



TEACHING DEMONSTRATION SKILLS OF FIELD STUDY STUDENTS: BASIS FOR INTERVENTION PLAN

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This study determined the level of teaching demonstration skills of Field Study Students. It used the quantitative research design utilizing descriptive research. The respondents of this study were the 100 Field Study Students enrolled in the school year 2022-2023. Results revealed that the capability of Field Study Students in Davao Central College is high, which means they were observed and practiced. This proposed that the technique, approach, and methodologies during their first 3 years on campus are effective and should be continued even if they will be deployed in the public school. Teaching demonstration skills to field study students has an overall mean score of 4.26, which is high. This demonstrated that the field students had practical experience and preparation for teaching demonstration techniques. This suggests even more strongly that all of the indications were continuously manifested. Respondents believed that using a motivated activity that successfully connects or introduces the lesson gets the highest mean score of 4.47 out of the sixteen indications in the teaching demonstration skills. Following the findings, using a motivating activity that successfully links or introduces the lesson has the highest mean score of 4.47 or high, indicating that it is frequently exhibited.

Keywords: teaching demonstration skills, Field Study Students, Motivation

Introduction

One of the best assets of a teacher is to know how to teach effectively in the classroom. It is widely expected that the teacher should display competence when it comes to teaching demonstrations guided by different approaches, strategies, and methods. However, this skill is not manifested by the students in their third year in college, especially the field study students. The researcher witnessed how these students struggle to do their teaching demonstration. The fundamentals of teaching as well as the technicalities when they demonstrate the teaching and learning process are not familiar to them.

Department Order No. 3, series of 2007 laid down the guidelines for Field Study and Practice Teaching. The Experiential Learning Course is intended to provide education students with actual experiences in which they can observe, verify, reflect on, and practice the different components of the teaching and learning process (Laguerta, 2022). Moreover, these experiences will be greatly beneficial for them in their journey as Filed Study Students.

A study conducted in Indonesia by Mufidah, (2019) revealed that the pre-service teachers' ability in explaining the lesson is low. Most of the pre-service students got a problem in terms of material mastery, pronunciation, and grammar accuracy. The reason behind these problems is their lack of time to prepare for the lesson. Some of the pre-service students made their lesson plans just a night before their teaching practice.

On the other hand, Smith, Wende Roth, and Tyler (2017) at the University of Maine revealed that teaching demonstration skills are a significant part of a job interview. In connection, learning is most

effective when it is an active endeavor incorporating inquiry-based learning styles and incorporating the process of teaching and learning process. On the other hand, Aktag (2003) as cited by Enoc (2019) shows that there is a significant difference between female and male pre-service teachers.

In the Philippines, there are problems and concerns concerning the teaching demonstration skills of the student-teachers taken out from their journal: the look of a student-teacher, teaching with enthusiasm, the voice of the student-teacher, lesson planning advice, subject matter familiarity, instructional materials efficiency, tips for classroom management, and improving the questioning skills (Magday & Pramoolsook, 2021). These problems affect the good teaching demonstration skills of Field Study Students during their teaching and learning process. Moreover, a study conducted by Lacaba, Avenir, Permejo, and Cornillez (2022) on the anxiety of practice teachers on final teaching demonstration showed that a common degree of anxiousness about lesson planning during their final teaching presentation was felt by the student teachers. They must, however, increase their understanding of how various instructional methods can be used. When it comes to class management, the student teachers experience the same amount of typical stress. Finally, despite their propensity to be quite nervous about whether their performance will be accepted by their various evaluator, they reported an adequate amount of anxiety over being evaluated.

Further, Enoc (2019) a college instructor at Cebu Normal University developed a tool as an instrument to measure the teaching demonstration skills of the students. The researcher concocted indicators or factors affecting the development of a good teaching demonstration. These factors include classroom management, teaching strategy, lesson planning and preparation, professional behavior, accuracy and fluency of communication, and voice modulation.

Since the beginning of this academic program, the College of Education and Liberal Arts at Davao Central College has been keeping an eye on field study observation, assistantship, and practicum experience. However, no study has been carried out to ascertain whether or not the teaching demonstration skills of graduating students have produced the desired outcomes. Each year, a notice of understanding is endorsed between the College of Education and Liberal Arts at Davao Central College and the collaborating institutions and schools for the pre-administration educators to go through teaching demonstrations and Field Study.

