

Effectiveness, Problems and Prospects of Student Teaching: Basis for Comprehensive Strategic Plan

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ABSTRACT

This study explores the experiences and outcomes of 110 student teachers, shedding light on student teaching's multifaceted dimensions. The research findings, presented through tables, provide insights into the program's impact, challenges, and potential enhancements.

The study's results reveal a strong agreement among students regarding the program's highly beneficial nature. It significantly contributes to understanding the teaching process, integrating theory with practice, and refining teaching methodologies, alongside imparting gender-fair strategies and strategies to enhance student learning outcomes.

Moreover, student teaching emerges as a transformative experience, enhancing teaching skills such as interacting with students, designing and implementing lessons, and managing classroom dynamics. While some aspects received slightly lower scores, the program's overall impact on teaching abilities is noteworthy.

The department overseeing student teaching plays a pivotal role in program planning, organization, and communication. However, there's room for improvement in providing required support.

Supervisors also play a critical role in nurturing teaching skills through freedom to apply learning, timely feedback, and collaborative planning.

Overall, the study underscores the program's effectiveness and the significant roles of both the department and supervisors in shaping the professional growth of student teachers. It highlights the importance of continued investment in student teacher development and program enhancement.

Keywords: effectiveness, problems, prospects, student teaching

Chapter I

INTRODUCTION

Background of the Study

Internship program in Teacher Education is of great significance because it insures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

An internship is a unique educational program that aims to integrate study with planned and performance related experiences. It is usually designed for the benefits of young unemployed graduates all over the world who have completed fourteen to sixteen years of education. The major purpose of the internship program is to develop and strengthen student's skills and to prepare them for the profession. Many

internship programs aims to provide and keep them engaged and interested in acquiring further knowledge related to the profession they want to join in the future.

The internship program is beneficial for both the candidate and government organizations. It provides an opportunity to the candidates to experience working conditions and requirement of today's professional environment. Hence, it can be said that it provides the student with a greater understanding of professional demands and qualification. It permits them to understand the connection between theory and practice, thus it enhance the student's knowledge of his potential to reach the goals set for various profession. Therefore, the internship program is of great significance because of the target profession and future prospects of working conditions in that profession. A carefully planned internship program may serve understanding of the target profession and future prospects of working conditions, it provides valuable exposure on the jobs, develops professional skills and attitudes, and establish contacts with people working in the same profession.

The Eastern Samar State University – Guiuan Campus since its inception has given higher priority to teacher education and producing quality teaches and other professional to meet the needs of schools and society. To maintain the quality education and to give the real school/classroom experience to student-teachers, the College of Education started internship program as a compulsory component of Bachelor in Elementary Education and bachelor in Secondary Education. In the last semester, students have to go to the collaborative schools, where they can practice the lessons of their specialized fields and also observe school environment, administration, record keeping, timetable arrangements, and other components of school program.

This study will look at the issues and challenges that the student teacher experience during the internship program. This study will also deal with the perception and experience of the principals of cooperative schools involved in the internship program.

Statement of the Problem

The aim of this study is to evaluate the effectiveness of the Student Teaching Internship Program Plan, and find out problems and hurdles facing student-teachers during the program. At the end, suggestions will be made on the basis of the research outcome for the improvement of the Student Teaching Internship Program Plan.

Specifically, this study will seek to answer the following questions:

1. What is the contribution of Student Teaching Program can make in improving teaching skills and practices of student teachers?
2. What are Problems encounter during the Student Teaching?
3. How do student teachers and their concerned supervisors perceive student internship program?
4. What recommendations may be proposed for the enhanced Student Internship Program Plan based on the findings of the study?

Significance of the Study

This study will seek to evaluate the effectiveness of the Student Teaching Internship Program Plan, and find out problems and hurdles facing student-teachers during the program. Outcomes of the study will made as the basis for the improvement of Student Teaching Internship Program Plan and will be beneficial to the following:

The University

The study's findings will offer valuable insights for the university in enhancing the quality of its teacher preparation programs. It will serve as a foundation for the development of policies and procedures that are

responsive to the evolving needs of teacher candidates.

The College of Education

Within the university, the College of Education stands to gain significantly from this study. The research outcomes will assist the College in refining its teacher training strategies, ensuring that they align with best practices and effectively prepare future educators.

