

# Readiness of the Bachelor of Secondary Education Graduating Students as Classroom Teachers

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**Abstract** – Teaching has become a complex profession, not only of transmitting knowledge but in the development of the minds of children and young adults into becoming worthy members of the society. With these, teachers and even those aspiring to become future teachers are expected to possess the knowledge and skills required for the 21<sup>st</sup> century. The study determined the readiness of the graduating Bachelor of Secondary Education (BSE) students of the Pangasinan State University – Alaminos City Campus. The descriptive-evaluative research design was utilized in the study with 71 graduating BSE students enrolled during the academic years 2016 – 2017 and 2017 – 2018 as the subject. The readiness of the students was determined based on their performances during their final demonstration/evaluation as practice teachers as assessed by the head teachers of the cooperating schools, the practice teaching coordinator, and senior faculty members from the programs where the students belong. Findings revealed that the students were rated outstanding during their final demonstration (OAWM = 4.70) with highest rating along the area Teacher’s Personality followed by Lesson Planning, Classroom Management, Instructional Skills, and lastly, Communication Skills. The outstanding performance of the students manifest that they are ready to embrace the teaching profession as classroom teachers.

**Keywords** – Readiness, classroom teachers

## INTRODUCTION

Quality education is vital in nation-building as it empowers human resources, making them capable of meeting the knowledge and skills requirement of the industries and the society. Teaching has become a complex profession, not only of transmitting knowledge but in the development of the minds of children and young adults into becoming worthy members of the society. With these, teachers and even those aspiring to become future teachers are expected to possess the knowledge and skills required for the 21<sup>st</sup> century.

The Bachelor of Secondary Education Program on the Pangasinan State University prepares individuals as future teachers. Students enrolled in the program is expected to possess the knowledge and skills of a 21<sup>st</sup> century teacher upon his or her graduation. Their preparedness as classroom teacher is determined once they have undergone practice teaching.

In strive for excellence, pre-service teachers face several challenges which include mastery of the subject matter, competence in classroom management, teaching

methodology, and assessment [1]. Teachers’ professional competence is the system of knowledge, skills, abilities and motivational dispositions [2], cognitive (professional knowledge) and affective (professional beliefs) [3] which provide the effective realization of professional teaching activities. These components are generally assumed to be related and to impact instructional practice. Relatively brief but intensive trainings can improve CTE teacher educator knowledge, that the knowledge gained is largely retained over time, and that teacher educators can then implement much of what they have been trained to do in their own classrooms [4].

Effective teaching requires teachers who are well-rounded and are confident of their own skills and the materials that they use in teaching. He must be knowledgeable and show mastery of the subject matter. Teachers of the 21<sup>st</sup> century need to possess the knowledge and skills that would meet the demand for 21<sup>st</sup> century education and learning. They must be adaptable to the changing needs and technology. Flexibility is an important characteristic of a 21<sup>st</sup> century teacher. He must be confident at all times and in every aspect in order to inspire others, most especially, his students.

Although research have shown that teachers' general communication competence measured by the assessment and self-assessment did not develop to the expected level (the level formative to teachers' professional effectiveness) [2]. Teachers of the 21<sup>st</sup> century must be able to communicate well with his colleague, peers, superior, and students. Effective teaching requires effective communication.

With the demand for quality output, teachers of the 21<sup>st</sup> century must be team players. Collaboration is an essential element of success even in teaching. Teachers must know how to network with other teachers not only in their own institutions but even with other teachers in the nation and the world.

Since change happens at a very fast pace and information and body of knowledge also changes with it, teachers of the 21<sup>st</sup> century must continuously learn and be able to keep pace with the changes brought about by the advanced technologies. Likewise, he must be able to make use of these technologies to facilitate greater learning among his students. A teacher of the 21<sup>st</sup> century must be imaginative and innovative. The best teachers are those who show great care about their students, student-outcomes, and the materials that they use. Great teachers are those who are knowledgeable about the different teaching and learning processes in order to address the diverse needs of the students.

