in the student teaching program (Good, 1959).

In this study, pre-service teachers refer to the BSED and BEED student teachers who act as respondents.

Chapter 2

II. Related Literature and Related Studies

a) Related Literature

Council of Ministers of Education Canada, (1999) states that the success of the educational system depends on good teachers. In fact, they are considered as the builders of new generation. Their importance in modern era has acquired new dimensions. They do not only have to impart subject matter to the students but also help them in using knowledge for developing their abilities and talents. They should have a strong professional foundation which is seen in their ability to communicate and identify and resolve ethical and legal implications of design in the work place. Teacher's competencies are preconditions for instructional quality.

Emmer and Stough (2002) stresses the importance of teachers. They said that teachers cannot be replaced with any type of instructional material. Given an excellent conception of teaching as a learning-triggering activity, it follows that competent teachers maximize the chances of learning through the efficient use of the formulation of objectives and preparation of syllabuses, handouts, reading lists, teaching materials, classroom activities, choice of modes of assessment, design of exercise, assignment, projects and quizzes, feedback to students, and final examinations. So, in an educational system, teachers are the basic factor for its success.

The success of student teachers as future molders of young boys and girls depends to a great extent upon how well the student teaching program is carried out in the teacher training schools. An adequate teacher training program largely depends on the competencies of teachers-trainers. Educators strongly feel that our educational system can be improved directly and most effectively during the training process for new teachers by the well qualified, competent, and concerned mentors of teachers. Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning. Pre-service teachers are typically required to observe mentor teachers in authentic classrooms with the hope of collaborating and learning about teaching. They meet with cooperating teachers to plan lessons, prepare projects, and assess student knowledge.

Supervising instructors and cooperating teachers play the key role in the development of future teachers. They are in the best position to provide the supervision necessary to guide the student teachers through a successful teaching experience. They are influential role models for the novice teacher to a considerable degree. Their actions, attitudes, voice inflection, pronunciation, and other personality aspects are easily imitated by student teachers. Researchers have shown that this influence even affects the student teachers' verbal interaction with the people in the classroom. Serving as models, the supervising instructors and cooperating teachers can make or unmake the student teachers' professional laboratory experience and consequently their career. A satisfying student teaching experience is dependent upon their role as models. (Beltran, 2006)

Guiding the prospective teachers is indeed an inspiring professional experience for teacher trainers. Pre-service teachers need experiences which include a sample of the things that a regular teacher needs to do in and out of the classroom. These are what pre-service teachers will have to undertake in the different phases of the student teaching program. As pre-service teachers work together with regular teachers in school activities, they gain broader concepts of the teachers' role. (Beltran, 2006)

In assuming the new role of a teacher, pre-service teachers should have a clear picture of what they should do during the internship period. The student teaching program can be implemented more effectively if the student teachers know what their responsibilities and duties are in fulfilling their role as prospective teachers and molders of young boys and girls. It is therefore the task of teachers training mentors to let the student teachers be aware of the responsibilities and duties in the student teaching. (Beltran, 2006)

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The evaluation of the pre-service teachers is a necessary of the supervising instructors and the cooperating teachers. This kind of evaluation is different from other assessments of students, since there are no examinations or term papers to measure performance. Evaluation of the pre-service teachers usually involves identifying and describing their competencies in the different areas of instruction. It stresses analysis and reflection rather than criticism and faultfinding on reports of good and bad performance.

A comprehensive program of evaluation in student teaching includes an analysis of plans, procedure, alternatives, and implications so that teaching will be improved. Evaluation should not be considered as a final score; it is the game itself. To say with more formality, evaluation is a routine, essential to growth. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These programmes are intended to support and enhance teacher learning instill in them a greater degree of self confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

In facing up to challenges and impacts of globalization, high technology, economic transformation, international competition and local development in the new century, teacher education institutions in the Asia-Pacific region have made numerous educational reforms (Cheng, 2005). In these reforms, teachers and their schools have had to face uncertainties and challenges arising from their internal and external environments. As a consequence, the role of teachers has become more complex. In addition to teaching in the classroom, teachers are required to take up new responsibilities in school management, curriculum planning and development, mentoring new teachers, staff development, school-based action learning projects, and working with parents, outside leaders and professionals (Cheng, Chow & Mok, 2005).

Students' learning should be facilitated in such a way that local and global resources, support, and networks can be harnessed to maximize the opportunities for their developments during the learning process. Thus through localization and globalization there are multiple sources of learning, students can learn inside and outside their schools, and students are not limited to a small number of teachers in their schools. Participation in local and international learning programs can help them achieve a community and global outlook and experiences beyond schools. Moreover, this learning can be networked locally and internationally. Each student can belong to a group of life-long partner students in different corners of the world, who share their learning experiences. When education is conceived as life-long learning and discovery (Mok & Cheng, 2005), learning opportunities are unlimited.

Effective evaluation focuses on the concern for a student teacher's progress in particular and the improvement of teaching in general. It should be the goal of supervising instructors and cooperating teachers to enable the student teachers to achieve a proficiency in evaluating accurately his own teaching effectiveness. The student teacher should therefore be given ample opportunities to exercise judgments about his own teaching. Later on, throughout his professional career, his growth as a teacher will result largely from applying such-assessment skills. Hopefully, as he finishes his student teaching experiences, he will have achieved the skills of self-assessment.

The task of evaluating pre-service teachers is better facilitated and made effective with appropriate evaluation techniques, which supervising instructors and cooperating teachers should choose from. These can be devised with considerations on the tasks set, the student teacher, the supervising teacher, available time and physical conditions. Supervising instructors and Cooperating Teachers may choose to use models. The models should be flexible and open to many useful and meaningful aspects for the student teacher.

b) The Clinical Model

The "clinical term' which is another variation is a cooperative effort of public school and university staff combining their special areas of professional expertise essential in the preparation of teachers. The clinical team consist of student teachers, cooperating teachers, a university supervisor and other school personnel, and administrators. These persons' function as a team in a clinical setting to assist the pre-service teachers develop

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the competencies, confidence, and professional attitudes necessary to join the teaching profession. The team also provides an opportunity for the mentors to continue their professional development. The clinical team supports the cooperating teachers'/supervising instructors as they worked with their student teachers. For instance, they get together, share ideas and problems. The student teachers are exposed to many teachers and their ideas. This would result in an improved professional preparation for both the beginning and experienced teacher as well as improved instruction for the children. The composition of the clinical team can be adjusted to the administrative and supervisory personnel and officials of each teacher training school.

Clinical supervision is defined as supervision "focused upon the improvement of instruction, by means of systematic cycles of planning, observing and intensive analysis of the actual teaching performances in the interest of rational modification. There are several literatures on clinical supervision, but generally they point to a major function, which is to improve field experiences for teachers. Clinical supervision requires a structured system of observing and conferring with teachers".

The clinical supervisor may be likened to the medical professional because of its diagnostic/ prescriptive approach. Here symptoms of problems or areas of concern identified mutually by the supervising instructor/cooperating teacher and the student teacher are examined. The collection of analysis of specific data for the identified problem or concern follows. From the data, a diagnosis is made and medication is prescribed for the problem or concern.

c) Components of Clinical Supervision

There are three basic components of clinical supervision.