If the negative manifestation of the teaching demonstration skills of Field Study Students will not be urgently addressed, it may deteriorate the quality of education and may sooner affect the student's learning and the teachers' teaching profession as well.

Moreover, good skill in teaching demonstration of education students is a factor that the schools and different institutions are looking for. This further implies that an educated student who possesses these skills has a great chance to land a job in the academe and has the potential to be successful in the classroom. The researcher is interested in determining whether the teaching demonstration skills of Field Study Students affect the learnings of their students and performance, as this can raise concern for the intended beneficiaries of this study and possibly develop intervention schemes to improve the teaching practices, thus, the need to urgently conduct this study.

Statement of the Problem

This study was conducted to design an intervention plan for the teaching demonstration skills of Filed Study Students. Specifically, it sought answers to the following questions:

1. To determine the demographic profile of the Field Study Students in terms of:
 - Sex
 - Program
 - Specialization
2. To examine the level of teaching demonstration skills of Filed Study Students.
3. To formulate an intervention plan based on the findings of the study.

Hypothesis

Ho: The level of teaching demonstration skills of Filed Study Students is low. Scope and delimitation of the study.

This study is conducted to measure the level of teaching demonstration skills of Field Study Students in Davao Central College specifically the program of College of Education and Liberal Arts. The included aspects of the study are the level of teaching demonstration skills of Field Study Students. The researcher will be using an adopted survey questionnaire to collect the necessary data. There

are 5 offered programs in Davao Central College, however, the study will not cover all the offered programs as the researcher cannot be able to accommodate such due to financial and time constraints as well as the other programs do not have teaching exposure for their students upon, they graduated from the institution. In addition, all majors and BEED were the target bracket in the study. BSNEED was not included since they do not have an enrollee.

Significance of the Study

The findings of the study can be beneficial to the following:

School Administrator. This study may provide information to school administrators, particularly in making plans and programs to help Field Study Students to unleash their potential when it comes to teaching demonstration skills.

Program Head. The program head may also find this study beneficial because it shows them how teaching demonstration skills to Field Study Students affects their performance during a deployment. With this, they can plan and improve their learning continuity plan that is suitable for the needs of the Field Study Students by fitting the needs and considering the status of students who choose education as a program.

Professional Education Teachers. The professional education and BEED teachers may find this study helpful to allow themselves to know the challenges faced by the students in teaching demonstration skills.

Future Researchers. The result of the study may be beneficial to future researchers as references for future studies, research, and/or discussion purposes in terms of teaching demonstration skills or any related topic to teaching pedagogy.

Review of Related Literature

This chapter presents the related literature and studies after the thorough search done by the researcher. The review of related literature for this study focuses on the teaching demonstration skills of Field Study Students.

Teaching Demonstration

Careful preparation and practice are ultimately required for a teaching demonstration to be successful. In fact, during teaching demonstrations, if you show off your best teaching skills, you will be able to show the committee that you can handle the challenges of daily teaching. Rajagopalan (2019) said that teaching is a scientific process, and its major components are content, communication, and feedback. The instructional approach enhances student learning. It is always possible to change, get better, and advance. In addition, new teaching and learning activities, and flexibility is in-built into the system, and the terminal behavior of the learner in terms of learning structures can be established by appropriate teaching environments.

According to Munna and Kalam (2021), the instruction and learning process of the students can be defined as a transformation process of knowledge from teachers to students. Transformational learning is an important application so that the teachers can assess and evaluate that the students do not just receive the knowledge coming from the teachers but also applied it in the real setting. Moreover, it is referred to as the combination of various elements within the process where an educator identifies and establishes the learning objectives and develops teaching resources, and implements the teaching and learning strategy. On the other hand, learning is a fundamental aspect of education that a teacher must take into account.

A key component of high-quality education is high-quality pre-service teacher education. Thus, the Higher education institutions in the Philippines have been given the very important job of pre-service teacher preparation for the primary and secondary education sectors. To improve the quality of education in the Philippines, it is necessary to employ teachers who are well-prepared for their various important roles and responsibilities. As a result, the pre-service teacher education curriculum's objectives, components, and procedures must be defined to the highest possible standards (Napanoy, Gayagay, & Tuazon, 2021).

