LA SALLE UNIVERSITY

(Formerly ICC- La Salle)

FACULTY RESEARCH JOURNAL

For any queries email research@iccls.edu.ph or
researchiccls@yahoo.com or write
The Lasallian Research Forum, La Salle University Ozamiz
City, 7200

FOREWORD

THE LEVELS OF ACHIEVEMENT MOTIVATION
OF STUDENT TEACHERS

Maria Nancy Quinco-Cadosales, PhD

The College of Education, La Salle University, Ozamiz City seeks to develop competent and committed elementary and secondary school teachers motivated by the examples of Christ, The Greatest Teacher, and the charisma of St. John Baptist De La Salle. Furthermore, the College of Education aims to produce students with adequate skills, knowledge and values necessary for the efficient performance of their teaching profession (Lasalyano, 2006:287). The researcher believed that motivation is one factor that pushes someone to choose the teaching profession and perform well in actual teaching. As Bigge and Shermis (2004:261) said that most students become very similar with regard to learning ability, rate of learning, and motivation for further learning.

As Allport (in Hergenhahn and Oslon, 1999:206) pointed out that each person's pattern of motivation is unique. Man has an innate need to increase his efficiency and effectiveness and to aspire to greater mastery. He has a need to become better and better at more and more task.

Motivation refers to the internal condition that influences behavior and gives it direction in relation to physiological conditions, interest, attitudes and aspirations. It is an underlying impelling behavior toward a

particular goal (Zulueta and Maglaya, 2004: 190).

This study is anchored on the attribution theory (Weiner, 1984 as cited by Seng et al. 2003), self-determination theory and self-efficacy theory of Bandura and on McClelland's achievement motivation theory(http://faculty.uwb.edu/wfreytag/MGI09/sld 030.htm). Attribution theory attempted to discover how people perceive the cause of their behavior and then looks at the way their beliefs may affect their later behavior (Fiske and Taylor, 1984). Self- determination theory emphasized that an attitude of determination is the foundation for motivated behavior. On the other hand, self-efficacy theory stressed that the key to individual achievement lies with the individual's own belief in his ability to organize and execute actions required for successful performance (Zulueta and Maglaya, 2004: 193). Furthermore, they stressed (page 197) that the achievement motivation is premised on the fact that man needs to experience a certain degree of achievement necessary for himself for self-esteem and social approval. It is a drive to succeed or a desire to excel in learning (Seng, 2003). People who are high in achievement motivation choose challenging activities and enjoy the fruits of their efforts. In the same vein, people with high achievement motivation take responsibility for results of behavior, willing to take calculated risks, set moderate achievement goals, prefer to set performance standards for themselves, prefer non-routine tasks to routine assignments, and welcome feedback about how well they are doing

5

(http://faculty.uwb.edu/wfreytag/MGI09/sld030.ht m). Kukla (1972 as cited by Seng, 2003) mentioned that students with high achievement motivation tend to be motivated by challenging assignments, opportunities for second attempts, and corrective feedback. Studies have shown that students with high achievement motivation generally earn better grades and more likely to attribute their success to their own ability.

Motivated by the vision of the college and theories presented above, this research is undertaken to find out if these characteristics of students with high achievement motivation are observed in the student teachers.

The Problem

The purpose of this study is to describe the levels of achievement motivation of the student teachers. These student teachers were enrolled in Student Teaching both in BSED and BEED during the Second Semester of School Year 2006-2007 in the College of Education, La Salle University, Ozamiz City, Philippines.

Method

This study involved the 66 student teachers pursuing the Bachelor in Secondary Education (BSED) and Bachelor in Elementary Education (BEED).

The study employed the descriptive research that applied the concept of triangulation in research in which multiple methods were utilized

to describe the achievement motivation of student teachers.

The instrument for gathering the data was researcher-made. The questionnaire determined the levels of achievement motivation of the student teachers.

The questionnaire was of the Likert select-response type. The contents of the instrument were drawn from readings. Each item in the questionnaire on assessing the level of achievement motivation of the student teachers was quantified according to Very true of me (4); Generally true of me (3); moderately true of me (2); slightly true of me (1); and not at all true of me (0).

To maintain the validity and reliability of the tests, the questionnaire on achievement motivation was pre-tested to students enrolled in Math 1C. The study used unstructured interviews and actual teaching observations to a number of student teachers. A combination of quantitative and qualitative techniques was used in interpreting the data obtained from multiple sources.

Results and Discussion

Goal theory examines how an individual's goals affect behavior. A goal is a pattern of beliefs and attributions that produces an intention to do or accomplish something (Ames, 1992 in Lefrancois, 2000:432). Students who believed that the outcomes of their behaviors

result from personal effort tend to develop mastery goals which are associated with a high need for achievement, with risk taking and with positive attitudes toward learning (Fuchs, et al., 1997 in Cadosales' et al., 2005:41).

Table 1 presents the indicators of student teachers achievement motivation.

Table 1. Indicators of Student Teachers' Achievement Motivation

INDICATORS	Mean	VD
I consider accomplishment as an award.	3.50	**VT**
I always look ways on how to improve my work.	3.41	**VT**
I prefer personal achievement than material rewards.	3.36	**VT**
I take the challenges in my teaching job.	3.36	**VT**
I reflect on results of what I do.	3.29	**VT**
I accomplish my work without expecting any award.	3.20	**GT**
I work hard as others do.	3.14	**GT**
I work to the fullest of my capacity.	3.14	**GT**
I make things happen in order to get results.	3.11	**GT**
I consider failures as opportunities to learn.	3.11	**GT**
I get excited when I received teaching-related feedback.	3.03	**GT**
I am intrinsically motivated.	3.02	**GT**
I work on a problem until I can solve it.	3.00	**GT**
I finish my job within the deadline.	2.97	**GT**
I am challenged by moderately difficult tasks.	2.91	**GT**
I respond favorably to information about my work.	2.89	**GT**
I improve my work even if I am not told to do so.	2.89	**GT**
I readily accept tasks and responsibilities.	2.85	**GT**
I always set high personal but obtainable goals.	2.80	**GT**
GRAND MEAN	**2.95**	**GT**

Legend: **VD** – **Verbal Description**

3.26 – 4.00	-	**Very true of me (VT)** -	**Very High**
2.51 – 3.25	-	**Generally true of me (GT)** -	**High**
1.76 – 2.50	-	**Moderately true of me (MT)-**	**Average**
1.00 – 1.75	-	**Slightly true of me (ST)** -	**Fair**
0.00 – 0.99	-	**Not at all true of me (NT)** -	**Poor**

As shown in the table, the most common indicators of achievement motivation of the student teachers are manifested in their accomplishments, which they considered as an award. This finding supports to the claim of Bruner as cited by Bigge and Shermis (2004:148) who recognized the role of both extrinsic and intrinsic rewards in teachers promoting learning, but they thought that intrinsic rewards are the more important of the two. They saw a need to emphasize intrinsic motives and rewards in the form of the satisfaction that is gained from quickened awareness and understanding; the challenge to exercise one's full mental powers; a developing interest and involvement; the satisfaction gained from one's identity with others; the pleasure received from one's cognitive or intellectual mastery; and one's sense of competence and accomplishment. In the interview with some student teachers, they reported that their good performance in actual teaching is considered an award, which in return motivated them to prepare more in the next teaching assignment. This report supports the claim of Williams (et al., 1998 in Lefrancois, 2000) who cited that performance-based assessment attempts to assess students by examining their performance in situations as close to real-life possible. It encourages critical, creative and self-reflective thought.

Thus, the student teachers looked for more ways on how to improve their teaching performance, which ranks second also among the indicators mentioned. This supports the findings of Gulane (2005) who found out that teachers' teaching performance is based on the

teachers' ability to explain lessons clearly, to present lessons in a well-organized manner, to use effective teaching strategies to provoke critical thinking, to stimulate active class participation among other. This is possible because of the student teachers' desire to achieve academically and to reach a high level of excellence (Lefrancois, 2000:430) and to learn how to apply these talents (teaching skills) in the world beyond the classroom (Silver, et al., 2000:71).

Furthermore, the student teachers cited that seeking for ways to improve their academic tasks is shown in the manner they prepare for the lessons, do demonstrations in the conference time and most especially in their actual classroom teaching. This pushed them to be more challenged in their teaching jobs that motivated them to reflect on whatever they do. They reported that constant reflections on what they are doing through the help of their cooperating teachers and student teaching supervisors helped them to assess their strengths and weaknesses. These help them to set achievable goals to overcome their weaknesses. As Bigge and Shermis (2004: 148) said that an important task of an instructor, either cooperating teachers or student teaching supervisors is to convert knowledge into forms that fit growing minds or intellects.

Figure 1 shows the most rated indicators of the achievement motivation of student teachers.
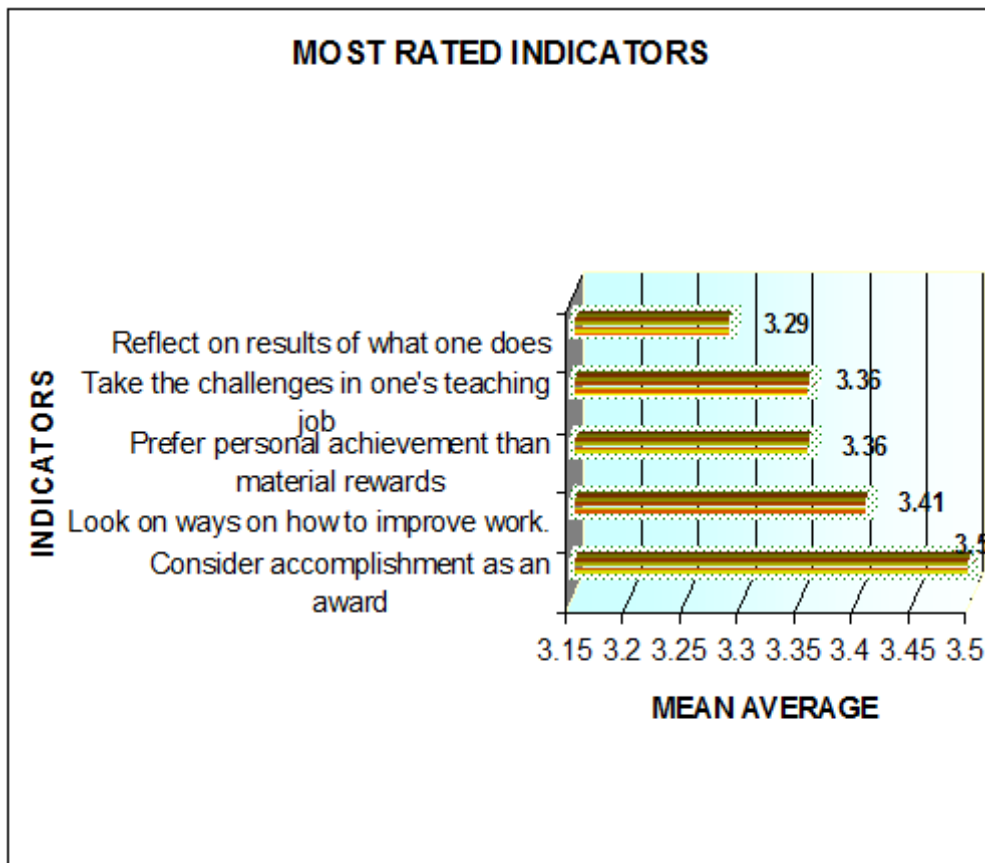
MOST RATED INDICATORS

Figure showing INDICATORS (vertical axis) vs MEAN AVERAGE (horizontal axis):

- Reflect on results of what one does — 3.29
- Take the challenges in one's teaching job — 3.36
- Prefer personal achievement than material rewards — 3.36
- Look on ways on how to improve work — 3.41
- Consider accomplishment as an award — 3.5

MEAN AVERAGE axis: 3.15 3.2 3.25 3.3 3.35 3.4 3.45 3.5

Figure 1. The Indicators Highly Rated by the Student Teachers

Figure 1 shows that student teachers consider accomplishment as an award, look on ways on how to improve work, prefer personal achievement than material rewards, take the challenges in one's teaching job, and reflect on results of what one does. These findings

support the claim of Mueller and Dweck (1998);
Wittrock (1986) that high-need achievers tend to
be internally oriented, whereas low-need
achievers are more likely attribute their
performance to external factors. Highly
academically motivated achievers are more
satisfied with school and are less bored (Duda
and Nicholls, 1992).

