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Assessing the Teaching Efficiency Levels of Pre-Service English Teachers: An AI-Enhanced Multi-Dimensional Pedagogical Evaluation at Cotabato State University

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Abstract

How well we prepare future teachers directly shapes the strength of our schools. This study examines the hands-on classroom performance of graduating student teachers from the Bachelor of Secondary Education (BSED) Major in English program at Cotabato State University. Through closely examining their teaching demonstrations, it aims to understand the core strengths and identify where they need more support. Using a descriptive quantitative research design, this study examined student-teacher performance across six foundational areas: Personality, Lesson Planning, Content Knowledge, Teaching Methods, Classroom Management, and Questioning Skills. The data comes from detailed evaluations completed by experienced Cooperating Teachers (CTs) over a full term, scored on a 5-point scale from 1.00 (Poor) to 5.00 (Excellent). The results show a highly capable group, with every single pedagogical domain scoring a descriptive rating of "Very Good." Content Mastery and Classroom Management topped the list, both averaging 4.30. Teaching Methods closely followed at 4.29, while Teacher's Personality scored 4.28, showing that these student teachers present themselves professionally, connect well with students, and use clear, expressive voices. Instructional Questioning Skills (4.23) and Lesson Planning (4.11) also showed strong performance, proving that the candidates can encourage deeper thinking and match their lessons to meaningful assessments. With an overall Grand Mean of 4.25, the study confirms that Cotabato State University's pre-service educators are highly adaptable and well-prepared for real classrooms. However, the slightly lower score in lesson planning highlights a clear opportunity for teacher training programs to spend more time on flexible lesson design and practical strategies for unpredictable classroom situations.

Keywords: Pre-Service English Teachers, Cotabato State University, BSED English, Teaching Efficiency, Classroom Management, Lesson Planning.

1. Introduction

Step into any modern language classroom, and you will quickly see that teaching English requires far more than just knowing grammar rules or speaking fluently. In today's schools, which are constantly changing due to shifting student needs and new digital tools, language teachers have to be incredibly versatile. They must build welcoming spaces, adjust to diverse learning paces, and handle the real-world emotional needs of their students. Because of these intense demands, teacher training programs are under immense pressure to make sure their graduates can step out of the university lecture hall and into a real classroom without missing a beat. The teaching internship serves as the ultimate proving ground for this transition, giving student teachers a chance to turn theory into actual practice.

For a long time, evaluating a student teacher focused mostly on basic paperwork and following simple checklist rules. Today, however, we understand that real teaching efficiency is a rich mix of many different skills. It relies on how a teacher's unique personality, their lesson preparation, their subject knowledge, their teaching methods, their classroom control, and their ability to ask meaningful questions all work together in the moment. Recent international studies show an interesting trend: while new teachers are often great at using technology and know their subject well, they frequently run into a wall when it comes to managing behavior on the fly or adjusting their plans when a lesson isn't working (International Journal of Learning, Teaching and Educational Research, 2026). This shows why we need to take a closer look at how interns are actually performing during their field practice.

In regional areas, the College of Teacher Education at Cotabato State University plays a critical role in training the teachers who will guide local communities. Student teachers in the BSED English program face unique

challenges, often finding a big gap between the ideal teaching models they learn in college and the raw behavioral and language needs of real classrooms. Growing evidence from groups like the Teacher Education Council (TEC) reminds us that bridging this gap requires field training models rooted in real feedback from Cooperating Teachers (CTs). By studying how BSED English interns from Cotabato State University score across these six key areas, this study builds a clear picture of their readiness. This lets us fine-tune our courses, support new teachers better, and make sure our graduates are fully prepared to inspire their students.

2. Literature Review

To fully understand the scores in this study, foundational educational theories alongside recent research were included. This literature highlights how different areas of teaching competence connect and work together to create an effective classroom experience.

2.1 The Teacher's Personality and Socio-Emotional Appeal

A teacher's personality is often the spark that brings a classroom to life. John et al. (2009) point out that a teacher's personal traits are deeply tied to how well their students learn, simply because an approachable and engaging presence naturally makes students want to participate. Being a professional educator means presenting yourself well, staying groomed, and keeping free of distracting nervous habits that can break a student's focus. More than that, a warm but firm personality commands genuine respect without needing to rules-lawyer the class. When a teacher brings real energy and a clear, expressive voice to the room, students naturally feel more comfortable and excited about learning a new language.