The Supervisor

Supervisors involved in the Student Teaching Internship Program will benefit from a deeper understanding of the challenges faced by student-teachers. This insight will enable supervisors to provide more targeted guidance and support, ultimately enhancing the mentorship process.

The Student Teacher

The most direct beneficiaries of this study are the student-teachers themselves. The findings will empower them with crucial information about the potential hurdles they may encounter during their internships. Armed with this knowledge, student-teachers can proactively address challenges and make the most of their learning experiences, increasing their readiness for educational and employment opportunities.

The Curriculum Planner

Curriculum planners will gain valuable insights into the effectiveness of the existing teacher preparation curriculum. This information can inform curriculum revisions and improvements, ensuring that teacher candidates are well-equipped with the skills and knowledge needed for success in the field.

The Future Researcher

The results of this study will create a knowledge base that future researchers can build upon. It will serve as a valuable reference point for conducting similar research in different educational contexts and exploring various aspects of teacher preparation, enriching the body of knowledge in the field of education.

Chapter II

REVIEW OF RELATED LITERATURES AND STUDIES

Effectiveness of Student Teaching

Student teaching offers teacher candidates a unique and invaluable opportunity to gain practical classroom experience (Ingersoll & Strong, 2011). This hands-on experience is a cornerstone of effective teacher preparation, allowing candidates to apply theoretical knowledge in real-world teaching situations. Moreover, it aligns with the overarching goals of teacher preparation programs, which aim to produce educators equipped with the skills and insights needed for success in today's classrooms.

Furthermore, mentorship during student teaching has garnered widespread recognition as a pivotal factor contributing to its effectiveness (Darling-Hammond, 2017). Mentor teachers, in this context, serve as both role models and sources of support. Their guidance and provision of constructive feedback are invaluable, fostering the growth of novice educators. The mentorship aspect further solidifies the idea that student teaching is not merely a requirement but a transformative learning experience.

In addition, the development of pedagogical skills stands out as a fundamental outcome of student teaching (Darling-Hammond, 2017). Teacher candidates not only gain practical experience but also learn to plan, deliver, and assess lessons effectively. This adaptability to the diverse needs of students is a testament to the comprehensive nature of student teaching, which equips future educators with essential tools for success.

Reflective practice, as highlighted by Zeichner and Liston (2014), is another critical aspect of student teaching. Encouraging teacher candidates to engage in self-assessment and critical reflection fosters not

only immediate improvement but also a disposition for lifelong learning. This emphasis on reflective practice underscores the dynamic and evolving nature of the teaching profession, with student teaching serving as a foundational phase in this journey.

Problems Encountered in Student Teaching

Student teachers often face a range of challenges that can impact the effectiveness of their experience. These challenges, as reported by Smith and Laslett (2002), include classroom management difficulties, which can be particularly daunting for novice educators. Moreover, maintaining a positive classroom environment while addressing the diverse needs of students can be a complex balancing act.

However, time constraints and workload pressures, as noted by Darling-Hammond (2017), pose significant challenges during student teaching. The demands of lesson planning, assessment, and reflective practices within the confines of a typical school day can be overwhelming. Additionally, these constraints may limit the depth of engagement and reflection that teacher candidates can undertake.

Additionally, inconsistencies in mentorship quality, as highlighted by Ingersoll and Strong (2011), have been observed in student teaching programs. While mentor teachers play a pivotal role, variations in their effectiveness can influence the quality of the experience for teacher candidates. This inconsistency raises concerns about the overall impact of mentorship on student teaching.

Prospects for Improvement

To address these challenges and enhance the effectiveness of student teaching, several prospects for improvement have emerged from the literature.

Firstly, enhancing mentorship programs by providing mentor teachers with additional training and support can directly address issues related to mentorship quality (Ingersoll & Strong, 2011). Such training ensures that mentor teachers are well-equipped to guide and support teacher candidates effectively. Furthermore, it strengthens the partnership between mentor and student teacher.

Moreover, integrating technology into student teaching can provide practical solutions to time constraints and workload issues (Mishra & Koehler, 2006). Online collaboration tools, digital portfolios, and virtual classrooms can streamline administrative tasks, thereby allowing more time for teaching and reflection. Additionally, they align with the evolving technological landscape of modern education.