Furthermore, the indicators that the
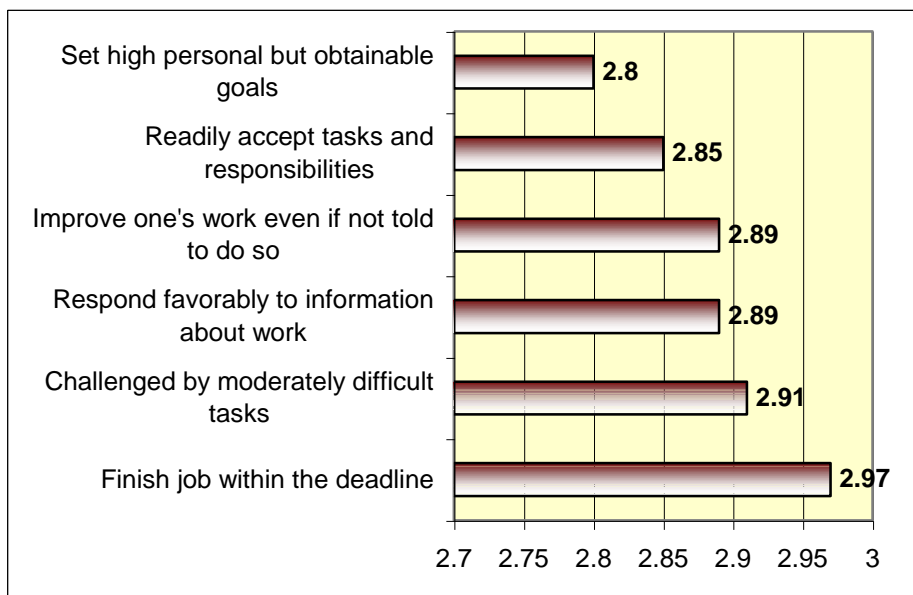student teachers' rated low are shown in Figure
2.

**Figure 2. The Indicators Least Rated by the
Student Teachers**

It can be noted in the graph that the
student teachers had low ratings on the
following indicators of achievement motivation:

13
----

set high personal but goals obtainable goals; readily accept tasks and responsibilities; improve one's work even if not told to do so; respond favorably to information about work; challenged by moderately difficult tasks; and finish job within the deadline.

As mentioned in http://faculty.uwb.edu/wfreytag/MGI09/sld030.htm , there are some benefits of goal setting such as being positive, act vs. react, achievement focused, and brings out the "best" in people. The power of goals directs behavior, controls the level of effort, tasks persistence and facilitates development of strategies. Therefore, student teachers should be encouraged more on how to set high personal but obtainable goals. Although, they reported in the unstructured interview that their cooperating teachers and student teaching supervisors encouraged them to accomplish their teaching assignments but those encouragements were not enough. They need to attend more enhancement activities on goal setting. In this way, they will be able to set high personal but obtainable goals. Once these student teachers will be clarified with their goals, then they will be to accept tasks and responsibilities, improve their work even if not being told, respond favorably on feedback about their work and take challenges related to their work assignments. As Bigge and Shermis (2004:65) said that much of the time, the teachers (both cooperating teachers and student teaching supervisors) should arrange the teaching-learning situation so that students will adopt goals quite new to them.

Table 2 displays the levels of achievement motivation of student teachers.

Table 2. Levels of Student Teachers' Achievement Motivation

Range	Verbal Description	Quantitative Description	Frequency	Percentage
3.26 – 4.00	Very true of me	Very High	23	35
2.51 – 3.25	Generally true of me	High	40	61
1.76 – 2.50	Moderately true of me	Average	3	4
1.00 – 1.75	Slightly true of me	Fair	–	–
0.00 – 0.99	Not at all true of me	Poor	–	–
		TOTAL	66	100

It can be noted in the table that majority of the student teachers have high achievement motivation. This result supports the researches which indicates that individuals who score high on measures of achievement motivation also tend to be high achievers in school (Atkinson and Raynor, 1978 as cited by Lefrancois, 2000:430) and behavior depends on how much individuals value a particular outcome (Atkinson in Schunk, 2004:342). Highly academically motivated achievers are typically moderate risk takers. These achievers attempted tasks that are moderately difficult, thus providing themselves with a challenge while keeping their probability of their success fairly high (McClelland, 1958; Thomas, 1980 in Lefrancois: 2000). Students with high achievement motivation will chose task of intermediate difficulty; that is, those they believe are attainable and will produce a sense of accomplishment (Schunk, 2004:343). As Fuchs (et al., 1997) added that mastery goals are associated with a high need for achievement,

with risk taking, and with positive attitudes
toward learning.

Summary of Findings

1. The indicators of achievement motivation
    which were highly rated by student teachers
    were considering accomplishments as an
    award; looking ways on how to improve one's
    work; preferring personal achievement than
    material rewards; taking the challenges in
    one's teaching job; and reflecting on
    results on what one does.

2. There are indicators of achievement
    motivation that has to be developed more
    among student teachers because of their low
    mean scores. The following indicators were
    rated low by the student teachers:
    finishing one's job within the deadline;
    being challenged by moderately difficult
    tasks; responding favorably to information
    about one's work; improving one's work even
    if not told to do so; accepting tasks and
    responsibilities; and setting high personal
    but obtainable goals.

3. A quite number of the student teachers had
    high level of achievement motivation.

Conclusions
1. The overall grand mean of the student
    teachers' achievement motivation is **2.95**,
    which means **high.**

17

2. Majority of the student teachers **considered accomplishment as an award,** which had the highest mean score of 3.50 while **setting high personal but obtainable goals** is the lowest rated indicator with a mean score of 2.80.

3. Sixty one percent of the student teachers had **high** achievement motivation while 35% of them had **very high** achievement motivation and only 3% of them had an **average** achievement motivation.

4. None of the student teachers had fair or poor achievement motivation.

Recommendations
1. The findings of this study will be basis to look deeply on the influence of achievement motivation on student teachers' academic performance in college, their performance in the student teaching and in the Licensure Examination for Teachers.

2. Since there are indicators where student teacher rated low like setting high personal but obtainable goals, the guidance center should design enrichment activities for them before they will graduate. This will improve their goal alignment and the increase their understanding on the importance of goal setting.

3. The achievement motivation of prospective enrollees in Student Teaching both in BSED

and BEED will be assessed ahead in order to design enrichment activities for those with low level of achievement motivation.

4. This study will be expanded also to other students in the different colleges of La Salle University especially the first year students in order to identify possible areas where these students need help and utmost attention.

5. Other non-cognitive variables aside from achievement motivation will be taken into consideration in future further studies.

6. Additional research is needed to the role of the family in developing achievement motivation.

REFERENCES

Bigge, Morris L. and S. Samuel Shermis (2004). **Learning Theories for Teachers, Sixth Edition.** Boston: Pearson Education, Inc.

Cadosales, Maria Nancy Q., PhD, Wenny Caseros, Pablita Posadas and Sotera Diaz (2005. " Parenting Styles Experienced by BEED Student Teachers: Their Effects to Their Motivation for Study", **ICC – La Salle Faculty Research Journal** Vol. No. 5, March.

Duda, J. L. and Nicholls, J.G (1992). Dimensions of Achievement Motivation in School Work. **Journal of Educational Psychology**, 84, 290-299.

Gulane, Erlita T., PhD (2005). "Assessment of the Teaching Performance of the ICC – La Salle College Faculty", **ICC – La Salle Faculty Research Journal** Vol. No. 5, March.

Fuchs, D., L.S. Fuchs, and P. G. Mathes, and D. C. Simmons (1997). Peer-Assisted Learning Strategies: Making Classrooms more Responsive to Diversity. **American Educational Research Journal,** 34, 174-206.

Hergenhahn, B. R. and Mathew H. Otson (1999). **An Introduction to Theories of Personality.** New Jersey: Prentice Hall.

http://faculty.uwb.edu/wfreytag/MGI09/sld030.htm

Lefrancois, Guy R. (2000). **Psychology for Teaching 10th Edition.** Australia: Wadsworth Thomson Learning

McClelland, David C. (1958). http://www.accel-team.com/human_relations/hrels-_06_mcclelland.html, January 28, 2007.

Mueller, C. M. and C.S. Dweck (1998). Praise for Intelligence can Undermine Children's Motivation and Performance. **Journal of Personality and Social Psychology**, 75, 33-52.

Schunk, Dale H. (2004). **Learning Theories: An Educational Perspective, Fourth Edition.** New Jersey: Pearson Education, Inc.

Silver, Harvey F., Richard W. Strong, and Matthew J. Perini. (2000). **So Each May Learn: Integrating Learning Styles and Multiple Intelligences.** Virginia, USA: Association for Supervision and Curriculum Development.

Wittrock, M. C. (1986). **Handbook of Research on Teaching, 3rd Ed.** New York: Macmillan.

Instructional Difficulties of ICC-La Salle Student Teachers and Modes of Intervention

Dr. Erlita T. Gulane

A recent study on the intellective and non-intellective factors affecting the student teaching performance of ICC La Salle student teachers revealed that as a whole they had average teaching performance only. In fact almost half of the student teachers (46.67 %) had poor teaching performance (Gulane, 2006).

This finding calls for a serious attention to this aspect of developing future teachers. Student teaching, the climax of the Education program bridges the gap between theory and practice. It provides an in-depth opportunity for student teachers to develop and refine their instructional competencies as they prepare to enter the profession as a classroom teacher (Salandanan, 2001). Students apply what they have learned from all the subjects that they have taken namely: general education subjects, professional education subjects including the strategies courses and Observation and Observation and the major subjects.

