Predicting Internship Success of Pre-Service Teachers

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Abstract: Internship is one of the most important and crucial phases in Teacher Education. It is in this culminating stage where the pre-service teachers put into practice the learning competencies they have acquired in the Teacher Education Program and at the same time harness their teaching competencies. This study determined which area of course experiences classified as facilities, faculty, field experience and curriculum best predict the pre-service teachers' internship success with the end goal of strengthening this area for future programming and targeting. Specifically, it dealt with the following: respondents' assessment as to sufficiency and relevance of the course experiences provided at BSU JPLPC-Malvar in the areas of facilities; faculty; field experience; and curriculum.; respondents' level of success in the performance of the conceptual, technical and interpersonal skills during internship as evaluated by the students themselves and their supervisors in the cooperating schools; and the area of course experiences that best predicts the internship success of pre-service teachers.

Using the questionnaire constructed for the purpose, information as to the students' assessment of their course experiences and internship performances were elicited from the pre-service teachers themselves and their cooperating teacher–supervisors. Later on, the best predictor of internship success was identified through the Multiple Regression Analysis and a course of action was proposed for the Teacher Education Program enhancement.

Results showed that the students regard the institutional facilities as satisfactory while rating the three other areas such as faculty, field experience and curriculum as very satisfactory. While the pre-service teachers considered their internship performance in exhibiting the expected conceptual, technical and interpersonal skills very satisfactory, their cooperating teacher – supervisors revealed an outstanding evaluation of their performance. Among the four areas of course experiences, the multiple regression analysis revealed the dimension of faculty as the best predictor of the pre-service teachers' internship success. For these reasons, the researcher proposed a course of action that focuses on the strengthening of the students' competencies as future educators through the implementation and strict observance of the "English Speaking Policy" in the college, conduct of an EDUCAMP on December, and improvement of Teacher Education course syllabi through the inclusion of more computer–based activities that enhances the students IT skills. All of which are identified as necessary inputs for better equipping of the institution's Teacher Education graduates.

Keywords: Course Experience, Facilities, Faculty, Field Experience, Curriculum, Conceptual Skills, Technical Skills, Interpersonal Skills.

Introduction

Internship is one of the most important and crucial phases in Teacher Education. It is in this culminating stage where the student teachers put into practice the learning competencies they have acquired in the Teacher Education Program and at the same time harness their teaching competencies. This stage bridges theory and practice since it provides the student teachers the filed experience in an actual school setting. This is a preparation for them to assume and carry out effectively all the duties and responsibilities of a teacher.

In the Philippines, the pre–service preparation of teachers for the primary and secondary educational sectors is a very important function and responsibility that has been assigned to Higher Education Institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers (CMO # 30, Series 2004). As such, it is of utmost importance that the internship performance of prospective teachers be taken into account for this serves as the apex in the real life of becoming a teacher.

During internship, the pre–service teacher experiences the essentials of teaching in a cyclical process of planning, actual teaching and evaluating learning. The intern puts into test the pedagogical content knowledge acquired in related courses prior to internship which is an integral part of the curriculum.

Internship supervisors are designated to pre-service teachers for close monitoring in their cooperating schools. Before the actual deployment, the internship supervisors explain the rationale behind goal and assignments of each pre-service teacher. These supervisors give frequent feedback and inculcate respect and trust in order to achieve high satisfaction and motivation (D'Abate *et al.,* 2009). According to Knouse and Fontenot (2008), evaluating interns before the end of the assignment must be done so that the best can be identified and further mentored to prepare them in the actual world of work.

As designed in the curriculum, there is a great need to equip prospective teachers a wide range of theoretical and methodological skills and allow options and greater flexibility in designing and implementing learning environments that will maximize their students' learning (PAFTE Journal, 2007). Learning environment, as one of the seven domains of learning, refers to social environment where fairness, courtesy and respect are evident, psychological environment where consistent standards of learners' behavior are established and maintained and physical environment where students feel that they are safe and able to learn.

Success in internship may be attributed to the course experiences the students undertake which include facilities, faculty, field experience and curriculum. These things were given importance to bring out the best of every prospective teacher.

