

DETERMINANTS OF STUDENT INTERNSHIP PERFORMANCE IN PRIVATE HIGHER EDUCATION INSTITUTIONS: A MODEL

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ABSTRACT. Student internship performance is significant for every teacher to be equipped with the vital skills and values in order to compete in the world of excellence and respond to the challenges of the global trends. Hence, the country needs global teachers who can provide quality education for the students. Accordingly, every higher education institution has been challenged to produce ideal teacher education graduates. Thus, this study determined the relationship between the teaching internship performance and the personal characteristics of the student interns in private higher education institutions. These were the baselines of this dissertation and the results would lead to the student internship model. The study utilized the Descriptive Correlation Research Design to describe the relationship and Pearson Product Moment Correlation Coefficient was employed to determine the relationship of the variables. The reflections about the internship journey of the interns were gathered and utilized as part of the study. The results revealed that the student interns performed very well in all areas of their internship such as lesson planning, classroom management and teaching skills. Furthermore, the findings indicated that among the personal characteristics of the interns; their personality and emotional intelligence greatly contributed to the success of their teaching performance. However, IQ and GWA do not affect their performance in internship. They may contribute but with the support of the personality and emotional intelligence of the interns. Based from the findings of the study, the student internship model had been designed to strengthen the results and gave justification on the importance of personality as an indicator of good performance and also the significance of emotional intelligence and competence as an element of their effective teaching internship performance. Moreover, recommendation had been made to develop more and give emphasis on the growth of the personal values which have been believed as best elements in making great achievement in internship performance.

Keywords: *Student Interns, Determinants, Student teaching internship performance, Personal characteristics, Student internship model, Education, Philippines.*

Introduction

The world of today needs education that requires quality of teaching which every school is aiming to give solutions to the challenges and demands of the global education. Likewise, an institution aims to transform learners who will become ready to respond to global trends and be responsive to the needs of the society where they belong. As globally competitive individuals they can easily adapt to the changes of times.

Furthermore, it requires effective teachers who plan, lead, instruct, suggest and create a child-friendly environment for the diverse learners in the school. It may have a great impact to the students especially when it comes to their learning. DepEd Order No.43, s. 2013 known as The Enhanced Basic Education Act of 2013, stated that “teachers shall undergo additional training, upon hiring so that their skills and competencies would be upgraded in order to meet the content and the standard of the new curriculum.” This means that teachers play a vital role to the success of the curriculum implementation of quality education. Therefore, the success of the learners lies on the teachers’ active performance and the good facilitating skills.

In view of this, every higher education institution has been challenged to produce professionals who can respond to the global trends, and ready to face the challenges of the 21st century education, and some of these professionals are called teachers. Teachers educate students to become productive in the country and to become good citizens the society they live. Moreover, these teachers are rendering extra effort just to make sure that their students have learned from them. They make sure to have facilitated well the learning activities for effective learning. In addition, teachers are also classroom managers. They manage the class and provide a non-threatening environment which is conducive for a meaningful learning. The National Competency-Based Teacher Standards (NCBTS) viewed *teaching is facilitating learning, and the qualities of good teaching are defined in terms of whether students learn or not*. Thus, this describes that teaching is about facilitating the learners towards their learning.

In the country, in agreement with the relevant provisions of *Republic Act (RA) No. 7722, otherwise known as the “Higher Education Act of 1994,”* which emphasizes on the rationalizing the undergraduate teacher education in the Philippines to keep pace with the demands of global competitiveness. To answer this demand, the Commission on Higher Education takes an action through *CHED MEMORANDUM ORDER (CMO) No. 30,s 2004 on Revised Policies and Standards for Undergraduate Teacher Education Curriculum* which states in *section 4, under Article III* that the Bachelor of Secondary Education (BSED) has been structured to meet the needs of professional teachers for secondary schools in the Philippines.

Furthermore, it aims to develop high school teachers who can teach in one of the different learning areas in high school that make them multi-disciplinary teachers who can handle and capable of teaching subject areas which are not their major. In addition, *Article IV* which highlights the competency standard on BSED programs ensures that student teachers can demonstrate and practice theories and skills in teaching and can facilitate learning within the students’ diversity in the different types of learning environments using varied strategies, teaching styles and methodologies that promote multicultural education. Moreover, this has been strengthened in its curriculum, which fosters professional teachers who can teach in both primary and secondary schools in the Philippines.

Likewise, as stipulated on the same CMO, a teacher graduate must possess the skills on teaching demonstration that allows one to display mastery and teaching skills in dwelling the subject matter to the lives of the learners. Dr.Purita Bilbao once said,” train the teacher education students not only on what to teach but on how to teach”. Thus, teachers are creative in using the

teaching strategies, which, promote learner-centered teaching techniques and ensure the development of essential skills, which are useful in how to learn. Skills on how to communicate and adapt to the changes and challenges of the society, on how to become productive citizens in the world they live in.

In view of the aforementioned premise, the Sto.Tomas College, Danao City, Inc. is one of the private higher education institutions in Danao which offers quality education to its clientele. It aims to achieve effective student teachers and the total development of teacher education graduates' knowledge, attitudes, skills and values. Henceforth, this study delves on the determinants of the student internship performance in private higher education institutions and to design student internship model.

Theoretical Framework

This study was anchored on Self-efficacy Theory which is one of the components of Bandura-Social Cognitive Theory (1977) which explained that a learner has a high sense of competence believing that one is capable of performing the tasks. When one believes that he has an ability to perform learning activities successfully and able to meet the expectations of others and achieves the set goals then, he is having a sense of self-efficacy. The concept above had been supported by Maddux (1995) that in self-efficacy, people face an infinite number of decisions, problems, and challenges. Despite the statistics on the prevalence of emotional and behavioral dysfunction, most people of the time are able to effectively make decisions and success in life. Thus, student teachers have a good internship performance if they have good personal characteristics that include personality in which it justifies on the concept of self-efficacy.