2.2 Lesson Planning as a Strategic Structural Blueprint

If teaching is a journey, the lesson plan is the roadmap. Insights from the National Association for the Education of Young Children (NAEYC) highlight that the best teachers do not just wing it; they deliberately pick strategies that match the live energy and level of their specific classroom. A truly working lesson plan needs all its parts aligned: the learning goals must match the subject content, the teaching steps must flow into those goals, and the quick quizzes or assignments must accurately measure what was actually taught. The literature emphasizes that plans must never be rigid. If students struggle to understand a concept or push back against an activity, an efficient teacher easily pivots to an alternative approach already woven into their preparation (<http://www.naeyc.org>).

In recent years, researchers have been looking closely at how new teachers handle this planning process. Recent work by Varol Şanlı and Tan-Şişman (2025) warns that teacher education programs often treat lesson planning like a rigid chore to turn in, rather than a living, breathing process of discovery and practice. This connects directly to warnings from Poulton (2025), who noticed that when teacher training drops the focus on deep curriculum design theory, candidates struggle to adapt their lessons on the fly, even if they have great presentation skills. This shows why future teachers need to learn to design lessons with their actual students' faces and needs in mind.

2.3 Content Knowledge and Pedagogical Mastery

Truly knowing your subject is what gives you the confidence to stand in front of a class. Research shows that when a teacher thoroughly masters their content, they can easily break down tough language concepts, clear up student confusion, and bring lessons to life with vivid, real-world examples. Official guidelines from NAEYC reiterate that a school system can only be as good as the deep content training its teachers receive. When a student teacher feels completely secure with English grammar, literature, and communication dynamics, they can move past making kids just memorize things for a test, creating spaces for deep, independent thinking.

Recent studies from 2024 and 2025 shed more light on this relationship. A correlational study measuring language skills against actual classroom success revealed a clear, positive link ($r = 0.365$) between how well a student teacher speaks the language and how effectively they run their class. Interestingly, many interns showed excellent reading and writing skills but admitted to feeling anxious about speaking on the spot. The research concludes that building strong, confident spoken language skills is essential for teacher training, as language anxiety quickly chips away at an intern's confidence and disrupts the natural flow of a lesson.

2.4 Teaching Methods, Classroom Management, and Questioning Skills

Bringing a lesson to life requires a dynamic mix of the right methods, good classroom control, and strategic questioning. Educational literature from Ad Prima (<http://www.adprima.com>) shows that language learning speeds up when teachers give students tasks that genuinely challenge their thinking while giving them the guidance they need to succeed. Of course, great methods only work if the room is managed well. As noted by

Marzano and the Association for Supervision and Curriculum Development (ASCD), running a smooth classroom relies on setting clear, shared expectations and routines from day one, while warmly encouraging positive behavior (<http://www.ascd.org>). Porter (2007) beautifully defines classroom management as every intentional word and action a teacher uses to help students achieve their absolute best.

This balance becomes very real during an internship. Recent studies tracking language teaching practicums show that while student teachers generally do well (averaging a solid 3.33 out of 5), they still need a lot of reflective mentoring and hands-on practice to handle the unpredictable nature of live classrooms. For example, data reveals that while interns are great at organizing slides and running introductory games, they often freeze up when they have to handle sudden misbehavior or guide a culturally diverse group of students. Furthermore, long-term predictive studies show that while personal passion and grit are wonderful traits, the true anchor for long-term teaching success and passing professional board exams is a rigorous, deeply engaging college preparation program.

Finally, all these skills connect through the art of asking questions. Pianta et al. (2008) point out that what separates good teaching from great teaching is instructional support that focuses on building ideas and higher-order thinking. By asking open-ended questions, modeling natural language, and introducing rich vocabulary, pre-service teachers can help their students move past simple memory recall, encouraging them to think critically and solve problems on their own.

3. Methodology

This study used a descriptive quantitative research design to capture a clear picture of student teacher efficiency. The participants in this research comprised the entire graduating class of student teachers from the Bachelor of Secondary Education (BSED) Major in English program within the College of Teacher Education at Cotabato State University. These interns were observed during their full-time deployments across various local secondary partner schools. To gather data, we used structured evaluation rubrics covering six core pedagogical dimensions. The primary evaluators were the designated Cooperating Teachers (CTs), who tracked each intern's performance systematically over an entire semester. The analytical focus mapped directly onto the core research goals outlined below.

Table 1. Research Objectives and Variables Alignment Matrix

Research Objectives	Variables Measured	Analytical Approach / Focus
Baseline Profiles	Demographic profile of Cotabato State University BSED English students, internship placement characteristics.	Descriptive Frequency & Percentage Mapping.
Teaching Efficiency Levels	Six core areas: Personality, Lesson Planning, Content, Methods, Classroom Management, Questioning.	Weighted Mean Analysis via Likert Interpretation Scale.
Pedagogical Gap Analysis	Lesson Planning Mean vs. Interactive Classroom Performance Metrics.	Comparative Matrix&Discrepancy Evaluation.
Strategic Interventions	Synthesized target weaknesses derived from mean deltas.	Actionable Curricular Re-engineering Mapping for CTE.