The Batangas State University JPLPC is one of the BSU's strategic campuses located in Malvar, Batangas. It stands committed to the advancement of knowledge and skills in academic disciplines, one of which is Teacher Education.

BSU JPLPC-Malvar has been steadfast in the University's pursuit for academic excellence to meet the growing needs of the country. Thus, the teaching workforce from the College of Teacher Education with the support of the administration gives due priorities to the course

experiences of the students knowing that these would facilitate the surefire success of their internship.

Objective of the Study

The researcher being the Department Chairperson of the College of Teacher Education conducted this study to determine which area of course experiences best predict the pre-service teachers' internship success with the end goal of strengthening this field for future programming and targeting. Specifically, this work endeavored to achieve the following objectives: Determine the pre-service teachers' assessment as to sufficiency and relevance of the course experiences provided at BSU JPLPC-Malvar in the areas of facilities; faculty; field experience; and curriculum.; Ascertain the pre-service teachers' level of success in the performance of the conceptual, technical and interpersonal skills during internship as evaluated by the pre-service teachers themselves and their supervisors in the cooperating schools; Identify the area of course experiences that best predicts the internship success of pre-service teachers; and lastly, Propose a course of action that may further strengthen the Teacher Education Program in the institution.

Methodology

The primary purpose of this work is to ascertain the area of course experiences which best predicts the internship success of 80 BSU JPLPC-Malvar pre-service teachers during the Academic Year 2017-2018. For this reason, the correlational survey type of the descriptive method of research was employed. Information was elicited through the utilization of the questionnaire made by the researcher.

The questionnaire was used to draw out data on the four identified areas of course experiences as assessed by the respondents and the three skills developed in internship as rated by themselves and their supervisors.

Results and Discussion

This presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner following the order of presentation of the specific problems posed in this study.

Assessment on Course Experiences of Pre-service Teachers

The succeeding tables present four predictors used as basis for the assessment in determining the best predictor of internship success of the respondents. This was grouped according to facilities, faculty, field experience and curriculum.

Table 1. Facilities

A. Facilities	Mean	Interpretation
1. The number of lecture rooms is adequate for students' needs.	3.05	Moderately Agree
2. The rooms are well lighted, well ventilated and conducive to learning.	3.33	Moderately Agree
3. The rooms are properly layout, adequately equipped with lecture board, comfortable seats and electric outlet.	3.14	Moderately Agree
4. The shop rooms are equipped with adequate and functional tools and equipment.	3.00	Moderately Agree

5.The laboratories (Physics, Chemistry, Food Laboratory) are sufficiently equipped with functional equipment, apparatus, supplies, tools and other materials for students' use.	3.07	Moderately Agree
6. Safety rules, regulations and warning signs are posted in shop rooms and laboratories for students' guidance.	3.12	Moderately Agree
7. The faculty force exhibits knowledge, manipulative skills and expertise in the utilization of modern tools, equipment, apparatuses and other related technology in one's field of specialization.	3.19	Moderately Agree
8. The faculty force continuously updates knowledge on trends and development in one's field of specialization for the benefit of the students.	3.67	Agree
9. The faculty communicates effectively in spoken, written, visual and technological forms of expression.	3.64	Agree
10. The faculty force administers effective assessment measures to evaluate student achievements.	3.45	Agree
11. The faculty force follow and established grading that is explained to students at the beginning of each course.	3.60	Agree
12. The faculty force models poise and self-confidence when encountering teaching difficulties.	3.40	Agree
13. The faculty models professional attitudes and behaviour.	3.14	Moderately Agree
14. The faculty force establishes and maintains rapport with students.	3.48	Agree
15. The faculty force establishes linkages to professional organizations, agencies and industries for upgraded teaching content and skill acquisition.	3.55	Agree
Composite Mean	**3.48**	**Very Satisfactory**

The item "The furniture and facilities of the library is properly arranged and spaced for students' comfort and ease" is the only statement which the respondents **Agree** and ranks the highest with a mean rating of 3.43. Next in rank interpreted as **Moderately Agree** is the statement "The library collection is properly shelved, displayed and stored for quick and easy access of students" with a mean rating of 3.36. It could be interpreted then that the respondents' satisfaction on the library facilities is manifested. The idea that they are provided with facilities conducive for learning gives them the opportunity to enjoy and become interested in what they are doing.