Student teaching is taken by students for two semesters. Student 1 (Observation and Participation) requires student teachers to observe actual classroom situations and teach at least 5 times for the BEED interns and 15 times for the BSED interns. Student Teaching 2 exposes the students to further in-campus teaching and off-campus teaching in the public

22

schools. These exposures give students many opportunities to hone their teaching skills.

The student teachers are evaluated by both the cooperating teachers and the teacher training supervisor. Their student teaching grades are based on their quizzes, examinations and teaching performance. The teaching performance grade is based on the student teacher's personal qualities, the ability to plan lessons, the ability to teach, the ability to manage and discipline the students and the ability to evaluate the results of instruction.

What could be the reasons for their not so impressive student teaching performance? What could be their difficulties in teaching? What modes of intervention could be introduced to address these problems? This study was therefore undertaken to answer these questions.

Statement of the Problem

This study aimed to identify the instructional difficulties of the 101 student teachers in ICC La Salle enrolled in the second semester of school year 2005-2006. Specifically it sought answers to the following questions:

1. What are the instructional difficulties of the student teachers in the following areas?
   1.1. asking questions
   1.2. classroom management and discipline
   1.3. instructional procedures
   1.4. instructional planning

23

1.5.   delivery of the lessons

2. What modes of intervention can be introduced to improve student teaching performance based on the findings of this study?

Respondents

The 101 ICC La Salle student teachers enrolled in Student Teaching 2 in the second semester of school year 2005-2006 were the respondents of this study. Out of the 101 student teachers, the big majority, 91 or 90.10 percent were BEED interns while only ten or 9.90 percent were BSED interns.

Data Gathering

Data were gathered principally with the use of a researcher-made questionnaire. It consisted of 31 possible instructional difficulties which student teachers can encounter in their in-campus and off-campus teaching. The respondents were asked to indicate how often they encountered those problems. The weighted means were interpreted as follows:

        4.21 - 5.00 - Very difficult
        3.41 - 4.20 - Quite difficult
        2.61 - 3.40 - Moderately difficult
        1.81 - 2.60 - Fairly difficult
        1.0 - 1.80 - Slightly difficult

In addition to classroom observations, interviews with the teacher training supervisors, cooperating teachers and student teachers were conducted to gather more information on the problems encountered .by the student teachers.

Findings

1. Difficulties in the Art of Questioning

The instructional difficulties of the student teachers are presented according to the degree of the problem. The first problem of the respondents is on the art of questioning. The heart of any effective teaching strategy lies in the questions a teacher asks (Fraenkel, 1978) In fact, Lardizabal (1998) averred that the effectiveness of the teacher can be gauged by his ability to ask good questions. Good questions elicit good answers from the students. What are difficulties of the student teachers in this area? Table 1 presents the data.

Table 1. Student Teachers' Difficulties in the Art of Questioning

Difficulties	Wtd Mean	Interpretation
1. Asking thought provoking questions	3.02	Mod Difficult
2. Rephrasing or simplifying questions	3.01	Mod Difficult
3. Asking grammatically correct questions	2.95	Mod Difficult
4. Constructing test questions	2.88	Mod Dificult
Mean	**2.97**	**Mod. Difficult**

The mean, 2.97 shows that the student teachers had *moderate* difficulty in asking questions. As confirmed by classroom observations and interviews with the teacher training supervisors, the students' ability to ask both oral and written questions need much improvement. Most of them used the helping verbs do, does, and did interchangeably in asking questions. Most of the questions asked belong to the knowledge category since these are easiest questions to construct. This implies that the objective to let the students memorize was given more importance. Ideally questions must be varied according to difficulty from the knowledge to the evaluation category.

The researcher's study (2006) on the factors affecting student teaching revealed that the student teachers had average level of academic performance in English. This same finding was reported by Posadas (2006) in her study of the academic predictors of the Licensure Examination for Teachers. The majority of her respondents (57.22%) got an average grade in English. The respondents' difficulty in asking questions is therefore due to their inability to communicate in English fluently. If they have difficulty in constructing grammatically correct sentences, then asking thought provoking questions which requires critical thinking poses another difficulty for them.

2. Difficulties in Classroom Management and Discipline

The second problem area of the student teachers is on classroom management and discipline. Classroom management includes operations and control of activities. . Lardizabal (1998) stressed that good classroom management establishes an atmosphere which permits activities to be carried on efficiently and economically. It ensures the wise use of the teacher's and the pupils' time, efforts and energies. This is concurred by Brophy (1992) who stated that the purpose of classroom management is the preparation of the classroom as an effective learning environment.

Table 2 presents the student teachers' difficulties in classroom management and discipline.

Table 2. Student Teachers' Difficulties in Classroom Management & Discipline

Difficulties	Wtd. X	Interpretation
1. Managing of classroom activities	3.03	Mod Difficult
2. Disciplining misbehaving students	3.01	Mod Difficult
3. Keeping order in the class	2.96	Mod Difficult
4. Achieving order when students are engaged in group work	2.96	Mod Difficult
5. Managing classroom routines	2.78	Mod Difficult
Average	**2.95**	**Mod Difficult**

The data show that the student teachers had *moderate* difficulty in managing classroom activities and disciplining misbehaving students. This difficulty is due to many factors.

One is the attitude of pupils to student teachers. For them they are just "practicing teachers" who would not give them grades. Some pupils test the abilities of the student teachers and when they observe that the teachers are not knowledgeable enough, they begin to lose interest, become inattentive and exhibit disruptive behaviors in the classroom.

Another factor pointed out by the college teaching training supervisors is the departmentalization of the elementary school... All grade levels including Grades 1 to 3 are taught by the subject teachers. There is no permanent teacher adviser in the lower elementary grades. In the previous system the adviser who stays with the pupils the whole time is able to know each pupil more intimately. S/he feels the accountability of managing and disciplining the pupils. The adviser keeps the cleanliness of the classroom and sees to it that the room is well decorated. Based on observations, these are not done in the new departmentalized system. Pupils are observed to be unruly for it seems they have no permanent resident "mother" to guide and discipline them.

Finally the most serious factor is the student teachers' lack of competence in teaching. Based on observations, inattention and chaos result when the student teachers teach

28

without life, teach with no adequate preparation, have no mastery of the subject matter and have poor communication skills. Consequently the student teacher who does not exude life and enthusiasm in teaching has difficulty in getting the students' sustained attention and participation.

3. Difficulties in Instructional Procedures

The third problem area is on instructional procedures. Table 3 presents the student teachers' difficulties in instructional procedures.

Table 3. Student Teachers' Difficulties in Instructional Procedures

Difficulties	Wtd X	Interpretation
1. Budgeting of time	3.16	Mod Difficult
2. Making the students participate	2.97	Mod Difficult
3. Arousing interest and maintaining attention	2.95	Mod Difficult
4. Explaining or elaborating the lessons clearly	2.95	Mod Difficult
5. Integrating values	2.70	Mod Difficult
6. Organizing well-written boardwork	2.68	Mod Difficult
7.Using illustrations,diagrams, graphic organizers	2.59	Fairly Difficult
Average	**2.86**	**Mod. Difficult**

Table 3 reveals that the respondents have *moderate* difficulty in instructional procedures. This difficulty in budgeting time, in making the

29
----

students participate, in arousing interest and maintaining class attention and in explaining the lessons clearly and integrating values could be due to poor communication skills and lack of subject matter mastery. These are the root causes of the difficulties which cause a chain reaction of problems in the teaching process.

One factor that causes this difficulty for the BEED interns is that they are required to teach not only their fields of specialization but all the elementary subjects. In addition to the problem of communication, they have to contend with subject matter mastery of the subjects which they were not prepared to teach. This difficulty was felt most by those whose fields of specialization were Social Studies, HE, Filipino and MAPE. The English, Mathematics, Science teachers did not experience much difficulty in teaching the rest of the subjects in the elementary.

The *moderate* difficulty in organizing well written boardwork was felt due to the poor penmanship of some student teachers. They did not use scriptwriting when in fact they were teaching in the higher levels. They just posted printed materials so they no longer wrote on the board. As a result the student teachers could not practice writing on the board or organize their boardwork.

4. Difficulties in Instructional Planning

The fourth problem area of the student teachers is on instructional planning. A lesson plan is an indispensable tool of a teacher. It

spells the difference between success and failure in teaching. The planning of a lesson has to be done for various reasons. A lesson plan gives a feeling of security to a beginning teacher who usually feels nervous and tense. A well-prepared lesson plan gives a measure of self-confidence and minimizes feelings of inadequacy. What are the student teachers' difficulties in lesson planning? Table 4 presents the answers.

Table 4. Students Teachers' Difficulties in Instructional Planning

Difficulties	Wtd X	Interpretation
1 Writing a lesson plan of the chosen method	2.86	Mod Difficult
2. Choosing appropriate method	2.78	Mod Difficult
3. Understanding the subject matter	2.74	Mod Difficult
4. Determining activities in the application of the lesson	2.67	Mod. Difficult
5. Formulating behavioral objectives for the lesson	2.64	Mod Difficult
6. Organizing the parts of the lesson properly	2.57	Mod Difficult
7. Preparing visual aids and other instructional materials	2.38	Fairly Difficult
Average	**2.66**	**Mod Difficult**

The data show that the student teachers had *moderate* difficulty in planning lessons. Their problems were mainly on the writing of lesson plans of the chosen method and in the understanding of subject matters. The other problems were associated with the writing of the

lesson plan such as formulating behavioral objectives and determining appropriate activities. These difficulties were confirmed by the teacher training supervisors and the cooperating teachers. The student teachers had difficulty in organizing the subject matter, in explaining the lessons clearly in their own words, in asking questions and in integrating values. Undoubtedly these problems are due again to language difficulty and knowledge of the subject matter.

On the part of the student teachers, they reported that they did not have adequate time in writing a well-planned lesson during their off-campus teaching. The whole day of Saturday was spent for the Licensure Examination for Teachers review. They suggested that the review be held in the morning of Saturday only to give them time to study the subject matters, write lesson plans and prepare the needed instructional materials.

Others complained of the attitude of the in-campus cooperating teachers towards them. They had to wait for hours or days before they got a subject matter. If ever they were able to pass a lesson plan, they had to wait for some time before the cooperating teacher returned the corrected lesson plan. That gave them little time to master their lesson plan. This was one of the reasons why some student teachers failed in their teachings.

5. Difficulties in the Delivery of the Lessons

The last area of difficulty is on the delivery of the lessons. Delivery of the lessons refers to the student teachers' ability to communicate the lesson to the students. This involves communicating in English fluently, correct pronouncing of words, using of appropriate gestures, varying facial expressions and the modulating of voice for effective lesson delivery. Table 5 presents the difficulties in this area.

