

Student Teachers' Performance as Evaluated by Cooperating Officials

Rosanna D. Gonzales

Pangasinan State University, Philippines
rosanna_gonzales0906@yahoo.com

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Abstract –*The performance of student teachers is usually determined during the last semester of their teacher education course as an evaluation form on how they applied the theories, principles, approaches, methods and techniques that they had acquired and learned from their respective teacher education institutions (TEIs). This study involved the Student Teachers of Pangasinan State University (PSU)-Infanta Campus, Philippines wherein the descriptive survey method was employed. The instruments were the evaluation checklists and survey forms. Results revealed that good lesson planning leads to successful experience of student teachers since it is anchored with interesting delivery procedures as shown in their efficacy in teaching and appropriate techniques in utilizing teaching aids. Further, they were fully aware that they are the role models in developing rapport within and outside the school as reflected in their personal and social qualities. With the expectations set by authorities during one's demonstration teaching, knowledge in cognitive domain was relevant while the affective and psychomotor domain outcomes of professional education subjects were of utmost applicability in the duration of their practice teaching.*

Keywords: *cooperating officials, student teachers, performance*

INTRODUCTION

One of the mandates of the Commission on Higher Education (CHED) to TEIs is to fulfill their vital role in the global education community by bringing out the potential changes within educational systems that will shape the knowledge and skills of future educators. Education in this respect as stated by McKeown [1] is described as the great hope for creating a more sustainable future for everyone. Institutions which are identified as the main agent of making education as a catalyst of change towards individual and society's development is not confined in educating would-be teachers but also creating

teacher-education curriculum, moreover; enhancing teachers' competence along the areas of instruction and management.

The well-trained at the same time equipped teachers and school heads are tapped as the cooperating officials. As cooperating officials, they make use of the constructivist theory and the social constructivism in classroom with emphasis on assessment, the former focus shifts from being teacher-centered to child-centered wherein they get away in the idea of simply pouring knowledge into passive students, who wait like an empty vessel to be filled, rather; they encouraged students to be actively involved in their own process of learning while the latter believes that assessment should be used as a tool to enhance both the student's learning and the teacher's understanding of student's progress. Assessment is not use as an accountability tool that serves to stress or demoralize students [2] but it empowers human competence in the schools and in the workplace [3] because through assessment students who wishes to become a teacher will be screened for entry into the teaching profession and they will be informed about the skills that need to be strengthened [4].

In relation to the concept of assessment, the use of the term evaluation comes in. Evaluating students will improve institution's curricular programs [4] since TEIs may require student teachers to demonstrate the ability to plan instructional units. If evaluation shows that most student teachers have problems in planning, then an adjustment can be made in the program. With evaluation, public criticisms can be lessened if not avoided and a certain institution can prove that student teachers are doing what their institutions' had set for them in the field of experience [5].

The field of experience being described is the so called practice teaching. It is one of the most important and crucial phases in teacher education. It is in this culminating stage where the student teachers put into practice the learning competencies gained

from pre-service education. This stage bridges theory and practice since it provides the student teachers clinical experience in an actual school setting. This is a preparation for them to assume and carry out effectively all the duties and responsibilities of a teacher in the field [6].

In other words, this is an exercise designed to expose the student teachers to the practical aspect of teaching profession which will enable them to make use of the theoretical knowledge acquired during classroom interactions with their teacher-education institution [7].

Infanta Campus is one of the campuses of Pangasinan State University in the Philippines offering a Bachelor of Elementary Education (BEE) Program. In the curriculum of Teacher Education, Practice Teaching is usually offered during the last semester of the senior year of an Education Student with a credit of six (6).

Part of Practice Teaching Program is the evaluation phase on the Student Teachers' Performance done by the Cooperating Officials and Supervising Instructors. These are during their Demonstration Teaching and during the entire period of the Practice Teaching Activity. Factors to be rated are specifically identified in each indicated criteria/factors.

Results of this study will provide valuable data about the Student Teachers' strengths and weaknesses during their Demonstration and Practice Teaching Activity that may serve as a frame of reference in enriching, strengthening, enhancing and improving the student teaching program as well as the student teachers' competency/efficacy along the field of teaching.