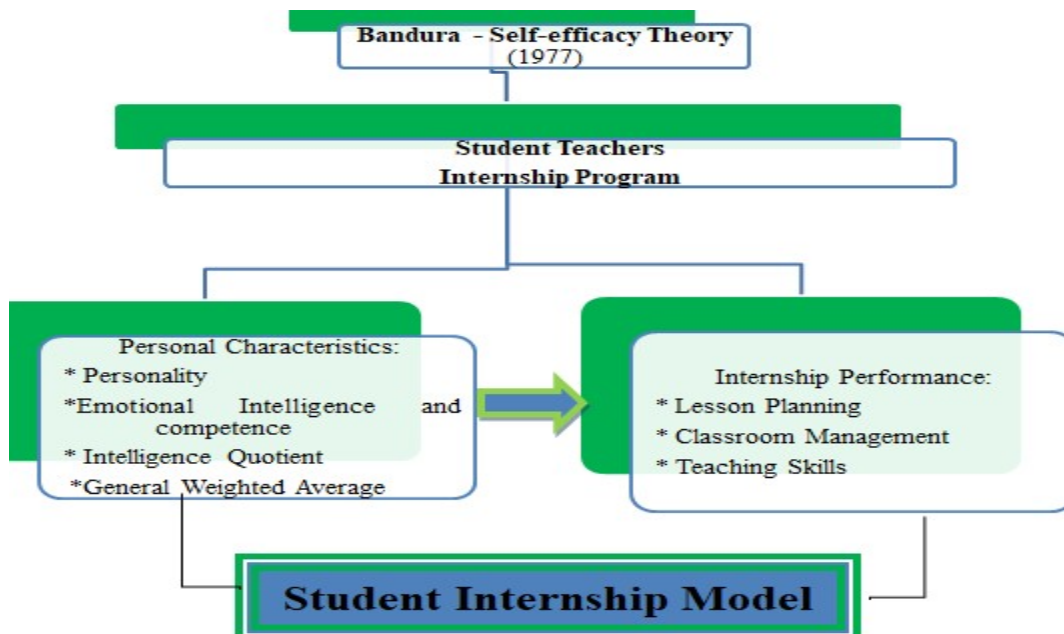


Figure 1. Schematic Diagram of the Theoretical Framework

Likewise, the theory explained that if student teachers have good emotional intelligence and competence then, it yields desired internship performance since they can handle well the situation and have understood the nature of the students. This emphasizes on the attribution of their success to their emotional intelligence and competence; they do better in teaching because they are internally motivated. Bandura's (1997) notion on self-efficacy is emphasizing on the behavioral accomplishment that signifies on the skills; however, it is emphasizing more on the attitude of believing one's potential that empowers a person to perform better.

Personal characteristics covers Intelligence Quotient (IQ) of the student interns which can be explained in this theory, that a person who has self-efficacy can have good IQ that motivates the interns to yield good teaching internship performance. According to Stanford Binet or Weschler (2018) "IQ test is the best predictor of academic success." This can be explained that a performance in internship teaching is influenced by the level of the IQ of the performer.

Similarly, the General Weighted Average (GWA) has something to do with the average of all the grades in all subjects from first year to fourth year of the interns. It entails the academic performance of the interns that indicates the level of grade performance in their studies. It can be explained in this theory that a student intern who has high GWA can perform well during internship period to earn good performance. Self-efficacy theory believes that a person who has the potential of knowing the self-worth can lead to good performance in academic aspect. It shows positive response to every situation in life that never affects their performance in school. Internship performance covers how well the interns in lesson planning, classroom management and teaching skills that serve as the parameters on the level of internship performance of the interns.

In like manner, lesson planning can be explained in self-efficacy theory that student teachers can make lesson plan since they have mastered the basic skills which can be assumed that good lesson planning contributes to their teaching internship performance. Lesson planning is part in teaching for it guides the teachers on what to do in the classroom. Thus, student teachers are encouraged to do lesson planning ahead of time prior to the teaching demonstration for the study and preparation of the topic to be discussed. It is found in Self-efficacy theory on encouraging the students to set goals for them to be successful. Thus, in lesson planning, it must have the goal objectives to be achieved within the timeframe given for them to be guided accordingly on what specific task to be done. Schunk and Pajares (2009) revealed in their *Handbook of Motivation at School* that Self- efficacy theory has been described as capabilities of learning or performing activity at designated level (Bandura, 1997).

Furthermore, classroom management is also part in teaching. In fact, it challenges the teachers to achieve effective classroom management throughout the journey in teaching. It can be explained that good classroom management yields good teaching internship performance for it ensures learning when teachers can manage the students, learning environment, situation and the subject. It is about putting everything in order so that, there will be a smooth flow of teaching-learning process in the classroom. This can be associated into personal strategy that makes one successful

in dealing with classroom management in teaching. In *Experiential Learning Courses Handbook for Student Teachers* it has been stated that teacher intern is utilizing appropriate classroom management strategies which create an environment of respect and rapport. Self-efficacy theory anchors the idea that with increased emphasis on student achievement in school, teacher students with high level of efficacy can achieve the value and importance of classroom management because they know how to handle classroom management.

Moreover, teaching skills can be an indicator of good teaching internship performance in the sense that it describes the skills of the student teachers. This can be also an indicator of the teaching skills of the teachers because there would be a smooth flow of the teaching learning process since the learners are at home in the classroom and they can participate well in the teacher's discussion. According to Bandura (1977) as cited by Krysher, Robinson and Edwards (2015) mastery experiences are the most influential resources of positive self-efficacy beliefs. Nevertheless, becoming an effective teacher takes time and practice for pedagogical skills to be mastered. This can be summarized with this idea "Only in a situation of actual teaching can individual assess the capabilities one brings to the task" (Tschannen and Neoran 1998).