1. Planning conferences between the cooperating teacher and student teacher to discuss procedures and concerns, to explore new techniques, to decide upon types of observation data needed, and to design activities to relieve tensions.
2. Classroom observation in which data are collected (through direct and indirect observation). The suggested observation techniques presented earlier in this chapter serve to indicate the present quality of a teaching performance.
3. Feedback conferences in which the cooperating teacher and student teacher evaluate and interpret the data, discuss strength and weaknesses, and prepare conclusions and suggestions for the next planning conferences. Then, the planning, evaluating, and incorporation of data are cycled through the process many times in the student teaching session.

Each component is provided with sample topics and activities for the guidance of supervising instructors and cooperating teachers. The planning or pre-observational conference may include such topics or strategies as:

1. Developing rapport between the cooperating teacher and the student teacher.
2. Establishing the purpose and function of classroom observations.
3. Agreeing on the aspects of the instructional program that can be measured or observed.
4. Developing procedures to be used during the observation phase.
5. Identifying roles of cooperating teacher's/supervising instructors and student teachers during the observation periods.
6. Identifying the purpose of the follow-up conference.
7. Answering student teacher questions or concerns about the process.

The observation session should include techniques that will help to identify strengths and weaknesses. The conferencing or follow-up session may include such topics as:

1. Viewing and listening to available data.
2. Discussing the data collected during the observation phase.
3. Answering student teacher questions, comments or frustrations which may occur at this point.
4. Analyzing strengths and weaknesses, first by the student teacher and then if necessary by the supervising instructor.
5. Designing a plan to correct an immediate problem or concern.

This type of supervisory strategy is directed at helping the student teachers to identify and clarify problems, to receive and classify data supplied by the supervisor, and to develop results. The clinical supervisor attempts to involve the student teacher in the process to produce a self-directed person.

Reavis (2013), cites the following steps or phases of a clinical cycle.

1. Planning cooperatively
2. Teaching realistically
3. Observing systematically
4. Analyzing
5. Providing for feedback
6. Interpreting cooperatively
7. Valuing
8. Decision making for improvement
9. Preplanning cooperatively

Goldhammer has developed five stages of the clinical supervision which he identified as: pre-observation conference, the observation, and post-conference analysis. According to the author, the focus

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is on meticulous observation to describe actual happening in the classroom. Evaluation follows and at this stage mutual agreement between the observer and the one observed is advocated. Analysis of the data and works is done to improve instruction.

d) Uses of Clinical Supervision

The clinical supervision is very useful for the improvement of teaching skills, because it is highly personalized. The close inter-personal relationship that develops between the student teacher and supervising instructor/cooperating teacher can be productive in developing confident, effective, and successful student teachers. It has been found in a study that "The conditions imposed on both teachers and supervisors by the model of clinical supervision encourage greater verbal participation on the part of the teacher." The student teacher becomes more aware about his performance and his teaching behaviors. Five major goals have been outlined by Acheson and Gall for clinical supervision.

1. To provide the teacher with objective feedback concerning the current state of instruction.
2. To diagnose and solve instructional problems; to pinpoint discrepancies between what they are doing and what they ought to do;
3. To help the teacher to develop skill in using instructional strategies; to ensure patterns of behavior in promoting learning, motivating students, and managing the classroom.
4. To evaluate the teacher;
5. To help the teacher to develop a positive attitude and interest in continues professional development.

e) Variations on the Clinical Supervision

The clinical supervision can be a flexible model and can be used in a variety of ways to improve instruction. The model can be shaped to suit real classroom needs. For example, peer supervision and colleague consultation have been found to be viable strategies in supervising student teachers. The non-authoritarian relationship between the student teacher and supervisor provides a permissive climate for the learning process.

f) The Horizontal Model

The horizontal evaluation is defined by Gitlin as a system based on the premise that the aim of evaluation should be the personal and professional growth of the student teacher. This model is a type of intro-individual developmental approach to assessment of student teachers. In this evaluation model, student teachers are not compared with one another, nor does it rank individuals by skill competencies. The aim of horizontal evaluation is to expand the scope of evaluation such that theory learned by the student teachers is linked to practice in the classroom.

Gitlin (2008), recommends three types of evaluation within the horizontal frame work.

1. One area of growth involves the student teacher's ability to develop several clearly stated teaching intents, relevant to educational issues. Through this type, the student teacher will analyze the types and needs of students in the class and adapt teaching strategies that are appropriate to meet these needs.
2. A second criterion is to assess the student teachers' ability to actualize their intents into practice with proper method to use.
3. The third criterion is the student teachers' ability to be self-critical.

g) The Vertical Evaluation Model

This type of evaluation model is skill-based and individual achievement based. It emphasizes accountability, which is the assessment of a student teachers' mastery of a set of a set competencies. The vertical evaluation model is also referred to as a competency-based model. This means that in evaluating student teachers, skills or competencies essential to good teaching must first be identified by the observer. Therefore, evaluators using this model observe teacher behavior to determine if competency has been attained.

The competency-based evaluation model ha three categories: Knowledge of subject matter, teaching performance, and teaching products (lesson plans, case studies, learning materials, and others). Each of the categories can be evaluated both individually and collectively to provide a better overall assessment of the student teacher's specific strengths and weaknesses.

The advantages of using a vertical or competency-based model of evaluation are provided by Smith and Stevens. They state that measuring a student teacher's performance in terms of behaviorally stated tasks serve four vital functions:

1. Provides reference for selection of appropriate practice for supervisors and student teachers;
2. Guides supervising teachers in systematic and accurate observation of teaching;
3. Provides a continuum of criteria as a base for more precise evaluation, and
4. Generates data for teacher education program improvement.

h) Humanistic Evaluation Model

Advocates of the humanistic evaluation model for student teachers stress attitudes, open communication, genuineness, empathy, and warmth. This model emphasizes the development of self and individual identity. It aims to get student teachers to be more cognizant of student as persons rather than to learn to be masters of delivering content to an audience.

Provincial and state territories across North America vary greatly in population, language,

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demographics, geography and other social factors. As such the universities and colleges that offer pre-service education recognize unique factors about the student populations they serve, and in response have created unique programs to meet those needs. That being said, there are two major components that are common to pre-service education programs -Practicum and Course work.

To complement the practicum, pre-service programs offer academic based courses, designed to expose teacher candidates to collaborative inquiry, current research, educational philosophy, theory, pedagogy and practical resources to provide a foundation for their work as educators. This, combined with the experience gained through the practicum prepare the next generation of teachers for the challenges of the classroom. After completing a pre-service program, a graduate must apply for certification to be hired by a public school board. This is granted by a provincial or state governing authority. Not all pre-service programs are designed the same and a certificate obtained in one country may not be recognized in another. Within the US, state-to-state reciprocity is limited. In Canada jurisdictional requirements for teacher education differs provincially, and each province has a designated authority responsible for the evaluation, certification and provision of teacher qualifications. It is significantly more challenging to receive certification in a state or province other than that in which the teacher attended their pre-service program. This makes it difficult for pre-service graduates to find employment outside of the state or province in which they received their training.