Performance as used in this study refers to the level of ability of the student teacher in performing various roles particularly in their Demonstration and Practice Teaching Activity. This study described the level of performance of the student teachers on their demonstration teaching along lesson planning, instructional skills, communication skills, classroom management and personality. It also determined the level of performance of student teacher on their practice teaching activity in terms of personal and social qualities, academic equipment, teaching ability, use of teaching aids, appraisal of pupils' progress, class control and management, professional and cultural growth and school/community relations. It also described the level of contribution of their subjects particularly on General Education (GE),

Professional Education (PE) and Content Areas (CA) in their Demonstration and Practice Teaching Activity.

Their grades in Student Teaching serve as basis in grade reporting for Individual Student Teacher which is considered to be important once they will graduate because in hiring teacher applicants, it is one of the factors that is given a credit under the new Guideline for Registry of Qualified Applicants [8], however; no further study and analysis regarding its results reflecting the overall performance of the Student Teachers under the said Program at the Campus is done. Hence, this study was conducted.

METHODS

Research Design

The study employed the descriptive survey method wherein its descriptive aspect involved selected variables related to the demonstration teaching and practice teaching activity of Student Teachers while deployed in their respective cooperating schools within the District of Infanta, Pangasinan namely in the elementary schools of Bamban, Cato, Bayambang, Petal, Macalang and Infanta in the Philippines.

Participants

The respondents in this study were the Principals, Head Teachers, Cooperating Teachers and Student Teaching Supervisor. It is limited to the description of the student teachers performance as evaluated by their Cooperating Officials during their Demonstration Teaching and Practice Teaching for the Second Semester of the School Year 2012-2014.

Instrument

The evaluation checklists and survey forms prescribed and as stipulated in the University Practice Teaching Manual were the main data gathering instrument used.

Procedure

Two separate evaluation checklists and survey forms were administered during the demonstration teaching and practice teaching activity of the student teachers. Prior to the instruments' utilization, the student teachers were informed on how they will be evaluated. Each of the identified indicators in every factor identified in the evaluation checklists and survey forms were discussed to them. The participants on the other hand were likewise oriented on how they

will rate the student teachers using the data gathering instrument and on how to come up with an objective evaluation result.

Data Analysis

Weighted mean (WM), average weighted mean (AWM) and ranking were the tools utilized in evaluating the student teachers level of performance and the level of contribution of selected variables, following mean range scale (MRS) with its equivalent verbal description (VD) were used. The given scale was used to interpret the result of the data gathered: 4.50-5.00: highly effective (HE)/very much (VM); 3.50-4.49: effective (E)/much (M); moderately effective (ME)/moderate (Mo); 1.50-2.49: less effective (LE)/low(L); and, 1.00-1.49: ineffective (I)/very low (VL)..

RESULTS AND DISCUSSION

Tables 1 and 2 present the performance of student teachers during their Demonstration Teaching Activity along lesson planning, instructional skills, and communication skills.

It shows that the student teachers are “highly effective” in terms of formulating specific-attainable objectives and ability to suit the subject matter to the objectives of the lesson. This means that in lesson plan preparation, they give high value on the attainability of lessons’ objectives within the time frame specified and congruency of the objectives to the subject matter.

This result confirms that good planning underpins flexibility and provides the teacher with structure and flexibility [9] and with further explanation that learning objectives are considered to be essential tools for the teacher because specific, measurable, attainable, realistic and time-bound (SMART) instructional objectives aligned to specific classroom and students’ tasks will lead to a definite and well-defined purpose in mind on how to properly teach the lesson for the students and of course the way how they will assess the students’ progress will bring clear and precise work plan. It is then expected that student-teachers are well-trained in framing their lessons appropriately.