The theory that anchors the study helps to derive the student internship model that serves as the concrete representation of concept of determinant that affects the internship performance of the interns. The researcher will design a model according to the result of the study that improves the internship performance of the student teachers.

Statement of Purpose

The main purpose of the study was to determine the relationship between the student internship performance, and personal characteristics of the student interns of Sto. Tomas College, Danao City, Inc, and University of the Visayas, Main Campus, Cebu of the S.Y. 2018-2019, as determinants of their teaching internship performance and the result was the basis for a designed student internship model.

Specifically, it sought to answer the following sub- questions:

1. What is the level of personal characteristics of the student interns in terms of:
 - 1.1 personality;
 - 1.2 emotional intelligence and competence;
 - 1.3 Intelligence Quotient; and
 - 1.4 General Weighted Average?
2. What is the level of teaching internship performance of the student interns in terms of:
 - 2.1 lesson planning;
 - 2.2 classroom management; and
 - 2.3 teaching skills?
3. Is there a relationship between the internship performance and personal characteristics of the student interns?
4. What are the student interns' reflections about their internship program as

documented in their portfolio?

5. Based on the findings of the study, what student internship model can be designed?

Statement of Hypothesis

Ho1. There is no significant relationship between the student internship performance and personal characteristics of the student interns.

Significance of the Study

This is relevant to every higher institution that aims to help every individual to become globally competent. Thus, this study was beneficial to the following:

The Student Interns would be helped to realize that learning is very relevant into their lives. . Thus, they would hone their skills in teaching that personality, emotional intelligence and competence, intelligence quotient, and general weighted average as part of their personal characteristics, can help them to achieve desirable teaching performance. Aside from these, the lesson planning, classroom management and teaching skills are important elements as well in teaching internship in which they should have developed.

The Internship Supervisor could be helped to integrate the value of knowing oneself to the student interns in terms of their personal characteristics through developing their personality.

The Education Students could be helped to receive quality education as recipients of the interns' performance during the teaching-learning process.

The College Instructors and Professors would be helped to find techniques and apply more teaching strategies that hone the skills and values of student teachers in terms of personality, emotional intelligence and competence, and the ability to develop a lesson plan, manage good classroom management and showcase teaching ability for them to grow more professionally and efficiently during teaching internship performance.

The Dean and Administration would be helped to encourage the instructors and professors to have plans and strategies on how to improve the teaching internship of the student teachers.

The Parents could be helped to internalize that their kids are sent to higher education institution in order to learn the necessary skills to become professionals in their chosen career.

The Community could be helped to be aware of their roles to the lives of the student teachers as role models and motivators.

The Researcher would be helped to analyze the problem and bridge the gap between the outstanding performance and low performance of the teaching internship.

The Future Researchers could be given an idea to continue in conducting a research with the same problem. This can be used as the future researchers' reference.

Definition of Terms

To provide a better and clearer understanding of the study, the following given terms were operationally defined:

Determinants refer to the factors that affect/influence the internship performance of the student teachers such as personal characteristics and personality.

Internship Performance refers to how well the interns perform classroom management, lesson planning and showing teaching skills during their student teaching experiences within the internship program. This may refer to the indicators that signify the outcome of their teaching experiences in terms of the following indicators below:

Classroom Management refers to how one manages the class in order to have a smooth flow of a teaching-learning process.

Lesson Planning is defined as the act of making a plan for a certain topic to be executed and implemented in the classroom.

Teaching Skills refers to the skill being demonstrated by the student teacher in dealing with the subject and the students in the classroom.

Personal Characteristics refer to the personal attributes of the interns that may help them to achieve good internship performance. This indicates the following:

Emotional Intelligence and Competence is defined as the self-awareness of a person

General Weighted Average refers to the grades of the interns from First Year to Fourth Year College according to the corresponding units they have taken up as prescribed in the curriculum.

Intelligence Quotient is defined as the level of mental ability of the interns that may contribute to the internship performance.

Personality refers to the personal bearing of a person towards a situation, on how one carries oneself in teaching.

Portfolio refers to the compilation of documents and other teaching materials used during the teaching internship of the interns.

Reflection refers to the personal account, feeling and insight of the interns about the internship program that helps them to realize how important the practice teaching stage is to the aspiring teachers.

Student Interns refer to any individuals who aim to learn and make a meaningful learning for their lives as they perform the roles of the teachers in the classroom. They are also the main respondents of the study.

Student Internship Model is the intervention scheme to be designed and crafted after knowing the result of the study in order to improve the teaching internship performance of the student teachers

Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presented the literature and studies that describe the relevance of the study to the teaching internship performance of the student teachers. This justifies the relevant support of the

study to come up with a comprehensive notion on the practice teaching performance of the interns in the field of teaching education.

On Teaching Internship Performance

A performance is defined in Merriam- Webster Dictionary as something achieved and something has been done. Teaching internship performance therefore, is the achievement of a specific task in education and the achievement of the student teachers in their practice teaching experience. However, the teaching internship performance of the students have many factors to be considered such as personality, emotional intelligence and competence, lesson planning, classroom management and teaching ability. Scottk (2012) as cited by Williams (2016) defined academic performance as how well a student teacher is accomplishing his or her tasks and studies. However, there some factors that identify the quality of learners' performance.

Scottk (2012) as cited by Williams (2016) added that grades are the most well-known indicator of academic performance. The average grade of the performers of assignment and quizzes and other performed tasks can be an indicator of good performance; however, these maybe affected by some factors such as attendance and instructor opinion of the college students. Williams (2016) refuted that grade is not the only parameter of academic performance; this does not always mirror a person's knowledge, intelligence and competence. In fact, there are some learners who have low performance in the class but very intelligent and received high rank during IQ tests, standardized testing and some college entrance exams.