Teachers of the 21<sup>st</sup> century must also possess leadership skills. He should be a model for his students who are the future leaders of the community, the nation, and the world. Aside from leadership skills, teachers must be effective planners and organizers. Good lesson planning is an important element to the process of teaching and learning is [7]. Planning lessons is a fundamental skill all teachers must develop and hone, although implementation of this skill in actual teaching can, and usually does, take some time [5]. Teacher candidates improved their performance on lesson planning by incorporating feedback received via peer review. The use of peer reviewing and lesson planning through the wiki informed most teacher candidates' intent to use the technology in some format in their future teaching practice [6].

Most of all, a 21<sup>st</sup> century teacher must be committed with his profession and in bringing out quality output, that is, a student who is capable of meeting the needs and demands of the 21<sup>st</sup> century.

Being one of the institutions offering teacher education in the Philippines, it is important for Pangasinan State University to assess the readiness of the graduating students as classroom teachers. With this, the study determined the readiness of the graduating BSE students of PSU-Alaminos City Campus as classroom teachers along the following knowledge and skills: (1) Lesson Planning; (2) Personal and social qualities; (3) Academic equipment; (4) Teaching ability; (5) Use of teaching aids; and (6) Classroom control and management.

## METHODS

The descriptive-evaluative research design was utilized in the study with 71 graduating BSE students enrolled during the academic years 2016 – 2017 and 2017 – 2018 as the subject. The readiness of the students was determined based on their performances during their final demonstration/evaluation as practice teachers as assessed by the head teachers of the cooperating schools, the practice teaching coordinator, and senior faculty members from the programs where the students belong. The evaluation tool of the Pangasinan State University for practice teaching was utilized by the researchers in evaluating the readiness of the students. The data gathered were analysed using descriptive statistics, particularly frequency counts and percentages. Average weighted mean was also utilized.

## RESULTS AND DISCUSSION

Results of the study showed that the graduating students of the Bachelor of Science in Education Program were very much ready to perform lesson planning as manifested by their outstanding performances (OAWM = 4.81) along the area. The graduating students were found most ready in formulating specific and attainable objectives, wherein, 87.32% of the students were rating outstanding.

**Table 1. Readiness of the BSU Graduating Students as Classroom Teachers along Lesson Planning and Instructional Skills**