Among the fifteen statements, the least rated items are "There are adequate and well-maintained audio-visual rooms for students trainings, seminars and other specialized

activities" and "The internet is sufficiently equipped with computers and provides adequate access to all students" with a mean rating of 2.88 and 2.74 respectively and interpreted as **Moderately Agree.** Hence, the respondents express disappointment when it comes to auxiliary facilities most particularly on the internet access since insufficient computers are provided in the internet room.

In general, the composite mean of the respondents on Facilities is 3.10 characterized as Satisfactory.

Table 2. Faculty

B. Faculty	Mean	Interpretation
1. The faculty force handling professional courses are on full- time basis and holders of degrees related to their teaching assignments.	3.43	Agree
2. The faculty force is pursuing masters and doctoral degrees in relevant fields.	3.76	Agree
3. The teaching assignment and responsibility of each faculty member is within the area of his/her specific training and/or field experience.	3.36	Moderately Agree
4. The faculty force follow comprehensive and update written course syllabi for each course.	3.48	Agree
5. The faculty members continuously improve teaching efficiency using innovative methods in teaching.	3.50	Agree
6. The faculty force reveals thorough understanding of content knowledge and makes lesson content comprehensible to students.	3.57	Agree
7. The faculty force exhibits knowledge, manipulative skills and expertise in the utilization of modern tools, equipment, apparatuses and other related technology in one's field of specialization.	3.19	Moderately Agree
8. The faculty force continuously updates knowledge on trends and development in one's field of specialization for the benefit of the students.	3.67	Agree
9. The faculty communicates effectively in spoken, written, visual and technological forms of expression.	3.64	Agree
10. The faculty force administers effective assessment measures to evaluate student achievements.	3.45	Agree
11. The faculty force follow and established grading that is explained to students at the beginning of each course.	3.60	Agree
12. The faculty force models poise and self-confidence when encountering teaching difficulties.	3.40	Agree
13. The faculty models professional attitudes and behaviour.	3.14	Moderately Agree
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for upgraded teaching content and skill acquisition.		
Composite Mean	**3.48**	**Very Satisfactory**

The statement "The faculty force is pursuing masters and doctoral degrees in relevant fields" ranks the highest with a mean rating of 3.76. Twelve out of fifteen statements are interpreted as **Agree** which all portrays positive characteristics when it comes to work performance and attitude of the faculty. This reveals the fact that the College of Teacher Education has a very strong faculty. The members of the teaching force in the College believe that they must be subject–matter experts and should find ways and means to help their students succeed in all areas. Thus, the domain   of   personal   growth   and   professional   development   is apparent.

Table 3. Field Experience

C. Field Experience	Mean	Interpretation
1. The content knowledge learned is sufficient and abreast with the current trends	3.76	Agree
2. The skills acquired in school are parallel to the demands of the cooperating school / industry.	3.67	Agree
3. The in – school training provides adequate avenue for written and oral proficiency resulting to good communicative ability in the field.	3.59	Agree
4. Field experience provides opportunity for knowledge and skill application.	3.78	Agree
5. Field experience enriches one's understanding of theories and principles learned in the classroom.	3.69	Agree
6. Field experience activities involve hands – on manipulation of apparatus and equipment.	3.78	Agree
7. Field experience provides exposure to current technologies in one's field of specialization.	3.62	Agree
8. Field experience provides avenue for the development of better professional attitudes and behaviours.	3.98	Agree
9. Field experience helps develop one's poise, confidence and self- esteem.	4.02	Agree
10. Field experience provides meaningful practice of professional, legal and ethical operational conduct in formal organizations.	3.60	Agree
Composite Mean	**3.76**	**Very Satisfactory**

It can be seen from the table that all the statements are interpreted as Agree with mean ratings ranging from 3.59 to 4.02, the highest of which is the item "Field experience helps develop one's poise, confidence and self–esteem". As prospective teachers, the personal, professional and social competencies must be enhanced in preparation for a more complex and many–sided tasks.

Mihail (2006) mentioned that internships can have significant benefits to stakeholders. However, there is also sufficient evidence that some problems may occur with internships.

