

Critiquing Practice Students Teachers: An Assessment of Preparedness

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ABSTRACT-- *This study attempted to determine the level of readiness of the beginning teachers for future authentic jobs. Practice student teachers are routinely critiqued as part of the preparation for professional teaching. Fifty-six (56) critic teachers from various secondary schools in the province of Batangas and Laguna participated in the study. The Observation Form was used as main data gathering instrument. Weighted mean and ranking were used as statistical tools in analyzing data collected. By and large, the beginning teachers are now geared up to become members of the teaching profession. Winning personality, well composed poise, unwavering self-control, effectual speaking voice, inspiring enthusiasm, vitality to teach, and classroom management skills are highly manifested among beginning teachers. Noticeable among the beginning teachers are their intellectual curiosity, ability to make lessons more relevant and pragmatic, facility to elicit information from students, and can rationalize well fundamentally important themes. On the other hand, the students of beginning teachers exhibited remarkable interest and concentration on discussed subject matter and participated actively during the class discussion but with ample self-restraints. It is recommended then that permanent monitoring and evaluation of the teacher training program to raise furthest the bars performance especially in the licensure examination,*

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I. INTRODUCTION

The importance of high caliber teachers are corporeal in a society in need of highly skilled workforce aspiring for increased national and global competitiveness. All seem has come to an accord especially teachers and school administrators that the present-day society do not just need high caliber teachers but super teachers who can endure the very demanding students of the complex, fast-paced, multicultural 21st century. The challenges to super teachers are made tougher by the perceptible deterioration of most prized values and ethos. However, high caliber teachers do not just simply appear in classrooms in clear slate. Hence, beginning teachers must be educated and trained properly in their subjects and how students learn them. Teachers for the real world of teaching must be nurtured, tutored, practiced, observed, critiqued and corrected. In some cases, must be discouraged those who do not fit to teach from taking the challenges of teaching.

Integral part of educating and training beginning teachers is developing their admirable personality traits. The quality of personality of the teacher is a decisive factor in quality teaching. The teacher should be capable to influence and interest other people (Burnham, 2013). Almost anyone can be teacher but it takes special person to be a great teacher. To inspire a student to be a great person, a teacher must rise above the crowd and make a lasting impression. One of the truest marks of a great teacher is the ability to bring out the best in students

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(www.teach.com). The great teacher recognizes their student's potential to become great person, and they inspire to be just that.

The formal preparation of beginning teachers is an important determinant of quality education (CHED, 2004). In the Philippines, the formal preparation for beginning teachers for teaching job at the elementary and secondary level is called as Pre-service Education. CMO No 30 Series 2004 and CMO 52 Series 2007 have spell out the policies and standards for undergraduate teacher education curriculum. Higher education institutions providing pre-service education are duty-bound to comply with CMOs for undergraduate teacher education. The present curricula requires 63 units for general education courses, 51 to 54 units for professional education courses and 57 to 60 units for specialized or content courses. The general education courses are mandated courses. It is an interdisciplinary approach to assist students to see the human being as an integral person living in both a national and global community (CHED, 1996). The professional education courses aim to provide the beginning teachers develop the range of knowledge and skills needed in the practice of the teaching profession (CHED, 2004). It is composed of theories and concepts courses, methods and strategies courses, field study courses and special topics courses. Beginning teachers are made to choose their area of specialization by taking content courses.

Endeavors to improve the quality of pre-service education are dependent on the committed services of the teachers, mentors and critics of the beginning teachers. Teachers, mentors and critics identify the strengths and weaknesses of beginning teachers through various evaluation tools – observation and standardized test scores. And eventually, they determine the readiness of the beginning teachers for the real world of teaching. Teachers, mentors and critics' feelings of preparedness of the beginning teachers may indicate the extent to which their training prepares them to meet the challenges of the teaching profession.

This study attempted to determine the level of preparedness for teaching of the senior students of the Bachelor in Business Teacher Education major in Livelihood, Technology and Entrepreneurship (BBTE) of the Polytechnic University of the Philippines Sto. Tomas Branch, Sto. Tomas, Batangas.

II. METHODOLOGY

The descriptive method of research was used in this study. The respondents were the fifty six (56) critic teachers from various secondary schools in the province of Batangas and Laguna of the senior students of the Bachelor in Business Teacher Education (BBTE) major in Livelihood, Technology and Entrepreneurship (TLE) enrolled in Practice Teaching Observation during the Second Semester of School Year 2016 – 2017. The standardized and adopted Observation Form of the Bachelor in Business Teacher Education (BBTE) program was used as the gathering instrument. Weighted mean and ranking were used as statistical tools in the analysis of the collected data. The gathering instrument is divided into parts which comprise of beginning teachers qualities and capabilities in teaching. The second part comprises of the teaching methodologies and applications.