| Indicator                                                                                         | Outstanding |       | Very Satisfactory |       | Satisfactory |          | AWM  | Descriptive Rating | Readiness |
|---------------------------------------------------------------------------------------------------|-------------|-------|-------------------|-------|--------------|----------|------|--------------------|-----------|
|                                                                                                   | f           | %     | f                 | %     | f            | %        |      |                    |           |
| <b>A. LESSON PLANNING</b>                                                                         |             |       |                   |       |              |          |      |                    |           |
| 1. Skills in formulating specific and attainable objectives.                                      | 62          | 87.32 | 7                 | 9.86  | 2            | 2.82     | 4.85 | O                  | VMR       |
| 2. Ability to suit subject matter to the objectives of the lesson.                                | 55          | 77.46 | 16                | 22.54 | 0            | .00      | 4.77 | O                  | VMR       |
|                                                                                                   |             |       |                   |       |              | OA<br>WM | 4.81 | O                  | VMR       |
| <b>B. INSTRUCTIONAL SKILLS</b>                                                                    |             |       |                   |       |              |          |      |                    |           |
| 1. Identification and observation of safety measures.                                             | 59          | 83.10 | 10                | 14.08 | 2            | 2.82     | 4.80 | O                  | VMR       |
| 2. Organization and sequence of lesson preparation.                                               | 54          | 76.06 | 15                | 21.13 | 2            | 2.82     | 4.73 | O                  | VMR       |
| 3. Skills in selecting and using effective aid and devices.                                       | 48          | 67.61 | 22                | 30.99 | 1            | 1.41     | 4.66 | O                  | VMR       |
| 4. Motivation or explanation given for agreement/assignments.                                     | 48          | 67.61 | 22                | 30.99 | 1            | 1.41     | 4.66 | O                  | VMR       |
| 5. Knowledge of subject matter.                                                                   | 48          | 67.61 | 20                | 28.17 | 3            | 4.23     | 4.63 | O                  | VMR       |
| 6. Ability to motivate learners.                                                                  | 46          | 64.79 | 22                | 30.99 | 3            | 4.23     | 4.61 | O                  | VMR       |
| 7. Ability to make use of effective evaluation of instruction                                     | 42          | 59.15 | 27                | 38.03 | 2            | 2.82     | 4.56 | O                  | VMR       |
| 8. Creativity in adapting methods to the students' activities.                                    | 41          | 57.75 | 27                | 38.03 | 3            | 4.23     | 4.54 | O                  | VMR       |
| 9. Skill in selecting and using appropriate methods and techniques of teaching.                   | 38          | 53.52 | 32                | 45.07 | 1            | 1.41     | 4.52 | O                  | VMR       |
| 10. Maintenance of learners' interest and attention.                                              | 39          | 54.93 | 29                | 40.85 | 3            | 4.23     | 4.51 | O                  | VMR       |
| 11. Ability to explain and discuss abstract concepts within the grasping ability of the students. | 34          | 47.89 | 36                | 50.70 | 1            | 1.41     | 4.46 | O                  | VMR       |
|                                                                                                   |             |       |                   |       |              | OA<br>WM | 4.61 | O                  | VMR       |

Legend: O – Outstanding; VMR – Very much ready

The students were also found very much ready regarding instructional skills as manifested by their outstanding performances with an overall average weighted mean value of 4.61. The students were found most ready in identifying and observing safety measures, having an average weighted mean value of 4.80. Likewise, 83.10% of the students were rated outstanding along the aforementioned indicator. Further, 76.06% of the students were rated outstanding

in organizing and sequencing lesson preparation while 67.61% were rated outstanding in selecting and using effective aids and devices. Although the students were rated very much ready in their ability to explain and discuss abstract concepts within the grasping ability of the students, only 47.89% were rated outstanding during their final evaluation. Majority (50.70%) were rated very satisfactory along the said indicator.

Another important aspect of instruction is the provision of effective motivation to the learners. Results of the study showed that the graduating BSE students have the capacity to motivate their learners as they were

rated very much ready along this area. An average weighted mean value of 4.61 was computed. More, 64.79% of the students were rated outstanding in providing motivation to their students.

**Table 2**  
**Readiness of the BSU Graduating Students as Classroom Teachers along Communication, Classroom Management, and Teacher’s Personality**