Thus, it is necessary to decide whether to engage in internship or increase them to make these internships succeed for all the stakeholders (Narayanan *et al.,* 2010).

Generally, the mean rating of the respondents on Field Experience is 3.76, interpreted as **Very Satisfactory**. This means that the experiences they had in the three broad categories of field experiences (observation, participation and community immersion) contributed a lot in the development of their competencies as prospective teachers.

Table 4. Curriculum

D. Curriculum	Mean	Interpretation
1. The curriculum contains general education courses that prepare for productive and responsible citizenship, inculcate patriotism and nationalism and develops moral and ethical character.	3.76	Agree
2. The curriculum provides sufficient number of professional courses responsive and abreast to the demands of the time.	3.74	Agree
3. The curriculum includes professional courses that enrich both the theoretical and methodological knowledge and skills of students in one's field of specialization.	3.71	Agree
4. The curriculum provides meaningful laboratory experience in school, field visit to industry and cooperative internship training program experience.	3.52	Agree
5. All laboratory course activities indicated in the curriculum involve hands – on manipulation of apparatus and equipment by each and every student.	3.43	Agree
6. The curriculum includes research related activities involving collection, reduction, and analysis of data promoting critical and creative thinking capabilities of students.	3.52	Agree
7. The curriculum provides courses emphasizing the development of mathematical skills and proficiency in oral communication.	3.52	Agree
8. The curriculum includes courses that allow students to acquire specific IT skills.	3.36	Moderately Agree
9. The curriculum contains courses / activities that evaluate the professional attributes and knowledge of the graduates through comprehensive examinations that meet national standards.	3.67	Agree
10. The curriculum provides opportunities for community immersion that enlighten students of their social responsibility as members of the society.	3.52	Agree
Composite Mean	**3.58**	**Very Satisfactory**

It is significant to note that the respondents Agree on eight out of nine statements. Highest among the items are those containing appreciation of the ample number of general and

professional courses responsive and abreast to the demands of the time with mean ratings of 3.76 and 3.71 respectively. All other items that obtained the highest rating are statement related to the important aspects in the total development of prospective teachers in their internship. These findings show that the respondents assess the curriculum positively and they believe that their curriculum provides them with a wide range of theoretical and methodological skills that maximize their learning.

The least rated item is on the assessed insufficiency of courses that allow students to acquire specific IT skills with a mean range of 3.36 interpreted as moderately agree. This finding coincides with the demand of students on facilities concerning the provision of more computers at the Internet Room that reveals the students high regard for learning relative to information technology.

The over−all mean rating of the respondents on Curriculum is 3.58 characterized as Very Satisfactory. This means that they have acquired the necessary competencies and they consider the curriculum suitable in developing the needed skills of the students.

Internship Performance of Teacher Education Students
The succeeding tables present the internship performance of the respondents relating to conceptual, technical and interpersonal Skills was assessed by themselves and their supervisors.

Table 5. Conceptual Skills

A. Conceptual Skills	Self-Evaluation	Interpre-tation	Supervisor's Evaluation	Interpre-tation
1. Reveals a thorough understanding of content knowledge, pedagogy and curriculum.	3.88	Agree	4.24	Strongly Agree
2. Shows originality and independence in planning lessons and teaching.	3.72	Agree	4.16	Agree
3. Plans using student background knowledge and experience.	3.90	Agree	4.34	Strongly Agree
4. Develops learning experiences based on knowledge of learning theories on human growth and strategies.	3.75	Agree	4.28	Strongly Agree
5. Understands and uses suitable teaching devices and strategies.	3.35	Moderately Agree	4.42	Strongly Agree
6. Constructs learning experiences that promotes active learning, problem solving and critical thinking.	3.64	Agree	4.22	Strongly Agree
7. Models creativity and innovation in teaching.	3.94	Agree	4.28	Strongly Agree

8. Links subject matter within and across discipline.	3.81	Agree	4.28	Strongly Agree
9. Shows understanding of the range and differences in individual development.	3.40	Agree	4.42	Strongly Agree
10. Selects and applies appropriate assessment techniques and devices.	3.83	Agree	4.30	Strongly Agree
Composite Mean	**3.72**	**Very Satisfactory**	**4.29**	**Outstanding**

The figures on the table reveal that the respondents consider their performance **Very Satisfactory** while their supervisors regard it **Outstanding** as manifested in the over–all mean ratings of 3.72 and 4.29 respectively. This implies that the supervisors are very satisfied with the performance of their interns and they believe that the interns have acquired the conceptual skills necessary for them to teach effectively and efficiently.