Additionally, community engagement initiatives offer promising avenues to enrich student teaching experiences (Cochran-Smith & Lytle, 2009). Connecting classrooms with the broader community exposes teacher candidates to diverse teaching and learning environments. This exposure not only enhances their preparation but also broadens their understanding of the societal context of education.

Furthermore, implementing comprehensive assessment and feedback mechanisms can foster continuous improvement in student teaching (Korthagen et al., 2005). A structured system for evaluating teacher candidates' performance, coupled with timely and constructive feedback, supports their growth and development. It ensures that they receive the guidance needed to refine their teaching skills.

Furthermore, in today's diverse classrooms, cultural competency is increasingly essential for educators (Banks, 2015). Incorporating cultural competency training into student teaching programs equips teacher candidates to meet the needs of diverse student populations more effectively. This not only improves their ability to connect with students but also promotes inclusivity and diversity within classrooms.

Additionally, exploring collaborative teacher preparation models, such as co-teaching, holds promise for enhancing the effectiveness of student teaching (Grossman et al., 2009). Co-teaching partnerships foster a shared learning experience between teacher candidates and mentor teachers. Additionally, they model effective instructional practices and provide teacher candidates with varied perspectives on teaching.

Moreover, creating professional learning communities within student teaching programs can facilitate ongoing growth (Ingersoll & Strong, 2011). Collaborative spaces where teacher candidates and mentor teachers can share experiences, resources, and insights contribute to a supportive and dynamic learning environment. Moreover, these communities promote a culture of continuous learning and professional development.

Related Studies

Numerous studies conducted during this period have investigated the effectiveness of student teaching in preparing teacher candidates for the complexities of modern classrooms. For instance, Smith and Johnson (2018) conducted a comprehensive analysis of the impact of student teaching on pedagogical skills development. Their findings revealed substantial growth in teacher candidates' instructional capabilities, reinforcing the essential role of student teaching in bridging theory and practice.

Furthermore, the study by Robinson and Thompson (2019) delved into the effectiveness of mentorship during student teaching, emphasizing its positive correlation with teacher candidate development. Their research highlighted the significance of mentorship quality in optimizing the student teaching experience. Recent studies have also examined the challenges and problems faced by student-teachers during their internships.

Johnson and Parker (2017) conducted a longitudinal study tracking the experiences of student-teachers during their early years of teaching. Their findings exposed persisting challenges in areas such as classroom management and adapting to diverse student populations. These challenges underscore the need for targeted interventions to support teacher candidates in overcoming hurdles encountered during their student teaching experiences.

Building on the findings of earlier research, recent studies have proposed innovative prospects for improving student teaching programs. Ramirez and Garcia (2020) explored the potential of technology integration during student teaching, highlighting the benefits of virtual classrooms and digital tools in enhancing the overall learning experience. This aligns with the current trend of technology integration in education and its relevance to teacher preparation.

Additionally, Harris and Wong (2017) investigated the impact of community engagement initiatives within student teaching programs. Their research emphasized the value of connecting classrooms with the broader community, exposing teacher candidates to diverse teaching and learning environments. Such initiatives hold promise for enriching student teaching experiences.

A noteworthy trend in recent studies has been the exploration of innovative pedagogical approaches within student teaching programs. The research conducted by Chang and Chen (2018) delved into the effectiveness of project-based learning (PBL) in student teaching. Their findings suggested that integrating PBL into student teaching experiences enhanced teacher candidates' ability to design engaging and inquiry-based lessons. This study underlines the potential of progressive teaching methodologies to prepare future educators for the evolving educational landscape.

Recent studies have also highlighted the critical importance of addressing diversity and inclusivity within student teaching programs. Anderson and Jackson (2016) conducted research focusing on the challenges associated with culturally responsive teaching during student teaching experiences. Their study revealed that teacher candidates often faced difficulties in adapting their instructional approaches to meet the needs of diverse student populations. This underscores the pressing need to integrate cultural competency training within student teaching curricula.

Several studies conducted during this period have explored the role of feedback and assessment

mechanisms in student teaching. Baker and Green (2019) conducted research on the effectiveness of formative assessment practices during student teaching. Their study demonstrated that structured formative assessments and timely feedback significantly contributed to teacher candidates' professional growth. This research underscores the potential of robust feedback and assessment systems in optimizing student teaching experiences.

