

Pre-Service Teachers' Teaching Effectiveness: The Nueva Vizcaya State University Experience

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Keywords:

pre-service teachers, teaching effectiveness, teaching method, content, classroom management, questioning skills, lesson planning, teacher personality

ABSTRACT

In the world of teaching, teachers are constantly amazed by the ingenuity of their teaching; they learn to be imaginative and inventive; they make a difference in the lives of their pupils and they get so much unreserved affection, respect and love in return. Thus, teachers must guarantee to continue cultivating their learners, to uncover their potentials and to mold them as well-rounded citizens. This study ascertained the teaching effectiveness of pre-service teachers of the Nueva Vizcaya State University, Philippines. As a descriptive-correlation study, this paper acknowledged that the domains of teaching effectiveness which include the pre-service teacher's personality, lesson planning, content, teaching methods, classroom management, and questioning skills were associated to their demographic variables. Single pre-service teachers give their full attention to their practice teaching thus manifesting a higher level of teaching effectiveness in their usage of teaching methods. On the other hand, married pre-service teachers have bigger responsibilities other than teaching hence, their display of satisfactory teaching effectiveness. When the cooperating school is situated near the university, the pre-service teachers only exhibited a satisfactory teaching effectiveness in learning content and managing classrooms while those who were deployed to distant schools demonstrated a remarkable teaching effectiveness. Pre-service teachers who were assigned to far-off districts and schools were motivated to be highly prim and proper and considerate so as to be good models to their learners. Generally, pre-service teachers who were deployed to districts that are far from the University were enthused to be highly communicative in asking questions and in stimulating the higher order thinking skills of their learners.

INTRODUCTION

Teaching is a rewarding vocation for those who can merge the scientific and artistic features of the profession. It is characterized by a demand for quality education, increasing racial and ethnic diversity among learners, and more instructional responsibility. Effective teaching is marked by teachers who have control of the knowledge base on teaching, can carry out a repertoire of

best practices, have attitudes and skills needed for reflection and problem solving, and consider teaching as a lifelong process (Arends, 1988).

Preparing to be a teacher is a long and complex practice filled with excitement and challenge. It commences with the many early experiences one has with his parents and siblings and continues as he observes teachers through the formal classroom instruction. It concludes with professional training and teaching experiences that last a lifetime for

those who choose teaching as a profession.

Article I, Section 1 of the Commission on Higher Education Memorandum Order (CMO) #30 series of 2004 (Revised Policies and Standards for Undergraduate Teacher Education Curriculum) states that, to wit:

“Quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, the pre-service preparation of teachers for the primary and secondary educational sectors is a very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers. As such, it is of utmost importance that the higher standards are set in defining the objectives, components, and processes of the pre-service teacher education curriculum.”

In line with the above statement, the New Teacher Education Curriculum (NTEC) stipulates that practice teaching is the most important experience in the pre-service preparation of future teachers. It is a 6-unit course offered to pre-service teachers who have completed the six (6) experiential learning courses. This course offers them the opportunity to experience actual teaching in the learning environment. They are required to display their abilities to effectively execute learning activities and evaluation in the classroom. Further, they are expected to experience all the features of full-time teaching responsibilities under the tutelage of a cooperating teacher (Vega, 2008).

Compliant to the CMO, the Nueva Vizcaya State University, through its College of Teacher Education, offers the Bachelor of Elementary Education (BEEEd) program to cater to students who prefer to teach in the elementary level. Hence, the University maintains a functional partnership with the

Department of Education (DepEd), Division of Nueva Vizcaya through a Memorandum of Agreement (MOA) for the deployment of the University’s pre-service teachers in their experiential learning courses. After a MOA is signed, and approval for deployment is secured, these pre-service teachers are positioned to the different districts and schools in full immersion.

Further, as the BEEEd program of the University attained Level III re-accredited status in 2011 by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCCUP), it needs to continuously meet the challenges of improving the curriculum and pedagogical skills and practices of the elementary teacher education students. This can be done through a closer look on the performance of its pre-service teachers during their internship as this would give hints on certain factors in their pedagogical performances that the university needs to improve on and dwell more in pedagogy before pre-service teachers enter the internship program.