Moreover, Republic Act No. 7784 was established to strengthen teacher education in the Philippines by establishing centers of excellence, establishing a committee for teacher education for this goal, and allocating resources for it, and other uses. It is also widely acknowledged that the teacher, by bringing out and fostering the best in the learner as a human being and a deserving member of society, is the key to the effectiveness of the teaching-learning process.

Practices and Challenges in the teaching demonstration

Ali (2022) mentioned that the traditional method of teaching is the usual teaching method used in our teaching approach including classroom student-teacher interaction using the critical thinking approach. Faroun (2020) supported Ali (2022) that the traditional method of teaching is when a teacher directs students not fostering the development of their critical thinking, problem-solving, and decision-making abilities by learning through memorizing and recitation tactics. In a similar vein, Han (2022) said that the traditional way of teaching is teachers' directive way and students' participation is less. Mainly for memorization not for critical thinking.

Wilsman (2013) advised that to have a good strategy in teaching demonstration the teachers should consider the following; who will be in the audience; the audience level of expertise; the assigned topic; the preparation of students ahead of time; and the resources available in the classroom.

However, Duboc (2009) cited that most teachers spend more than 80% of each class period educating and engaging their students in learning. In contrast, disturbances and administrative activities cause one out of every four teachers in most nations to miss at least 30% of their class time and in some cases more than half. This has a direct bearing on the disciplinary climate in the classroom. In this regard, teacher diversity within schools is more significant than variations between nations and educational institutions. Anent to this, the Department of Education announced the removing administrative activities from teachers' workloads and providing a work-balancing tool that they may utilize, the Department of Education (DepEd) hopes to lessen the amount of work they have to do. By allocating money in the budget for the hiring of 10,000 teachers by 2023, DepEd is committed to hiring not just more teachers but also non-teaching staff to assist them. The DepEd central office would also execute a reduction in special assignments for occasions that called for teacher participation, as well as for municipal or provincial activities organized by the local government entities (Sevillano, 2022).

Theoretical Framework

This study was anchored on Social Cognitive Theory (1986) by Albert Bandura, it emphasizes the significance of studying, mimicking, and copying the actions, attitudes, and feelings of others. A procedure that teaches students how to perform a task with actual materials is known as a teaching demonstration. The effectiveness of the demonstration can be affected by the size and level of the audience.

This study best fit the study because Field Study Students must have adequate attention to detail, motivation to complete the task, and accurate recollection of the steps to successfully model a demonstration. Student-teachers can demonstrate appropriate tasks and behaviors through teaching demonstrations in the classroom. When teaching a particular subject or lesson, teaching demonstrations are a useful teaching tool. Teaching demonstrations have the potential to appeal to a variety of learning styles and help students gain deeper comprehension. A teaching demonstration must take certain factors into account to be successful.

Method

This chapter discussed the research steps and procedures employed by the researcher in the study. It includes the research design, locale, respondents, instruments, sampling technique, data-gathering procedure, and statistical tools utilized.

The researcher used a non-experimental quantitative research design specifically the descriptive method using an adopted questionnaire for data gathering. O'Dwyer and Bernauer (2013) as cited by Paladino and Hill (2014) stated that non-experimental research is a type of research that lacks features relevant to experimental designs including the manipulation of an independent variable, random assignment of individuals to conditions or orders of conditions, or both. In addition, it is used to describe the nature of a situation involving one variable.

The respondents of this study were the Field Study Students of batch 2022-2023. There were 100 respondents. The researcher employed purposive sampling. The purposive sampling technique refers to a non-probability sampling where the units, sample, or target respondents are based on the criteria set to buy the researchers.

They were chosen as respondents after they passed the inclusion and exclusion criteria set for this study such as the following: they must be 4th-year students enrolled in the A.Y. 2022-2023, and not included in this study are 1st-year to 3rd-year students because they do not have an experience and exposure to the real-setting of a classroom environment wherein there is an actual or enrolled student sitting in their class. Further, the College of Education and Liberal Arts programs for this school year

that have Field Study Students were: BEED, BSED-Social Studies, BSED-Mathematics, BSED-Science, BSED-TLE, and BSED-English. This further implies that the BSNEED program has no participants in this study since there is no one enrollee.