Among the identified factors under the instructional skills, the student teachers are rated “effective” along: ability to motivate pupils, knowledge of subject matter, skill in selecting and using appropriate methods and techniques of teaching [10], creativity in adapting methods to the pupils’

capabilities, organization and sequence of lesson presentation, skill in selecting and using effective aids and devices, maintenance of pupils’ interest and attention, ability to discuss abstract concepts within the grasping ability of the pupils, ability to make use of effective evaluation and instruction, and motivation or explanation to given agreement/assignments. However, they are rated “moderately effective” on the identification and observation of safety measures. This means that they are not fully implementing the use of precautionary measures and reminders that will ensure safety to pupils while performing varied activities.

Table 1. Performance of Student Teachers along Lesson Planning, Instructional Skills and Communication Skills

Factors	WM	VD
A. Lesson Planning		
1. Skill in formulating specific and attainable objectives.	4.85	HE
2. Ability to suit subject matter to the objectives of the lesson.	4.57	HE
B. Instructional Skills		
1. Ability to motivate pupils.	4.18	E
2. Knowledge of subject matter.	4.03	E
3. Skill in selecting and using appropriate methods and techniques of teaching.	4.03	E
4. Creativity in adapting methods to the pupils’ capabilities.	4.11	E
5. Organization and sequence of lesson presentation.	3.62	E
6. Skill in selecting and using effective aid and devices.	3.92	E
7. Maintenance of pupils’ interest and attention.	3.96	E
8. Ability to discuss abstract concepts within the grasping ability of pupils.	3.70	E
9. Ability to make use of effective evaluation and instruction.	3.70	E
10. Motivation or explanation given to agreement/assignments.	3.74	E
11. Identification and observation of safety measures.	3.88	ME
C. Communication Skills		
1. Voice control and modulation.	4.33	E
2. Proficiency in the language instruction.	3.40	ME
3. Ability to ask relevant and thought provoking questions.	4.03	E
4. Skill in writing clearly and legibly.	4.40	E

It is believed that motivation to learn is correlated to the school success, hence; many teachers really do try their best in improving their motivation skill.

Motivation stands for “impulse”, rationale or driving force. It is associated with an individuals’ reason or purpose for engaging in an activity. In classroom setting, it is observed to be high or strong if the students are stimulated to become participative in class initiated activities [11].

Thus, teachers entire purpose of teaching should be in making positive change in students’ life aspects i.e. personal, academic, social and spiritual [12].

Every subject has its own technical language which is bound up with its way of thinking, talking and writing [13]. This justifies the importance of student teachers skill in communication in order to deliver the thought or idea of the message during discussion.

Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Communication takes place through channels. Within the teaching profession, communication skills are applied in the teachers’ classroom management, pedagogy and interaction with the class [14].

Three out of four or 75% of the communication skills of student teachers are rated “effective” particularly on voice control and modulation, ability to ask relevant and thought provoking questions, and; skill in writing clearly and legibly while they are “moderately effective” on proficiency in the language of instruction. This can be attributed to less exposure on the use of a specific medium of instruction in a certain subject being taught.

Table 2 presents the performance of student teachers during their Demonstration Teaching Activity along Classroom Management and Personality Outlook.

Research in classroom management [15] shows that effective classroom management has the largest effect on student’s achievement, therefore; since the student teachers are rated “effective” on all the indicated factors like routinary preparation of activities, ability to enhance pupils’ participation, maintenance of order and discipline, and; ability to organize instructional materials within easy reach, this imply that they have learned the essentials and the process of managing classroom. This also shows that student teachers are organized in executing the daily activities in their respective classrooms which can be attributed to the application of what they have learned in their principles and methods of teaching prior to the conduct of their demonstration teaching activity [16].

Table 2. Performance of Student Teachers along Classroom Management and Personal Outlook

Factors	WM	VD
D. Classroom Management		
1. Routinary Preparation of Activites, Systematic Way of Checking:	3.74	E
a. attendance.	3.81	E
b. Assignment/Homework.	3.66	E
c. Group work/projects.	3.55	E
d. Passing in and out of the room.	3.62	E
2.Ability to enhance pupils’ participation.	4.29	E
3.Maintenance of order and discipline.	3.92	E
4. Ability to organize instructional materials within easy reach.	4.40	E
E. Personality Outlook		
1. Personal appearance and poise.	4.81	HE
2. Ability to command respect and attention.	4.57	HE
3.Ability to project strong personality.	4.71	HE

The student teachers personality outlook in all areas are rated “very effective” like personal appearance and poise, ability to command respect and attention, and; ability to project strong personality.