FRAMEWORK

For the purpose of making teacher education programs responsive to the challenges of global competitiveness and to the demands of a rapidly changing society, the BEEEd program of NVSU was revised to closely adhere to the policies and standards for teacher education undergraduate curriculum as set by the Commission on Higher Education. CMO # 11 s. 1999 and CMO #30 s. 2004 are the recommended tracks for teacher education programs which mandate teacher education institutions to fully equip their pre-service teachers with knowledge, skills, attitudes and values thus, preparing them to become globally competitive teachers.

Appendix A of CMO #11 s. 1999 is the articulation of the Teacher Education Programs. In its Rationale and Objectives,

the 6th salient feature of teacher education programs is the “total immersion in practice teaching in the last semester”. Additionally, the 5th implementing guideline states that “Student Teaching should be offered during the last semester of the fourth year and should not be taken with any other subjects to afford the student teachers with full concentration and total immersion in actual teaching”. These then set practice teaching program as a full-semester and full-time aspect of teacher education programs that affords pre-service teachers with a “carefully-mentored experience” for the development of their competencies (Vega, 2008).

Vega (2008) further explained that practice teaching is a valuable component of teacher education programs as it provides the pre-service teachers with opportunities to apply the learning competencies that they have learned from the different components of the curriculum. Practice teaching serves as the bridge between theory and practice. Further, it is a cooperative task. Within a minimum of twelve (12) consecutive weeks, the pre-service teachers must be closely supervised by their cooperating teachers, principals and supervising instructors to ensure maximum professional growth and development on the part of the pre-service teachers.

OBJECTIVES

To contribute to the nation’s quest for quality education, this research was conducted to establish the teaching effectiveness of elementary pre-service teachers of NVSU Bayombong, Nueva Vizcaya.

Specifically, the study ascertained the demographic profile of the pre-service teachers in terms of gender, civil status, district where cooperating school belongs, cooperating school assignment, grade level assignment, and teaching position of cooperating teacher; to establish the level of the pre-service teachers’ teaching effectiveness in terms of

teacher’s personality, lesson planning, content, teaching methods, classroom management, and questioning skills; and, to ascertain the significant relationship on the level of the pre-service teachers’ teaching effectiveness and their demographic profile.

METHODOLOGY

This research employed the descriptive-correlation study. The descriptive research describes, analyzes and interprets the conditions that presently exist. The correlation study determines the extent to which different variables are associated to each other.

This study was conducted at the College of Teacher Education of the University and in the different DepEd districts and elementary schools. The different cooperating schools with the corresponding districts and codes are reflected in Table 1.

This is a two-year study that utilized the elementary pre-service teachers who were assigned to have full immersion at the DepEd elementary schools as respondents. For the purpose of uniformity, 50% of the total population of pre-service teachers was taken from year 1 (n=37) and the other half was taken from the roster of pre-service teachers in year 2 (n=36).

The research instrument used in the study is a questionnaire with two parts. The first part consisted of the respondents’ demographics. The second part is the *Pre-Service Teacher’s Actual Teaching Checklist* (Experiential Learning Courses Handbook, 2009).

The pre-service teachers were evaluated by their cooperating teachers, cooperating principals, and supervising instructors during their first local, second local and final demonstration teachings, respectively. The cooperating teachers and principals were recommended by the DepEd authorities in the division level to serve as mentors of the University pre-service teachers.

Table 1. Distribution of pre-service teachers to the different districts and cooperating schools in DepEd, Division of Nueva Vizcaya

Districts	District Code	Cooperating Schools	School Code
Bagabag	District 1	Bagabag Central School	School A
Bayombong 1	District 2	Bayombong Central School	School B
		Bayombong South Elementary School	School C
		Busilac Elementary School	School D
Bayombong 2	District 3	Bayombong West Elementary School	School E
		Bonfal Pilot Central School	School F
		La Torre Elementary School	School G
		Masoc Elementary School	School H
		Sta. Rosa Elementary School	School I
Solano 1	District 4	Bascaran Elementary School	School J
		Solano East Central School	School K
Solano 2	District 5	Solano South Central School	School L
		Solano North Elementary School	School M

Descriptive Statistics such as frequency, percentage, mean and standard deviation were used to describe the demographic profiles of the pre-service teachers while inferential statistics such as the correlation procedures were used to determine the relationship of the identified variables. The 0.05 probability level was the critical point of reference used in this study.