The Australian Institute for Teaching and School Leadership (AITSL) is Australia's leading provider of pre-service teacher education. Their program is relevant to teachers who are supervising a pre-service teacher teacher in their preparation for solo teaching. A teaching programme designed to foster the reflection on and development of more sophisticated epistemological beliefs was implemented with 29 pre-service graduate teacher education students at the Queensland University of Technology, Brisbane, Australia. As part of the year-long teaching programme, students were required to reflect in journal entries on the content of an educational psychology unit in relation to their epistemological beliefs. The students engaged in this teaching programme (the research group) were interviewed in relation to their beliefs at the beginning (Time 1) and conclusion (Time 2) of the teaching programme. Students in a comparison group were not encouraged to explicitly reflect on their epistemological beliefs. They were asked to complete written statements about their beliefs about knowing at the beginning (Time 1) and end (Time 2) of the year-long unit. Schommer's(1990) epistemological beliefs questionnaire was administered to both the comparison and research groups at Time 1 and Time 2. This questionnaire measured beliefs about knowing. The results of both the quantitative and qualitative data analysis indicated that the group of students engaged in the teaching programme experienced more growth in sophisticated epistemological beliefs. The success of the teaching programme has implication for how teacher educators develop learning environments.

Pre-service teachers are expected to know about and demonstrate the capacity to collaborate when they enter the teaching force (Michael & Miller, 2011). "The ongoing culture of reform in U.S. teacher education provides a rich opportunity to explore the new levels of collaboration that will be needed to achieve the goal of preparing teachers to work effectively across the full range of students they encounter in today's classroom – among them students who have disabilities" (Pugach & Blanton, 2009, p. 575). Preservice teachers need to witness effective collaborative relationships between teachers before they enter the classroom (Michael & Miller, 2011). This can be problematic if preservice teachers do not have an opportunity to observe collaboration at the university or classroom level. In the teacher preparation program at mid-western university, pre-service teachers complete their language arts and social studies methods course in the same semester as the integrated curriculum course. The Language Arts/Social Studies course is designed to prepare students to teach language arts and social studies to children in preschool through third grade from a holistic, developmentally appropriate perspective. Pre-service teachers become more familiar with best practices, teaching strategies, and classroom application in regards to the disciplines of language arts and social studies instruction. The university classroom involves collaborative learning within a constructivist seminar setting and a field component for observation and strategy implementation in the early childhood classroom. By completing this course, pre-service teachers have a better understanding of reading education, more specifically, the interrelationship of reading, writing, speaking, and listening. Goals and outcomes for the course incorporate the use of current, effective methods and materials for teaching preschool through primary grades language arts and social studies; the integration of the language arts/social studies objectives with other disciplines; and, the integration of technology in planning and implementing lessons within the scope and sequence of the early childhood classroom. Assignments are developed to assess pre-service teachers' understandings of the course description and goals. Pre-service teachers synthesize their knowledge of the course content to complete their final assignment which is an Interactive Learning Project.

The purpose of the Integrated Curriculum course is to teach pre-service teachers both the

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theoretical reasons and practical model for writing an integrated unit of instruction. The expectation is that by the end of the semester the university students will be able to formulate, and create an integrated unit of instruction that is both theoretically sound as well as practically useful. Ideas about teacher education are strongly influenced by a received wisdom about learning to teach. Most citizens in the United States who have thought much about teaching subscribe to the received wisdom, and most teachers subscribe to it as well. The most vocal and visible group not subscribing to the received wisdom is teacher educators. According to received wisdom, teaching is fundamentally a self-evident practice. What to teach should be obvious if you know your subject, and what to do at any given moment should be obvious from the situation. Therefore learning to teach consists of two main parts: you learn the subject you intend to teach through college-level liberal arts courses, and you refine your technique and personal style through experience in your own classroom. Most versions of the received wisdom end here. Some versions add a small role for teacher education, acknowledging that there might be some benefit from studying child psychology or perhaps research on teaching. But the role of teacher education is still considered to be relatively modest. Even reform movements, which usually acknowledge that there might be more to teacher learning than meets the eye, often subscribe to the received wisdom and concentrate more attention on continuing professional development than on pre-service teacher education. Consistent with received wisdom, reformers tend to believe that a great deal of teacher learning occurs in the context of practice, that teachers can continue to refine their techniques throughout their careers, and that this is where reform efforts should be concentrated. It describes their experience of learning to teach, and many studies of teacher education programs indicate that teacher education is indeed a weak intervention. Comparisons of teachers who have received different amounts or kinds of teacher education often indicate only slight differences between groups, thus suggesting that teachers are learning the things that matter most from either their liberal arts courses or their own experiences teaching. There is, though, an invisible element in learning to teach that the received wisdom does not mention. The sociologist Dan Lortie pointed out over twenty years ago that teachers go through a lengthy apprenticeship of observation in that they spend their entire childhoods observing teachers teach. Lortie suggested that the endurance of traditional teaching practice derives in part from the fact that teachers are highly likely to teach in the way they themselves were taught.' Their experiences in primary and secondary schools give them ideas about what school subject matter is like, how students are supposed to act in school, and how teachers are supposed to act in school. Thus, when they begin to teach, they adopt the practices of their former teachers. If their elementary teachers represented the school subject of writing as a set of grammar rules, for instance, rather than as a way to organize thoughts and communicate ideas, they will tend to teach writing this way themselves. The apprenticeship of observation is an important omission from the received wisdom model of teacher learning, yet it is likely that the model itself would not work if the apprenticeship were not there. This apprenticeship gives teachers a frame of reference that allows them to interpret their experiences and gives them some ideas of how to respond to them. That is, one reason teachers are able to learn to teach almost exclusively through their own teaching experiences is that they know what is supposed to happen. Their frame of reference enables them to judge their daily successes against a standard of expectations. Consequently the received wisdom model of teacher learning seems to work because teachers have already learned so much about what the practice of teaching consists of.

Students' learning should be facilitated in such a way that local and global resources, support, and networks can be harnessed to maximize the opportunities for their developments during the learning process. Thus through localization and globalization there are multiple sources of learning, students can learn inside and outside their schools, and students are not limited to a small number of teachers in their schools. Participation in local and international learning programs can help them achieve a community and global outlook and experiences beyond schools. Moreover, this learning can be networked locally and internationally.

