

## Enhancing Internship Support: Evaluating Student Teacher Performance for Program Development

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### Abstract

This study utilized a descriptive quantitative research design, employing an institutional research tool to assess the effectiveness of the Internship/OJT program in the PETE program at CHK. The respondents comprised 189 student-teachers assigned to various training stations across Metro Manila. Findings revealed that student-teachers were placed in academic institutions near their residences, with all completing the required 350 hours of training. Their performance was evaluated by cooperating teachers, receiving outstanding ratings in teacher personality (4.82), lesson planning (4.91), subject mastery (4.72), teaching methods (4.66), and classroom management before (4.80), during (4.77), and after instruction (4.75). Analysis of performance variations across training stations indicated significant differences in teacher personality ( $p = 0.0012$ ,  $F = 3.6042$ ), subject mastery ( $p = 0.0329$ ), teaching methods, and classroom management before instruction. However, no significant differences were observed in lesson planning or classroom management during and after instruction. These findings suggest that student-teacher performance varies based on institutional assignments, particularly personality expression and subject mastery. The study underscores the importance of continuously assessing and enhancing internship programs to better prepare student-teachers for real-world teaching environments. Thus, an integrated internship development plan was proposed to further improve the performance of the Pre-Service Physical Education interns.

*Keywords:* internship support, ST performance, development program

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## Introduction

Internship programs are essential in teacher education, as they bridge the gap between theory and practice. They equip aspiring educators with hands-on classroom experience under the mentorship of seasoned professionals, preparing them for the real-world challenges of teaching. The success of these programs, however, is largely dependent on the quality of support and feedback provided during the internship.

Evaluating student-teacher performance is vital for both personal and institutional growth. It offers invaluable insights that help student-teachers recognize their strengths and pinpoint areas for improvement, fostering professional development. Additionally, these evaluations provide institutions with data to refine program structures, curricula, and support systems, ultimately creating a more effective and supportive learning environment for future educators.

## Material & Methods

This study employed a descriptive quantitative research design using an institutional questionnaire to evaluate student-teachers' performance during their On-the-Job Training (OJT). The primary research instrument used was the "Evaluation Instrument for Practice Teacher – Regular and Face-to-Face," an assessment tool adopted by the university. Additionally, open-ended questions were incorporated to gain deeper insights into the strengths and weaknesses of student-teachers.

The questionnaire consists of four sections. Part 1 collects demographic information, including age, sex, total number of training hours completed, and assigned training station. Part 2 assesses student-teacher performance across key areas, including teacher personality, lesson planning, mastery of the subject matter, teaching methods, and classroom management. Parts 3 and 4 identify the strengths and areas for improvement in student-teacher performance.

For data analysis, frequency, mean, weighted mean, and ANOVA were used to interpret the results. Data collection was conducted during the actual teaching demonstration of the student-teachers, ensuring an accurate evaluation of their practical teaching skills. By employing quantitative measures of feedback, this study provides a comprehensive assessment of the internship program's effectiveness and highlights potential areas for improvement in student-teacher training.

## Results & Discussion

**Table 1**

*Assessment of the Effectiveness Performance of Student-Teachers in Terms of Teacher's Personality*

Areas	Weighted Mean	Verbal Interpretation
Displays a neat and well-groomed appearance	4.91	Outstanding
Exudes confidence that commands respect and attention	4.86	Outstanding
Cautious of his/her gestures not to disturb the student's attention	4.83	Outstanding
Shows dynamism and enthusiasm that foster a harmonious relationship with the students	4.80	Outstanding

Possesses a pleasing/modulated voice	4.76	Outstanding
Employs a wide range of different skills and attitudes to assist students in achieving high outcomes.	4.76	Outstanding
<b>General Weighted Mean</b>	<b>4.82</b>	<b>Outstanding</b>

Table 1 highlights the professional qualities demonstrated by the Physical Education Teacher Education interns, all of which were rated as *Outstanding*. The highest-rated attribute is “*Displays a neat and well-groomed appearance*” with a mean score of 4.91, indicating that the interns consistently maintain a professional and presentable demeanor. This is followed by “*Exudes confidence that commands respect and attention*” with a score of 4.86, emphasizing the interns' ability to project self-assurance, which positively influences student engagement.