RESULTS AND DISCUSSIONS

Demographic Profile of Pre-Service Teachers

The BEEed program of the university is dominated by female and single students. Majority of the pre-service teachers were assigned to have full immersion in the districts that are of close proximity to the University. The pre-service teachers were almost equally deployed to DepEd central and elementary schools that are within the 50-kilometer radius from the University. Majority of the pre-service

teachers were given the privilege to teach at the intermediate level while the rest were deployed to teach at the primary level which indicates that they were prepared and honed to teach in all grade levels in the basic education. Many pre-service teachers were supervised by in-service teachers whose positions are Teachers 1 and 2, and Master Teachers 1 and 2 while few were coached and mentored by elementary grade teachers whose position is Teacher 3 which further reflect that pre-service were directed by teachers with varied teaching positions.

Level of Teaching Effectiveness of Pre-Service Teachers (Table 2)

Teacher's Personality. The pre-service teachers manifested an admirable teacher personality (overall mean=1.15). This reflects that they brought in the teaching-learning environment a well-rounded personality that motivates their learners to stay focused in the subject matter. This further indicates that they manifest a remarkable

Table 2: Overall pre-service teachers' teaching effectiveness

Teaching Effectiveness Indicators	Cooperating Teachers		Cooperating Principals		Supervising Instructors		Overall Mean and SD		Description
	Mean	SD	Mean	SD	Mean	SD.	Mean	SD	
Teachers' Personality	1.04	0.12	1.10	0.18	1.06	0.13	1.07	0.14	Outstanding
1. The teacher is neat and well-groomed									
2. The teacher is free from mannerisms that tend to disturb the students' attention	1.15	0.23	1.18	0.2	1.14	0.2	1.16	0.21	Outstanding
3. The teacher's personality is strong enough to command respect and attention	1.18	0.23	1.24	0.28	1.1	0.18	1.17	0.23	Outstanding
4. The teacher shows dynamism and enthusiasm	1.19	0.26	1.26	0.29	1.16	0.21	1.20	0.25	Outstanding
5. The teacher has well-modulated voice	1.15	0.24	1.23	0.28	1.12	0.21	1.17	0.24	Outstanding
Sub-mean	1.14	0.22	1.20	0.25	1.12	0.19	1.15	0.22	Outstanding
Lesson Planning									
1. Lesson Plan is well prepared	1.08	0.17	1.14	0.19	1.12	0.17	1.11	0.18	Outstanding
2. There is congruence between objective and subject matter	1.07	0.16	1.14	0.2	1.06	0.13	1.09	0.16	Outstanding
3. There is congruence between objective and teaching procedure	1.12	0.23	1.18	0.21	1.1	0.15	1.13	0.2	Outstanding
4. there is congruence between objective and available test and measure	1.13	0.2	1.18	0.23	1.1	0.15	1.14	0.19	Outstanding
5. there is congruence between objective and assignment	1.1	0.18	1.17	0.2	1.07	0.13	1.11	0.17	Outstanding
Sub-mean	1.1	0.19	1.16	0.21	1.09	0.15	1.12	0.18	Outstanding
Content									
1. the teacher demonstrates in-depth knowledge of the subject matter	1.18	0.26	1.3	0.32	1.15	0.19	1.21	0.26	Outstanding
2. the teacher is able to relate lesson to actual life situation	1.21	0.3	1.32	0.28	1.15	0.2	1.23	0.26	Outstanding
3. the teacher keeps abreast of new ideas and innovation in the field	1.23	0.3	1.37	0.29	1.17	0.19	1.26	0.26	VS
4. the teacher gives sufficient and concrete examples to create meaningful learning experience	1.2	0.3	1.33	0.28	1.15	0.18	1.23	0.25	Outstanding
Sub-mean	1.21	0.29	1.33	0.29	1.16	0.19	1.23	0.26	Outstanding
Teaching Methods									
1. The methods used were suited to the needs and capabilities of the students	1.14	0.23	1.25	0.3	1.12	0.18	1.17	0.24	Outstanding
2. The teacher was creative enough to adopt his method to the students' capabilities	1.15	0.23	1.29	0.33	1.14	0.21	1.19	0.26	Outstanding
3. Instructional materials were used adequately to illustrate the lesson	1.11	0.22	1.25	0.31	1.09	0.15	1.15	0.23	Outstanding
4. The teacher made effective use of the available test and measure after teaching	1.14	0.23	1.31	0.31	1.11	0.15	1.19	0.23	Outstanding
Sub-mean	1.14	0.23	1.28	0.31	1.12	0.17	1.18	0.24	Outstanding