The instrument that was used in this study was an adopted survey questionnaire from Enoc (2019). This went through with the validation process. The researcher consulted the panels of experts to ensure its reliability and validity. The respondents would answer the questionnaire using this scale: 5 as Very High, 4 as High, 3 as Moderate, 2 as Low, and 1 as Very Low.

Results

Provided in this chapter were the results on the level of teaching demonstration skills of Field Study Students presented, analyzed, and interpreted based on the research objectives previously stated.

Table 1. Summary of Sex of Field Study Students.

Sex			
		Frequency	Percent
Valid	Male	16	16.0
	Female	84	84.0
	Total	100	100.0

Table 2. Summary of Programs and Specialization of Field Study Students.

Program					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BEED	20	20.0	20.0	20.0
	BSED-SOCIAL STUDIES	13	13.0	13.0	33.0
	BSED-MATH	11	11.0	11.0	44.0
	BSED-SCIENCE	9	9.0	9.0	53.0
	BSED-ENGLISH	26	26.0	26.0	79.0
	BTLED	21	21.0	21.0	100.0
	Total	100	100.0	100.0	

Table 3. Summary of the Level of Teaching Demonstration Skills of Field Study Students.

	Mean	Descriptive Level
<i>utilize motivational activity that effectively connects or introduces the lesson.</i>	4.4700	High
<i>utilize higher-order thinking questions.</i>	4.0500	High
<i>tap or activating the prior knowledge of students.</i>	4.2500	High
<i>provide opportunities for follow up application of the lesson.</i>	4.2000	High
<i>utilize appropriate and well-designed instructional materials.</i>	4.3000	High
<i>provide variety of activities for student's active participation.</i>	4.2600	High
<i>relate the lesson to student's real-life situations.</i>	4.2700	High
<i>use effective grouping and cooperative learning strategies.</i>	4.1600	High
<i>employ a variety of teaching techniques and strategies.</i>	4.2100	High
<i>provide closure, recap or summarizing activity.</i>	4.3500	High
<i>design assessment/testing procedure that are aligned with the stated objectives.</i>	4.3800	High

<i>utilize higher order thinking questions in test/assessment task.</i>	4.0700	High
<i>observe or follow the principles of test construction and administration.</i>	4.1200	High
<i>maintains order and discipline.</i>	4.4300	High
<i>set the mood or atmosphere of the class for the lesson.</i>	4.3900	High
<i>exhibit orderliness or being organized in conducting class activities.</i>	4.3500	High
<i>remind the students of some rules /routines to follow.</i>	4.3900	High
<i>utilize strategies to reinforce positive behavior and prevent the negative ones.</i>	4.3600	High
<i>exhibit efficient time management skills.</i>	3.9400	High
<i>limit interruptions and focusing classroom time on teaching and learning.</i>	4.1800	High
<i>use the required medium of instruction.</i>	4.2400	High
<i>have a clear, pleasant, and non-irritating voice.</i>	4.2500	High
<i>have a well-modulated voice, loud enough for the class to hear.</i>	4.1900	High
<i>exhibit effective communication with fluency and accuracy.</i>	4.2100	High
<i>manifest professional confidence and authority in class.</i>	4.3300	High
<i>display excitement and enthusiasm in teaching.</i>	4.2900	High
<i>demonstrate control, poise, and patience towards the class.</i>	4.2500	High
<i>display excitement and enthusiasm in teaching.</i>	4.2600	High
<i>submit the lesson plan early enough for checking and approval.</i>	4.4000	High
<i>develop measurable cognitive, affective, and psychomotor.</i>	4.4400	High
<i>design lesson plan that exhibits accuracy in the use of language.</i>	4.3300	High
<i>design appropriate activities to achieve they stated objective.</i>	4.2200	High
Overall Mean	4.26	High

Table 4. Intervention Scheme
 “Competence Builds Optimal Performance”