Table 6. Technical Skills

B. Technical Skills	Self-Evaluation	Interpre-tation	Supervisor's Evaluation	Interpre-tation
1. Makes lesson content comprehensible to student.	4.00	Agree	4.46	Strongly Agree
2. Employs technology appropriately to promote learning.	3.50	Agree	4.22	Strongly Agree
3. Exhibits skills in group and individual guidance / classroom management strategies.	3.83	Agree	4.32	Strongly Agree
4. Communicates effectively in spoken, written, visual and technological forms of expression.	4.04	Agree	4.18	Agree
5. Uses a variety of questioning strategies.	3.92	Agree	4.26	Strongly Agree
6. Exhibits ability to state clear, varied and thought provoking questions.	3.90	Agree	4.20	Strongly Agree
7. Effective in the use of disciplinary strategies.	3.92	Agree	4.20	Strongly Agree
8. Has poise and self – confidence when encountering teaching difficulties.	4.00	Agree	4.42	Strongly Agree
9. Sensitive to classroom responsibilities.	3.85	Agree	4.24	Strongly Agree

10. Judges own achievement realistically applying high own standards in locating and correcting weaknesses.	3.75	Agree	4.30	Strongly Agree
Composite Mean	**3.87**	**Very Satisfactory**	**4.29**	**Outstanding**

From the table it can be deduced that the student–respondents and faculty–respondents **Agree** and **Strongly Agree** on the ten categories of Technical Skills. The pre-service teachers believe that they can communicate effectively in spoken, written, visual and technological forms of expression with the highest mean rating of 4.04. Similarly, their supervisors rated highest the statement "Makes lesson content comprehensible to student" giving a mean rating of 4.46, interpreted as **Strongly Agree**. These show that the Technical Skills of the pre-service teachers have been developed well which at any rate made their internship successful. In general, the performance of the interns as rated by themselves and their supervisors are **Very Satisfactory** and **Outstanding** respectively.

Table 7. Interpersonal Skills

C. Interpersonal Skills	Self-Evaluation	Interpre-tation	Supervisor's Evaluation	Interpre-tation
1. Establishes and maintains rapport with superior, peers, and students.	4.00	Agree	4.62	Strongly Agree
2. Models professional attitudes and behaviours.	3.50	Agree	4.52	Strongly Agree
3. Accepts constructive criticism and initiates efforts toward improvement.	3.83	Agree	4.54	Strongly Agree
4. Collaborates with school personnel, parents, and community members.	4.04	Agree	4.48	Strongly Agree
5. Participates in activities and services that advocate for students and school development.	3.92	Agree	4.46	Strongly Agree
6. Adheres to professional code of ethics.	3.90	Agree	4.50	Strongly Agree
7. Acts according to school ways related to the rights and responsibilities of students, teachers and parents.	3.92	Agree	4.64	Strongly Agree
8. Shows initiative and leadership at work.	4.00	Agree	4.56	Strongly Agree

9. Works well with other staff and members.	3.85	Agree	4.64	Strongly Agree
10. Manifests good general health and energy.	3.75	Agree	4.66	Strongly Agree
Composite Mean	**3.87**	**Very Satisfactory**	**4.56**	**Outstanding**

The composite mean are 3.87 and 4.56 interpreted as **Very Satisfactory** and **Outstanding** respectively. These signify that the pre-service teachers have acquired the needed competencies when it comes to their Interpersonal Skills. They have established and maintained rapport with other people, exhibited professional attitudes and behavior and adhered to professional code of ethics which are the important categories in this indicator. Bañez (2016) affirmed that interpersonal skills possessed by pre-service teachers are important in establishing rapport with parents and colleagues in the school. This rapport can create a positive work climate which is beneficial for teachers.