Table 2: Continued

Teaching Effectiveness Indicators	Cooperating Teachers		Cooperating Principals		Supervising Instructors		Overall Mean and SD		Description
	Mean	SD	Mean	SD	Mean	SD.	Mean	SD	
Classroom Management	1.11	0.24	1.21	0.29	1.05	0.13	1.12	0.22	Outstanding
1. The teacher had a systematic way of checking attendance									
2. The teacher had a systematic way of checking assignment/homework/ agreement	1.12	0.22	1.19	0.26	1.08	0.14	1.13	0.21	Outstanding
3. The teacher had a systematic way of checking practice exercises	1.11	0.22	1.22	0.28	1.09	0.15	1.14	0.22	Outstanding
4. The teacher had a systematic way of checking group works / projects	1.11	0.21	1.22	0.24	1.1	0.17	1.14	0.21	Outstanding
5. The teacher had a systematic way of checking passing in and out of the room	1.21	0.26	1.22	0.29	1.07	0.14	1.17	0.23	Outstanding
6. The teacher had a systematic way of checking correcting, distributing and collecting paper	1.16	0.24	1.26	0.32	1.1	0.15	1.17	0.24	Outstanding
7. Order and discipline were present in the classroom	1.24	0.28	1.3	0.32	1.11	0.2	1.22	0.27	Outstanding
8. Visual aids were within easy reach of the teacher during his teaching	1.1	0.19	1.19	0.25	1.06	0.17	1.12	0.2	Outstanding
Sub-mean	1.15	0.23	1.23	0.28	1.08	0.16	1.15	0.23	Outstanding
Questioning Skills									
1. The teacher’s questioning skills stimulate discussion in different ways as:... probing for learner’s understanding	1.2	0.28	1.32	0.3	1.18	0.23	1.23	0.27	Outstanding
2. ...helping students articulate their ideas and thinking process	1.25	0.28	1.35	0.29	1.21	0.24	1.27	0.27	VS
3. ...promoting risk-taking and problem solving	1.28	0.29	1.38	0.26	1.22	0.21	1.29	0.25	VS
4. ...facilitating factual recall	1.18	0.26	1.33	0.28	1.14	0.21	1.22	0.25	Outstanding
5. ...encouraging convergent and divergent thinking	1.28	0.31	1.41	0.26	1.23	0.23	1.31	0.27	VS
6. ...stimulating curiosity	1.25	0.29	1.36	0.28	1.19	0.21	1.27	0.26	VS
7. ...helping students to ask questions	1.27	0.32	1.4	0.27	1.24	0.22	1.30	0.27	VS
Sub-mean	1.24	0.29	1.36	0.28	1.20	0.22	1.27	0.26	VS
Overall Mean	1.16	0.24	1.26	0.27	1.13	0.18	1.18	0.23	Outstanding

Legend: 1.00 Outstanding
 1.25-1.50 Very Satisfactory
 1.75-2.00 Satisfactory
 2.25-2.50 Fair
 2.75-3.00 Needs Improvement

personality in the teaching environment as they were prepared to be living examples to their learners. And this may be associated with

the belief being held by both the faculty and students in the university that “oneself” is the best visual aid that he or she can offer to his

or her pupils.

Lesson Planning. The pre-service teachers did excellently in their preparation of lesson plans (overall mean=1.12). This reveals that they organize their teaching well by selecting learning experiences that appropriately match the subject matter. Further, they prepare state-of-the art lesson plans that are relevant to the objectives of the lesson. This also manifests that they were taught to prepare their lesson plans efficiently and effectively by their pedagogy instructors. This could also be attributed to the proper guidance offered by their cooperating teachers and their being receptive to constructive criticisms from those who mentored them in pedagogy.