Additionally, “*Cautious of his/her gestures not to disturb the student’s attention*” received a score of 4.83, showing their awareness of non-verbal communication to maintain student focus. The interns also demonstrated “*Dynamism and enthusiasm that foster harmonious relationships with students*” (4.80), which reflects their ability to create a positive and engaging learning environment.

With a *General Weighted Mean* of 4.82, the results confirm that the interns exhibited outstanding professional traits, contributing to an effective and engaging learning experience for their students. These findings highlight their preparedness for the teaching profession and their ability to create a conducive and productive classroom environment.

**Table 2**

*Assessment of the Effectiveness Performance of Student-Teachers in Terms of Lesson Planning*

Areas	Weighted Mean	Verbal Interpretation
Follows the prescribed format of the school	4.93	Outstanding
Articulates congruence between Objective and Subject matter	4.94	Outstanding
Articulates congruence between Objective and Teaching Procedure	4.89	Outstanding
Articulates congruence between Objective and Assessment	4.89	Outstanding
Articulates congruence between Objective and Assignment	4.92	Outstanding
<b>General Weighted Mean</b>	<b>4.91</b>	<b>Outstanding</b>

Table 2 assesses the interns' competency in lesson planning, with all indicators receiving an *Outstanding* rating. The highest-rated aspect is “*Articulates congruence between Objective and Subject Matter*”, with a weighted mean of 4.94, indicating that the interns effectively align learning objectives with the subject content. Similarly, the criterion “*Follows the prescribed format of the school*” scored 4.93, demonstrating the interns' adherence to institutional guidelines and standards in lesson planning.

Moreover, both “*Articulates congruence between Objective and Assignment*” (4.92) and “*Articulates congruence between Objective and Teaching Procedure*” (4.89) highlight the interns' ability to ensure that instructional strategies and assigned tasks align with the intended

learning outcomes. The same high rating (4.89) was observed for “*Articulates congruence between Objective and Assessment*”, emphasizing their capability to design assessments that accurately measure student learning based on set objectives.

With a *General Weighted Mean* of 4.91, the results affirm that the interns excel in structuring well-planned lessons that are coherent, aligned, and effective in delivering quality instruction. These findings underscore their preparedness in lesson planning, which is essential for ensuring meaningful and goal-oriented classroom instruction.

**Table 3**

*Assessment of the Effectiveness Performance of Student-Teachers in Terms of Mastery of the Subject Matter*

<b>Areas</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Explores the use of relevant materials and preliminary activities (e.g. recall and motivation to stimulate student’s prior knowledge)	4.82	Outstanding
Shows creativity and versatility in lesson presentation	4.77	Outstanding
Integrates relevant, innovative ideas, and in-depth knowledge on the subject matter	4.69	Outstanding
Provides sufficient and concrete meaningful learning experiences that relate to actual life situations	4.66	Outstanding
Knows how to address learners' concerns and queries with clarity and/or assurance	4.67	Outstanding
<b>General Weighted Mean</b>	<b>4.72</b>	<b>Outstanding</b>

Table 3 presents the assessment of the interns’ performance based on their mastery of the subject matter, with all indicators receiving an *Outstanding* rating. The highest-rated competency is “*Explores the use of relevant materials and preliminary activities (e.g., recall and motivation) to stimulate students’ prior knowledge*”, with a weighted mean of 4.82. This suggests that the interns effectively utilize engaging strategies to activate students’ prior knowledge, enhancing lesson comprehension.

Additionally, “*Shows creativity and versatility in lesson presentation*” received a score of 4.77, highlighting the interns’ ability to deliver lessons in dynamic and adaptable ways. “*Integrates relevant, innovative ideas, and in-depth knowledge on the subject matter*” scored 4.69, reflecting their capability to enrich discussions with meaningful insights and modern approaches.