Williams (2016) concluded that some brightest students not earn desirable grades in the class but are extremely well- rounded, succeeding at everything from music to athletics. They excelled in other fields. Students who have good initiative can also be labelled as good performer. Leadership can be an indicator of intelligence as well. Students demonstrate their competence by serving as student body president or holding officer positions in student groups such as the honor society or the science club (Williams, 2016). The above premise can be explained and supported on the theory of multiple intelligence by Howard Gardner (1983) which stated that learners have the variations of intelligences that may indicate the good performance of the learners. Thus, this requires the variation of teaching styles and strategies of the teachers to cater all their multiple intelligences.

On Personality

According to research (2018), personality has been defined as characteristic patterns of knowledge, values and skills which reflect in the behavior of an individual that shape a person into a unique identity. In the study of psychology, personality has been described as the differences in behavior that the environment, family background and group of friends may contribute to the personality development of a person.

Bradberry (2016) states that, *a person's personality is stable over a lifetime and does not change*. He further added that personality is best coupled with emotional intelligence to stimulate a person's intellectual potential. This can be understood that good personality and emotional intelligence of the student teachers yield good teaching internship performance. In connection to the above notion, Archer, A.L, and Hughes,(2011) concluded that teachers have imperative role

in achieving learners' success in school. In pre-service teacher's actual teaching checklist, personality has been part of the element that makes the student teacher successful during practicum. As it commonly says, "attitude matters". In this manner, personality is important in teaching, since teaching requires enthusiasm for it projects positive image towards the students.

On Emotional Intelligence and Competence

Santoso (2018) termed emotional intelligence as the strongly influenced by the environment, which is not settled, and can change at any time. This means that the environment is a great help to develop the emotional intelligence of the individuals. However, Santoso (2018) rebutted to the idea that IQ and EQ are difficult to measure since it is possible to identify these traits in children and outline their significant value. Thus, EQ skills are not in contrast to IQ skills because they counterpart dynamically, both at the conceptual level and in the real world. Likewise, EQ is not developed through heredity (Shapiro, 1998) as cited by Santoso (2018)

According to Goleman (2000) as cited by Santoso (2018), "emotional intelligence refers to the ability to regulate emotional life with intelligence." Hence, having an emotional intelligence one knows how to manage one's attitude, one's emotions that may affect the performance level of the performers. Furthermore, it shows respect and professionalism that there is self-knowledge that makes one a self-smart. Thus, they become the managers of their own emotions, motivations, inspirations, empathy, cooperation and relationship with other people where they belong. Further, they can manage their own success in life.

Asrar –ul-Haq, Anwar and Hassan (2017) as cited by Santoso (2018) determined that emotional intelligence has a positive effect on a teacher's job performance. It has been revealed that emotional self-awareness, self-confidence and achievement have a positive bearing to the performance of the teachers. Goleman (2000) stated that emotional intelligence and competence is as important as IQ and expertise for outstanding performance of a teacher. This can be justified that if the student teachers have high emotional intelligence and competence they will have good performance in teaching.

Bar-On and Parker (2000) derived the concept of emotional intelligence in order to develop the components that can improve the human effectiveness and wellness. It has been added that it gives practical applications especially in the field of education. Goleman (1998) as cited by Bar-On and Parker (2000) defined an "emotional competence" as a "learned capability based on emotional intelligence that results in outstanding performance at work."; thus, they explained it deeper that *emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation.*

Santoso (2018) concluded that emotional intelligence has a positive influence on job performance among students undertaking internships. He further said that the ability to motivate oneself and build meaningful relationships are the most important variables in explaining the relationship between emotional intelligence and job performance of students who are having internships. Mayer and others (2008), as cited by Gondaland & Husain (2013), believed that emotional intelligence is the ability to recognize and regulate the emotions in one own self and

others and to make use of this information in order to guide one's thinking and actions. Gonda and Husain (2013) further said that emotional intelligence has a significant role in job performance, leadership and other parts of daily life.

On Lesson Planning

Lesson planning is defined in Merriam- Webster Dictionary as the process of making and preparing lesson on a lesson plan could it be detailed or semi-detailed. This has been called as daily lesson plan or Development Learning Plan (DLP). As retrieved from *Student Teacher and Intern Handbook (2017-2018)*, Department of Education, University of Charleston emphasized on the relevance of lesson planning in teaching. It purports that student teacher should have the skills in preparing the lessons by making the lesson plans. As reclaimed from *All Programs Student Teaching Internship Handbook (2015)* on instructional planning /lesson planning, it has been mentioned that the most critical factor in the success level of most internship is the quality of planning by the intern.

As recovered from *The Elementary School Journal on the Effect of Planning on Teaching*, it has been stated that, if a lesson is to be effective, the teacher needs to make decisions in these areas before the lesson. One needs to identify the objectives that intend to develop the cognitive, affective and psychomotor skill aspects of the learners. Thus, the teacher has to choose the appropriate teaching strategy and method that helps to achieve the set of lesson objectives at the end of the lesson. It needs the inclusion of activities and materials to be used during the teaching process that derives as well the value formation. It gives the blueprint of teaching that aids the student interns during the implementation of its content to the students.

On Classroom Management

As stated in *Experiential Learning Courses Handbook (2014)* on *Classroom Management: The teacher intern utilizes appropriate classroom management strategies* which create a learning environment with respect and good rapport between the teacher and the students and among others in the classroom. Abu-Tineh, et al (2011) determined that personal teacher efficacy has the highest significant relationship with the classroom management style. Martin and others (1998) as cited by Abu-Tineh, Khalaileh and Khasawneh (2011) defined classroom management as a broad umbrella that modifies teachers' efforts to oversee classroom activities such as learning, social interaction and student behavior.

According to research, classroom management was associated with an increase of 20% in student achievement when classroom rules and procedures were applied systematically (Hattie, 2005). Classroom management is one of the most persistent areas of concern voiced by school administrator, the public, and teachers (Evertson& Weinstein, 2013).