Content. The pre-service teachers manifested an excellent performance in content (overall mean=1.23) This may be attributed to how they were taught by their pedagogy teachers to be consistent in bringing learning experiences that have direct bearing with the lesson. Additionally, interns were constantly reminded to connect the subject matter with the learner's experiences to make learning more meaningful and interesting.

Teaching Methods. The pre-service teachers displayed a remarkable performance in teaching methods (overall mean=1.18). This reflects that they persistently adapt teaching strategies that connect the objectives of the lesson to the needs, abilities and interests of the pupils. Further, the pre-service teachers employ a variety of instructional technology to stir up the thoughts and imagination of the learners.

Classroom Management. The pre-service teachers were evaluated outstanding (overall mean=1.15) in managing classrooms. This indicates that they are excellent in planning and executing procedures that help get things started quickly and surely as well as in setting up rules that reduces disruptions and guarantee safety.

Questioning Skills. The pre-service teachers were evaluated very satisfactory in their art of questioning (overall mean=1.27).

This signifies that they are better in building the higher-order thinking skills of their learners. Further, they demonstrate an approach of asking questions that lead to the development and understanding of the lesson.

Overall. The teaching effectiveness of the pre-service teachers was rated outstanding (overall mean=1.18). Findings indicate that they brought in the teaching-learning environment a well-rounded personality that motivates their learners to stay focused in the subject matter; they organize their teaching well by selecting learning experiences that appropriately match the subject matter; they were constantly reminded to connect the subject matter with the learner's experiences to make learning more meaningful and interesting; they persistently adapt teaching methods that connect the objectives of the lesson to the needs, abilities and interests of the pupils and employ a variety of instructional technology to stir up the thoughts and imagination of the learners; they are excellent in planning and executing procedures that help get things started quickly and surely as well as in setting up rules that reduce disruptions and guarantee safety; and they are geared towards stimulating the minds of the learners to become imaginative and productive in their higher-order thinking skills.

Relationship between the Pre-Service Teachers' Demographic Profile and their Teaching Effectiveness

Cooperating Teachers. The positive relationship between *civil status* and pre-service teachers' teaching effectiveness (Table 3) in terms of *teaching method* as reflected by the correlation coefficient value of $r = 0.298$ revealed that single pre-service teachers manifested an excellent teaching effectiveness while their counterparts showed a lower level of teaching effectiveness in the area of teaching methods This could be ascribed to the reality that, while single pre-service teachers are focused in their practice teaching, the attention of married interns is divided between being a student-teacher at the same time, as a parent

and a spouse.

Regardless of civil status, Covino and Iwanicki (1996) explained that effective teachers are adept in utilizing a range of teaching strategies, and they demonstrate more depth and differentiation in learning activities. Stronge and Hindman (2003) also articulated that effective teachers promote higher learning gains by affording instruction that meets learner needs through the use of techniques such as guided practice, hands-on learning, questioning, problem-solving, and feedback.

Cooperating Principals. A negative relationship between the *cooperating school assignment* and pre-service teachers' teaching effectiveness (Table 4) in terms of *content* and *classroom management* was noted reflecting correlation coefficient values of $r = -0.233$ and $r = -0.243$, respectively. This implies that when the locations of the cooperating schools are of close proximity to the University, the pre-service teachers exhibited a lower level of

teaching effectiveness in learning content and in managing their classrooms while those who were deployed to schools that are geographically far from the University manifested a higher level of teaching effectiveness. This further indicates that their teaching effectiveness may have been affected by many internal and external factors that could be found in their cooperating school assignment.

In support, whatever factors there may be in the learning environment and no matter how far the learning environment is from the university, Covino & Iwanicki (1996) stressed that effective teachers must consistently nurture a positive climate by setting and reinforcing clear expectations throughout the school year particularly at its beginning. Additionally, Cruickshank & Haefele (2001) also found out that the classrooms of more experienced teachers are better organized around routines and plans for handling problems than are those of rookie teachers.