III. RESULTS AND DISCUSSIONS

Table 1: Qualities of Beginning Teachers

Qualities	Good (3)	Very Good (4)	Excellent (5)	Weighted Mean	Interpretation	Rank
Personality, poise and self-control	0	2	54	4.96	Excellent	1
Voice	4	6	46	4.75	Excellent	3
Enthusiasm and vitality	4	11	41	4.66	Excellent	4
Classroom Management	0	2	54	4.94	Excellent	2
Composite Weighted Mean				4.83	Excellent	

Table 1 presents the assessment and ranking of the qualities of the beginning teachers made by critics. Top most perceived excellent qualities of the beginning teachers were their personality, poise and self-control. Though only ranked fourth, enthusiasm and vitality were considered excellent qualities of the beginning teachers as well. Majority of the beginning teachers exhibited the excellent aspect of their character, self-confidence and self-discipline with a weighted mean of 4.96. This indicates that the beginning teachers have the excellent charisma capable of influencing young people even their discriminating critics. They have the tremendous capacity to maintain composure at times even when all scrutinizing eyes are focused to them. They also possess the admirable power to discipline their own feelings.

Majority of the practice students teachers have earned exceptional skill in classroom management with a weighted mean of 4.94. This implies that by now they are very proficient in making sure that classroom lessons run effortlessly despite the negative attitudes and discipline of high school students. This further suggests that they are very capable in preventing disruptive behaviors of young adolescents like high school students. The effectiveness of the voice of the majority of the beginning teachers for speaking was likewise outstanding with a weighted mean of 4.75. This shows that they have the remarkable faculty or power to utter words with controlled expulsion. A great bulk of practice students teachers' eagerness and vigor to teach were similarly very noteworthy with a weighted mean of 4.66. This is a confirmation of the beginning teachers' passion to edify and guide young minds. They hold the great energy of a young fresh dedicated teacher.

In general, the practice students teachers from PUP Sto Tomas Branch shown the qualities of outstanding teachers. They have the much demanded winning personality, well composed poise and unwavering self-control. Their effectual speaking voice, inspiring enthusiasms and vitality to teach, and classroom management skills are their plusses and competitive edges.

Table 2: Responses of High School Students

Responses	Very Good (4)	Excellent (5)	Weight Mean	Interpretation	Rank
Interest and Attitude	7	49	4.88	Excellent	3.5
Class Participation	7	49	4.88	Excellent	3.5

Discipline	3	53	4.89	Excellent	2
Courtesy	0	56	5.00	Excellent	1
Composite Weighted Mean			4.91	Excellent	

Table 2 shows the appraisal and ranking made by the critics on the reactions of the high school students during the class demonstration of the beginning teachers. Interest, attitude and class participation meanwhile equally ranked last among the visible reactions of the students with an excellent weighted mean of 4.785. This reveals that the beginning successfully captured the attention and curiosity of the high school students during the teaching demonstration. The students appeared to have behaved very well during the demonstration. It also shows that the beginning teachers effectively stirred the students to partake actively during the class activities. The teaching demonstrations were then very encouraging that students were motivated to share their thoughts about the lessons. The student’s discipline was likewise outstanding with a weighted mean of 4.893. This reveals that the beginning teachers fruitfully restraint the behaviors of the students. They were able to control misdeeds and undesirable compartments of the students. Leading among the noticeable responses of the students was courtesy with an excellent weighted mean of 5.000. The student’s courtesies were exceptionally impressive. The critics were unanimous that the students were strikingly polite and good mannered. This reveals that the beginning teachers have earned the respects of the students and even the critics.

By and large, the students exhibited exceptional interest and concentration on the subject matter discussed by the beginning teacher. The students participated vigorously during the class discussion but with ample self-restraints, in well-mannered way and very reverent to their teachers. The beginning teachers have impressed very well the students the importance of cooperation and collaboration inside the classroom.