Areas of Concern	Objectives	Strategies/ Activities	Person/Office Responsible	Time Frame
Time Management	<ul style="list-style-type: none"> ✓ To develop self-productivity in teaching workplace. ✓ To create a planner on how to efficiently manage their time. 	<ul style="list-style-type: none"> ✓ Conduct a seminar on time management. ✓ Provide them a master weekly schedule template and ask progress or include/integrate this as one of the requirements in professional education subjects. 	Guidance Office CELA Students CELA Faculty CELA Program Head	Second semester S.Y. 2022-2023
Art of Questioning	<ul style="list-style-type: none"> ✓ To enhance the art of questioning of CELA students. ✓ To improve their confidence in formulating their questions in the classroom. 	<ul style="list-style-type: none"> ✓ Organize a competence work-shop to allow CELA students appreciate the basic needs of connection, competence, and choice of words/questions to ask to their students. 	CELA Students CELA Faculty CELA Program Head	Second semester S.Y. 2022-2023
Cooperative Learning Strategies	<ul style="list-style-type: none"> ✓ To develop the teaching strategies, methods, and approaches of CELA students. ✓ To apply to 21st century skills of both the teachers and the students. 	<ul style="list-style-type: none"> ✓ Peer group, it could be with the same specialization or not and higher level, to ask how they plan their lesson to have a cooperative learning environment during classes. ✓ Conduct a seminar on how to have a collaborative and cooperative learning classroom. 	CELA Students CELA Faculty CELA Program Head	Second semester S.Y. 2022-2023
Assessment Tools	<ul style="list-style-type: none"> ✓ To create appropriate assessment tools. 	<ul style="list-style-type: none"> ✓ Intensive training in the subjects that related to assessment of learning and facilitating learning. ✓ Construct an assessment in 4-5 different type of test every month. 	CELA Students Assessment of Learning and Facilitating Learning Faculty CELA Program Head	Second semester S.Y. 2022-2023
Teaching Voice	<ul style="list-style-type: none"> ✓ To enhance their teaching voice that suits to the year level they are teaching. 	<ul style="list-style-type: none"> ✓ Do a class reporting or teaching demonstration skills. 	CELA Students CELA Faculty CELA Program Head	Second semester S.Y. 2022-2023

Discussion, Conclusion, and Recommendations

This chapter presents the summary of findings and conclusions derived from the study. In addition, this discusses the researcher recommendations formulated based from the data, findings, and conclusions.

Discussion

This chapter presented the summary of findings and conclusions derived from the study. In addition, this discusses the researcher's recommendations formulated based on the data, findings, and conclusions.

Table 1 shows that the highest frequency of respondents was female which reached 84.0% and the lowest frequency of respondents which reached 16.0% was male. This was supported by a study

conducted by Royall (2020) states that women tend to be more likely to self-select to participate in online surveys. The least number of male respondents was comprehensible since the male enrollees for Field Study subjects did not exceed 30 students.

The table shows that the highest frequency of respondents was BSED English which reached 26%, followed by BTLED which reached 21%, BEED which reached 20%, BSED Social Studies which reached 13%, BSED Math which reached 11%, and the least frequency is BSED Science which reached 9%.

The level of teaching demonstration skills was shown in Table 3. The overall mean of teaching demonstration skills to Field Study Students is 4.26 which means high. This proved that the Field Study Students were aware and equipped in terms of teaching demonstration skills. This further implies that all the indicators were manifested all the time. In particular, among the sixteen indicators in the teaching demonstration skills, respondents perceived that utilizing motivational activity that effectively connects or introduces the lesson has the highest mean score of 4.47. Based on the data result, utilizing motivational activity that effectively connects or introduces the lesson has the highest mean score of 4.47 or high, which means that it was manifested oftentimes.

Yarborough (2020) mentioned that developing student engagement is a challenging but important part of teaching that teachers must take into account. Many may have taught classrooms where the students were attentive, motivated, and eager to learn; however, they may also have taught sessions where the students were disengaged, disinterested, and reluctant to participate. Most likely, they have also taught classes that were a combination of the two.

Hulleman and Hulleman (2018) agreed with Yarborough (2020) that being signed in and of itself, motivation and utilizing activity engagement are also significant predictors of learning and success. Students who are more driven to learn to persevere longer, provide better effort, learn more thoroughly, and score better in class and on exams.