On Teaching Skills

Teaching is defined in *Merriam- Webster Dictionary* as something taught and an act of demonstrating, explaining, and giving examples. *Teaching is an art. It is a passion, profession, and mission of many professionals.* Likewise, "there is now an ample evidence to recommend these competencies as the core round which to build teacher preparation, teaching hiring, teacher development, and teacher and school evaluations" as cited by Archer and Hughes (2011). Smith

(2016) stated that teaching is those moments or sessions where one makes specific interventions to help people learn particular things. The ‘what’ of teaching covers what resources do teachers use, what topics to be covered, and what teaching strategies to be applied. The ‘how’ of teaching gets a great deal of space – how to structure a lesson, manage classes, and assess for learning. The ‘why’ of teaching includes the purpose and why teachers teach Palmer (1998) as cited by Smith (2016) The real essence of teaching is to teach how to learn rather than to teach what to learn.

Likewise, Palmer (1998 as cited by Smith, (2016), defined teaching as questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice Smith (2016) concluded that teachers, to be educators, must be wise and considerate in planning activities for students considering their present and their future. Moreover, Lieberman (2013) stated that bringing students’ experiences around the subjects or areas is what teachers are looking into that makes the classroom or learning situation more important, relevant and meaningful to the lives of the learners in school. Hattie (2009), as cited by Smith (2016), said that a good understanding of a subject area, good resources to draw upon and the capacity to engage students in learning yields good students’ academic performance.

On Intelligence Quotient (IQ)

IQ is an important asset of student interns for it internally motivates them to achieve good class standing and become part of the class top achievers. Having good IQ is a gift; thus, one becomes gifted and academically inclined. Richardson and Norgate (2015), in a journal on “*Does IQ Really Predict Job Performance?*” concluded that IQ has a correlation to the job performance of the workers.

However, Haier and others (2009) suggested that it is difficult to test the correlation of IQ among the other variables and that; it is hard to interpret its results as well. Richardson and Norgate, S. (2015) stated that validation of IQ tests has continued to rely on correlation with other tests. Thus, there is predictive or criterion validity to be used in testing IQ that justifies the high level of IQ test result. Gondal and Husain (2013) IQ provided authenticity about a person’s competency to evaluate and solve problem which is very useful. However, the concept of emotional intelligence brings new depth to the understanding of human intelligence; it expands the ability to evaluate one’s general or overall intelligence. As stated by Wechsler (1958), as cited by Gondal and Husain (2013), Intelligence Quotient (IQ) is the phenomenon that involves assessment regarding one’s capability to observe, analyze, and interpret the circumstances.

Schmidt and Hunter (2000) as cited by Gondal and Husain (2013) viewed intelligence as the one of the key determining factors of evaluating employees’ performance. They justified the idea that employees who are more intelligent can enhance their abilities and learn faster the job related skills. Gondal and Husain (2013) further concluded that the emotional competency of a person has a vital contribution in the success of an employee. However, based on the result of his study, IQ has also good bearing to the progress of an institution; and he comes up the idea that,

people with high IQ level are the key contributors to the success of the company. But it does not mean that emotional intelligence has to be neglected, it has also a positive bearing to the success of the company. Research revealed that emotions have an important role in organizations whereas intelligence alone is not sufficient to explain the individuals' success at work or in life.

On General Weighted Average (GWA)

General Weighted Average (GWA) has been defined in Merriam Webster Dictionary as *an average of the values of a set of items to each of which is accorded a weight indicative of its frequency or relative importance*. This shows the average rating of the student interns throughout the four-year stay in college that covers all the subjects offered by the institution where they are studying for their chosen course.

De Chavez, Lumanglas, and others (2016) concluded that GWA has a positive bearing to the internship performance of the interns. Hence, the higher the GWA, the better the performance is. Kingston and others (2010) concluded based on their findings that the lesser the absences of the students the higher the GWA. In addition, GWA has been contributed to the desired performance result of the students. The following claims above have been supported in the review of related studies below on what other factors that may affect the performance of the student teachers.

Teaching internship performance therefore, is the important element in student practice teaching accomplishment of the student teachers in the field of education. They are trained well in the higher education institution so that they will be equipped with the necessary skills that align to the National Competency –Based Teacher Standards (NCBTS). However, there are many factors that may affect to the performance of the student teachers.

The related studies justify and support the relevance and notions of this study to other existing studies that speak about the determinants of the performance of the student teachers in private higher education institution. Below are some studies that provide congruency of thoughts that strengthen this dissertation. Maris and Meier's (2004) study, as cited by Kiggundu and Nayimuli (2009), "Teaching Practice: a make or break phase for student teachers" assert that the term teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and schools.

Maris and Meier (2004) as cited by Kiggundu and Nayimuli (2009), further argue that practice teaching is a challenging but important part of a teacher training, especially in developing countries, where the effectiveness of the practice teaching can be diminished or eroded by a range of challenges, such as geographical distance, low and uneven levels of teacher expertise, a wide-ranging lack of resources as well as a lack of discipline among a wide cross-section of learners and educators. These challenges, if not addressed, may affect student teachers' performance during teaching practice and may in the long run affect their perception of the teaching profession (Quick & Sieborger, 2005).

Lave and Wenger (1991), as cited by Kiggundu and Nayimuli (2009), pointed out that the notion of practice teaching is established in experience- based learning or learning by doing and experience as proposed by Dewey (1938), Vygotsky (1978) in his Social Cognitive Theory

which gives emphasis on learning within the situation. In this context, it explains that student teachers must be exposed to class demonstration in which they would assume the responsibility of a real teacher in the classroom setting, which includes showing of personality, emotional intelligence, lesson planning, classroom management and teaching ability.