Table 5. Student Teachers' Difficulties in the Delivery of Lessons

Difficulties	Wtd Mean	Interpreta-tion
1. Communicating in English fluently	3.01	Mod Difficult
2. Using appropriate gestures	2.67	Mod Difficult
3. Pronouncing words correctly	2.67	Mod Difficult
4. Communicating in Filipino fluently	2.63	Mod Difficult
5. Varying facial expressions	2.61	Mod Difficult
6. Speaking in a loud voice	2.36	Fairly Difficult
7. Modulating voice	2.36	Fairly Difficult
Average	**2.62**	**Mod Difficult**

As shown in Table 5 the student teachers' main problem in delivering the lesson was their ability to communicate in English. As previously stated, the over-all performance level of the student teachers in English was average. This performance level leaves much to be desired

33

since teaching requires teachers to be proficient in speaking and writing the language. Understandably if the student teachers have no facility of the language of instruction, then they would have difficulty in using appropriate gestures, in pronouncing words, in varying facial expressions, and in speaking in a loud and modulated voice.

Summary of Findings

The instructional area difficulties of the student teachers arranged according to the degree of difficulty are presented in Table 6.

Table 6. Summary of the Student Teachers' Instructional Difficulties

Difficulties	Wtd Mean	Interpretation
1. Art of Questioning	2.97	Mod Difficult
2. Classroom Management & Discipline	2.95	Mod Difficult
3. Instructional Procedures	2.86	Mod Difficult
4. Instructional Planning	2.66	Mod Difficult
5.Delivery of Lessons	2.62	Mod Dificult
Average	**2.81**	**Mod Difficult**

Specifically, the ten most pressing problems of the student teachers based on the weighted means are the following:
1. budgeting of time
2. managing of classroom activities
3. communicating in English fluently
4. disciplining the students
5. art of questioning
6. making the students participate

34

7. arousing interest and maintaining class attention
8. explaining or elaborating the lessons clearly
9. writing a lesson plan
10. integrating values
11. delivering the lessons

Modes of Intervention

1. There is a great need of devising programs/activities that will improve the communication skills of the students. Some of these ways are the following:

    1.1. Require students to speak English in campus at least in the classroom. Teachers must insist in letting students express themselves clearly in English.

    1.2. Teachers should take down common mistakes of the students committed both orally and in their written work and correct these for everybody to learn. Quizzes, reaction papers, examinations are some of the sources.

    1.3. Give many active learning activities that will give opportunities for students to speak English in class. Examples are lesson demonstrations, reports, role plays, debates, panel discussions, cooperative learning activities.

    1.4. The students suggested to have more English grammar classes. This suggestion can be carried out in the

new curriculum since additional English units. are required.

1.5.   The curriculum content of the English 1 and 2 subjects have to be looked into so as to provide the students a strong foundation in the rules of grammar.

1.6.   Another suggestion is to devote the consultation periods on activities that will improve their communication skills.

1.7.   Teachers must be good models of good communication. Code switching must be avoided.

3. In addition to the reinforcing lectures of the strategies instructors, seminars and workshops on the areas of difficulty with invited experts as resource speakers can be organized.

4. Socialization is a significant factor that affects student teaching performance. Classes can organize programs that give students opportunities to show their talents, to socialize with their classmates, to gain self-confidence and to feel the sense of belonging to a group.

5. Poor handwriting is common to many students. A series of workshops can be organized. To follow this up, teachers must always require a well-written work Strategies instructors should require the student teachers to organize their

boardwork not just post printed materials.

6. A meeting of the dean of the College of Education, teacher training supervisors, cooperating teachers and the principal of the Integrated School could be arranged to remind each one on one's responsibilities in the training of teachers.

7. The student teachers must be trained to evaluate their strengths and weaknesses and find ways to improve themselves. In this way they do not depend on their teachers always to teach them everything.

.

Feasibility and Desirability of a La Salle University Laboratory School

Daryl Famacion-Quinco, CPA, MBA

La Salle University, formerly ICC-La Salle, is a member of a worldwide system of institutions founded by St. John Baptist de la Salle to provide a Christian and human education that is accessible to the poor and youth at risk.

La Salle University in its mission statement commit to the pursuit of an excellent and socially relevant education centered on the young, poor and youth at risk. Thus in its responsible action in the service of neighbor and nation wants to extend an elementary education to those who wants to avail of a private catholic education but is financially unable to do so.

This project aims to provide affordable quality Lasallian education to the children of the poor and working class families in the neighboring barangays of Aguada, Ozamiz City; equip the clientele with good moral values that will make them better and Christian Filipino citizens; prepare and equip them with the necessary skills and knowledge for a high school education; be an avenue for creative and innovative teaching strategies and methodologies by the college of education; and be an area for community extension services of the university.

Project Background

Project Proponents

The proposed laboratory school will be under the management of the De La Salle Brothers who are currently the owners of the La Salle University-Ozamiz City (formerly Immaculate Conception College-La Salle).

Proposed Name

The proposed name of the project is Br. Martin's Laboratory School. Under the proposed name, the proposed project will be under the current system of the Integrated School of La Salle University. This means that the project will be under the supervision and management of the Principal of the IS. All reports, documents, forms, systems and design will be in accordance with the standards set by the university for the IS. Under the system of the IS, the study need not undergo the registration and other requirements of new schools required by the Department of Education.

The proposed study can also have a separate identity from the university and this would mean that the project would have to register and be acknowledged as a separate entity by the Department of Education. Thus, this would require that the project have to undergo the registration and recognition stages required by DepEd for new education entities.

Therefore, it is much preferable for the project to be named as Br. Martin's Laboratory

39

School which will be a continuance of the elementary education already offered for the Kinder 1 and Kinder 2 levels already existing under the mentioned name.

Type of Business Organization

Location

The proposed project will be located at La Salle University-Ozamiz Ledesma Street campus. It will occupy the building that would be vacated by the cluster 1 of the integrated school.

Management and Personnel Feasibility

Personnel

The Manpower requirements of the proposed project will include the following:

Vice-Principal for the Laboratory School
The vice-principal will be appointed only upon the offering of complete elementary grade levels of grade 1 to grade 6. The supervisor of the student-teachers in their practice teaching course is preferable for this position since the laboratory school will serve as the avenue for creative and innovative teaching strategies and methodologies by the college of education for its practice teaching courses.

The Vice-principal for the Laboratory school manages the laboratory school. She/He organizes and controls the activities and operation of the department.

The following are the functions of the vice-principal:

- ❖ Exercises educational leadership among the volunteer teachers
- ❖ Carries out definite programs to improve the well-being of the underprivileged students
- ❖ Recruits volunteer teachers from the undergraduate proper and recommends to the president
- ❖ Prepares the curriculum and calendar of activities for the year
- ❖ Supervises and coordinates with the teachers in their classroom work
- ❖ Does classroom substitution if volunteer teachers are absent
- ❖ Maintains reasonable order and discipline on campus and outside related activities
- ❖ Prepares the laboratory school budget
- ❖ Confers with the president on major financial needs of the Laboratory school
- ❖ Checks lesson plans, TOS, and Test Questions of volunteer teachers
- ❖ Evaluates the performance of volunteer teachers at the end of the curriculum year
- ❖ Prepares the credentials of students
- ❖ Prepares the laboratory school inventory of all the textbooks and other school property
- ❖ Prepares the laboratory school development plan

Grade Level Teachers

The university aims to attract the best teachers who are well equipped with the necessary educational qualifications and

eligibilities. The following are the criteria that serve as guidelines in selecting faculty:

- ❖ Graduate of Bachelor of Elementary Education
- ❖ LET passer
- ❖ Good command of the English language
- ❖ Above average teaching skills
- ❖ At least average psychological test results
- ❖ Good moral character
- ❖ Preferably Roman Catholic

The regular teaching load of a full-time faculty member is 24 units with a maximum of four (4) teaching preparations. However, a full-time teacher may be given more than four (4) teaching preparations when there is exigency of needs.

The duties and responsibilities of faculty members are grouped as follows:

- ❖ Academic Requirements
  - o Submission of course syllabi at the beginning of the school year
  - o Submission of grade reports on dates specified in the academic calendar
  - o Submission of students' graded final examination test booklets, class records and grading sheets
  - o Submission of lesson plans, item analysis results, master grading sheets, conduct grading, ranking, report cards and promotional reports
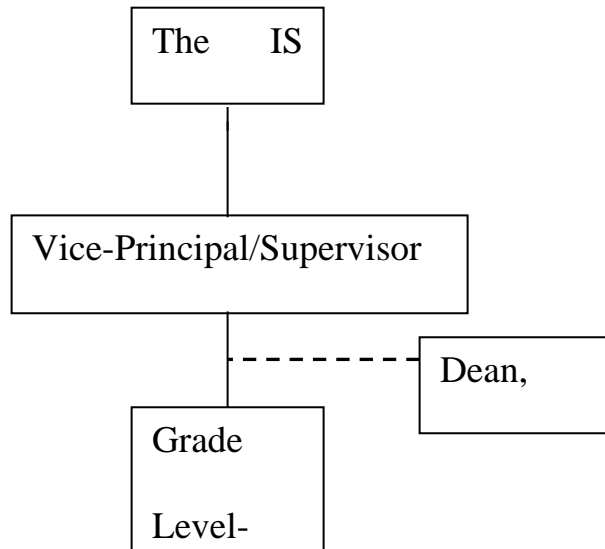 - o Compliance with all other academic requirements

  - ❖ Activities Related to Teaching

- o Attendance in all subject area, departmental, school and general faculty meetings
- o Assistance in the registration/enrollment procedures
- o Proctoring in examinations
- o Attendance in all official functions and activities deemed necessary by the academic department or the institution.
- o Checking the lesson plans of student teachers assigned in her area/level.
- o Provide feedback on students' teaching performance

- ❖ Community Service
  - o Active and continuing involvement in community development activities, either through the Community Extension Program, membership in socio-civic organizations, or neighborhood associations;
  - o Service to the community in areas of specializations as resource speakers in training programs and other activities

The figure below depicts the organizational set-up of the laboratory school

```
┌──────────────┐
│ The      IS  │
└──────┬───────┘
       │
┌──────┴──────────────┐
│ Vice-Principal/Supervisor │
└──────┬──────────────┘
       │------------┌────────────┐
       │            │ Dean,      │
┌──────┴───┐        └────────────┘
│ Grade    │
│          │
│ Level-   │
└──────────┘
```

Management Proposals

The proposed laboratory school would be tentatively under the supervision of the Dean of the College of Education for the duration of the project until the proposed project will be offering from grade 1 to grade 6. When this stage is reached the laboratory school will then need the services of the vice-principal for the laboratory school who is preferably the supervisor of the student-teachers during their practice teaching course.

Marketing Feasibility

Market Description

The market concentrations of this project are the twenty (20) kinder 2 pupils of

the Br. Martin Simpson's Preschool and elementary age children of the families of the adopted barangay of the school, barangay Catadman. Secondary market would be the deserving children of the less privileged families of Aguada and its neighboring barangays.

The average income of the family for the year should not exceed fifty thousand pesos (P50,000.00) to be eligible for admission to the laboratory school of La Salle University. The twenty (20) pupils in the Br. Martin Simpson's Preschool belong to a family whose average incomes ranges from five thousand (P5,000.00) to thirty-five thousand (P35,000.00) pesos for the whole year.