This is supported by the Expectancy Value Theory of Atkinson (1964) as cited by Kody (2022) that which is a motivational theory that discusses the connection between a student's expectations for accomplishment in completing a task or reaching a goal concerning the importance of doing so.

On the other hand, the least perceived indicator was exhibiting efficient time management skills with a mean of 3.94. Based on the result, exhibiting efficient time management skills was manifested oftentimes. Even though it was the least perceived indicator in teaching demonstration skills of Field Study Students the garnered mean was still high.

Anand (2022) cited that, given the volume of work teachers undertake and the hundreds of activities they are expected to do, time management skills are a necessity. Since the instructor must cover so much material in a short period, classroom management is undoubtedly challenging. However, with good time management techniques, a teacher can enhance productivity and give their students a better education.

Further, Tamar (2021) added that teachers who are more productive and give higher-quality instruction to their students have better time management abilities. The academic success of children is significantly influenced by a well-run classroom. Teachers are more likely to be effective and love their jobs if they can effectively manage their time. To keep pupils organized, focused, alert, and involved in their studies, teachers employ several strategies and abilities. A few of the numerous components of teaching that depend on time management include planning the day, figuring out how long it takes to teach different subjects, monitoring student progress, and handling time-consuming behavioral concerns.

Intervention Program

After carefully analyzing and interpreting the consolidated findings of the quantitative data on teaching demonstration skills of Filed Study Students in Davao Central College, an intervention plan designed as reflected in Table 4. Indicator items with mean of 3.9 to 4.1 are given focus in the intervention design. These indicators even though perceived as high but compared it to the other indicators they received a low score that is why they will serve as a basis in designing this intervention program. These are *exhibit efficient time management skills* with a mean rating of 3.94; *utilize higher-order thinking questions* with a mean of 4.05; *utilize higher order thinking questions in test/assessment task* with a mean of 4.07; *observe or follow the principles of test construction and administration* with a mean of 4.12; *limit interruptions and focusing classroom time on teaching and learning* with a mean of 4.18; *have a well-modulated voice, and loud enough for the class to hear* with a mean of 4.19.

The following conclusions are made based on the results of the study: The capability of Field Study Students in Davao Central College is high, which means they were observed and practiced. This proposed that the technique, approach, and methodologies during their first 3 years on the campus are effective and should be continued even if they will be deployed in the public school.

Table 3 illustrates the level of teaching demonstration skills. Teaching demonstration skills to field study students has an overall mean score of 4.26, which is high. This demonstrated that the field students had practical experience and preparation for teaching demonstration techniques. This suggests even more strongly that all of the indications were continuously manifested. Respondents believed that using a motivated activity that successfully connects or introduces the lesson gets the highest mean score of 4.47 out of the sixteen indications in the teaching demonstration skills. Following the findings, using a motivating activity that successfully links or introduces the lesson has the highest mean score of 4.47 or high, indicating that it is frequently exhibited. This further implies that the null hypothesis was rejected.

Recommendations

The following recommendations are made based on the conclusions drawn from the study:

The school administrators and program heads may also find this study beneficial because it shows them how to teach demonstration skills to Field Study Students at Davao Central College. Based on the results which were high, it means that the students in Davao Central College were equipped and knowledgeable when it comes to their chosen field. The school administrators and program heads may give or conduct a seminar regarding teaching pedagogy and invites resource speaker from both the government and private sector to sustain the credibility of the institution in providing competent graduates.

Professional education and BEED teachers know the challenges faced by Field Study Students. Though the results were high, the faculty should not settle for less and should go beyond when it comes to teaching pedagogy. Furthermore, they have to explore and aim higher through professional education and attending pieces training, seminar-workshops, or programs whether at the school or national level. As an education teacher, they have to widen their horizons and broaden their knowledge when it comes to their specialization because they cannot give what they do not have, and cannot teach what they do not know. Lastly, they should grab every opportunity like scholarships for graduate and post-graduate studies if it means improvement and competence in the field of teaching and learning in any education-related course and programs.

Future researchers should use the research findings to enrich the teaching demonstration skills of Field Study Students. A qualitative or mixed-research method study is also highly recommended as what the real experiences of the Field Study Students through the in-depth interview are beneficial in this study.

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