Each student can belong to a group of life-long partner students in different corners of the world, who share their learning experiences. When education is conceived as life-long learning and discovery (Mok & Cheng, 2001), learning opportunities are unlimited. Students can maximize the opportunities for their learning from local and global exposures through Internet, web-based learning, video-conferencing, cross-cultural sharing, and different types of interactive and multi-media materials (Ryan, Scott, Freeman, & Patel, (2000). Students can learn from world-class teachers, experts, peers, and learning materials from different parts of the world. Sociologist Dan Lortie pointed out over twenty years ago that teachers go through a lengthy apprenticeship of observation in that they spend their entire childhoods observing teachers teach. Lortie suggested that the endurance of traditional teaching practice derives in part from the fact that teachers are highly likely to teach in the way they themselves were taught.' Their experiences in primary and secondary schools give them ideas about what school subject matter is like, how students are supposed to act in school, and how teachers are supposed to act in

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i) Related Studies

j) Foreign studies

The study of Eren, Esra et al. (2015), investigated pre-service competencies and their perceptions of necessity about using practical tools for content development. The study was designed using pre- and post-test experimental design method. The study group consisted of 170 pre-service teachers at a public university in Turkey. The Practical Tools for Content Development (PTCD) scale was used for data collection. Pre-service teacher had been trained about practical tools for 14 weeks during the Computer II course in spring semester. In this study, two dependent variables, pre-service teachers' competencies and perceptions of necessity about using practical tools fro content development, were analyzes with respect to three independent variables. Means and standard deviations for pre- and post-tests, t-test results comparing the pre- and post-test scores for the whole group; results of the independent t-test according to gender, and the results of the variances analysis in terms of department and daily internet use variables and single factor variance analysis (ANOVA) were applied. It was observed that the competency levels of pre-service teachers increased from medium to high. A slight decrease was observed in in pre-service teachers perceptions of necessity. No significant differences were observed in competency levels of pre-service teachers depending on gender, department and daily internet use variables. Female participants' level of perceptions of necessity was significantly higher than the males, whereas there was no other significant differences. It can be concluded that Computer II course might have an important role to improve pre-service teachers' competencies and skills on the use of practical tools for content development. (data retrieved at www.e-iji.net, September 7, 2016).

Kristina Monica Klofter (2014), in her study entitled " Pre-service teacher education and classroom management: an evaluation," pointed out that childhood emotional, bahavioral and learning problems are prevalent in the elementary classroom settings. It is therefore imperative to evaluate pre-service teacher training in classroom management. Studies were conducted to evaluate the effectiveness of a proactive behavioral management course at a Canadian teacher's college. Participants completed questionnaires assessing their self-efficacy, teaching style, and teaching attitudes and partook in simulated classroom scenarios. Significant findings highlight the positive influence on pre-service teachers' self-efficacy, teaching style, emotions and reactions towards children, and their use of classroom management strategies. The research may further the development of pre-service teacher training in classroom management.

The pre-service teachers' evolving beliefs on teacher qualities were viewed as being socially constructed with meaning created within the social context. A post-positivist perspective was taken, which assumes a scientific approach to research requiring that quantitative data be used in a reductionist and logical way with an emphasis on empirical data collection. The study of Lynn Sheridan (2011), focuses on the pre-service teachers' perceptions of valued teacher qualities as they progressed to graduate teacher and aims to identify pre-service teachers' perceptions of effective secondary teacher qualities (attitudes, knowledge and

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skills) as they progress through thgeir four-year undergraduate degree.

The pre-service teachers' prior experience, age and gender influenced their perceptions. Perceptions were not fixed because their views on knowledge, pedagogy professional and interpersonal qualities differed in response to new learning priorities. Learning for the pre-service teacher was developmental, moving from the focus on self to a deeper, more insightful ethical, professional view of themselves. Further, the study revealed the complex nature of the hidden curriculum stemming from the teacher educators' personal aspirations and external factors that affected course design. The findings of this study will contribute to understanding the often "neglected" voice of the pre-service teacher and will inform discourse on how to guide future teacher education.

The study of Suzanne Hudson (2011), entitled "Pre-service teachers' perceptions of their middle schooling teacher preparation: a sample of the Australian context," reviewed into teacher education and reform measures, such as implementing professional standards for teachers, are designed to raise the quality of education. Such reviews and reforms also target preservice teachers; hence universities examine their teacher education programs to address these issues, including developing programs that are current with the literature. Over the past fifteen years, concerns have arisen about Australian early adolescents and their disengagement from the schooling system, their "at risk" behavior and their need for social, emotional and academic support. These concerns have prompted a middle schooling movement in Australia with the literature recognizing a need for specialized middle school teachers. As a result, various universities have responded by developing courses specifically designed to graduate teachers who possess the theoretical and pedagogical knowledge for engaging early adolescent learners. This mixed-method study analyzed the responses of pre-service teachers from three universities across two states in Australia near the completion of their middle years teacher preparation program. The three aims of the study were to: (1) ivestigate final-year pre-service teachers' perceptions of their confidence to teach in the middle years of schooling; (2) analyze the experiences included in their teacher preparation course that made them feel confident; and (3) describe strategies for enhancing middle schooling teacher education preparation. Data were gathered from final-year pre-service teachers (n=142) using a survey that was developed in response to middle schooling literature and the Professional Standards for Queensland Teachers (Queensland College of Teachers, 2006). A questionnaire collected extended information about the participants' (n=142) experiences that made them feel confident. It also gathered III information about strategies for enhancing middle years teacher preparation. One-tone, 45-minute interviews (n=10) were conducted to elicit in-depth responses aligned with the research aims. Quantitative results indicated that the majority of pre-service teachers (n=142) claimed confidence associated with survey items relating to creating a positive classroom environment (range: 70-97%), developing positive relationships for teaching (71-98%), pedagogical knowledge for teaching (72-95%), and implementation of teaching (70-91%). Qualitative findings suggested that the experiences that assisted them to be confident for teaching were practicum and associated field studies coursework, a positive mentor teacher, specifically designed middle years subjects, the pedagogical approaches of university staff, and other real world experiences such as volunteering in schools and participating in professional development alongside their mentors. This study demonstrated that universities presenting middle years teacher preparation need to consider: the quality of the practicum experience; the suitability of mentor teachers; the significance and practicalities of middle years subjects; university lecturers' modeling of pedagogical practices; and the inclusion of real-world learning experiences. Although the findings of this study provided evidence as to how preservice teacher confidence for teaching has been influenced by their middle schooling teacher preparation, further research is required to investigate how confidence translates into practice within their first years of teaching.

Amal Abdullah (2010), in his study "Examining pre-service teachers' understanding of multicultural education," stressed that as the student population within the United States" K-12 public schools becomes increasingly diverse (Banks, 2007), multicultural education is of the essence. Thus, it is imperative for teacher education programs to prepare pre-service teachers to develop the knowledge, skills, and dispositions necessary in order to foster a holistic multicultural education in K-12 classrooms and schools. However, in order to achieve the aforementioned, teacher educators must gain an awareness of pre-service teachers" understanding of multicultural education. This qualitative research study, which represented an ethnographic case study, examined pre-service teachers" understanding of multicultural education. More specifically, the pre-service teachers" understanding of multicultural education was analyzed within James A. Banks" (2007) conceptual framework, "the dimensions of multicultural education" Furthermore, this study examined how an introductory education course impacted the pre-service teachers" understanding of multicultural education.

The participants in this study were pre-service teachers enrolled in an introductory education course at the Judith Herb College of Education at The University of Toledo. The researcher employed the use of multiple

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data collection methods, and the data generated from pre- and post-questionnaires, philosophy papers, and field notes were analyzed. The data analysis provided insight into the pre-service teachers" understanding of multicultural education, and it indicated that the course influenced their understanding. The results from this study could be utilized to develop or contribute to the further development of an introductory education course.