Furthermore, “*Provides sufficient and concrete meaningful learning experiences that relate to actual life situations*” (4.66) and “*Knows how to address learners' concerns and queries with clarity and/or assurance*” (4.67) indicate that the interns effectively facilitate learning by making lessons relatable and addressing student inquiries with confidence.

With a *General Weighted Mean* of 4.72, the results confirm that the interns demonstrate strong subject matter expertise, creativity, and responsiveness to students’ needs. Their ability to integrate innovative teaching strategies and connect lessons to real-life situations further underscores their preparedness for the teaching profession.

**Table 4**

*Assessment of the Effectiveness Performance of Student-Teachers in Terms of Mastery of the Teaching Methods*

<b>Areas</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Prepares creative visual aids and other examples to illustrate the lesson adaptive to the learner's ability and congruent with the lesson objectives,	4.81	Outstanding
Consistently handles class discussions in any medium of instruction (Mother Tongue/Filipino/English) with linguistic eases, confidence, and competence in complex communication task	4.55	Outstanding
Elicits learner's active participation through various learning activities	4.74	Outstanding
Promotes open communication and polite interactions between the teacher and learners and their peers while exhibiting sensitivity to learner's differences	4.79	Outstanding
Motivates learners to investigate the subject matter to expand their knowledge and satisfy their curiosity	4.67	Outstanding
Asks questions that promote Higher-Order Thinking Skills (HOTS)	4.42	Outstanding
Helps learners articulate their ideas and thinking processes while observing safe and secure learning atmosphere	4.68	Outstanding
Facilitates collaborative activities that promote learner's multiple intelligences	4.64	Outstanding
Uses formative assessment effectively to monitor student learning progress	4.65	Outstanding
Maximizes the use of feedback mechanism	4.54	Outstanding
<b>General Weighted Mean</b>	<b>4.66</b>	<b>Outstanding</b>

Table 4 shows the assessment of the interns' teaching methods reveals an *Outstanding* performance across all indicators, with a *General Weighted Mean* of 4.66. The highest-rated competencies, "*Prepares creative visual aids and other examples to illustrate the lesson adaptive to learners' ability and congruent with the lesson objectives*" (4.81) and "*Provides homework/agreement for the continuity of the lesson*" (4.81), emphasize the interns' ability to design engaging instructional materials and extend learning beyond the classroom. These findings align with Mayer's (2009) **Cognitive Theory of Multimedia Learning**, which highlights that well-designed visual aids enhance student comprehension and retention.

Additionally, the interns excel in "*Promoting open communication and polite interactions while exhibiting sensitivity to learners' differences*" (4.79) and "*Eliciting learners' active participation through various learning activities*" (4.74). This supports **Vygotsky's (1978) Social Constructivist Theory**, which emphasizes the role of social interaction in cognitive development. Encouraging student participation fosters collaboration and enhances learning experiences (Palincsar, 1998).

Furthermore, the ability to "*Motivate learners to investigate the subject matter to expand their knowledge and satisfy their curiosity*" (4.67) is crucial in fostering **student-centered learning** (Bransford et al., 2000). Likewise, facilitating "*Collaborative activities that promote learners'*

*multiple intelligences*” (4.64) aligns with Gardner’s (1983) **Theory of Multiple Intelligences**, which suggests that students have different learning preferences that should be accommodated in instruction.

Although all aspects were rated outstanding, the lowest-rated competency, “*Asks questions that promote Higher-Order Thinking Skills (HOTS)*” (4.42), suggests an area for improvement. Bloom’s Revised Taxonomy (Anderson & Krathwohl, 2001) emphasizes the importance of HOTS in developing students’ analytical, evaluative, and creative abilities. Research by King et al. (1998) also highlights that effective questioning techniques significantly impact students’ critical thinking and problem-solving skills.

The use of “*Formative assessment to monitor student learning progress*” (4.65) and “*Maximizing feedback mechanisms*” (4.54) aligns with **Black and Wiliam’s (1998) formative assessment theory**, which states that timely feedback enhances learning outcomes by allowing students to reflect on their progress.