3.1 Scope and Limitations

This study focuses specifically on evaluating the classroom teaching efficiency of BSED English student teachers from the College of Teacher Education at Cotabato State University during their final field practice. There are a few boundaries to keep in mind: the data represents a single department and a single program cohort within the institution, meaning the findings should not be broadly applied to different fields like mathematics, sciences, or technical-vocational courses. Furthermore, the performance scores come from the professional evaluations of cooperating teachers in local partner schools, which naturally includes standard human appraisal dynamics.

4. Results and Discussion

The performance scores of the Cotabato State University student teachers were grouped into six specific areas. Table 2 breaks down the weighted averages and how they translate into descriptive performance levels based on the observations of cooperating teachers.

Table 2. Mean Distribution of CSU Pre-service English Teachers' Teaching Efficiency Levels

Areas of Teaching Efficiency	Mean Score	Descriptive Interpretation
1. Personality	4.28	Very Good
2. Lesson Planning	4.11	Very Good
3. Content Mastery	4.30	Very Good
4. Teaching Methods	4.29	Very Good
5. Classroom Management	4.30	Very Good
6. Questioning Skills	4.23	Very Good
Grand Mean	4.25	Very Good

Looking closely at the figures in Table 2, it can be seen that the personality domain earned a strong average score of 4.28, which carries a descriptive rating of "Very Good." This tells us that the student teachers from Cotabato State University carry themselves well, dress professionally, and keep free from distracting nervous ticks that might break their students' concentration. They bring a warm, energetic spirit to their lessons that naturally commands respect from the class. This matches what John et al. (2009) emphasized: a teacher's natural presence and personal warmth are incredibly important because they make the classroom a place where students actually want to be.

When it comes to preparing lessons, the cohort scored a mean of 4.11, which is also interpreted as "Very Good." This means the BSED English student teachers know how to build cohesive plans where their learning goals, subject topics, class activities, and quick assessments all fit together neatly. This performance supports the core ideas in NAEYC literature, which notes that great teachers rely on a clear, thoughtful plan as a guide, while keeping it flexible enough to switch to a backup approach whenever the class needs a change of pace.

Subject knowledge scored very high, hitting an average of 4.30 ("Very Good"). This demonstrates that the CSU student teachers really know their material, can confidently clear up student misunderstandings on the spot, and use meaningful, real-world examples to explain language rules. As standard teacher education guidelines point out, deeply understanding your subject allows a teacher to move past simple textbook repetition, turning lessons into shared moments of discovery.

Teaching methodology also scored well at 4.29, categorized as "Very Good." This indicates that the interns pick learning activities that truly fit the level and capabilities of secondary school students, using vivid visuals and clear formatting to keep the class on track. As highlighted in Ad Prima literature, giving students tasks that challenge their thinking at just the right level helps build long-term critical thinking and confidence.

Classroom management hit an impressive average of 4.30 ("Very Good"). This shows that the candidates are excellent at keeping their rooms organized—running smooth routines for checking attendance, handing out papers, and guiding group work without losing control. The guidelines from Marzano and ASCD remind us that setting clear, kind expectations early on is what allows real learning to happen. Porter (2007) echoes this, noting that a well-run room is the baseline for student success.

Instructional questioning skills earned a solid 4.23 ("Very Good"). This indicates that the interns are proficient at using both quick-recall and open-ended questions to spark class discussions, prompt deeper reflection, and encourage students to express their own ideas out loud. Pianta et al. (2008) reinforce this, reminding us that high-quality language expansion and thoughtful questioning are the hallmarks of great teaching.

All in all, the Grand Mean comes out to a solid 4.25, placing the group firmly in the "Very Good" tier. This proves that the field preparation and coursework provided by the College of Teacher Education at Cotabato State University successfully shapes balanced, confident, and highly effective future language educators.

5. Conclusion

The findings show that the pre-service English teachers from Cotabato State University are remarkably well-prepared, earning an overall "Very Good" rating of 4.25 for their classroom teaching efficiency. While their high scores in subject knowledge and room management prove that the College of Teacher Education's training modules are delivering solid results, the slightly lower score in lesson planning points to an area where we can do even better. By focusing more on open, adaptive lesson designs and giving interns more practice handling unexpected classroom turns, the university can ensure its graduates continue to build long, successful teaching careers in the region.

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