Laura Jacobsen Spielman (2008), examined the curriculum network of an elementary teacher education program at a large public university in the United States. Using ethnographic data (e.g., interviews with pre-service teachers and faculty, observations in and outside of coursework, and other artifacts), the questions addressed of how pre-service teachers characterized relationships between teacher education program components, how those characterizations varied and changed, and how pre-service teachers explained the value or relevance of program components to teaching. She discussed how preservice teachers shaped their understandings of main program emphases, describe how they tended to experience closer correspondence between program recommendations and the policies and philosophies in certain schools and classrooms in suburban county schools near the university compared to the policies and philosophies in certain schools and classrooms they identified as having, for example, fewer resources (e.g., funds, manipulative). She made the case that the program-based philosophies developed by and for the pre-service teachers helped to coordinate context-specific meanings and relevance for program components and further to construct failures of the kind where either (1) schools interfered with the accomplishment of program objectives or (2) program objectives proved unrealistic for schools. Without intending to, and perhaps even contrary to certain program intentions, program suggestions treating instruction as context-independent tended to favor middle-class White children and to marginalize urban or diverse schools and classrooms, or schools having more limited resources, as viable places to engage in program-recommended practices for good teaching.

These results have potential implications for practice in teacher education and mathematics education and also have relevance to discussions of ongoing standards-based teacher education and mathematics education reforms. These results help to reveal certain limitations of popular ways of defining and researching preservice teachers' learning and teacher education program coursework and fieldwork relationships. Teacher educators or researchers might benefit from considering how to more substantively integrate curriculum and give greater attention to *place* and to the broader socio-political goals.

The study of Catherine A. Traister (2006), focuses on the perceptions of student teachers, cooperating teachers and university supervisors, from a small rural university the Pennsylvania State University, regarding assessment during the student teaching experience. A sampling from each study population shared their views, thoughts, experiences and recommendations for assessment. The participants were selected from a pool of student teachers that were identified by a methods instructor from each of the four majors. Each methods instructor was asked to identify all of the student teachers, from within their particular major, that performed well in their professional methods courses and could articulate well. From those students selected, the researcher attempted to choose an equal number of males and females while covering a wide geographical area. Once the student teachers were selected, the cooperating teacher and university supervisor that were assigned to each student teacher were identified.

Data were collected by an interview method immediately after the conclusion of the student teaching semester. Eight student teachers, eight cooperating teachers and five university supervisors participated in the study. All of the participants responded to a series of semi-structured questions and audio-recordings were transcribed to provide a rich description. Reoccurring themes were present among the triad members and documents were analyzed to validate information that was provided. Methods of assessment that were described by the participants included; observations, conferences, formative and summative competency forms, journaling, video-taping, portfolios, PDE 430 forms, and letters of recommendation. Other graded assignments that were mentioned included; unit plans, lesson plans, and bulletin boards.

The most referred to method of assessment was the formative and summative assessment form. All triad members agreed with the need for and importance of the document but most agreed that the document could be improved upon. None of the participants recommended eliminating any of the current forms of assessment, except for the PDE 430 form which was believed to be repetitive of other forms of assessment. Participants understand the value and importance of assessment and find each form helpful when executed in a consistent manner. The study revealed an agreement between the triad members when asked what they perceived to be the roles of each triad member in assessment during the experience. The role of the student teacher was very concise as all triad members cited self reflection as the most important role in assessment for the student teacher. It was noted that the cooperating teacher's role was viewed as a mentor and providing feedback. The university supervisor is the gate-keeper and liaison between the school placement

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and the university; as well as the role of assigning the final grade. The most popular response was attitude, when cooperating teachers and university supervisors were asked what factors affect the assessment outcomes. They saw this as a very big obstacle that would affect everything about their participation.

Communication is the key to every aspect of assessment. It is the researcher's recommendation that each major invite a group of cooperating teachers to sit down to share their experiences and philosophies in order to explore changes to the process. As well, student teachers might be asked to contribute in a separate meeting. A small forum would allow the participants to feel more comfortable to share their thoughts.

k) Local studies

Nicette N. Ganal (2015) pointed out that 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. Ganal's study employed the descriptive-survey to gather and analyze the problems and difficulties the 100 BEEd and BSEd students encountered during practice teaching. The instrument used to gather data was questionnaire on problems and difficulties students encountered during practice teaching. This relates to personal problems, teacher's preparation problems, class participation problems, class management problems, instructional problems, problems on evaluation, emotional problems, and problems in adjusting to pupils/students. To arrive at the correct analysis and interpretation of data, frequency, percentage and rank were used.

Findings disclosed that the problems and difficulties encountered relate to homesickness, financial adjustment, learners, classroom management, communication skills, instructional skills, instructional materials and evaluation tools preparation and analysis of test results, different feelings and emotions, and on adjustment to the cooperating school as a whole.

Guiab, Marissa. R. (2014) in her study entitled "Perception of Pre-Service Teachers on Services and Academic Programs of Philippine Normal University-North Luzon," stressed the importance of evaluation as a process to determine the success of every endeavor. In education, evaluation is an integral part of all teaching-learning. It gives direction to everything teachers and educators do to improve a school or an educational program. It also brings about modifications in a curricular program through the discovery of its failure or success. Hence, successful programs do not happen without evaluation. In her study, a questionnaire was used to gather data. All data were subjected to descriptive statistical analysis like frequency and mean. Findings revealed that Philippine Normal University provides to some extent the skills on knowledge and technical, communication, human relation, leadership, problem-solving, and information technology. The pre-service teachers' level of satisfaction on the services and learning climate is moderate and low on facilities. The pre-service teachers' perception on the adequacy of training in communication, human relation, leadership, problem-solving and research skills is moderately adequate. Their perceptions on the adequacy and relevance of the academic programs particularly the Bachelor in Elementary Education (BEEd) and Bachelor in Secondary Education (BSE) are both moderately adequate and moderately relevant. Based from the findings, it is recommended that PNU North Luzon has to improve the services, facilities and enhance the curricula with global trends in order to meet the demands of the modern educational system. (Retrieved September 9, 2016 at www.isca.in, www.isca.me)

The beliefs held by pre-service teachers will affect their classroom perceptions and behaviors. Understanding these beliefs is necessary to better understand pre-service teachers, mange educational reforms successfully, and improving their teaching practice. The study of Okut (2014) aimed to explore whether there is a relationship between pre-service elementary teachers' beliefs on education and classroom management. The relational model was used in the study. The study was conducted on 394 third year and fourth year students from five public university. Data analyses were made through descriptive statistics, the Chi square test, One-Way Analysis of Variance (ANOVA), t-Test and Kruskal Walis Test. The study attempted to determine and compare pre-service elementary teachers' educational and classroom management beliefs. They have various beliefs on education and classroom management. The beliefs of future teachers will be reflected in their practices, thus, these research results may contribute to teacher education institutions, policy-makers, teachers and school administrators. (retrieved Sept. 9, 2016 at http://www.academic journals.org/ERR)