Ngidi and Sibaya (2003) as cited by Kiggundu and Nayimuli (2009), mentioned on the same study that, students' experiences during practice teaching influence their perception of and attitudes towards the teaching profession. Marais and Meier (2004), as cited by Kiggundu and Nayimuli (2009) found out that some factors affect the performance of the practice teaching student. One is the students' behavior wherein there is lack of discipline which affects the classroom management of the student teachers. Some student teachers find difficulty in controlling the students' behavior in the class. Siegfried and Fels (1979) as cited by NasriHarb and Ahmed El-Shaarawi (2009), concluded in their research on "Factors Affecting Students' Performance" that student's aptitude is the most important determinant of his/her learning. This means that if the learners are intelligent, talented and self-motivated then, they will have a good performance on their academics.

Kennedy and Tay (1994), as cited by NasriHarb and Ahmed El-Shaarawi (2009), concluded in their survey article "Factors Affecting Student's performance" that, the student's aptitude as the most important determinant of learning. On the same study, "Factors Affecting Student's performance", Beron (1990) as cited by NasriHarb and Ahmed El-Shaarawi (2009) found out that there is a link between the perceived usefulness of an additional course in economics and the performance of the students in a current economics course and this affects the academic performance of the students. Gender Wise, Willians et al (1992) as cited by NasriHarb and Ahmed El-Shaarawi (2009) also refuted in the same survey on "Factors Affecting Student's performance" that they found no evidence to support the hypothesis that significant and consistent gender differences in achieving the academic performance of the students. Zimmer and Fuller (1996), as cited by NasriHarb and Ahmed El-Shaarawi (2009), in their survey article of "Factors Affecting Students Performance in Statistics" found that Statistics anxiety and attitude, and computer experience are linked to students' performance in Statistic courses.

Lane and Porch (2002) as cited by NasriHarb and Ahmed El-Shaarawi (2009), studied the Factors Affecting Students' Performance on an Introductory Undergraduate financial Accounting Course found out that students' attitude toward accounting have significant effect on students' performance. Romer (1993) as cited by NasriHarb and Ahmed El-Shaarawi (2009), who conducted a study Factors Affecting Students' Performance; found out that class attendance is reflected significantly, on the students' Academic Performance has added this. Anderson and Benjamin (1994) as cited by NasriHarb and Ahmed El-Shaarawi (2009), found also that the most important factors that affect students' performance in university introductory economics course were the overall achievement level and taking a course in calculus.

Kennedy and Tay (1994 as cited by NasriHarb and Ahmed El-Shaarawi 2009) concluded in their survey article a research on the Factors Affecting Students' Performance in Economics pointed out to student's aptitude as the most important determinant of learning. On the other hand,

Devadoss and Foltz (1996), as cited by NasriHarb and Ahmed El-Shaarawi (2009), studied the effects of previous academic performance, class attendance, and financial status on the performance of students of some agriculture economics related courses. Karemera (2003), as cited by NasriHarb and Ahmed El-Shaarawi (2009), found out in his study on Factors affecting student's performance in principles of economics that students' performance is significantly correlated with satisfaction with academic environment and service received.

Summary

Teaching internship performance therefore, is the achievement of a specific task in education and the achievement of the student teachers in their practice teaching experience. Thus dealing with the students becomes part of the training as the higher education institution believes that internship performance evaluates their skills and learning of teaching. However, the teaching internship performance of the students have many factors to be considered such as personality, emotional intelligence and competence, lesson planning, classroom management and teaching ability. Personality can be an indicator of good teaching performance since there is an enthusiasm on what one does. Emotional Intelligence and competence is other factor that determines the performance of the student teacher as stated by Daniel Goleman (1999) in his book "Working with Emotional Intelligence" that teachers should be convinced that emotional intelligence is as important as IQ and expertise for outstanding performance.

RESEARCH METHODOLOGY

This research methodology covers the research design that explains the survey method of the study on how the data was gathered. This gives an overview on how the research methodology would be done.

Design

The study utilized the Descriptive Correlation Research Design to describe and explain the relationship between the teaching internship performance of the student teachers and the variables of the study with the survey questionnaires to be used as instruments of the data collection. This is to determine the relationship between the student teachers' teaching internship performance and personality, emotional intelligence and competence, lesson planning, classroom management and teaching ability. The grades of the student teachers, during their internship, were used to complete the data for its analysis.

Environment

A. Sto. Tomas College, Danao City, Inc.

This study was conducted in Sto. Tomas College, Danao City, Inc., a private sectarian higher education institution, run by the Augustinian Sisters of our Lady of Consolation, a Catholic institution in Danao City, which offers quality education to its graduates. This can be found at the heart of Danao located at Bonifacio St., Danao City, Cebu, beside the Sto. Tomas de Villanueva, Parish.

B. University of the Visayas – Main Campus

The University of the Visayas is located at Dionisio Jakosalem corner Colon Street, Cebu City, 6000 Cebu, has been part of the environment wherein its BSED student interns were also the respondents of the study. It is a private non-sectarian university which has an eight-campus, province-wide system of higher education and lower level laboratory schools.

Respondents

The respondents of the study were the graduating student teachers of Sto. Tomas College, Danao City, Inc., Danao City, Cebu. They were all taken up Bachelor of Secondary Education majors English and Biological Science. They are 41 student teachers, 14 of them are Biological Science major and 27 of them are English major student teachers. There was no sampling technique used in the study since complete enumeration was utilized in this study. There were 56 BSED student interns of University of the Visayas Main Campus who become respondents of the study. The total number of respondents is 97 in which 42.27% of them are the interns of STC-D and 57.73% of them are the interns of UV- Main Campus.