Table 3. Correlation matrix showing the result in testing the relationship on the extent of the pre-service teachers' teaching effectiveness as assessed by the cooperating teachers and their demographic variables

Demographic Variable		Personality	Lesson Planning	Content	Teaching Methods	Class Mgt	Questioning Skills
Civil status	Corr. Coefficient	.130	.209	.186	.298(*)	.145	-.146
	Sig. (2-tailed)	.273	.076	.115	.010	.221	.318

*Correlation is significant at the 0.05 level (2-tailed)

Table 4. Correlation matrix showing the result in testing the relationship on the extent of the pre-service teachers' teaching effectiveness as assessed by the cooperating principals and their demographic variables

Demographic Variable		Personality	Lesson Planning	Content	Teaching Methods	Class Mgt	Questioning Skills
Cooperating school assignment	Corr. Coefficient	-.229	-.142	-.233(*)	-.224	-.243(*)	-.211
	Sig. (2-tailed)	.051	.230	.047	.056	.038	.073

*Correlation is significant at the 0.05 level (2-tailed)

Morine-Dershimer (1989) clarified that classroom variety requires teachers to craft adaptations in their teaching plans to contain the educational needs of individual learners and thus sustain the learning of all pupils. Variations such as explicit activities intended to support learner's manifestations of feelings, opinions and personal experiences linked to the subject matter can accommodate individual variation, celebrate multiplicity, and add to better pupil outcome. These experiences allow teachers to modify their instructions to realize a better fit for all learners.

Stronge & Hindman (2003) concluded that effective teachers acquire skills and approaches that assist them establish and sustain a safe, orderly, and dynamic environment. Their classrooms commonly display proactive discipline, efficient procedures and routines and multitasking. They further expressed that effective teachers set priorities, plan lessons, distribute time and set up high expectations for pupil learning and behavior. Effective teachers develop clear goals for pupil outcome and associate classroom activities to these goals. They make the most of instructional time through limited disruptions and smooth transition. They further create conditions in which pupils can succeed and feel secured in taking academic risks.

Supervising Instructors. A negative relationship between the *district where cooperating school belongs* and the pre-service teachers' teaching effectiveness (Table 5) in terms of *personality* was noted as reflected by the correlation coefficient value of $r = -0.278$ indicating that pre-service teachers who were deployed in districts that are far from the university garnered significantly higher level of teaching effectiveness in teacher personality. However, those who were assigned to districts that are near to the University manifested a lower level of teaching effectiveness in this area.

Further, a negative relationship between the *cooperating school assignment* and pre-service teachers' teaching effectiveness in

terms of *personality* was noted as reflected by the correlation coefficient value of $r = -0.278$. This implies that those who were deployed in schools that are far from the university garnered significantly higher level of teaching effectiveness in terms of teacher personality and vice versa. Regardless of the distance, the results may be due to how the school factors such as cooperating teachers, principal and facilities motivate and influence them to be considerate, caring, prim and proper so as to be good models to their learners.

To support, Stronge & Hindman (2003) concluded that effective teachers consistently display compassion and equality in teaching. They reveal a positive outlook about life and teaching. They are reflective thinkers who exhibit high expectations for themselves and their learners.

Additionally, Stronge (2002) presented necessary attitudes for pre-service teachers to become effective when they enter the teaching profession. These include "*caring; fairness; respect for the learners, peers, parents and the general community; enthusiasm; motivation; and dedication to teaching*". Furthermore, Darling-Hammond (1997) opined that "*while teachers need to understand cognitively individual differences (culture, language and family structure), they also need an attitude of sensitivity toward children's experiences*".

Overall teaching effectiveness. The negative relationship between the *district where cooperating school belongs* and pre-service teachers' overall teaching effectiveness in terms of *questioning skills* as reflected by the correlation coefficient value of $r = -0.238$ (Table 6) indicated that those who were deployed in districts that are far from the university manifested higher level of teaching performance in as much as *questioning skills* is concerned. This could be ascribed to how remarkably the pre-service teachers were mentored by their resource teachers coupled with their continuous desire to be articulate in asking questions and in stimulating the higher order thinking skills of their learners.