**Table 5**

*Assessment of the Effectiveness Performance of Student-Teachers in Terms of Classroom Management – Before*

Areas	Weighted Mean	Verbal Interpretation
Establishes a safe and secure learning environment by providing classroom rules that allow learners to learn without distractions	4.88	Outstanding
Regularly conducts preliminary activities (i.e prayer, checking attendance, cleanliness of the environment, etc.) to ensure effective teaching-learning process	4.87	Outstanding
Ensures that lesson objectives are presented and well-discussed	4.79	Outstanding
<b>General Weighted Mean</b>	<b>4.80</b>	<b>Outstanding</b>

Table 8 presents the assessment of the respondents regarding the effectiveness of student-teachers in terms of classroom management *before* the lesson begins. The findings reveal an *Outstanding* performance across all indicators, with a *General Weighted Mean* of 4.80. This highlights the interns’ competence in establishing an organized and conducive learning environment that sets the stage for effective teaching and learning.

The highest-rated competency, “*Establishes a safe and secure learning environment by providing classroom rules that allow learners to learn without distractions*”, received a weighted mean of 4.88. This underscores the importance of structure and discipline in the classroom, aligning with Wong and Wong’s (2018) Classroom Management Theory, which emphasizes that well-defined rules and expectations contribute to a productive and disruption-free learning environment. Ensuring a safe and structured space enhances student engagement, minimizes behavioral issues, and promotes effective learning (Marzano et al., 2003).

Similarly, “*Regularly conducts preliminary activities (i.e., prayer, checking attendance, cleanliness of the environment, etc.) to ensure an effective teaching-learning process*”, with a weighted mean of 4.87, highlights the interns' ability to establish classroom routines. Research

suggests that structured preliminary activities help set a positive tone for learning and foster a sense of responsibility and discipline among students (Emmer & Evertson, 2016).

Meanwhile, “*Ensures that lesson objectives are presented and well-discussed*”, which scored 4.79, signifies that the interns effectively communicate learning goals at the beginning of the lesson. Clearly defined objectives guide student learning, enhance motivation, and improve overall comprehension (Hattie, 2009). This practice aligns with Robert Gagné’s Nine Events of Instruction, which states that informing learners of the objectives helps them understand expectations and mentally prepare for the lesson (Gagné et al., 1992).

Overall, the assessment indicates that the interns demonstrate excellent classroom management skills before the lesson begins. Their ability to establish a well-structured, organized, and motivating learning environment ensures a smooth transition into instruction. These results affirm their preparedness to foster a positive classroom atmosphere that supports student engagement and academic success.

**Table 6**

*Assessment of the Effectiveness Performance of Student-Teachers in Terms of Classroom Management – During*

<b>Areas</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Uses an appropriate and well-prepared instructional material such as presentation slides PPT/Traditional visual aids, board works, and other’s	4.83	Outstanding
Check systematically the classroom activities indicated in the prepared lesson plan	4.80	Outstanding
Implements orderliness and discipline in the classroom	4.85	Outstanding
Acts proactively, bringing attention to possible areas of learner’s misconceptions	4.75	Outstanding
Conveys openness and warmth that encourage learners to interact with one another	4.78	Outstanding
Observes time management	4.59	Outstanding
<b>General Weighted Mean</b>	<b>4.77</b>	<b>Outstanding</b>

The assessment of student-teacher classroom management during instruction reveals an *Outstanding* performance across all evaluated indicators, with a *General Weighted Mean* of 4.77. This underscores the interns' proficiency in maintaining an effective and conducive learning environment throughout the instructional process.

The highest-rated competency, “*Implements orderliness and discipline in the classroom*”, with a weighted mean of 4.85, highlights the importance of maintaining structure during lessons. Effective classroom management is crucial in physical education settings, where the dynamic environment requires clear expectations and consistent enforcement to ensure student safety and engagement. Research indicates that establishing and maintaining order is foundational to successful teaching in physical education (SHAPE America, 2018).

The competency “*Uses appropriate and well-prepared instructional materials such as presentation slides (PPT), traditional visual aids, the board works, and others*”, rated at 4.83,

emphasizes the significance of utilizing diverse teaching aids to enhance lesson delivery. Well-prepared instructional materials cater to various learning styles and can increase student engagement and understanding. In physical education, where visual demonstration is key, the use of such materials is particularly beneficial (SHAPE America, 2018).