Table 1
Respondents of the Study

Respondents	Frequency	Percentage
STC-D Interns	41	42.27%
UV-Main Campus Interns	56	57.73%
Total	97	100%

Note. $N = 97$

Instruments

The researcher utilized the modified standardized instruments. First, the tool that determined the level of teaching performance of the student interns in terms of lesson planning is crafted from the *Experiential Learning Courses Handbook* with the inclusion of *DepEd Order No.3, s. 2007 "Guidelines in the Deployment of the Pre- Service Teachers on Experiential Learning: Field Study and Practice Teaching with the source: University of Auckland, faculty of Education (2006).* Second, the instrument used to determine the level of student interns' teaching performance in terms of classroom management is also taken from the *Experiential Learning Courses Handbook* with the inclusion of *DepEd Order No.3, s. 2007 "Guidelines in the Deployment of the Pre- Service Teachers on Experiential Learning: Field Study and Practice Teaching with the source: University of Auckland, faculty of Education (2006* Third, the instrument used in determining the level of student interns teaching performance in terms of teaching skills is retrieved from [https://www.cpcc.edu.learning/formsTeacher Teaching Self-Assessment](https://www.cpcc.edu.learning/formsTeacher%20Teaching%20Self-Assessment).

Fourth, the researcher determined the level of personal characteristics of the student interns, in terms of personality through a survey using the instrument. The tools were crafted from *Experiential Learning Courses Handbook* with the inclusion of *DepEd Order No.3, s. 2007*

“Guidelines in the Deployment of the Pre- Service Teachers on Experiential Learning: Field Study and Practice Teaching with the source: University of Auckland, faculty of Education (2006). Fifth, the tool that determined the level of emotional intelligence and competence of the student teachers is adopted from Daniel Goleman’s book on Working with Emotional Intelligence (1999). Then, for the IQ level, the documents were taken from the Guidance Office while for level of the General Weighted Average (GWA) of the interns; the data were retrieved from the Registrar’s Office.

Validation of the Instrument. The above mentioned instruments were just crafted from different sources and have been modified by the researcher and validated by the experts in the field of education and research. Then, reliability had been tested as well

Reliability of the Instrument. The researcher conducted a dry run for the modified instrument to the 20 student teachers. Afterwards, the reliability index of the instrument was computed using the Cronbach's Alpha to determine its internal consistency. The results indicated that the entire instrument is highly reliable with a reliability coefficient of .975.

Data Gathering Procedure

The researcher had undergone preliminary activities such as the preparation of the chapters one to three for the designed hearing based on the approved title of the study. It underwent modification according to the possible corrections, comments and suggestions of the experts. Then, it was submitted to the IRB for the ethical review. The IRB gave signal and provided the approval to conduct the study. The researcher secured a letter from the Dean of the Graduate School for the approval of the study. Then, the researcher asked permission from the School President for the approval to administer the questionnaires, and then the signed approval letter of permission was given to the instructor assigned during the conduct of the survey.

Data Analysis

Descriptive analysis was utilized using the frequency response distribution, which would include the computation of mean. Descriptive Correlation Design was utilized to explain the relationship between the determinants of the performance of the student teachers students during their internship. Pearson Product Moment Correlation Coefficient used in assessing the relationship between the student teachers teaching internship performance in terms of lesson planning, classroom management and teaching skills; and personal characteristics of the student interns such as personality, emotional intelligence and competence, Intelligence Quotient (IQ) and General Weighted Average (GWA).

Ethical Considerations

The researcher by virtue of the guidelines prescribed by the university should fully comply all required in the conduct of the study. Before the study would be carried out, the project would undergo ethical review and approval by the Institution Review Board (IRB), which was the ethics committee in the university. Thus, it adhered to the principles of **Belmont Report** on standards of ethical conduct in research. **Beneficence.** The respondents were informed on the relevance of the research to their life as how it helped them to grow effectively in their chosen career as future teachers. Thus, it benefited them as respondents, since it would determine the

factors that may affect their performance in teaching. **Respect.** This principle was evident when the researcher respected the right of the respondents. They would not be forced to participate and to answer the survey questionnaires. They had to be understood when it came to their decision in not answering the questions. **Justice.** The respondents have to be treated fairly. They have the right of privacy; thus, keeping their answers with utmost confidentiality is highly given value. The answers of the respondents would not be shown in public, it must be kept properly. It is the right of the respondents to keep their identity as well that is why only code name or no need to write any code, they just have the seat number. This is to protect them from any judgement or prejudice.

Results and Discussions

This phase of the study synthesizes the answers of the statement of the problems of the study. Thus, it concludes based on the analyses and results of the research. Likewise, this provides recommendations for future studies and it inspires aspirant researchers to conduct further study about this area. This gives justification on the importance of personal characteristics to the excellent performance of the interns on their teaching internship.

Summary of Findings

The following are the salient findings of the study:

Firstly, the findings of the level of the personal characteristics of the student interns were the following: the student interns have a positive result on personality attributes that leads to an interpretation that the interns have a personality of being positive. The student interns have very high level of emotional intelligence and competence. The result found out that the interns have a very high level of emotional intelligence and competence that internally keep on motivating themselves to excel in different areas of teaching performance. Then, the Intelligence Quotient level of the student interns were said to be in a below average. This connotes that most of them are having low IQ or most of them belong to below average category. Next, the level of General Weighted Average (GWA) of the student interns yields very good performance in GWA.

Secondly, the level of the student interns' teaching performance, results were as follows: most of the student interns performed very well in lesson planning for it yields very good result. Most of the student interns claimed that they performed very well in classroom management with the interpretation of very good. Thus, the student interns excellently exhibit their skills in teaching with an interpretation of excellent.

Thirdly, the results revealed that there is a significant relationship between the personality and lesson planning performance of the student interns. This indicates that student interns with positive personality more likely have better performance in lesson planning. Then, the results indicated that there is a significant relationship between the personality and classroom management performance of the student interns. This explicates that student interns with positive personality more likely have better performance in classroom management. More so, the results revealed that there is a significant relationship between the personality and teaching skills of the student interns. This designated that student interns with positive personality more likely have better teaching skills.