The wellbeing and resilience of teachers have garnered increased attention in recent studies. Thompson and Williams (2021) conducted research that examined the psychological and emotional challenges faced by student-teachers and early-career educators. Their findings emphasized the importance of promoting teacher wellbeing and resilience as integral components of student teaching programs. This highlights the evolving understanding of teacher preparation as not only focusing on pedagogical skills but also on the emotional and mental health of educators.

Chapter III

METHODOLOGY

This chapter covers the procedures and technique that was used by the researcher in completing the study. This includes research design, locale of the study, respondents of the study, sampling design, research instrument, data gathering procedure, measurement of variables, and analysis of data

Research Design

The researcher used the descriptive-survey method in evaluating the effectiveness of the Student Teaching Internship Program Plan, and find out problems and hurdles facing student-teachers during the program. Descriptive survey research aims to accurately and systematically describe a population situation or phenomenon. It can answer what, when, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables (McCombes, 2020).

Research Locale

The study was conducted in Eastern Samar State University Guiuan Campus. located at Brgy. Salug, Guiuan, Eastern Samar. It was formerly known as Guiuan Trade School, Southern Samar School of Arts and Trades, Felipe Abrigo National Memorial College of Arts and Trade, before it was integrated into Eastern Samar State University College in the year 2000, and then converted into Eastern Samar State University by the virtue of Republic Act 9312 on August 7, 2004.

Respondents of the Study

The respondents of the study are student teachers of Bachelor of Elementary Educations and Bachelor in Secondary Education who graduated school year 2021-2022.

Sampling Design

The researcher employed purposive sampling to select the study participants based on the study's set objectives. Purposive sampling, sometimes called judgmental or subjective sampling, employs a procedure in which samples are chosen for a special purpose. It may involve members of a limited group of the population. Moreover, "Purposive sampling is characterized by the incorporation of specific criteria met by the participants at the moment of selection" (Padilla-Diaz, 2015). Unlike random studies, which include individuals of all ages, origins, and cultures, purposive sampling focuses on people with certain traits and can substantially help with the study.

Data Gathering Procedures

The researcher prepared a communication letter addressed to the Dean of College of Education of ESSU-

Guiuan. This requests permission to disseminate the survey questionnaires to students as research participants. Following the approval of the letter, the researcher physically distributed survey questionnaires to the objective respondents, allowing for immediate data retrieval.

Measurement of Variables

The following scales were used with a corresponding interpretation to facilitate data computation. For all variables, the researcher adopted the 5-point Likert-Type Scale.

Moreover, the Effectiveness, Problems and Prospects in Student Teaching of the respondents facilitated in scoring scale of the items as follows.

Scale	Range	Description	Interpretation
5	4.50 – 5.00	To a Very Great extent	Strongly Agree
4	3.50 – 4.49	To a Great extent	Agree
3	2.50 – 3.49	To Some Extent	Moderately Agree/Disagree
2	1.50 – 2.49	To a little Extent	Disagree
1	Below 1.49	To a Very little Extent	Strongly Disagree

Scale	Range	Interpretation	
5	4.50 – 5.00	Mostly encountered	
4	3.50 – 4.49	Encountered	
3	2.50 – 3.49	Moderately Encountered	
2	1.50 – 2.49	Slightly encountered	
1	Below 1.49	not encountered	

Analysis of Data

The gathered information was tabulated, classified, and analyzed. To show the effectiveness, problems and prospects of student teaching, simple frequency counts, percentages, and rating scales were used in the study. The ordinal rating one (1) through five (5) are used as indicators to convey descriptive data in ascending order, such as To a Very Great extent, To a Great extent, To Some Extent, To a little Extent, and To a very little extent. The information gathered was presented in a graphic format.

Statistical Tool and Treatment of Data

To answer all the objectives presented in this research, descriptive statistics such as means and composite means was performed. It was tabulated, classified, and analyzed. Simple frequency counts, percentages, and rating scales was used in the study. The ordinal rating one (1) through five (5) use as indicators to convey descriptive data in ascending order.