Table 3: Teaching Methodologies of Beginning Teachers

Methodology	Good (3)	Very Good (4)	Excellent (5)	Weighted Mean	Rank	Interpretation
Preparation and Planning	0	7	49	4.88	2	Excellent
Mastery of the Subject Matter	0	7	49	4.88	2	Excellent
Motivation	2	22	32	4.54	9	Excellent
Clear and Accurate Explanation	3	15	38	4.62	7	Excellent
Explanation of Essentials	9	32	15	4.11	11	Very Good
Question Technique	4	29	23	4.33	9	Very Good

Correlation of Subject Matter to Practical Life	8	27	21	4.23	10	Very Good
Rapport between Teacher-Students	1	7	48	4.83	4	Excellent
Use of Audio Visual Aids	1	12	43	4.75	6	Excellent
Reinforcement of Correct Attitudes	1	23	32	4.55	8	Excellent
Application	0	12	44	4.79	5	Excellent
Evaluation	0	7	49	4.88	2	Excellent

Table 3 exhibits the assessment and ranking of the teaching methodologies employed by the beginning teachers. Preparation and planning, mastery of the subject matter and evaluation were categorized top excellent methodologies of the beginning teachers with same weighted mean of 4.88; Rapport between teacher and student ranked 4th with mean of 4.83; application ranked 5th with mean of 4.79; use of audio visual aids ranked 6th with mean of 4.75; in 7th with a mean of 4.62 was clear and accurate explanation; reinforcement of correct attitudes was ranked 8th with mean of 4.55. In 9th, 10th, and 11th ranked were question technique, correlation of subject matter to practical life and explanation of essentials with very good weighted mean of 4.33, 4.23 and 4.11, respectively.

These indicate that the beginning teachers were well prepared for the class demonstration and have well planned classroom activities. Grasp of the subject matter they are teaching were remarkable. Competence in appraising the learning capabilities and accomplishment of students were exhibited effectively. Evidences of good harmonious relationship between the beginning teachers and their students exist. Beginning teachers connect well with their students. Sincere efforts in putting to use concepts taught to their students were noteworthy. Latest audio visual aids were ably utilized to make the lessons more interesting and exciting. Uncertain ideas were clarified well and made comprehensible to the level of understanding of the students. Right and apt attitudes of students were stressed and given emphasis.

The beginning teachers have developed a useful system to promote intellectual curiosity. Good questions were asked to elicit information or evoke response from the students. Lessons taught were made relevant and pragmatic. Rationalization of themes was made comprehensible and fundamentally important.

By and large, the practice students teachers have displayed the outstanding characteristics of effective teachers. They have learned very well from their mentors and critics. They have utterly assimilated the art and science of teaching. It can be deduced by now that they are prepared already for the teaching job. The greatest challenge however is how these potentials can be translated into successful performance in the licensure examination for teachers. Having the license to teach is guaranteed passport for teaching job after graduation.

IV. CONCLUSIONS AND RECOMMENDATIONS

From the results and findings, the conclusions are drawn:

1. The practice students teachers from PUP Sto. Tomas Branch have in their possession the qualities of outstanding teachers such as winning personality, well composed poise unwavering self-control, powerful speaking voice, inspiring enthusiasms and vitality to teach, and competence in classroom management skills.

2. The students of the practice students teachers displayed remarkable interest, concentration on the discussed subject matter. The students participated actively during the class discussion but with self-discipline, in well-mannered way and very respectful to their teachers. The beginning teachers have effectively influenced the students the importance of cooperation and collaboration inside the classroom.

3. The practice students teachers have exhibited the outstanding characteristics of effective teachers and are now ready to teach. The mentors and critics were efficacious in developing and nurturing the beginning teachers to become potential effective teachers.

With these conclusions, the following recommendations are made:

1. Continue and sustain the personality development program, projects and activities for practice students teachers of PUP Sto. Tomas Branch. The Virtually picture perfect evaluation made by the critics warrant another and closer look. Munificence sometimes spoils if not hinders improvement.

2. The Bachelor in Business Teacher Education program must carry on with its training projects and activities. To have more competitive edge, the students of the Bachelor in Business Teacher Education should be encouraged to engage more in oral and written communication development projects most especially the technique in asking questions and relating the subject to practical use.

3. The mentors and critics must endure their sincere and strong commitment to develop the practice students teachers to become better teachers like them. They must encourage the practice students teachers not only foster their good qualities but also ascertain their success in the licensure examination for teachers. The practice students teachers must be made to understand that passing the board examination and earning a license is a sure way to the teaching profession.

4. The Observation Form must be reviewed and needs revision. Some of the guide statements are equivocal and redundant. Nevertheless, the results of the Observation Form should be used as basis for improving the Bachelor in Business Teacher Education program most especially the practice students and teachers.

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