Supply

The only private school offering a pilot laboratory school for elementary education is the Misamis University but the pupils pay a tuition fee in the amount of four thousand five hundred pesos (P4,500.00) a year exclusive of books.

Management Proposals

A survey was conducted to determine the market desirability of the proposed project and to determine the desired contribution of the parents of the prospective clientele of the project. Purposive sampling selection was conduct6ed since the market being targeted is already identified to be the less privileged families of the locality who can't afford to

45

send their children to a private institution due to financial difficulties.

The result of the survey showed that eighty-three percent (83%) of the families prefer to send their children to public schools rather than to private schools since only four seventeen (17%) only answered that they prefer to send their children to a private school. Given the chance to send their children to a private institution like La Salle University only twenty-seven percent (27%) answered positively since one-hundred percent (100%) of the respondents answered that they have financial difficulties encountered in sending their children to a private institution. The respondents also answered that they are only able to afford to send their children to La Salle University if the contribution a month is only one hundred pesos (P100.00). Ninety percent (90%) of them affirmed the contribution while only three percent can afford two hundred pesos (P200.00) contribution and seven percent (7%) confirmed that they can afford to pay the contribution of two-hundred fifty pesos (P250.00) a month.

Technical Feasibility

Admission Policies
The incoming pupils are required to undergo the following stages for admission to the laboratory sections:
1. Take the psychological and entrance test at the guidance office. The entering pupils should have a weighted rating of average in the entrance test.

2. Submission of the following requirements:
   a. Birth Certificate of Pupil (photocopy only)
   b. BIR certificate of Tax Exemption or Income Tax Return (W-2)
   c. Barangay Certification of Indigence
   d. Location Map (sketch) of Residence
   e. MOELCI electric bills for the months January to April prior to the school year (maximum of P500.00)
   f. If with no electric bills, affidavit of non-consumption of electricity
   g. List of household appliances used in residence
   h. 2x2 picture (2 pcs.)
3. Home visitation

Curriculum

The following curriculum is proposed for the different grade levels of the laboratory school which follows the basic prescribed learning areas of the Department of Education.

Table 1. Basic Learning Areas for Basic Education

Grade Level	Learning Area 1	Learning Area 2	Learning Area 3	Learning Area 4	Learning Area 5
1	Filipino	English (with Science)		Mathematics	Makabayan
2	Filipino	English (with Science)		Mathematics	Makabayan
3	Filipino	English	Science & Health	Mathematics	Makabayan
4	Filipino	English	Science & Health	Mathematics	Makabayan
5	Filipino	English	Science & Health	Mathematics	Makabayan
6	Filipino	English	Science & Health	Mathematics	Makabayan

Table 2. The Makabayan Learning Area will be comprised of the following   per grade level:

Grade Level	M A K A B A Y A N			
1	Sibika at Kultura (with MSEPP)			GMRC/Values Education/Edukasyon sa Pagpapahalaga
2	Sibika at Kultura (with MSEPP)			
3	Sibika at Kultura (with MSEPP)			
4	Araling Panlipunan	TEPP/ EPP/THE	Musika at Sining, Edukasyong Pangkatawan at Pangkalusugan	
5	Araling Panlipunan	TEPP/ EPP/THE	Musika at Sining, Edukasyong Pangkatawan at Pangkalusugan	
6	Araling Panlipunan	TEPP EPP/THE	Musika at Sining, Edukasyong Pangkatawan at Pangkalusugan	

Table 3. Daily Time Allotment for Each Learning Area in Minutes

Grade Level	Filipino	English	Science	Math	Makabayan			
					SK,HKS, AP	TEPP/ EPP/THE	MSEPP/ PEHM	EP/GMRC/ VE
1	80	100	w/in English & Maka-bayan	80	60			
2	80	100		80	60		w/in Sibika at Kultura	w/in every learning area
3	80	100	40	80	60			
4	60	80	60	60	40	40	20	
5	60	80	60	60	40	40	40	

6	60	80	60	60	40	40	40	

Class Schedule and Class Size

The following schedule is proposed for the operation of the laboratory school per learning area per grade level.

Table 4. Class Schedule for Grade 1, 2 and 3

For Grades 1 & 2			For Grade 3	
Time	Learning Area		Time	Learning Area
7:20-7:40	Religion		7:20-7:40	Religion
7:40-9:00	Filipino		7:40-9:00	Filipino
9:00-9:30	Recess		9:00-9:30	Recess
9:30-10:50	Math		9:30-10:50	Math
Lunch Break				Lunch Break
1:20-3:00	English		1:00-1:40	Science
3:00-3:20	Recess		1:40-3:20	English
3:20-4:20	Makabayan		3:20-4:20	Makabayan

Table 5. Class Schedule for Grade 4, 5 and 6

For Grade 4			For Grades 5 & 6	
Time	Learning Area		Time	Learning Area
7:20-7:40	Religion		7:20-7:40	Religion
7:40-8:40	Filipino		7:40-9:00	English
8:40-9:00	MSEPP/PEHM			
9:00-9:30	Recess		9:00-9:30	Recess
9:30-10:30	Science		9:30-10:30	Science
10:30-11:10	SK, HKS, AP		10:30-11:10	SK, HKS, AP
Lunch Break			Lunch Break	
1:00-2:20	English		1:00-2:00	Filipino
2:20-3:20	Math		2:00-3:00	Math
3:20-3:40	Recess		3:00-3:40	TEPP/EPP/THE
3:40-4:20	TEPP/EPP/THE		3:40-4:20	MSEPP/PEHM

The favorable class size for each grade level is set at forty (40) pupils. This is set

49   --

to maximize the learning potentials of each pupil.

Property, Plant and Equipment

The following are the property, plant and equipment that would be necessary for the successful operation of the laboratory school:

1. Existing facilities owned by the school
   a. Land
   b. Building (Classrooms, Clinic, Library)
   c. Office Tables and Chairs
   d. Classroom Blackboards
   e. Office Computer and Printer

Utilities

The laboratory school will need the services of the utility companies that will provide the following needs for electricity, water, and telecommunication.

Materials Requirements

The Textbooks

Classroom Supplies
-Class Records
-Chalk and Eraser
-Manila Papers
-Pentel Pens and Colored Pens
-Acetate

Office Supplies
-Bond papers
-Folders
-Staple and Staple wires
-Scotch Tapes

-Fasteners
-Computer Ribbons
-Scissor and Puncher

Manpower Salaries and Benefits

1. Deloading of Subjects
The vice-principal will be given deloading teaching courses from the college.

2. Honorarium
The grade level teachers will receive an honorarium of two thousand five hundred pesos (P2,500.00) a month.

3. Benefits
The vice-principal and the grade level teachers will each receive a thirteenth month pay every December of each school year.

Financial Feasibility
Project Cost
The project cost exclusive and inclusive of books are shown below:

Exclusive of books	2007	2008	2009	2010	2011	2012
Teaching Honorarium	25,000.00	53,000.00	84,270.00	119,101.60	157,809.62	200,733.84
Supplies	8,000.00	11,000.00	13,860.00	16,786.00	19,784.60	22,863.06
Repairs and Maintenance	2,915.00	3,206.50	3,527.15	3,879.87	4,267.85	4,694.64
Student Activities	1,800.00	1,980.00	2,178.00	2,395.80	2,635.38	2,898.92
Total Expenses	**37,715.00**	**69,186.50**	**103,835.15**	**142,163.27**	**184,497.45**	**231,190.45**

Inclusive of books	2007	2008	2009	2010	2011	2012
Teaching Honorarium	25,000.00	53,000.00	84,270.00	119,101.60	157,809.62	200,733.84
Supplies	8,000.00	11,000.00	13,860.00	16,786.00	19,784.60	22,863.06
Repairs and Maintenance	2,915.00	3,206.50	3,527.15	3,879.87	4,267.85	4,694.64

51

Student Activities	1,800.00	1,980.00	2,178.00	2,395.80	2,635.38	2,898.92
Books	87,800.00	96,580.00	106,238.00	116,861.80	128,547.98	141,402.78
Total Expenses	125,515.00	165,766.50	210,073.15	259,025.07	313,045.43	372,593.23

Assumptions

1. Only one grade level will be offered per year and there will be 40 students per grade level.
2. Teaching honorarium is P2,500.00 per grade level teacher per month and will increase at 6% per year.
3. All other expenses will increase at 10% per year.
4. Books for each grade level will only be acquired once.

Conclusion and Recommendation

Conclusions

The management feasibility showed that the project can be handled with less problems encountered by the proponent. Volunteer teachers can easily be sourced from the College of Education as assured by the Dean of COEd.

The market feasibility showed that the project has an assured market and can attract more pupils coming from the competitor school and even from the public elementary institutions given the chance of a P100.00 monthly contribution.

The technical feasibility showed that the project will have less difficulty in its operations since majority of its needs are already available or can easily be acquired by the university.

The financial feasibility showed that for the operations of the project to show positive cash flows, the university should ask from each pupil a contribution of P100.00 per month but this would be exclusive of books. For positive cash flows with the university providing books for the pupils, the contribution should at least be P200.00 per month.

Recommendations

The following are the recommendations:
1. The proposed project be named Br. Martin Simpson's Laboratory School.
2. The Supervisor of the Practice Teaching course for the students of the COEd will also be the vice-principal for the project.
3. The monthly contribution of P100.00 be collected from each pupil exclusive of books.
4. Donations from publishers and other donors be tapped for every grade level for the provision of books for the pupils.