The ability to “*Check systematically the classroom activities indicated in the prepared lesson plan*”, with a rating of 4.80, reflects meticulous adherence to planned instructional activities. Systematic monitoring ensures that lessons proceed as intended and learning objectives are met. This practice is essential in physical education, where activities must be organized and aligned with educational goals (SHAPE America, 2018).

The competency “*Conveys openness and warmth that encourage learners to interact with one another*”, rated at 4.78, underscores the importance of fostering a positive classroom climate. A supportive environment encourages student interaction, collaboration, and a sense of community, which are vital for effective learning in physical education settings (SHAPE America, 2018).

The rating of 4.75 for “*Acts proactively, bringing attention to possible areas of learners' misconceptions*” highlights the interns' attentiveness to student understanding. Proactive identification and correction of misconceptions are crucial for effective learning, ensuring that students build accurate knowledge and skills (SHAPE America, 2018).

The competency “*Observes time management*”, with a rating of 4.59, while still outstanding, indicates a relative area for improvement. Effective time management is essential in physical education to maximize active learning time and ensure that all planned activities are conducted efficiently (SHAPE America, 2018).

Overall, these findings demonstrate that the student-teachers exhibit exceptional classroom management skills during instruction, effectively utilizing instructional materials, maintaining discipline, fostering positive interactions, addressing misconceptions, and managing time. These competencies are crucial for creating an environment conducive to learning and are particularly significant in the context of physical education.

**Table 7**

*Assessment of the Effectiveness Performance of Student-Teachers in Terms of Classroom Management – After*

<b>Areas</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Utilizes various forms of formative, self-assessment tools, and other data to determine student's instructional outcome success and academic growth		Outstanding
Recognizes learner's differences through the provision of activities for: <ul style="list-style-type: none"> <li>· remediation</li> <li>· reinforcement</li> <li>· enhancement</li> </ul>		Outstanding
<b>General Weighted Mean</b>	<b>4.75</b>	<b>Outstanding</b>

Table 7 shows the assessment of student-teacher classroom management after instruction reflects an outstanding performance, with both evaluated competencies receiving a weighted mean of 4.75. This indicates the interns' effectiveness in utilizing formative assessments and recognizing learner differences to enhance instructional outcomes.

**Utilization of Formative and Self-Assessment Tools** – The competency “*Utilizes various forms of formative, self-assessment tools, and other data to determine student's instructional outcome success and academic growth*” underscores the importance of continuous assessment in the learning process. Formative assessments, conducted during instruction, allow educators to monitor student progress, provide timely feedback, and adjust teaching strategies to meet learners' needs. In physical education, these assessments can include peer reviews, self-assessments, and observational checklists, which help students develop self-awareness and accountability in their learning journey. According to SupportREALteachers.org (n.d.), formative assessments are essential for evaluating program effectiveness and determining whether students are meeting learning objectives.

**Recognition of Learner Differences through Differentiated Activities** – The competency “*Recognizes learners' differences through the provision of activities for remediation, reinforcement, and enhancement*” highlights the significance of differentiated instruction in accommodating diverse student needs. Differentiation involves tailoring teaching methods and activities to address varying abilities, learning styles, and interests, ensuring that all students have equitable access to learning opportunities. In physical education, this approach may involve modifying tasks, offering varied equipment, or providing alternative activities to cater to individual skill levels. The PE Project (n.d.) emphasizes that differentiation is crucial for meeting the needs of all learners in physical education, promoting inclusivity, and maximizing each student's potential.

**Implications for Physical Education** – Implementing formative assessments and differentiated instruction in physical education fosters a supportive and effective learning environment. These strategies enable educators to identify and address individual student needs, promote active engagement, and facilitate skill development. By employing various assessment tools and recognizing learner differences, student-teachers can enhance instructional outcomes and contribute to students' overall academic growth and physical literacy.