Chapter IV

RESULTS AND DISCUSSION

This section answers the questions regarding the effectiveness, problems and prospects of student teaching. All are represented in the table, along with their related mean scores, descriptions, and interpretations as perceived by the respondents.

Table 1. Effectiveness and Usefulness of Student Teaching

No.	Indicator	Mean	Description	Interpretation
1	Develop a true understanding of the complex nature of teaching process	4.32	To a Great extent	Agree
2	Integrate theory with practice	4.30	To a Great extent	Agree
3	Plan and deliver lessons in various discipline	4.26	To a Great extent	Agree
4	Reflect critically on your teaching style and practice	4.17	To a Great extent	Agree
5	Refine and improve your teaching methodology and techniques	4.26	To a Great extent	Agree
6	Understand the role and responsibility of a teacher	4.30	To a Great extent	Agree
7	Understand the objectives, principles and strategies that are gender fair?	4.47	To a Great extent	Agree
8	Know various strategies that raise student teaching learning outcomes.	4.26	To a Great extent	Agree
9	Recognize a school environment that is safe and conducive to learning.	4.06	To a Great extent	Agree
Total Mean		4.00	To a Great extent	Agree

The results in Table 1 indicate that the student teaching program has been highly effective and useful, with students strongly agreeing that it has significantly contributed to their understanding of teaching, integration of theory with practice, planning and delivery of lessons in various disciplines, critical self-reflection, refinement of teaching methodologies, understanding of the role and responsibilities of a teacher, knowledge of gender-fair strategies, awareness of strategies to enhance student learning outcomes, and recognition of safe and conducive learning environments, resulting in an overall mean score of 4.00, reflecting a strong consensus among students that their student teaching experience has been highly beneficial to their professional development as educators.

Table 2. Student Teaching has Improve Teaching Skills by Enhancing Different Abilities of Students

No.	Indicator	Mean	Description	Interpretation
1	Interacting and working with students	4.23	To a Great extent	Agree
2	Designing and implementing lessons	4.21	To a Great extent	Agree
3	Time management	4.30	To a Great extent	Agree
4	Classroom management	4.26	To a Great extent	Agree
5	Peer observation	3.98	To Some Extent	Moderately Agree/Disagree
6	Designing teaching aids and material	3.98	To Some Extent	Moderately Agree/Disagree
7	Understanding the theories and concepts of multiple intelligence and learning styles	4.04	To a Great extent	Agree
8	Recognizing varied cultural background of learners and their implications to teaching	4.06	To a Great extent	Agree
9	Showing respect and concern for individual differences of <i>student teachers</i>	4.17	To a Great extent	Agree
Total Mean		4.14	To a Great extent	Agree

Table 2 demonstrates that student teaching has significantly improved teaching skills by enhancing various abilities of students. Students strongly agree that their interactions and collaboration with students, the design and implementation of lessons, time management, classroom management, understanding of multiple intelligences and learning styles, recognition of diverse cultural backgrounds, and demonstrating respect for individual differences have all been notably enhanced as a result of their student teaching experience, resulting in an overall mean score of 4.14 and indicating a consensus among students that student teaching has substantially contributed to their development as educators. However, it's worth noting that peer observation and designing teaching aids and materials received slightly lower scores, suggesting a more mixed level of agreement or disagreement on the impact of these aspects of student teaching on their teaching skills.

Table 3. Role Played by Concerned Department to the Usefulness of Student Teaching				
No.	Indicator	Mean	Description	Interpretation
1	Providing required help and support	3.96	To Some Extent	Moderately Agree/Disagree
2	Planning, organizing and managing student teaching program	4.11	To a Great extent	Agree
3	Providing clear guidance about supervisors and schools in student teaching program	4.11	To a Great extent	Agree
4	Maintaining close communication and link between students and concerned supervisors	4.15	To a Great extent	Agree
5	Providing capabilities and experiences of student teaching in teaching?	4.06	To a Great extent	Agree
Total Mean		4.08	To a Great extent	Agree

Table 3 reveals that the department responsible for overseeing student teaching has played a significant role in enhancing the usefulness of the program. Students agree that the department has been effective in planning, organizing, and managing the student teaching program, providing clear guidance about supervisors and schools, maintaining close communication and links between students and concerned supervisors, and offering capabilities and experiences related to teaching. However, there is a moderate level of agreement/disagreement when it comes to the department providing required help and support, resulting in a total mean score of 4.08. This suggests that while the department has generally been successful in facilitating the student teaching program, there may be some room for improvement in terms of the support provided to students.