The study of Myla N. Conejar (2012), aimed to determine the relationship of student teaching performance and emotional intelligence of the graduating BSED students of SIPC-WVCST Miagao Campus AY 2011-2012. This study used the descriptive-correlational method of investigation. The 39BSEd students were chosen as respondents through stratified random sampling using proportional allocation. This

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study utilized the Emotional Intelligence Evaluation by Nicholas Hall (2002). To determine the student's level of teaching performance and emotional intelligence, Means, and Standard Deviation were used as descriptive Analysis and One-way Analysis of Variance for correlated samples for inferential statistics. The level of significance was set at 0.05 alpha level. This study revealed that as a whole, the level of teaching performance of the respondents is very high and when grouped into field of specialization and teaching aptitude, similarly, the teaching performance was very high. When grouped according to GPA, those students with high to very high GPA had very high teaching performance, compared to those with average GPA whose teaching performance was rated high. The level of their emotional intelligence when taken as a whole and when grouped into field of specialization, teaching aptitude and GPA were on a "need some development". No significant difference existed in the teaching performance when grouped into field of specialization and teaching aptitude. However, significant difference occurred when grouped according to GPA. Students with high to very high GPA had significantly higher teaching performance than those with average GPA. No significant difference in the emotional intelligence when grouped into field of specialization, teaching aptitude and GPA. The teaching performance and emotional intelligence had a slight, negligible correlation and that emotional intelligence contributed only 2.10% of the variation in teaching performance. Statistical result showed that relationship was not significant. It means that students were focused mainly on passing the course.

Rosas (2011) in her study explored pre-service teachers' perceptions regarding their readiness to teach mathematical concepts and their preparation to integrate mathematical topics in instruction. Participants consisted of pre-service teachers who agreed to participate in a state-wide survey. For the purpose of this study, data was disaggregated into two groups: pre-service teachers who attended a private teacher education program and pre-service teachers who attended a public teacher education program. Results of this study indicate that pre-service teachers from both private and public colleges felt adequately prepared to teach mathematics and were indifferent in their perception of their ability to integrate mathematical concepts.

Chapter 3

III. Methodology

This chapter explained the research design, subjects, research instrument, and data gathering procedure, data processing method and statistical treatment.

a) Research Design

This study used the descriptive research design. Descriptive is a method of research that seeks and describes something out there such as the status, condition or experience of the subjects. A descriptive research is the method used to obtain the information concerning the current status of the phenomena to describe "what exists" thus basically answering "who", "what", "why", and how about the subject of the study, whether pertaining to the variables or specific conditions (De Belen R. T., 2015).

The descriptive research is a method which contains many type of research or various types of researches. Almost of the researches done by both undergraduates and graduates including doctoral dissertations are descriptive in nature. It is the dominant research method used by the researchers, especially the empirical ones (Adanza, Bermudo and Rasonable, 2009).

b) The Respondents

The respondents of the study were the 148 BSED and BEED pre-service teachers of Northern Iloilo Polytechnic State College Ajuy Campus, AY:2016-17.

The distribution of respondents is shown in the table.

Category	No. of Respondents	Percent
BSED	38	26%
BEEd	110	74%
	148	100%

c) Research Instruments

The researcher used the questionnaire taken from the book of Beltran (2006), A Guidebook for Supervision of Student Teachers to determine the self-appraisal readiness evaluation of the pre-service teachers.

d) Data Gathering Procedure

Permission to conduct the study was secured from the College Administrator of NIPSC Ajuy Campus. Upon the approval of the administrator, the researcher personally administered the questionnaire to the fourth year secondary education students and fourth year elementary education students. The researcher also personally retrieved the said questionnaire.

e) Data Processing Method

Data obtained in this investigation were subjected to descriptive statistics. This includes weighted mean, percentage and Spearman rho Percentage was used to determine the proportion of students expressed in percent. The mean was used to

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determine the readiness of pre-service teachers in terms of their profile and in relation to their instructional competencies in instructional preparation, instructional methods, human relations and personal qualities. Spearman rho was used to find out the relationship between BSED and BEED pre-service teachers in terms of their instructional competencies taken as an entire group. The following formulas were used to interpret and analyze the present study:

Mean

$$X = \frac{\sum x}{N}$$

Where:

$\overline{X}$ = mean

$\sum X$ = sum of all scores x

N = no. of respondents

Spearman *rho*

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

The following scale of mean was employed for interpretation of self-appraisal readiness evaluation of BSED and BEED pre-service teachers

Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

Chapter IV

IV. Results, Analyses, and Interpretation of Data

This chapter presents the results, analysis and interpretation of data.

Self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their profile: age, sex and major/field of specialization

Table 1: BSED Self- appraisal readiness evaluation in terms of their profile

Age	Frequency	Percent	Mean	Interpretation
19-21	21	55.26%	2.86	much ready
22-24	9	23.68%	2.97	much ready
25-up	8	21.06%	3.08	much ready
Total	38	100.00%		
Sex				
Male	8	21.06%	2.83	much ready
Female	30	78.94%	3.11	much ready
Total	38	100.00%		
Major Field of Specialization				
English	21	55.26%	2.88	much ready
Physical Science	5	13.16%	3.07	much ready
Mathematics	12	31.58%	2.96	much ready
Total	38	100.00%		

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Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

Table 1 presents the self-appraisal readiness evaluation of BSED pre-service teachers in terms of their profile: age, sex and major/field of specialization. As shown in the table, there are 21 or 55.26% BSED pre-service having the age of 19-21. The mean of their self-appraisal readiness evaluation is 2.86 which means they are much ready. There are 9 or 23.68% pre-service teachers with the age of 22-24. Their self-readiness appraisal evaluation is much ready as supported by the mean which is 2.97. There are 8 or 21.06% having the age of 25 and above. The table shows that their self-appraisal readiness evaluation has the mean of 3.08 which means they are much ready to have their practice teaching.

In terms of their sex, there are 8 or 21.06% are males. The mean of their self-appraisal readiness is 2.83 which means they are much ready, whereas there are 30 or 78.34% are females. The mean of their self-appraisal readiness is 3.11 which means they are much ready to undergo student teaching this second semester of AY: 2016-17.

In terms of their major field of specialization, there 21 or 55.26% English majors. As shown in the table, the mean of their self-appraisal readiness evaluation is 2.88 which mean they are much ready for practice teaching. There are 5 or 13.16% General Science majors. The result of their self-appraisal readiness evaluation indicates that they are much ready with a mean of 3.07. For Mathematics majors there are 12 or 31.58% students. The mean of their self-appraisal readiness evaluation is 2.96 which means they are much ready for student teaching activity for the second semester AY: 2016-17. Teaching requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the learner and be highly proficient in the skills necessary to carry out these tasks. 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.