This can be associated to the fact that student teachers’ personality outlook have a positive impact on favorable response of pupils while interacting with and may encourage pupils to give importance also in their personality as well. This conforms the researches in educational studies conducted [17, 18] wherein teacher’s personality is intimately concerned with classroom discipline and effective teaching. In actual teaching, teacher’s personality can contribute to one’s success in teaching for it may promote confidence which is highly desirable in maintaining positive disposition in dealing with different classroom situations.

Table 3 to 6 presents the performance of student teachers during their Practice Teaching Activity along Personal and Social Qualities, Academic Equipment, Teaching Ability, Use of Teaching Aids, Appraisal of Pupils Progress, Class Control and Management, Professional and Cultural Growth, and; School and Community Relations.

PSU-Infanta student teachers’ received a “highly effective” rating from the cooperating officials in all the factors indicated in Personal and Social Qualities such as pleasing in general appearance, responsible/dedicated and enthusiastic in work, resourceful/creative, gets along well with others and; follows a sound code of moral conduct. This means

that their performance exceeds the set criteria along this factor because they possess the interest and passion in teaching that's why they enrolled the said course.

Table 3. Performance of Student Teachers along Personal and Social Qualities and Academic Equipment

Factors	WM	VD
A. Personal and Social Qualities		
1. Is pleasing in general appearance.	5.0	HE
2. Is responsible, dedicated and enthusiastic in work.	4.85	HE
3. Is resourceful and creative.	4.57	HE
4. Gets well with others.	4.71	HE
5. Follows a sound code of moral conduct.	4.71	HE
B. Academic Equipment		
1. Understands educational objectives.	4.28	E
2. Has a good understanding of curriculum requirements.	4.14	E
3. Has mastery subject content.	3.71	E
4. Shows evidence of logical thinking.	4.28	E
5. Clear use of instruction.	4.14	E

In line of the identified factors indicated in the academic equipment, the student teachers are rated "effective" on understanding educational objectives, good understanding of curriculum requirements, has mastery on subject content, shows evidence of logical thinking, and; is clear in the use of medium of instruction. This may be due to the rigorous hands-on minds-on (HOMO) that they had received from their teacher training institution.

The teaching ability of the student teachers are rated "highly effective" along thorough preparation of lesson plans, instructional devices and other devices, use of effective and continuing motivation, having a skill on the use of varied teaching-learning procedures, showing a skill in the art of questioning and stimulating independent and critical thinking in pupils, and; encouraging creativity and maximum pupil participation.

This means that lesson plans are important tool in achieving the desired learning outcomes [19].

Studies show that the use of teaching aids reinforces a skill or idea in the classroom [10, 20, 21]. Teaching aids help in improving perceptive skills, arouse interest, relieve anxiety and boredom inside the class.

In Table 4, the student-teachers are rated "highly effective" in the use of teaching aids namely: uses of

chalkboard, appropriate self-made materials and other suitable instructional materials, encourages and helps pupils prepare charts and models, devices suitable instructional materials and audio-visual aids, makes prudent use of modern instructional apparatus, and; provides for useful extra-class activities.

Table 4. Performance of Student Teachers along Teaching Ability and Use of Teaching Aids

Factors	WM	VD
C. Teaching Ability		
1. Shows evidence of thorough preparation of lesson plans, instructional devices and other devices.	4.85	HE
2. Uses effective and continuing motivation.	4.85	HE
3. Uses with skill a variety of teaching-learning procedures.	4.57	HE
4. Shows skill in the art of questioning and stimulates independent and critical thinking in pupils.	4.85	HE
5. Encourages creativity and maximum pupil participation.	4.85	HE
D. Use of Teaching Aids		
1. Uses of chalkboard, appropriate self-made materials and other suitable instructional materials.	4.71	HE
2. Encourages and helps pupils prepare charts and models.	4.71	HE
3. Devices suitable instructional materials and audio-visual aids.	4.57	HE
4. Makes prudent use of modern instructional apparatus.	4.57	HE
5. Provides for useful extra-class activities.	4.57	HE

This can be attributed to the fact that they are well-equipped with knowledge and skills in the preparation and use of teaching aids which are considered to be very helpful in making teaching-learning process lively and meaningful experience for pupils.