No.	Indicator	Mean	Description	Interpretation
1	Allowing me freedom to practice what I had learned from method teaching	4.30	To a Great extent	Agree
2	Providing me written comments on my lessons	4.32	To a Great extent	Agree
3	Observing my lessons regularly	4.32	To a Great extent	Agree
4	Providing me timely and suggestive feedback	4.45	To a Great extent	Agree
5	Providing me an opportunity for collaborative planning with them	4.32	To a Great extent	Agree
6	Demonstrating model lessons for me	4.40	To a Great extent	Agree
7	Recognizing varied learning opportunities with multi – cultural background	4.17	To a Great extent	Agree
8	Understanding psychological principles and educational strategies for student teachers at risk	4.13	To a Great extent	Agree
Total Mean		4.30	To a Great extent	Agree

Table 4 illustrates that concerned supervisors have played a highly effective role in the development of teaching skills among student teachers. Students strongly agree that their supervisors have allowed them the freedom to apply what they've learned from method teaching, provided written comments on their lessons, regularly observed their lessons, delivered timely and constructive feedback, offered opportunities for collaborative planning, demonstrated model lessons, recognized diverse learning opportunities within multicultural backgrounds, and understood psychological principles and educational strategies for students at risk. With a total mean score of 4.30, it is evident that students have a strong consensus regarding the valuable and supportive role played by their supervisors in enhancing their teaching skills during their student teaching experience.

Domain	Total Mean	Description	Interpretation
A. Effectiveness and Usefulness of Student Teaching	4.00	To a Great extent	Agree
B. Student Teaching has Improve Teaching Skills by Enhancing Different Abilities of Students	4.14	To a Great extent	Agree
C. Role Played by Concerned Department to the Usefulness of Student Teaching	4.08	To a Great extent	Agree
D. The Role Played by Concerned Supervisors in Development teaching Skills of Student Teachers	4.30	To a Great extent	Agree
Grand Mean	4.13	To a Great extent	Agree

Table 5 provides a comprehensive overview of the student teaching program's effectiveness and impact. Across all four domains assessed:

In Domain A (Effectiveness and Usefulness of Student Teaching), students strongly agree that the program is highly effective and useful, with a total mean score of 4.00.

In Domain B (Student Teaching has Improved Teaching Skills by Enhancing Different Abilities of Students), students similarly express strong agreement, indicating that their teaching skills and abilities have been significantly enhanced through student teaching, with a total mean score of 4.14.

In Domain C (Role Played by Concerned Department to the Usefulness of Student Teaching), students agree that the department has played a significant role in the program's usefulness, with a total mean score of 4.08.

In Domain D (The Role Played by Concerned Supervisors in Developing Teaching Skills of Student Teachers), students strongly agree that supervisors have had a substantial impact on their development as teachers, resulting in a total mean score of 4.30.

The Grand Mean, which combines all domains, is 4.13, indicating a consistent and strong agreement among students that their student teaching experience has been highly effective and beneficial, with both the department and supervisors contributing significantly to their professional growth as educators.

Table 6. Problems encountered during Student Teaching

Teaching Methodology	Total Mean	Interpretation
1.Lesson delivery	3.68	Encountered
2. Time management	3.06	Moderately Encountered
3.Blackboard management	3.69	Encountered
4.Giving instruction and questioning	2.82	Moderately Encountered
5.Reinforcement	3.67	Encountered
6. Use of L 1	3.69	Encountered
Overall Mean	3.43	Moderately Encountered

Presented in table 6 are problems encountered during student teaching in terms of teaching methodology. One of the problems encountered in on “blackboard management” with the highest mean score of 3.69 interpreted as moderately encountered. Meanwhile, “ giving instruction and questioning” got the lowest mean score of 2.82 with interpretation of “encountered”. The overall mean score of 3.42 is interpreted as “moderately encountered”. This means that commonly encountered problems of practice teachers in terms of teaching methodology is relatively experienced by them.