Table 2: BEED Self- appraisal readiness evaluation in terms of their profile

Age	Frequency	Percent	Mean	Interpretation
19-21	60	54.55%	2.75	much ready
22-24	28	25.45%	2.91	much ready
25-up	22	20.00%	3.04	much ready
Total	110	100.00%		
Sex				
Male	10	9.09	2.80	much ready
Female	110	90.91%	3.00	much ready
Total	110	100.00%		

Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

Table 2 presents the profile of the BEED in terms of their age and sex. As shown in the table, there are 60 0r 54.55% BEED pre-service teachers having the age of 19-21; 28 or 25.45% have the age of 22-24; and 22 or 20.00% have the age of 25 and above. The result of their self-appraisal readiness evaluation indicates that they are much ready to undergo practice teaching as shown by result of the mean which are 2.75; 2.91; and 3.04 respectively. In terms of their sex, there are 10 or 9.06% are males and 110 or 90.91% are females. Result shows that the mean are 2.80 and 3.00 respectively for the self-appraisal readiness evaluation which means they are much ready for the student teaching activity.

Moreover, the practice teaching program is designed to prepare student teachers for the leadership role they are to perform as regular teachers. It enables

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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 pre-service teachers to continue their introduction in the field education programs to prepare pre-service teachers to develop the knowledge, skills, and dispositions 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. It is imperative for teacher necessary in order to foster a holistic awareness of their role as pre-service teachers.

Self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their instructional competencies in: instructional preparation, instructional methods human relation, and personal qualities taken as an entire group

Table 3: BSED pre-service teachers self-appraisal readiness evaluation in terms of their instructional competencies in: instructional preparation, instructional methods, human relation, and personal qualities taken as an entire group

Instructional Competencies	Mean	Interpretation
1. Instructional methods	2.86	much ready
2. Human relations	3.24	much ready
3. Instructional preparation	2.71	much ready
4. Personal qualities	3.08	much ready
Over-all mean	2.97	much ready

Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

As presented in the table, BSED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competences taken as an entire group showed that they are much ready. For their instructional method the mean is 2.86, instructional preparation has a mean of 2.71, personal qualities has a mean of 3.08, and human relations having a mean of 3.24. The over-all mean obtained is 2.97 with an interpretation of much ready. It implies that students have undergone thorough assessment especially in decision-making upon choosing the course in college. Success in student teaching depends largely on the student teachers personal and social qualities (Beltran, 1992). The success also relies on how well cooperating teachers trained student teachers how to teach effectively, manage classroom discipline and other related functions. During the student teaching phase, the student teacher develops either a genuine love for or an aversion for teaching. This explains why cooperating teachers who are assigned to assist the student teacher should possess competencies that are necessary for developing the teaching skills of the student teachers (Laruan, 2006). The rationale for this expectation is that the classroom is the primary venue in which students and teachers interact; hence, decisions by teachers as to what to do in this venue will most strongly affect student outcomes. Teacher inputs will be least likely to influence student academic performance because they do so less directly, through encouraging classroom practices conducive to high student performance.

Table 4: BEED pre-service teacher's self-appraisal readiness evaluation in terms of their instructional competencies taken as a whole in: instructional preparation, instructional methods, human relation, and personal qualities

Instructional Competencies	Mean	Interpretation
1. Instructional methods	2.61	much ready
2. Instructional preparation	2.74	much ready
3. Personal qualities	3.22	much ready
4. Human relations	3.03	much ready
Overall mean =	2.90	much ready

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Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

As shown in the table, BEED self-appraisal readiness evaluation in terms of their instructional competencies taken as a whole indicated that they are much ready for practice teaching this coming second semester of AY: 2016-17. For instructional methods the obtained mean is 2.61, for instructional preparation it has a mean of 2.74, for personal qualities the mean obtained is 3.22, and for human relations the mean is 3.03. The grand mean is 2.90 which means they are much ready to perform a more challenging task - to impart knowledge to the children. This means that the student teachers accomplished or achieved their goals under such circumstances or conditions that would prepare them on perfectness of their crafts. The outcomes and behavioral changes will took place in their teaching performance when they will be in the actual situation. "This would also relate to the standard policy formulated and being practiced in the college in conformity with the CHED Memo in Teacher Education Program which will help established committed students of their teaching performance effectively in the different pedagogies and methods of teaching. It implies that students have undergone thorough assessment especially in decision-making upon choosing the course in college. Likewise, aptitude was one of the requirements in qualifying for the Teacher Education Program that manifests the ability to manage different teaching-learning situations. What teacher and student behaviors teachers perceive contribute most directly to developing and maintaining positive and supportive teachers student relationships. The extent of their interactions influences the academic and behavioral success of students in their classrooms. It is hypothesized that teacher quality is as strongly related to student academic performance, as supported by the study of Michael David Camp. 2011, entitled The power of teacher student relationship in determining student success.

Relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in their instructional competencies taken as an entire group

Table 5: Relationship between BSED and BEED self-appraisal readiness evaluation in instructional competencies taken as an entire group using the Spearman rho formula.

Instructional competencies	SED	EED	Rx	Ry	D	D^2
Instructional methods	2.86	2.61	3	4	-1	1
Human relations	2.71	2.74	4	3	1	1
Instructional preparations	3.08	3.22	2	1	1	1
Personal qualities	3.24	3.03	1	2	-1	1
Grand mean	2.97	2.90				$\sum D^2 = 4$

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

$$1 - \frac{6\,(4)}{4^3 - 4}$$

$$1 - \frac{24}{60}$$

$$1 - .40$$

$r_s =$ 0.60 - denotes marked or moderate relationship

Interpretation of correlation value (Calmorin, 2014)

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An r from 0.00 to ± 0.20 denotes negligible correlation
An r from ± 0. 21 to ± 0.40 denotes low or slight correlation
An r from ± 0. 41 to ± 0.70 denotes marked or moderate relationship
An r from ± 0. 71 to ± 0.90 denotes high relationship
An r from ± 0. 91 to ± 0.99 denotes very high relationship
An r from ± 1.00 denotes perfect correlation

The obtained correlation value is 0.60 which denotes marked or moderate relationship (Calmorin 2014). There is a significant relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in their instructional competencies taken as an entire group, The null hypothesis is rejected.

Chapter 5

V. Summary, Conclusions, Recommendations and Implications

a) Summary of the Problem, Methods, and Findings

The study was intended to find out the BSED and BEED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies in instructional methods, instructional preparations, personal qualities and human relations.

Specifically the study aimed to answer the following question:

1. What is the self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their profile?
   a. Age
   b. Sex
   c. Major/Field of specialization
2. Taken as an entire group, what is the self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their instructional competencies in:
   a. Instructional preparation,
   b. Instructional methods,
   c. Human relation,
   d. Personal Qualities?
3. Is there a significant difference between BSED and BEED pre-service teachers in terms of their self-appraisal readiness evaluation in terms of their instructional competencies taken as an entire group?

The subject of the study were the 38 BSED and 110 BEED pre-service teachers of NIPSC Ajuy Campus, AY: 2016-17. This study used the descriptive research design to determine if there is a significant relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation. The researcher used the questionnaire taken from the book of Beltran (2006), A Guidebook for Supervision of Student Teachers. Data obtained in this study were subjected to descriptive statistics. This includes weighted mean, percentage and Spearman rho. The following scale is used in interpreting the result:

Scale:			Description
1.0	-	1.74	not ready
1.75	-	2.49	ready
2.50	-	3.24	much ready
3.25	-	4.00	very much ready

Interpretation of the correlation value was taken from the book of CaLmorin, 2014.