Financial Statements

EXCLUSIVE OF BOOKS WITH 100 CONTRIBUTION								
La Salle University-Laboratory School								
Statement of Income and Expenses								
SY 2007-2008 to SY 2011-2012								
			2007	2008	2009	2010	2 0	2012

					11	
Collections	40,000.00	80,000.00	120,000.00	160,000.00	200,000.00	240,000.00
Less Expenses:						
Teaching Honorarium	25,000.00	53,000.00	84,270.00	119,101.60	157,809.62	200,733.84
Supplies	8,000.00	11,000.00	13,860.00	16,786.00	19,784.60	22,863.06
Repairs and Maintenance	2,915.00	3,206.50	3,527.15	3,879.87	4,267.85	4,694.64
Student Activities	1,800.00	1,980.00	2,178.00	2,395.80	2,635.38	2,898.92
Total Expenses	37,715.00	69,186.50	103,835.15	142,163.27	184,449	231,190.45

					7.45	
					15,502.55	
Excess (Deficit)	2,285.00	10,813.50	16,164.85	17,836.74		8,809.55

INCLUSIVE OF BOOKS WITH 200 TUITION

La Salle University-Laboratory School

Statement of Income and Expenses

SY 2007-2008 to SY 2011-2012

		2007	2008	2009	2010	2011	2012
Collections		80,000.00	160,000.00	240,000.00	320,000.00	400,000.00	480,000.00
Less Expenses:							
	Teaching Honorarium	25,000.00	53,000.00	84,270.00	119,101.60	157,809.62	200,733.84
	Supplies	8,000.00	11,000.00	13,860.00	16,786.00	19,784.60	22,863.06
	Repairs and Maintenance	2,915.00	3,206.50	3,527.15	3,879.87	4,267.85	4,694.64
	Student Activities	1,800.00	1,980.00	2,178.00	2,395.80	2,635.38	2,898.92
	Books	87,800.00	96,580.00	106,238.00	116,861.80	128,547.98	141,402.78
	Total Expenses	119,515.00	165,766.50	210,073.15	259,025.07	313,045.43	372,593.23
Excess (Deficit)		(39,515.00)	(5,766.50)	29,926.85	60,974.94	86,954.57	107,406.77

TEACHING PERFORMANCE OF ICC – LA SALLE GRADUATE SCHOOL FACULTY

Maria Nancy Quinco-Cadosales, PhD

Teachers stand at the interface of the transmission of knowledge, skills and values, deliver instruction, and manage the learners (Armstrong, Henson and Savage (2001:3) and their major role is to facilitate student learning in a variety of ways (Jacobsen, Eggen and Kauchak, 2002:5). Teachers will be able to maintain and improve their contributions to education through professional development to raise the standards of teaching, learning and achievement (Day:1999:2). Therefore, teachers' performance is rated according to their personal and professional competencies (Sanchez, 1996:128). The faculty evaluation gives the teachers the chance to monitor their teaching performance. Thus, this study is undertaken to assess the teaching performance of the graduate school faculty.

The Problem

The purpose of this study was to evaluate the teaching performance of the graduate school faculty. Specifically, this study sought to

1. assess the teaching performance of the graduate school faculty with respect to:
   1.1 teaching skills
   1.2 teacher-student relationship
   1.3 mastery of the subject matter

   1.4 classroom   management   and
     organization

  2. describe the graduate school students'
   impressions on the
   2.1 course content
   2.2 workload/requirements
   2.3 course's impact on students

Method

   The study employed the descriptive method. The teaching performance of the graduate school faculty was assessed, described, analyzed and interpreted.

   This study involved 20 graduate school faculty of ICC – La Salle who were evaluated by the students in the first semester of school year 2005-2006.

   The data were taken from the Research and Planning Office. The data were gathered by using a 5-point rating scale answered by the students. The data were presented in tables and bar charts. Weighted mean scores were computed using the Microsoft Excel Analysis Tool Pak and interpreted based on the hypothetical mean score ranges for better summarization and analysis of results as follows:

```
Hypothetical          Description          Qualitative
Mean Range                                 Description

4.51 - 5.00          Always               Excellent
4.01 - 4.50          Often                Very Good
3.60 - 4.00          Sometimes            Good
3.01 - 3.59          Seldom               Fair
1.00 - 3.00          Poor                 Poor
```

Results and Discussion

PROFILE OF THE GRADUATE SCHOOL FACULTY
WITH RESPECT TO:

Teaching Skills

Pedagogical knowledge is the acquisition of teaching skills that are observed in the teacher's ability to use knowledge in strategic ways to bring about student learning (Strahan, 1989 as cited by Jacobsen, et al., 2002:27). The teacher demonstrates a repertoire of teaching skills that are believed to facilitate student learning and display attitudes that foster learning and genuine human relationships (Ryan and Cooper, 1998:100). Table 1 shows the indicators of the graduate school faculty's teaching skills.

Table 1
Indicators of Graduate School Faculty's
Teaching Skills

Indicators	Weighted Mean	Qualitative Description
1. Uses words, which can be understood.	4.70	Excellent
2. Speaks in a clear and well – modulated voice.	4.58	Excellent
3. Accomplishes the objectives of the course through lesson.	4.51	Excellent
4. Explains lessons clearly.	4.48	Very Good
5. Organize resources and materials for effective instruction.	4.45	Very Good
6. Summarizes lessons effectively.	4.38	Very Good
7. Uses various techniques/approaches to make the presentation of the lesson as interesting as possible.	4.20	Very Good
8. Supplements textbook materials with other references such as journals, researches, handouts, etc.	4.17	Very Good
Overall Weighted Mean	**4.43**	**Very Good**

Legend: Mean Range   Qualitative Description
         4.51 – 5.00   Excellent
         4.01 – 4.50   Very Good
         3.60 – 4.00   Good
         3.01 – 3.59   Fair
         1.00 – 3.00   Poor

The data showed that teachers were rated **excellent** in their ability to use words which students can understand; speak in a clear and well-modulated voice and accomplish the objectives of the course through the lesson. The results further revealed that teachers need to enhance more their ability to use various techniques/approaches to make the presentation of the lesson more interesting. Thus, teachers need to try new approaches that suit the students' learning needs and styles. Although the study manifests that the course's objectives were accomplished but teachers need to supplement textbook materials with other references such as journals, researches, handouts and other materials which help students learn more about the topics. Good teaching requires instructional materials and devices that will challenge the attention of the learner, stimulate thinking and facilitate understanding.

As presented in Table 1, the graduate school faculty's teaching skills were rated **very good.** The summary on the levels of their teaching skills is displayed in Figure 1.
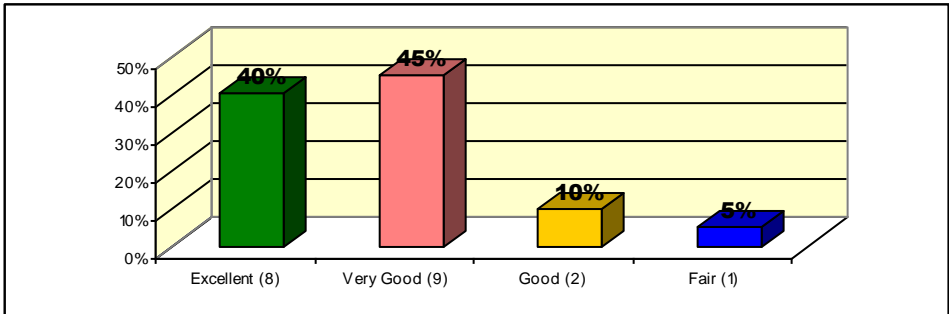
Figure 1
Levels of the Graduate School Faculty's
Teaching Skills

As shown in the figure, most of the graduate school teachers were rated **very good** and **excellent,** respectively. This data manifest that teachers have the necessary skills to teach in the graduate school. Moreover, there are a few teachers who need to enhance their teaching skills as manifested in their good and fair ratings, respectively.

Teacher- Student Relationship

Salandanan (2001:35) and Lardizabal (1997:5) pointed out that the teachers' personal competencies are observed in their warmth, friendliness, cordial disposition, healthy sense of humor, pleasing personal appearance, emotional stability, patience, fairness, enthusiasm and many more. Students remember remarkable teachers who have influenced the development and growth of their own personal competencies and influence their learning (Arends, 1998:234). Key (1999:708) mentioned

61

that the school climate and classroom atmosphere had a large impact on students' perceptions of effective teaching. Table 2 displays the indicators of the graduate school faculty's teacher-student relationships.

Table 2
Indicators of Graduate School Faculty's
Teacher- Student Relationship

Indicators	Weighted Mean	Qualitative Description
1. Shows respect for the students as person.	4.77	Excellent
2. Shows confidence in handling the class.	4.65	Excellent
3. Allow time for each student to answer his/her questions.	4.64	Excellent
4. Shows that he/she is approachable.	4.63	Excellent
5. Shows consistency in word and deed.	4.54	Excellent
6. Challenges the students to do their best.	4.49	Very Good
7. Encourages students to think critically and creatively.	4.47	Very Good
8. Simplifies difficult lessons.	4.23	Very Good
9. Gives feedback to the students.	4.16	Very Good
Grand Mean	4.49	Very Good

Legend: Mean Range   Qualitative Description

    4.51 – 5.00   Excellent
    4.01 – 4.50   Very Good
    3.60 – 4.00   Good
    3.01 – 3.59   Fair
    1.00 – 3.00   Poor

The graduate school teachers show respect, confidence, approachability, consistency in their words and deeds and allow sufficient time for students to answer questions as shown in their **excellent** rating. However, there is still a need for the teachers to challenge their students to do their best and require them to think critically and creatively. Furthermore, teachers need to simplify difficult lessons by explaining them clearly and synthesizing the lesson at the end of every discussion. Moreover, the graduate school students rated their teachers **very good** in giving them feedback. This finding implies that students need to know the correctness of their responses through the teacher's feedback (Strahan (1989 as cited by Jacobsen, et al., 2002:27). Feedback provides students information on their progress in the course of instruction (Aquino, 1997)

The levels of the graduate school faculty's teacher-students relationship is revealed in Figure 2
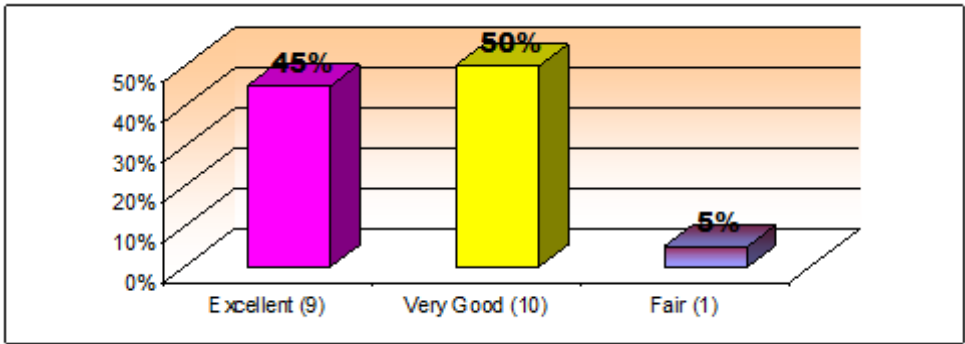
Figure 2
Levels of the Graduate School Faculty's
Teacher- Student Relationship

Majority of the teachers possess the ability to maintain a healthy teacher-students relationship. As shown in the figure, 50% of the teachers were rated **very good** and 45% of them were rated **excellent,** respectively. The data show that teachers provide a non-threatening classroom climate conducive for students to interact and learn. However, a teacher needs to enhance more his ability to maintain a pleasant relationship with students as manifested in his **fair** rating.

Mastery of the Subject Matter

Teachers' mastery of the subject matter is shown in their ability to discuss the lesson well. Table 3 reveals the indicators of the graduate school faculty's mastery of the subject matter.