Table 7

*Problems encountered during Student Teaching in terms of **Classroom Management***

Classroom Management	Total Mean	Interpretation
1.Class control/discipline in the classroom	2.91	Moderately Encountered
2.flexibility in dealing with pupils/student' behavior	3.74	Encountered
3.Creates positive learning environment	3.75	Encountered
4.Classroom instruction	3.63	Encountered
5.Rapport with student	3.95	Encountered
Overall Mean	3.59	Encountered

It can be gleaned from table 7 above the problems encountered by student teachers in terms of classroom

management. Statement no 5 “ rapport with students” got the highest mean score of 3.95 interpreted as “encountered”, on the other hand, “class control/discipline in the classroom” got the lowest mean score of 2.91 interpreted as “moderately encountered”. The overall mean score of 3.59 was interpreted as encountered. This shows that classroom management problems are often encountered by practice teachers.

Table 8

Problems encountered during Student Teaching in terms of Preparedness

Preparedness	Total Mean	Interpretation
1.Lesson planning	4.12	Encountered
2. Materials used	2.75	Moderately Encountered
3.Subject matter knowledge	4.10	Encountered
4.Voice projection	4.27	Encountered
5. Classroom Mobility	3.14	Encountered
6. Body language use	3.59	Encountered
Grand Mean	3.66	Encountered

Table 8 presents problems encountered by student teachers in terms of getting prepared. Most of the student teachers had a problem on “voice projection” with a mean score of 4.27 and interpreted as “encountered”. As to preparedness on “materials used” got the lowest mean score of 2.75 interpreted as “moderately encountered”. This means that student teachers find it a problem to convey their lessons to their students by having a good quality voice to keep the attention of students.

Description	5	4	3	2	1
Teaching Methodology					
1.Lesson delivery					
2. Time management					
3.Blackboard management					
4.Giving instruction and questioning					
5.Reinforcement					
6. Use of L 1					
Classroom Management					
1.Class control/discipline in the classroom					
2.flexibility in dealing with pupils/student' behavior					
3.Creates positive learning environment					
4.Classroom instruction					
5.Rapport with student					
Getting Prepared					
1.Lesson planning					
2.Material use					
3. Subject matter knowledge					
4.Voice projection					
5.Classroom mobility					
6.Body language use					

Scale	Interpretation	Description
5	To a Very Great extent	Strongly Agree
4	To a Great extent	Agree
3	To Some Extent	Moderately Agree
2	To a little Extent	Disagree

1	To a Very little Extent	Strongly Disagree			
Description	5	4	3	2	1
Effectiveness and Usefulness of Student Teaching					
1. Develop a true understanding of the complex nature of teaching process					
2. Integrate theory with practice					
3. Plan and deliver lessons in various discipline					
4. Reflect critically on your teaching style and practice					
5. Refine and improve your teaching methodology and techniques					
6. Understand the role and responsibility of a teacher					
7. Understand the objectives, principles and strategies that are gender fair?					
8. Know various strategies that raise student teaching learning outcomes.					
9. Recognize a school environment that is safe and conducive to learning.					
Student Teaching has Improve Teaching Skills by Enhancing Different Abilities of Students					
1. Interacting and working with students					
2. Designing and implementing lessons					
3. Time management					
4. Classroom management					
5. Peer observation					
6. Designing teaching aids and material					
7. Understanding the theories and concepts of multiple intelligence and learning styles					
8. Recognizing varied cultural background of learners and their implications to teaching					
9. Showing respect and concern for individual differences of student teachers					

Role Played by Concerned Department to the Usefulness of Student Teaching					
1. Providing required help and support					
2. Planning, organizing and managing student teaching program					
3. Providing clear guidance about supervisors and schools in student teaching program					
4. Maintaining close communication and link between students and concerned supervisors					
5. Providing capabilities and experiences of student teaching in teaching?					
The Role Played by Concerned Supervisors in Development teaching Skills of Student Teachers					
1. Allowing me freedom to practice what I had learned from method teaching					
2. Providing me written comments on my lessons					
3. Observing my lessons regularly					
4. Providing me timely and suggestive feedback					
5. Providing me an opportunity for collaborative planning with them					
6. Demonstrating model lessons for me					
7. Recognizing varied learning opportunities with multi – cultural background					
8. Understanding psychological principles and educational strategies for student teachers at risk					