Table 5. Correlation matrix showing the result in testing the relationship on the extent of the pre-service teachers' teaching effectiveness as assessed by the supervising instructors and their demographic variables

Demographic Variable		Personality	Lesson Planning	Content	Teaching Methods	Class Mgt	Questioning Skills
District where cooperating school belongs	Corr. Coefficient	-.278(*)	-.201	-.182	-.224	-.217	-.157
	Sig. (2-tailed)	.017	.088	.123	.056	.065	.185
Cooperating school assignment	Corr. Coefficient	-.245(*)	-.192	-.149	-.179	-.153	-.179
	Sig. (2-tailed)	.037	.103	.209	.129	.196	.130

**Correlation is significant at the 0.05 level (2-tailed)*

Table 6. Correlation matrix showing the result in testing the relationship on the extent of the pre-service teachers' overall teaching effectiveness and their demographic variables

Demographic Variable		Personality	Lesson Planning	Content	Teaching Methods	Class Mgt	Questioning Skills
District where cooperating school belongs	Corr. Coefficient	-.174	-.170	-.198	-.223	-.230	-.238(*)
	Sig. (2-tailed)	.141	.151	.093	.058	.051	.043

**Correlation is significant at the 0.05 level (2-tailed).*

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Pre-service teachers bring in the learning environment a well-rounded personality that motivates their learners to stay focused in the subject matter. They organize their teaching well by selecting learning experiences that appropriately match the subject matter. They are constantly reminded to connect the subject matter with the learner's experiences to make learning more meaningful and interesting. They persistently use teaching methods that connect

the objectives of the lesson to the needs, abilities and interests of the pupils and employ a variety of instructional technology to stir up the thoughts and imagination of the learners. They are excellent in planning and executing procedures that help get things started quickly and surely as well as in setting up rules that reduce disruptions and guarantee safety. Finally, they are geared towards stimulating the minds of the learners to become imaginative and productive in their higher-order thinking skills.

Single pre-service teachers give their full attention to their practice teaching thus manifesting a higher level of teaching effectiveness in their usage of teaching

methods. On the other hand, married pre-service teachers have bigger responsibilities other than teaching hence, their display of satisfactory teaching effectiveness.

When the cooperating school is situated near the university, the pre-service teachers exhibited a satisfactory teaching effectiveness in learning content and managing classrooms while those who were deployed to distant schools demonstrated a remarkable teaching effectiveness.

Pre-service teachers who were assigned to far-off districts and schools were motivated to be highly prim and proper and considerate so as to be good models to their learners.

Generally, pre-service teachers who were deployed to districts that are far from the University were enthused to be highly communicative in asking questions and in stimulating the higher order thinking skills of their learners.

Recommendations

University Administration and Curriculum Planners. Results of this study afforded a basis for curriculum enhancement as well as revisit of existing policies on admission and retention in teacher education programs in order to come up with stronger policies geared towards quality teacher education, quality teacher education graduates and better education for the Filipinos. Curriculum enrichment for teacher education programs must focus on meeting the diverse needs of students including that of the needs of pre-service teachers who have family responsibilities. Moreover, curriculum planners must consider giving more weight to Experiential Learning courses (from 1 unit to 3 units per Field Study course) to better equip the students with the necessary competencies they need as they enter the world of teaching.

University Professors and Supervising Instructors. Findings of the study presented feedbacks on the effectiveness of the use of teaching strategies and

methodologies in the classroom in so far as the teaching of pedagogy to teacher education students is concerned. Methods and strategies courses must focus more, but not confined only, to the development of the classroom management skills of pre-service teachers. Further, communication skills development and the art of questioning must form part of an enrichment course to be offered to elementary teacher education students. Additionally, supervising instructors and faculty members of Teacher Education Institutions must strengthen the exposures in Field Study courses and internship programs of pre-service teachers by deploying them not only in public elementary schools but to include private schools. The tie-up between a TEI and a private school can be reinforced through a Memorandum of Understanding (MOU).

Department of Education (DepEd) Administrators and Cooperating Teachers.

In the light of the findings of the study, weaknesses and strengths of pre-service teachers were revealed, hence, providing the DepEd people with data that help them provide better mentoring to pre-service teachers and neophyte teachers.

Pre-service Teachers. Findings of this study provided feedback on their teaching effectiveness which becomes a basis for keeping themselves informed of the latest trends of education and be updated through their attendance to continuing education such as seminars, conferences and training as well as membership to professional organizations once they enter the teaching profession.

Future Researchers. Further study must be done to determine other factors that contribute to the effective teaching of pre-service teachers using triangulation and or other research methodology.

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