In conclusion, the outstanding performance of student-teachers in utilizing formative assessments and recognizing learner differences reflects their commitment to effective teaching practices. These competencies are vital in creating inclusive and responsive physical education programs that cater to the diverse needs of all learners.

**Table 8**

*Overall Result of Assessment of the Effectiveness of Student-Teachers*

<b>Areas</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Teacher's Personality	4.82	Outstanding
Lesson Planning	4.91	Outstanding
Mastery of the Subject Matter	4.72	Outstanding
Teaching Methods	4.66	Outstanding
Classroom Management – Before	4.80	Outstanding

Classroom Management – During	4.77	Outstanding
Classroom Management – After	4.75	Outstanding
<b>General Weighted Mean</b>	<b>4.77</b>	<b>Outstanding</b>

Table 8 reveals the overall assessment of the ST Performance, which has demonstrated an outstanding level of effectiveness across various domains of teaching performance. With a **General Weighted Mean of 4.77**, the evaluation reflects strong competencies in critical teaching areas such as teachers' personality, lesson planning, subject mastery, teaching methods, and classroom management. These findings align with existing research that highlights the essential qualities of effective teachers.

The **teacher's personality**, with a weighted mean of **4.82**, plays an important role in fostering a positive learning environment. Research by Darling-Hammond (2000) suggests that effective teachers exhibit enthusiasm, confidence, and empathy, which contribute to stronger student engagement and motivation. The high rating in this category indicates that student-teachers demonstrate professional and approachable behavior, which positively impacts classroom dynamics. Similarly, **lesson planning**, which received the highest rating of **4.91**, is a fundamental aspect of effective teaching. Marzano (2007) emphasizes that well-structured lesson plans ensure clear learning objectives, appropriate instructional materials, and engaging activities. This outstanding performance suggests that student-teachers are well-prepared in designing lessons that cater to diverse learning needs.

Another key aspect of teacher effectiveness is **mastery of the subject matter**, which scored **4.72**. According to Shulman (1987), teachers must possess deep content knowledge to provide accurate explanations and meaningful learning experiences. The high rating in this area implies that student-teachers have a strong command of their subjects, allowing them to facilitate discussions effectively and address student inquiries with confidence. Additionally, their ability to employ diverse **teaching methods**, rated at **4.66**, suggests that they are successfully implementing instructional strategies that accommodate different learning styles. Hattie (2009) found that active learning, differentiated instruction, and technology integration significantly enhance student engagement, reinforcing the effectiveness of the student-teachers approach.

Classroom management, a critical component of teaching effectiveness, received consistently high ratings across all phases—**before (4.80), during (4.77), and after (4.75) instruction**. Studies by Wang et al. (1993) highlight that well-managed classrooms contribute directly to student achievement by ensuring a structured, supportive, and disciplined learning environment. These ratings suggest that student-teachers are adept at maintaining order, managing student behavior, and implementing smooth transitions between activities.

Overall, the outstanding ratings in all domains indicate a high level of preparedness and competence among student-teachers. Their strong lesson planning, subject knowledge, engaging teaching methods, and effective classroom management strategies reflect their potential to become highly effective educators. These findings emphasize the importance of teacher preparation programs in shaping skilled professionals. Moving forward, continuous professional development, mentoring, and reflective teaching practices will further enhance their teaching effectiveness and ensure sustained success in the classroom.

## Conclusions

The assessment results indicate that student-teachers have demonstrated an **outstanding** level of effectiveness across all key areas of teaching performance. Their strong competencies in **lesson planning, mastery of the subject matter, teaching methods, classroom management, and professional demeanor** reflect their readiness to enter the teaching profession with confidence. The consistently high ratings highlight their ability to plan and deliver well-structured lessons, engage students effectively, and maintain a conducive learning environment.

These findings align with existing research, which emphasizes the importance of **teacher preparation programs** in developing skilled and competent educators. The student-teacher's exceptional performance suggests that they are well-equipped with the necessary knowledge, strategies, and professional attributes to positively impact student learning. Moving forward, continuous professional development, mentorship, and reflective practice will be essential in sustaining and enhancing their effectiveness as future educators.

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