Table 3
Indicators of Graduate School Faculty's
Mastery of the Subject Matter

Indicators	Weighted Mean	Qualitative Description
1. Raises problems and issues relevant to the topic(s) of discussion.	4.56	Excellent
2. Explains the subject matter without completely relying on the prescribed reading.	4.48	Very Good
3. Relates the topic being discussed to concepts previously learned by students in the same course.	4.47	Very Good
4. Integrates Lasallian values in lessons discussed.	4.44	Very Good
5. Explains the subject matter with depth.	4.42	Very Good
6. Relates the subject matter to other disciplines.	4.33	Very Good
7. Relates the latest developments in areas under discussion.	4.37	Very Good
Grand Mean	**4.44**	**Very Good**

Legend: Mean Range   Qualitative Description
      4.51 – 5.00   Excellent
      4.01 – 4.50   Very Good
      3.60 – 4.00   Good
      3.01 – 3.59   Fair
      1.00 – 3.00   Poor

Teachers raise problems and issues relevant to the topics of discussions **excellently.** The data show that teachers were able to present scenarios or situations to open a discussion

related to the topic. However, they were rated **very good** in their ability to explain the lesson without completely relying on the prescribed reading and relate them to students' previous learned concepts. Furthermore, the data show that teachers need to integrate Lasallian values; explain the lesson with depth; relate the lesson to other disciplines and the latest developments in areas under discussion. When teachers do these, they will be able to develop the critical thinking and creativity of the students.

The levels of the graduate school faculty's mastery of the subject matter are shown in Figure 3.
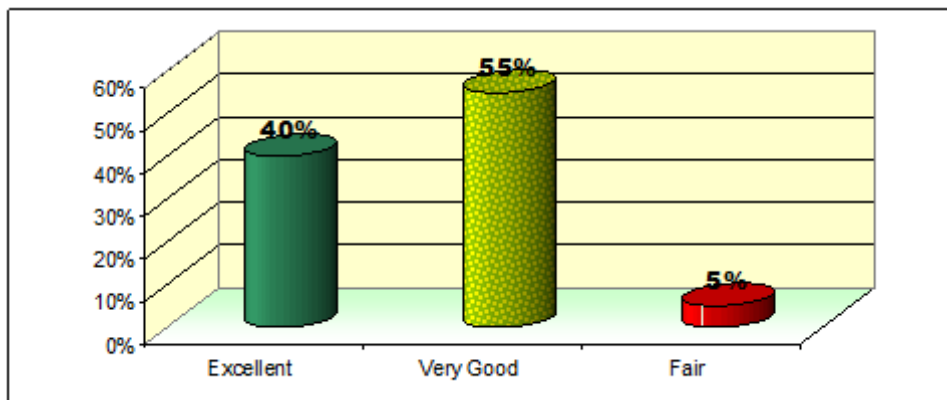
Figure 3
Levels of the Graduate School Faculty's
Mastery of the Subject Matter

Organization and Classroom Management

Classroom management is the set of activities by which the teacher establishes and maintains classroom conditions that facilitate effective and efficient instructions (Ryan and Cooper, 1998:171). Table 4 depicts the indicators of the graduate school faculty's organization and classroom management.

Table 4
Indicators of Graduate School Faculty's
Organization and Classroom Management

Indicators	Weighted Mean	Qualitative Description
1. Commands respect from the students.	4.63	Excellent
2. Begins and ends classes promptly.	4.61	Excellent
3. Explains the syllabus at the beginning of the term.	4.57	Excellent
4. Incorporates the content of the previous lessons within current discussions to ensure continuity.	4.53	Excellent
5. Presents lessons in an analytical manner.	4.45	Very Good
6. Disciplines the class when necessary.	4.35	Very Good
Grand Mean	**4.48**	**Very Good**

Legend: Mean Range   Qualitative Description
   4.51 – 5.00   Excellent
   4.01 – 4.50   Very Good
   3.60 – 4.00   Good
   3.01 – 3.59   Fair
   1.00 – 3.00   Poor

Teachers were rated **excellent** in their ability to command respect from students, begin and end classes promptly; explains the syllabus at the beginning of the term and incorporate past and new lessons to ensure continuity. However, teachers' ability to present the lesson in an analytical manner and discipline the class when necessary were rated **very good.** In an unstructured interview with the teachers, they reported that their expectations from students' excellent performance were communicated to them from time to time. Since, they are teaching professional teachers, they gave some considerations in times that some students failed to attend classes (maximum of two absences in a semester) or pass assignments/requirements. However, students are aware that failure to attend major quizzes or pass assignments may affect their grades.

The levels of the graduate school faculty's organization and classroom management are shown in Figure 4.
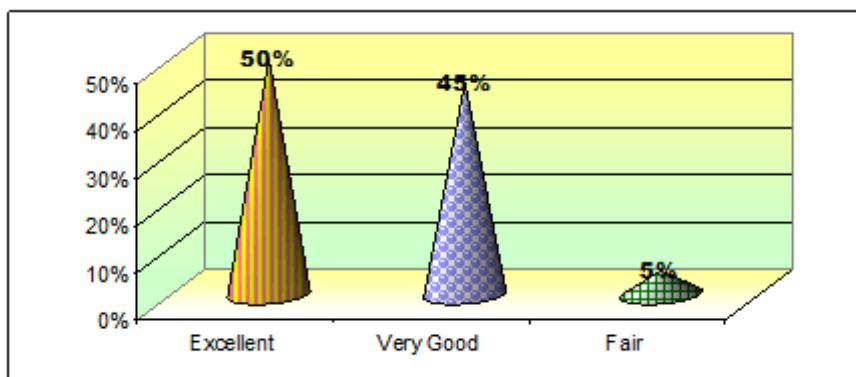
Majority of the graduate school faculty possessed the ability to maintain **excellent** organization and classroom management. The finding implied that the faculty used techniques to maintain a positive and productive learning environment.

The summary on the levels of the graduate school faculty's teaching performance is shown in Figure 5.
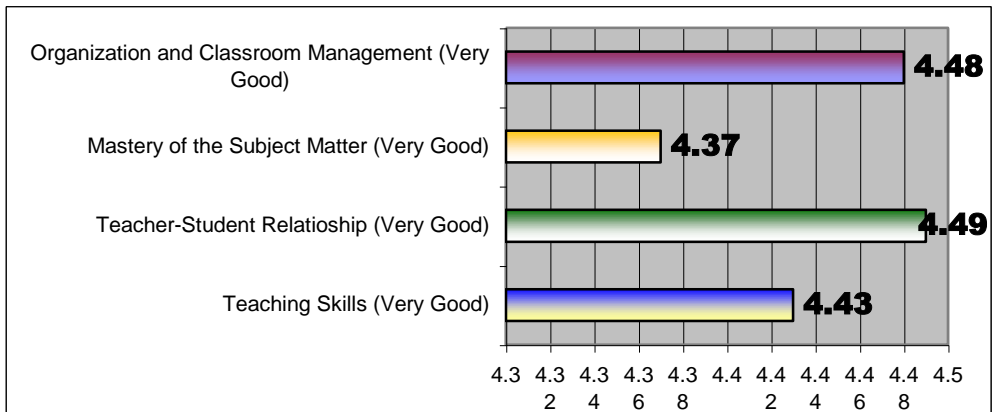

Figure 5
Levels of the Graduate School Faculty's
Teaching Performance

The figure clearly revealed that the graduate school faculty mastered their subject matter well, possessed the necessary teaching skills and maintained organization and order in

the classroom. However, the graduate school faculty needed to enhance more their relationship with the students.

THE GRADUATE SCHOOL STUDENTS' IMPRESSIONS

Students' impressions on the course content, workloads/ requirements and course's impact on them are their opportunity to express their views about the subject and the way the course is being taught. This section generally described students' feedback on the course.

Course Content

This area gives feedback on the course taken by the student; its relevance to the needs of the students and to other courses. The indicators are shown in Table 5.

Table 5
Indicators of Graduate School Students'
Impressions on the Course Content

Indicators	Weighted Mean	Qualitative Description
1. This course is relevant to the needs of the students.	4.60	Extremely Relevant
2. This course is an adequate prerequisite for other courses.	4.37	Highly Adequate
3. This course is one of the best I had here in ICC-La Salle.	4.15	Better
Grand Mean	**4.37**	**Highly Relevant**

Legend: Mean Range   Qualitative Description
  4.51 – 5.00   Extremely Relevant/Adequate/Best
  4.01 – 4.50   Highly Relevant/Adequate/Better/
  3.60 – 4.00   Moderately Relevant/Adequate/Good
  3.01 – 3.59   Fairly Relevant/Adequate/Fair
  1.00 – 3.00   Irrelevant/Inadequate

The students' overall impression on the relevance of the courses they enrolled to their individual needs was rated **highly relevant.** This result implies that the course they are taking answered their various needs both personally and professionally. However, the graduate school students reported that the course is an **adequate** prerequisite for other courses and was one of the **better** courses they had in school.

The levels of the graduate school students' impressions on the course content are shown in Figure 6.
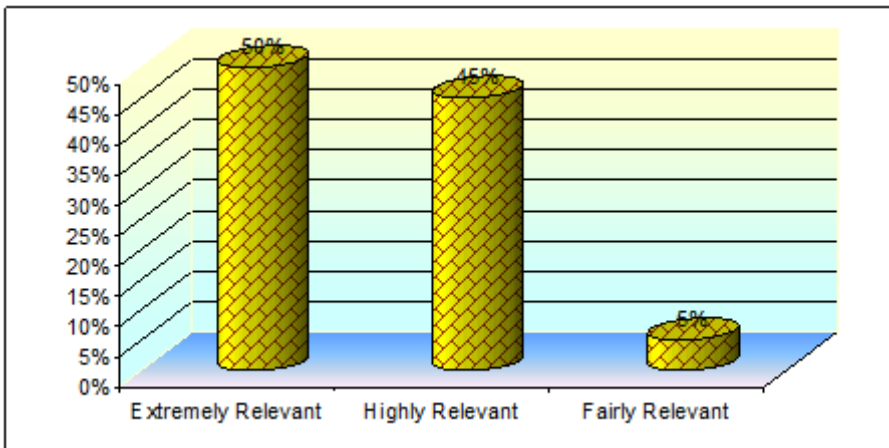
71

Figure 5
Levels of the Graduate School Students'
Impressions on the Course Content

Majority of the students found the courses they are taking as **highly relevant** to their needs. Students reported that their course helped them to deepen their knowledge in their particular field of specialization.

Course's Workloads/Requirements

This area gives information on the appropriateness and relevance of the course requirements and class activities to the objectives of the course. Table 6 shows the indicators.

Table 6
Indicators of Graduate School Students'
Impressions on the Course's Workloads/Requirements

Indicators	Weighted Mean	Qualitative Description
1. The class activities and requirements (readings, exams, projects, etc.) are relevant to the objectives of the course.	4.54	Extremely Relevant
2. The scope of the course requirements is appropriate.	4.49	Highly Appropriate
3. The course requirements are clearly defined.	4.44	Often Defined
4. I am motivated to do research in this course.	4.28	Highly Motivated
Grand Mean	**4.44**	**Highly Relevant**

Legend: Mean Range   Qualitative Description
          4.51 – 5.00   Extremely Relevant/Appropriate
          4.01 – 4.50   Highly Relevant/Appropriate
          3.60 – 4.00   Moderately Relevant//Appropriate
          3.01 – 3.59   Fairly Relevant/Appropriate
          1.00 – 3.00   Poorly Relevant/Appropriate

Students found class activities and requirements like readings, exams, projects, etc. are **highly relevant** to the realization of the objectives of the course. However, the students found that the scope of the course requirements is highly **appropriate.** Thus, students find some course requirements easy and less stimulating for they are **often defined.** When students found course requirements **highly relevant**, this will **highly motivate** them to do research. Motivation is a key component of learning (Hein, 1991).