With respect to the appraisal of student's progress, they are rated "effective" on studies the individual needs of pupils, uses appropriate measures for diagnosing pupils' behavior, employs remedial measures, maintains accurate and up-to-date records of pupils, and; uses tact in dealing with pupils who have problems and provides effective guidance.

Table 5. Performance of Student Teachers along Appraisal of Pupils' Progress and Class Control and Management

Factors	WM	VD
E. Appraisal of Pupils Progress		
1. Studies the individual needs of pupils.	4.28	E
2. Uses appropriate measures for diagnosing pupils' behavior.	3.57	E
3. Employs remedial measures.	3.85	E
4. Maintains accurate and up-to-date records of pupils.	4	E
5. Uses tact in dealing with pupils who have problems and provides effective guidance.	3.85	E
F. Class Control and Management		
1. Maintains discipline in the classroom.	3.71	E
2. Takes good care of routine activities.	4.14	E
3. Provides physical facilities conducive to learning.	4.28	E
4. Organizes the class for effective democratic living.	4.14	E
5. Directs pupils' activities	4.42	E

Student teachers must really consider assessment as an integral part teaching-learning process so appreciate skill along this aspect and must be prioritized.

In terms of class control and management, they are rated "effective" on all aspects such as maintains discipline in the classroom, takes good care of routinary activities, provides physical facilities conducive to learning, organizes the class for effective democratic living, and; directs students' activities toward effective learning.

This may be attributed to the reason that they are aware that every classroom teacher is a values education teacher thus "discipline" is highly emphasized.

The student teachers are rated "effective" on professional and cultural growth specifically on appraising intelligently his strengths and weaknesses and accepts constructive criticisms willingly, showing evidence of continuous independent study and research, participating actively in professional activities, showing interest and plays an active role in cultural activities, and; showing growth in terms of the development of positive attitude towards the profession.

Table 6 presents the performance of student-teachers along professional and cultural growth and school and community relations.

Table 6. Performance of Student Teachers along Professional and Cultural Growth and School and Community Relations

Factors	WM	VD
G. Professional and Cultural Growth		
1. Appraises intelligently his capabilities and accepts constructive criticisms willingly.	4.28	E
2. Shows evidence of continuous independent study and research.	4.28	E
3. Participates in school activities.	4.14	E
4. Shows interest in cultural activities.	3.85	E
5. Shows growth positive attitude towards the profession.	4.28	E
H. School and Community Relations		
1. Is familiar with local community.	4.14	E
2. Maintains harmonious relations with personnel and to others.	4.28	E
3. Motivates school and community improvement program.	4.28	E
4. Gears class to community work.	3.85	E
5. Makes pupils, colleagues, parents and other members of the community conscious of the role of the school in community improvement.	4	E

This implies that the student teachers are "open-minded" individuals who accept criticisms positively.

The school and community relations of student teachers are rated "effective" on the aspects like: is familiar with local community, maintains harmonious relations with personnel and to others, motivates school and community improvement program, gears class activities to community needs, and; makes students, colleagues and other members of the community conscious of the role of the school in community improvement/development.

Schools of the 1990s are characterized by their continued interaction with communities they serve. Today's and tomorrow's student teachers need to have skills for working effectively with the diverse communities in which all schools exist. Hence, it is safe to say that the student teachers are looked-forward in being responsive to the needs of students and other educators.

Table 7 presents the summary of the student teachers level of performance during their Demonstration Teaching Activity.