An r from 0.00 to ± 0.20 denotes negligible correlation
An r from ± 0. 21 to ± 0.40 denotes low or slight correlation
An r from ± 0. 41 to ± 0.70 denotes marked or moderate relationship
An r from ± 0. 71 to ± 0.90 denotes high relationship
An r from ± 0. 91 to ± 0.99 denotes very high relationship
An r from ± 1.00 denotes perfect correlation

The findings of the study were:

1. There are 21 or 55.26% pre-service teachers having the age of 19-21. The mean of their self-appraisal readiness evaluation is 2.86 which mean they are much ready. There are 9 or 23.68% students with the age of 22-24. Their self-readiness appraisal evaluation is much ready as supported by the mean which is 2.97. There are 8 or 21.06% having the age of 25 and above. The table shows that their self-appraisal readiness evaluation has the mean of 3.08 which means they are much ready to have their practice teaching.

In terms of their sex, there are 8 or 21.06% are males. The mean of their self-appraisal readiness is

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2.83 which means they are much ready, whereas there are 30 or 78.34% are females. The mean of their self-appraisal readiness is 3.11 which means they are much ready to undergo student teaching this second semester of AY: 2016-17.

In terms of their major field of specialization, there are 21 or 55.26% English majors. As shown in the table, the mean of their self-appraisal readiness evaluation is 2.88 which mean they are much ready for practice teaching. There are 5 or 13.16% General Science majors. The result of their self-appraisal readiness evaluation indicates that they are much ready with a mean of 3.07. For Mathematics majors there are 12 or 31.58% students. The mean of their self-appraisal readiness evaluation is 2.96 which means they are much ready for student teaching activity for the second semester AY: 2016-17.

2. There are 60 0r 54.55% BEED pre-service teachers having the age of 19-21; 28 or 25.45% have the age of 22-24; and 22 or 20.00% have the age of 25 and above. The result of their self-appraisal readiness evaluation indicates that they are much ready to undergo practice teaching as shown by result of the mean which are 2.75; 2.91; and 3.04 respectively. In terms of their sex, there are 10 or 9.06% are males and 110 or 90.91% are females. Result shows that the mean are 2.80 and 3.00 respectively for the self-appraisal readiness evaluation which means they are much ready for the student teaching activity.
3. BSED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competences taken as an entire group showed that they are much ready. For their instructional method the mean is 2.86, instructional preparation has a mean of 2.71, personal qualities has a mean of 3.08, and human relations having a mean of 3.24. The over-all mean obtained is 2.97 with an interpretation of much ready.
4. BEED self-appraisal readiness evaluation in terms of their instructional competencies taken as a whole indicated that they are much ready for practice teaching this coming second semester of AY: 2016-17. For instructional methods the obtained mean is 2.61, for instructional preparation it has a mean of 2.74, for personal qualities the mean obtained is 3.22, and for human relations the mean is 3.03. The grand mean is 2.90 which mean they are much ready to perform a more challenging task.
5. The obtained correlation value is 0.60 which denotes marked or moderate relationship (Calmorin 2014). There is a significant relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in their instructional competencies taken as an entire group, Therefore, the null hypothesis is rejected.
6. An action plan is recommended in this study.

b) Rationale

One of the major concerns in every academic institution is to provide quality education. This encompasses students' academic achievement and development of their personality. The teacher education curriculum of any teacher training institution has a very valuable component which a senior education student undertakes for one semester. This is student teaching which is considered as the key phase of teacher education program (Beltran, 2006).

Areas of Concern	Objectives	Activities	Persons Involved	Time Frame	Evaluation
1. Pre-service Teachers' Competencies	Strengthen pre-service teachers competencies	Attendance in seminars conducted by the School of Education, PAFTE, SUCTEA and any other similar activities related to teaching	Administrator Dean of Instruction Department Chair Student teaching supervisor Pre-service teachers	Before the start of every second semester (5 days training and workshop)	Pre-service teachers uses different strategies in teaching as observed by their critic teachers
A. Teaching Strategies/ Skills	Use different strategies and approaches in teaching				
B. Evaluation and Remediation Strategies	Develop skills in evaluation and remediation strategies				
C. Classroom Management and Discipline	Acquire techniques in classroom management and discipline				
4. Personal and Social Qualities	Develop and improve the social and personal qualities of a good professional teacher				

c) Conclusions

In view of the finding, the following conclusions were drawn:

The self-appraisal readiness evaluation of BSED and BEED pre-service teachers in terms of their profile: age, sex and major/field of specialization was interpreted as they were much ready for the practice teaching activity for the second semester of AY: 2016-17.

BSED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies in: instructional preparation, instructional

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methods, human relation, and personal qualities taken as an entire group showed that they are much ready as supported by the over-all mean which is 2.97.

BEED pre-service teachers' self-appraisal readiness evaluation in terms of their instructional competencies taken as a whole in: instructional preparation, instructional methods, human relation, and personal qualities had a mean of 2.90 which means that they are much ready to undergo practice teaching.

It was concluded that there was a moderate relationship between BSED and BEED pre-service teachers' self-appraisal readiness evaluation in their instructional competencies taken as an entire group, Therefore, the null hypothesis is rejected.

d) Implications of the result of the study

Evaluation is a process to determine the success of every endeavor in education. It is an integral part of al teaching-learning. It gives direction to everything teachers and_educators do to improve a school or an educational program. It also brings about modifications in a curricular program through the discovery of its failure or success. Hence, successful programs do not happen without evaluation. The process of evaluation involves gathering information so that decisions will be supportable and applying criteria to the available information to arrive at justifiable decision. The process is done systematically so that others can follow along__and learn. It is also documented so that the steps in a decision process about a program can be traced and when necessary, the results can be reviewed and communicated clearly and accurately. Based on the findings, an enriched instructional program will be prepared for the implementation. As regards teachers' competence, provide challenging task applicable to real life.

e) Recommendation

1. It is recommended that NIPSC Ajuy Campus has to improve the services, facilities and enhance the curricula with global trends in order to meet the demands of the modern educational system.
2. Department chair of the program, student teaching supervisor and cooperating teacher should collaborate with each in order to help pre-service teachers' developed their teaching competencies. Regular monitoring is recommended.
3. Communication is the key to every aspect of assessment. It is recommended to invite a group of cooperating teachers to sit down to share their experiences and philosophies in order to explore changes to the process. As well, student teachers might be asked to contribute in a separate meeting. A small forum would allow the participants to feel more comfortable to share their thoughts.
4. Further research is required to investigate how confidence will be developed and translated into practice within the pre-service teachers during their internship period. It may further the development of pre-service teachers in their classroom management and teaching skills. The findings of this study may reveal the real situations of students during the student teaching period so that prompt and necessary remediation and resolutions will be planned and implemented.
5. The result of this study will served as useful benchmarks in curriculum planning and re-designing of pre-service teacher education programs administered in teacher education institutions in the NIPSC System.

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