

**TEACHING PERFORMANCE OF STUDENTS TEACHERS IN J.H. CERILLES STATE
COLLEGE**

A Bachelor's Thesis presented to The committee of Oral Examiners

J.H. CERILLES STATE COLLEGE DUMINGAG CAMPUS

Dumingag, Zamboanga del Sur

In partial fulfillment of the requirements for the Degree
Bachelor in Elementary Education

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ABSTRACT

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Summary

This study was conducted to determine the teaching performance of student teachers in J.H. Cerilles State College-Dumingag Campus, Dumingag, Zamboanga del Sur S.Y. 2014-2015.

To attain the objectives, the researchers looked into the teaching performance of the student teachers based on their actual classroom teachings, the perceptions of the student teacher-respondents the Practice Teaching Program, the problems met and their suggested solutions; and the significance of the relationship between the student teacher-respondents' perceptions on the practice teaching program and their teaching performance.

Descriptive correlational method was used with questionnaire-checklist as the the main instrument used in gathering the needed data from the 55 student teacher respondents. Frequency counts, percentage, Weighted Arithmetic Mean and the chi-square were utilized to arrive at the correct interpretation of data.

The study revealed that majority of the student teacher-respondents performed well in their actual teachings. It is also found out that the respondents considered the Practice Teaching Program conducted as "effective". The Least Serious problem encountered by the student There was teacher-respondents is the pupils' misbehavior. no significant relationship between the student teacher-respondents' perceptions on the Practice Teaching Program and their teaching performance.

The study recommended that the school administrators require their Instructors to teaching activities to harness the teaching performance of conduct varied classroom future student teachers; that the instructors encourage the intern students to apply varied techniques and methods in times of teaching to cater the needs of diversified learners; that the student-teachers attend. different seminar-workshops for personal and are encouraged to professional development; that the next batch of student teachers apply the suggested solutions to lessen the problems they will encounter during their internship; and that similar study be conducted in

other Campuses to determine the perceptions of the student-teachers on the Practice Teaching Program and their teaching performance.