Accordingly, results exposed that there is a significant relationship between the emotional competence and lesson planning performance of the student interns. This specifies that student interns with high emotional intelligence and competence more likely have better performance in lesson planning. Likewise, results tell that there is a significant relationship between the emotional competence and classroom management performance of the student interns. This pointed out that student interns with high emotional competence more likely have better performance in classroom management. Furthermore, the results reveal that there is a significant relationship between the emotional competence and teaching skills of the student interns. This shows that student interns with high emotional competence more likely have better teaching skills.

However, the results divulged that there is no significant relationship between the General Weighted Average and lesson planning performance of the student interns. This directs that the general weighted average of the student interns does not affect significantly their performance in lesson planning. In addition, the results disclosed that there is no significant relationship between the General Weighted Average and performance in classroom management of the student interns. This means that the general weighted average of the student interns does not affect significantly their performance in classroom management. Besides, results make known that there is no significant relationship between the General Weighted Average and teaching skills of the student interns. This pointed that teaching skills of the student interns are not significantly associated to their general weighted average.

In like manner, the results revealed that there is no significant relationship between the Intelligence Quotient and lesson planning performance of the student interns. This explained that the Intelligence Quotient of the student interns does not affect significantly to their performance in lesson planning. Similarly, results reveal that there is no significant relationship between the Intelligence Quotient and performance in classroom management of the student interns. This can be explained that the Intelligence Quotient of the student interns does not affect significantly their performance in classroom management because it has no bearing to it. Furthermore, results found that there is no significant relationship between the Intelligence Quotient and teaching skills of the student interns. This denotes that the teaching skills of the student interns are not significantly associated to their mental abilities or Intelligence Quotient.

Lastly, the reflections of the student interns that reflected on their portfolio positively support the results of their personal characteristics and these are categorized into different four themes such as Theme 1: *Great Learning Opportunities of Knowledge, Values and Skills*, Theme 2: *Positivity, Perseverance and Patience in Teaching*, Theme 3: *Being Thankful and Appreciative of Mentors' Guidance*, Theme 4: *Life's Philosophy in Teaching*. Thus; these generated themes were supported by the crafted reflections from the transcripts of the interns that elaborate and justify the ideas and make it more meaningful and relevant to the findings of the study.

Conclusions

As the findings of the study had been revealed, the researcher concluded that teaching skills or ability to teach depends on the affective not on the cognitive level of the teachers to be capable to

teach. Thus, positive personality and very high emotional intelligence lead to high level of teaching internship performance. Therefore, the excellent performance had been reinforced with the affective aspect of the interns. Nevertheless, teaching performance could still come up with the positive achievement of success even if the IQ level is not high or just below average. Hence, very good performance in GWA is not an assurance that student interns would likely to perform better in work immersion or in practice teaching. Likely, this could be concluded that interns performed neither excellently in teaching internship not because they have high GWA nor below average of IQ but because they have positive personality and very high level of emotional intelligence and competence, as this was supported on what they had expressed in their reflections. Indeed, the idea of Bandura's Self- Efficacy theory had been proven in this study that the belief of oneself and one's potentials with positivity in life is a great element of success.

Therefore, **Bandura's Self-efficacy Theory** anchored this study and supported its findings that explain on the importance of believing on one's ability, talent and potentials. It suggested the idea of having a strong fighting spirit and always looking at the positive side of life that whatever challenges that may come, these can be hurdled that leads to the peak of success. The theory strengthened the significance of personal characteristics to the internship performance of the interns of private higher institutions. Thus; teaching internship performance in terms of lesson planning, classroom management and teaching skills had been strengthened with the personal characteristics of interns. Aside from this, the reflections of the interns about their internship journey became imperative as these could support the results of the study.

Recommendations

Based on the findings, the following recommendations were proposed:

1. Student interns should always believe on their own potentials that they can do things better regardless of their IQ level. That, intelligence is not always the measurement of their success; but their determination and will power do. That attitude matters, more so, their personality and emotional intelligence are more important. Therefore, it is good to develop it daily by possessing values in life. They should believe the beauty of their dreams and trust the process of learning even how challenging it is. Always persevere in life. They should give emphasis and value on personality that includes philosophy, patience, perseverance and positivity. So on with their emotional intelligence and competence with the development of their empathy and compassion for others for these maybe the elements of their success.
2. Parents should motivate and develop the personality and emotional intelligence of their sons and daughters they would undergo college life where there are many pressures, stresses and depressions to be encountered. They should teach them to value their feelings and develop the virtues in life and to live with those virtues daily. Parents should be the first examples of values which are worthy to be emulated by their children at home.

3. Instructors should promote values as an integration of their lessons for their college students. They should model to live with values, good personality and high emotional intelligence competence. Thus, they should be the paragons of virtues as they live as examples and role models of positive personality and high level of emotional intelligence. Instructors should emphasize the growth of the college students not just intellectually but also emotionally and other aspects of their beings. Further, they should always be creative in their teaching that would develop the students' positivity, perseverance, patience, philosophy, empathy, and compassion as part of their personality and emotional intelligence that would totally shape their personal characteristics.
4. College administrators should collaborate with and support the instructors in designing the curriculum that cores the values of life. They should bear in mind that college stage is a preparation for real life as the graduates enter the portal of reality where the big arena of life is. Therefore, administrators should always check the alignment of the curriculum to the needs and interests of the students as they work hand in hand with the instructors. Supporting the instructors and professors would boost their confidence to teach well and produce ideal graduates who are innovative, creative and ready to face the world of excellence and respond to the global trends.
5. Researchers should continue to conduct researches that solve the educational problems and other related issues in educational leadership and management. Likewise, they should research on how to develop a positive personality and emotional intelligence and what factors that may contribute to their high level of emotional intelligence and competence and personality. Thus, the following were recommended for future studies:
 1. Determinants of Teacher's Classroom Management
 2. Predictors of Interns' Teaching Skills Performance
 3. Determinants of Teachers' Effective Lesson Planning

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