| Indicator                                                        | Outstanding |       | Very Satisfactory |       | Satisfactory |      | AWM  | Descriptive Rating | Readiness |
|------------------------------------------------------------------|-------------|-------|-------------------|-------|--------------|------|------|--------------------|-----------|
|                                                                  | f           | %     | f                 | %     | f            | %    |      |                    |           |
| <b>C. Communication</b>                                          |             |       |                   |       |              |      |      |                    |           |
| 1 Voice control and modulation.                                  | 49          | 69.01 | 21                | 29.58 | 1            | 1.41 | 4.68 | O                  | VMR       |
| 2 Skills in writing clearly and legibly both on board and paper. | 42          | 59.15 | 25                | 35.21 | 4            | 5.63 | 4.54 | O                  | VMR       |
| 3 Ability to ask relevant and thought-provoking questions.       | 30          | 42.25 | 37                | 52.11 | 4            | 5.63 | 4.37 | O                  | VMR       |
| 4 Proficiency in the language of instruction.                    | 28          | 39.44 | 37                | 52.11 | 6            | 8.45 | 4.31 | O                  | VMR       |
| OAWM                                                             |             |       |                   |       |              |      | 4.47 | O                  | VMR       |
| <b>D. Classroom Management</b>                                   |             |       |                   |       |              |      |      |                    |           |
| 1 Maintenance of order and discipline.                           | 58          | 81.69 | 13                | 18.31 | 0            | .00  | 4.82 | O                  | VMR       |
| 2 Ability to organize instructional materials within easy reach. | 59          | 83.10 | 10                | 14.08 | 2            | 2.82 | 4.80 | O                  | VMR       |
| 3 Routine preparation of activities.                             | 56          | 78.87 | 15                | 21.13 | 0            | .00  | 4.79 | O                  | VMR       |
| 4 Ability to enhance students' preparation.                      | 53          | 74.65 | 18                | 25.35 | 0            | .00  | 4.75 | O                  | VMR       |
| OAWM                                                             |             |       |                   |       |              |      | 4.79 | O                  | VMR       |
| <b>E. Teacher's Personality</b>                                  |             |       |                   |       |              |      |      |                    |           |
| 1 Ability to command respect and attention.                      | 63          | 88.73 | 7                 | 9.86  | 1            | 1.41 | 4.87 | O                  | VMR       |
| 2 Personal acceptance and poise.                                 | 60          | 84.51 | 10                | 14.08 | 1            | 1.41 | 4.83 | O                  | VMR       |
| 3 Ability to project a strong teacher' personality               | 59          | 83.10 | 10                | 14.08 | 2            | 2.82 | 4.80 | O                  | VMR       |
| OAWM                                                             |             |       |                   |       |              |      | 4.84 | O                  | VMR       |

The students were also found very much ready regarding classroom management as manifested by their outstanding rating with an overall average weighted mean value of 4.79. The students were found most ready in maintaining order and discipline followed by organizing instructional materials within easy reach.

Along teacher’s personality, the graduating students were also rated as very much ready as shown by their outstanding performance during the final evaluation. The students were most ready in commanding respect and attention. Average weighted mean value of 4.87 was computed. Further, more than

83% of the graduating students have outstanding performances in all indicators of teacher's personality.

**Table 3**  
**Summary of the Readiness of the Graduating BSE Students as Classroom Teachers**

| Area                  | OAWM | Descriptive Rating | Readiness |
|-----------------------|------|--------------------|-----------|
| Teacher's Personality | 4.84 | O                  | VMR       |
| Lesson Planning       | 4.81 | O                  | VMR       |
| Classroom Management  | 4.79 | O                  | VMR       |
| Instructional Skills  | 4.61 | O                  | VMR       |
| Communication Skills  | 4.47 | O                  | VMR       |
| Grand Mean            | 4.70 | O                  | VMR       |

Legend: O – Outstanding; VMR – Very much ready

As reflected in Table 3, the graduating BSE students were very much ready to become classroom teachers as manifested by the grand mean of 4.70. Further, the students were rated outstanding in all areas of teaching, wherein, they have performed best and were most ready along teacher's personality followed by lesson planning, classroom management, instruction, and communication.

### DISCUSSION

Part of the mission of the Pangasinan State University is to produce professionals who are capable of meeting the needs of the industry and other interested parties in the national and global community. One of the programs offered by PSU is the teacher education. With the mission of the University, it is a must that PSU ensures the quality of the soon to be graduates whether they possess the needed knowledge and skills needed by the industry.

The outstanding performances of the graduating BSE students during their final demo/evaluation is a great manifestation that they are ready to face the challenges of becoming a classroom teacher. The teachers have shown competence in classroom management, methodology, and assessment [1] and possess the system of knowledge, skills, abilities and motivational dispositions [2], cognitive (professional knowledge) and affective (professional beliefs) [3]

which provide the effective realization of professional teaching activities. The intensive trainings that they have undergone in their almost four years of schooling have improved their educator knowledge, which is largely retained over time, and that they can then implement much of what they have been trained to do in their own classrooms [4].

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