73

The levels of the graduate school students' impressions on the course's workloads/requirements are shown in Figure 7.
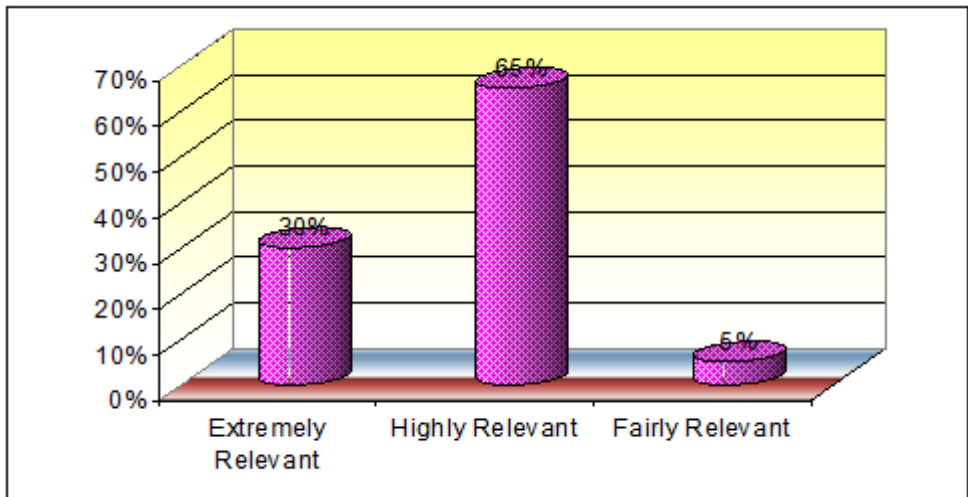

Figure 6
Levels of the Graduate School Students' Impressions
on the Course's Workloads/Requirements

The figure shows that students found the course's workloads/requirements **highly relevant.** This is a challenge for teachers to discuss with students at the beginning of the semester the suggested class activities and their scope. In this manner, students will be motivated to do research and eventually develop the culture of research as emphasized in the objectives of the graduate school and the school's vision-mission as well.

Course's Impact on Students

      This area measures the impact of the course on the students. It describes the extent to which the course has stimulated the students' motivation to study as well as their interest and participation in class discussion. The indicators for the course's impact on students are shown in Table 7.

Table 7
Indicators of Graduate School Students'
Impressions on the Course's Impact on Students

Indicators	Weighted Mean	Qualitative Description
1. I feel the value or importance of the course.	4.43	Much Valuable
2. This course has aroused my curiosity and challenged me intellectually.	4.40	Higly Aroused
3. I am usually wide-wake and interested in the lessons.	4.32	Highly Interested
4. I am motivated to study hard in this course.	4.26	Highly Motivated
5. I participate actively in class discussions.	4.18	Often Active
Grand Mean	**4.35**	**Much Valuable**

Legend: Mean Range   Qualitative Description
        4.51 – 5.00   Very Much Valuable
        4.01 – 4.50   Much Valuable
        3.60 – 4.00   Valuable
        3.01 – 3.59   Fairly Valuable
        1.00 – 3.00   Poorly Valuable

      The students' impressions on the course's impact on them were rated **much valuable.** When students found their courses valuable, their intellectual curiosity are aroused and

challenged, stayed wide-awake and interested in the lesson, motivated to study hard and participate actively in the discussion.

The levels of the graduate school students' impressions on the course's impact on them is shown in Figure 8
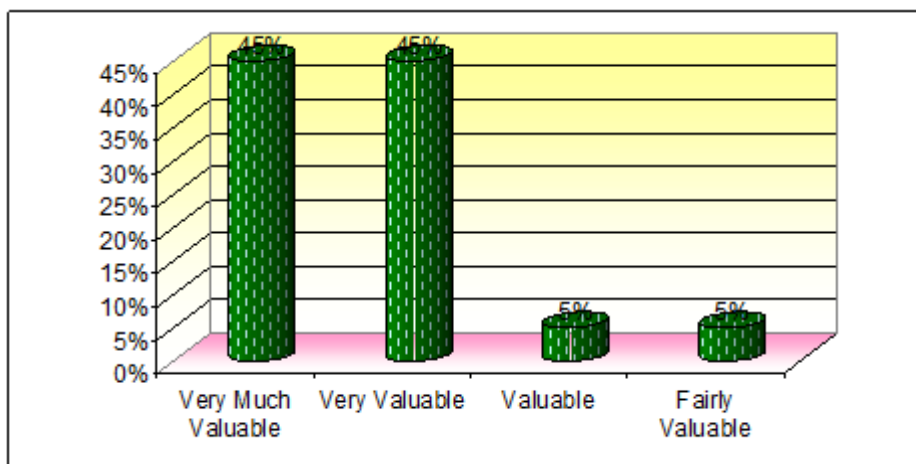

Figure 7
Levels of the Graduate School Students' Impressions on the Course's Impact on Them

The figure shows that the courses enrolled by students are much valuable to them as perceived by the majority.

The summary on the students' impression on the course content, course's workloads/requirements and course's impact on them is shown in Figure 9.
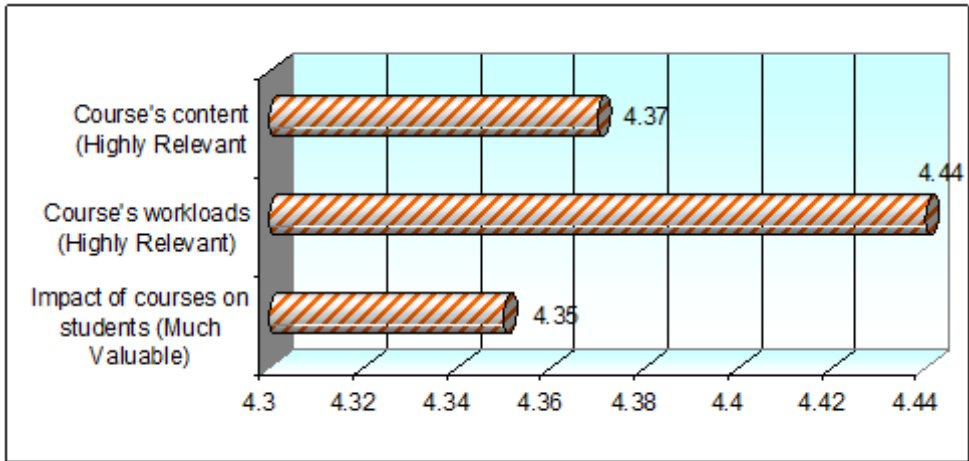
Figure 9
Summary on the Students' Impression on the
Course's Content, Course'Workloads /
Requirements and Course's Impact on Them

As shown in the figure, the student found the content of the courses **highly relevant.** In an unstructured interview, they reported that the topics they discussed help them to discuss in depth the lessons they taught to their students. Secondly, they reported that the workloads/requirements are **highly relevant** since these workloads/requirements enhanced their deep understanding about the course. In general, the students found their courses **very valuable.** They said that their courses help them to grow both personally and professionally and become better teachers.

77

Summary of Findings

The study revealed that:

1. The graduate school faculty are rated **very good** in their teaching skills, mastery of the subject matter, relationship with students, organization and classroom management.

2. The overall rating of the faculty's teaching performance is **very good.**

3. Graduate school students found the course's content, course's workloads/requirements and its impact on them **very valuable.**

Conclusions

Based on the foregoing findings, the following conclusions are drawn:

1. The graduate school faculty possess the necessary teaching skills, has mastered their lesson, maintained a positive relationship with the students and managed their classes well.

2. Majority of the graduate school faculty are qualified to teach. Thus, they can teach competently in the graduate school.

3. Graduate school students found the course's content, workloads/requirements relevant to enhance themselves personally and

78

professionally. Thus, the courses they are enrolling had a very good impact on them.

Recommendations

1. The graduate school faculty were rated very good in their teaching skills but got a low rating on supplementing textbook materials with other references such as journals, researches, handouts and other learning materials. It is recommended that they will fully utilize the instructional materials found in the library and the information in the World Wide Web.

2. They got a very good rating in their relationship with students but got a low rating in providing students some feedback on their performance in class. Thus, teachers must return quizzes, exams and other requirements the following meeting and provide students feedback on their performance.

3. Teachers must be updated with latest developments in their fields. This will help them to discuss in depth their lessons.

4. Research must be developed among the graduate school students. Thus, a research output must be required from them.

REFERENCES:

Aquino, Gaudencio V. (1997) **Teaching Models Strategies and Skills: A Guide to Efficient-Effective Teaching.** Philippines: Rex Book Store.

_____. **Educational Management: Principles, Functions and Concepts**. Manila: Rex Book Store, 2000.

Armstrong, David G., Kenneth T. Henson and Tom V. Savage. **Teaching Today: An Introduction to Education, Sixth Edition**. New Jersey: Merrill-Prentice Hall, 2001.

David, A. Jacobsen. **Methods for Teaching: Promoting Student Learning.** New Jersey: Merrill/Prentice Hall, 2002.

Day, Christopher. **Developing Teachers: The Challenges of Lifelong Learning**. London: Falmer Press, 1999.

Eby, Judy W. **Reflective Planning, Teaching and Evaluation for the Elementary School: A Relational Approach.** Ohio: Merrill/Prentice Hall, 2001

Eggen, Paul D. and Donald P. Kauchak. **Strategies for Teachers: Teaching Content and Thinking Skills**. Boston: Allyn and Bacon, 1996.

Hein, G.E. (1991 Oct 15-22). **The Museums and the Needs of People. Paper Presented at the CECA (International Committed of Museum Educators Conference in Jerusalem, Israel.** http://www.explorationium.edu/IFI/resources/constructivistlearning.html (10 April 2004)

Jacobsen, David A., Paul Eggen and Don Dauchak. **Methods for Teaching: Promoting Student Learning.** Sixth Edition. New Jersey: Upper Saddle River, 2002.

Lardizabal, Amparo S. and Milagros A.Campos. **Theory and Practice in Student Teaching.** Quezon City: Katha Publishing Co., Inc., 1999.

Ornstein, Allan C. **Foundations of Education.** Boston: Houghton Mifflin, 2000.

Ryan, Kevin and James M. Cooper. **Those Who Can, Teach Eight Edition.** Boston: Houghton Mifflin Co., 1998.

Salandanan, Gloria G, Ph.D. **Teacher Education Journal.** Quezon City: Katha Publishing Co., Inc., 2001.

Sanchez, Jose Rizal G. Ph. D. **Supervision as Management and Development in Philippine Setting.** Manila: St. Benadette Publications Inc., 1996.

LA SALLE UNIVERSITY
O Z A M I Z   C I T Y