The table reflects that among the identified skills performed during the student teachers demonstration teaching, lesson planning was rated as "effective" and ranked as first, this means that during demonstration teaching "Lesson Plan" is believed to be very

necessary since this is considered as the blueprint in executing classroom activities.

Table 7. Student Teachers' Level of Performance during their Demonstration Teaching Activity

Factors	WM	VD	Rank
Lesson Planning	4.71	HE	1
Personality Outlook	4.69	HE	2
Communication Skills	4.04	E	3
Classroom Management	3.87	E	4
Instructional Skills	3.80	E	5

This further shows that in teaching, it is very necessary to plan ahead in order to foresee the flow of class activities and provide a better learning experience to the pupils that are considered to be meaningful.

Table 8. Student Teachers' Level of Performance in their Practice Teaching

Factors	WM	VD	Rank
Teaching Ability	4.79	HE	1
Personal and Social Qualities	4.76	HE	2
Use of Teaching Aids	4.62	HE	3
Professional/ Cultural Growth	4.16	E	4
Class Control and Management	4.13	E	5
Academic Equipment	4.11	E	6.5
School and Community Relations	4.11	E	6.5
Appraisal of Pupils' Progress	3.91	E	8

It can be gleaned from the table that during practice teaching activity, the student teachers' performance is "highly effective" in teaching ability. This signifies that they have enough skills and are well-equipped along this factor which includes lesson plan preparation, instructional devices preparation and other related activities that ensures maximum pupil participation.

Table 9. Level of Contribution of Subjects in Student Teachers' Performance during Demonstration Teaching Activity

Subjects	WM	VD	Rank
General Education	4.58	VM	2
Professional Education	3.89	M	3
Content Areas	4.76	VM	1

Table 9 shows that during the student teachers' demonstration teaching, the content areas contribute "very much". This means that one's knowledge and mastery in subject matter in content areas are necessary.

Table 10. Level of Contribution of Subjects in Student Teachers' Performance during Practice Teaching Activity

Subjects	WM	VD	Rank
General Education	3.78	M	3
Professional Education	4.95	VM	1
Content Areas	3.94	M	2

It is reflected in the table that during practice teaching activity, the things learned in their professional education subjects are very much applicable.

CONCLUSION AND RECOMMENDATION

The student teachers had displayed competence in lesson planning during demonstration teaching which justifies that their TEIs prioritize the importance of doing an instructional activity with a well-prepared daily guide plan in order to be well-organized in accomplishing an objective which is an effective aid in maintaining focus on the lesson presented while during practice teaching they are more confident in discussing a lesson as exemplified in their performance and ability in teaching due to the use of the social constructivism theory wherein cooperating officials treat them as an active rather than a passive individual. On the other hand, lessons learned in their general education subjects and content areas are necessary in teaching a lesson since during demonstration teaching pupils/students should be able to construct related ideas, concepts and generate additional information out of the lesson discussed by the student teacher, in contrast; during practice teaching the professional education subjects which encompasses the teaching learning theories and principles are considered to become very useful in dealing and keeping a smooth interpersonal relationship with pupils, students, colleagues and among others.

Factors rated as "highly effective" during student teachers demonstration and practice teaching activity must be sustained while factors rated as "moderately effective" should be enhanced through proper coaching, mentoring and student teachers attendance to seminar, workshops and trainings are highly encouraged.

Guest evaluator members must be invited to make the evaluation result more objective and in order for the student teachers to show his best performance and

exert more effort during their demonstration and practice teaching activity.

Content areas and professional education subjects should continually be updated and enriched by aligning to the cooperating schools' curriculum to sustain its contribution towards the program. Cooperating Officials and Student Teaching Supervisors' knowledge and skills should be further develop by providing in-service trainings to them along with other incentives that may motivate them to perform well. Further study can be conducted in a broader perspective by correlating evaluation factors in relation to the student teachers' field of expertise along different degree/major/programs and taking into consideration a bigger number of respondents by having a wider scope or including other campuses within the university or across other state, universities and colleges in the region subject for evaluation with the inclusion of the student teachers and other stakeholders' participation in the evaluation/study.

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