Best Predictor of Internship Success

To determine the area of course experiences which best predicts the internship success of pre-service teachers, multiple regression was used. To facilitate this, MINITAB Statistical Software was utilized by the researcher. Success in internship, however, was ascertained using the ratings given by the respondents themselves and their supervisors. The ratings were evaluated by the researchers in which 50% was allotted to Conceptual Skills, 30% on Technical Skills and the remaining 20% on Interpersonal Skills.

For the purpose of interpreting the result of this study, mean ratings ranging from 3.40 and above are considered successful in their internship. The table below presents the summing up of the evaluation of the respondents and their supervisors.

Table 8. Internship Performance of Teacher Education Students

Skills	Self-Evaluation	Supervisor Evaluation	Average	Mean Rating
A. Conceptual	3.72	4.29	4.01	2.01
B. Technical	3.87	4.28	4.08	1.22
C. Interpersonal	3.87	4.56	4.22	0.84
Total				**4.07**

As shown on the table, the total mean rating is 4.07 which fall on the range 3.40 and above. This means that the internship performance of the respondents is considered fruitful and successful.

Table 9. Regression Analysis Result

Variables	Regression Equation Coefficient	Interpretation
Internship Success (IS) versus	3.79	
Facilities	− 0.0870	Non – Predictor
Faculty	+ 0.1920	Predictor
Field Experience	− 0.0445	Non – Predictor
Curriculum	+ 0.0226	Predictor

As indicated in the regression equation, the coefficient of Faculty and Curriculum are both positive while the coefficient of Facilities and Field Experience are both negative. This implies that Faculty and Curriculum are the predictors of Internship Success of the respondents. Considering that the coefficient of Faculty is greater than the coefficient of Curriculum, this means that Faculty is the best predictor of Internship Success of pre-service teachers. This finding supports the reality that the College of Teacher Education has a very strong faculty. In terms of academic qualifications, the faculty members from CTE excel among others. Eventually, such qualification contributes a lot in the internship success of the respondents.

Proposed Course of Action for Teacher Education Program Enhancement

As strengths and weaknesses in the different areas of course experiences are revealed in this study, the following course of actions is suggested:

Table 10. Course of action for Teacher Education Program Enhancement

Objectives	Strategies	Persons Involved	Target Date	Expected Output
1. Strengthen the competency of students in the area of information technology	Provision of more computer-based activities in all courses most particularly in Educational Technology courses	Associate Dean CTE Faculty Students	Second Semester, AY 2018 – 2019	Improved Teacher Education course syllabi particularly in Educational Technology courses
	Conduct of income generating activities for the setting up of computer and audio-visual room at the CTE building.	Associate Dean CTE Faculty Students	Second Semester, AY 2018 – 2019	Purchase of computer units and related equipment for the setting up of a computer and audio-visual room at the CTE building
2. Build up CTE students' professional character and commitment to the vocation.	Conduct of an EDUCAMP that facilitates the promotion of the target objectives	Associate Dean CTE Faculty Students	April 2019 "Education Week Celebration"	Student-models of professional attitudes and behavior
3. Enhance the oral and written proficiency of the students in the English language.	Implementation and observance of the English Speaking Policy in the College	Associate Dean CTE Faculty Students	August 2018 to May 2019	More proficient students in the English language

Conclusion and Recommendation

This study revealed that the assessment of the respondents on Facilities is Satisfactory while the three remaining areas are regarded Very Satisfactory and the respondents considered their internship performance exhibiting conceptual, technical and interpersonal skills Very Satisfactory while their supervisors gave them an Outstanding evaluation. Among the four areas of Course Experiences, the best predictor of Internship Success is Faculty while activities related to information technology competency, English proficiency and character formation are wanting for the enhancement of the Teacher Education program in the institution.

In the light of the findings and conclusions, the following recommendations are hereby given: The facilities of the University more particularly in the area of information technology should be given attention and allocation by the administration for the provision of more quality service to students.

Second, the conceptual, technical and interpersonal skills of the Teacher Education students should be continuously built up starting from their early years in the program in preparation for their off–campus teaching.

Third, the facilities and field experience as areas of course experiences of the students should be strengthened through future programming of activities and targeting of outputs.

For further research, a study to explore other possible variables that may relate to students' internship success be conducted.

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