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Process assessment of the student teaching program of a State University in Bataan: basis for program enhancement

(Master's Thesis, Philippine Normal University)

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**PROCESS ASSESSMENT OF THE STUDENT TEACHING PROGRAM OF A
STATE UNIVERSITY IN BATAAN:
BASIS FOR PROGRAM ENHANCEMENT**

A Thesis

Presented to

**The Faculty of the College of Graduate Studies
And Teacher Education Research
Philippine Normal University
Taft Avenue, Manila**

In Partial Fulfillment

Of the Requirement for the Degree

Master of Arts in Education

With Specialization in Elementary Education

Submitted by:

ROXANNE T. BONGCO

October 2014

CERTIFICATE OF APPROVAL

This thesis attached hereto titled **PROCESS ASSESSMENT OF THE STUDENT TEACHING PROGRAM OF A STATE UNIVERSITY IN BATAAN: BASIS FOR PROGRAM ENHANCEMENT** prepared and submitted by ROXANNE T. BONGCO in partial fulfilment of the requirements for the degree **MASTER OF ARTS IN EDUCATION with specialization in Elementary Education**, is hereby recommended for approval and acceptance.

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ABSTRACT

Researcher : Roxanne T. Bongco

**Title : PROCESS ASSESSMENT OF THE STUDENT TEACHING
PROGRAM OF A STATE UNIVERSITY IN BATAAN:
BASIS FOR PROGRAM ENHANCEMENT**

**Key Concept : Student Teaching Program
Process Assessment
Program Enhancement**

Degree : Master of Arts in Education

Specialization : Elementary Education

**Advises : Prof. Lucilla R. Fetalvero
Prof. Ma. Lourdes S. Agustin**

SUMMARY

This research conducted a process assessment of the student teaching program of a state university in Bataan on three selected aspects: (1) operationalization of vision and mission of the university for the program; (2) achievement of program objectives and; (3) adequacy, appropriateness, and effectiveness of systems and procedures of the program.

Three groups of stakeholders including student teachers, cooperating teachers, and student teaching supervisor assessed the program on the afore cited variables using a survey instrument. Furthermore, unstructured interviews and observations were conducted to gather qualitative data and to validate the data gathered through the survey. After the analysis of data, it was concluded that the mission and vision of the university were operationalized in the program and that the STP successfully achieved its objectives. Challenges were, however identified and had been used as bases by this researcher in designing a proposed action plan to enhance the student teaching program.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The Department of Education, in its mission to provide quality basic education that is equitably accessible to all, introduced K-12 which was implemented in all public schools starting school year 2012-2013.

However, as stated by Lee-Chua (2012), for K-12 to succeed, good teachers are essential. Indeed, one of the most important factors which has to be taken into consideration in the implementation of this new curriculum are the teachers who are the front liners in this new system.

The enormity of the responsibility of teachers in educating the youth is a perennial truth which, in turn, calls for a quality teacher training that would develop a bastion of competent teachers who would be ready to face new challenges in the field of education. This was also recognized in the proclamation of Presidential Decree 1006 (PD 1006) which stated that teacher education must be made the top priority of the government.

This fact was also reflected in the statement of the Commission on Higher Education in CHED Memorandum # 30, series of 2004 otherwise known as Revised Policies and Standards for Undergraduate Teacher Education Curriculum.

Quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, the pre-service preparation of teachers for the primary and secondary educational sectors is a very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers. As such, it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of the pre-service teacher education curriculum.

This quality education is the main goal of every teacher training institution. As Bransford, Darling-Hammond & LePage (2005); Darling-Hammond (2010); and Feiman-Nemser & Buchman (1997) (as cited by Kecik et al., 2011) said, the ultimate goal of every teacher training institution is to produce high quality teachers who would directly influence the nation's future.

Among the institutions given this trust to train teachers is the Bataan Peninsula State University which aims to provide quality and relevant education that will develop highly qualified and competitive human resources responsive to national and regional development. Three of its campuses offer Bachelor in Elementary Education which supply the province with elementary school teachers who in turn will be entrusted with the education of the future generations. Orani and Dinalupihan campuses, together with Bagac Extension are offering BEED Major in General Education.

These programs provide gradual preparation for education students through Experiential Learning Courses. ELC is composed of six one-unit Field Study

Courses and a six-unit Student Teaching Course. ELC is introduced on the second year of the education program and culminates in student teaching.

Field study courses prepare the teacher education students for their student teaching. They are designed to bridge the gap between theory and practice by allowing the students to see education as it happens in an authentic school setting while discussing the theoretical bases which aim to guide them in their reflection and actions as future teachers. They enable students to become more familiar with the environment, system, and practices of the cooperating schools before they engage in student teaching.

Student teaching, on the other hand, is generally considered as the most critical and important phase in a teacher training program. As stated by Lalusantos (2005), it is a terminal course where student teachers learn from master practitioners through the tradition of apprenticeship. This phase is critical in that it is the transition period from being a student to a teacher. It is therefore vital that the university make its best effort to improve the quality of the student teaching program.

Gauging the effectiveness of efforts to improve the program, however, is a problem that confronts educators because of the absence of a reference point. This is due to the fact that for the past 11 years since Bachelor in Elementary Education was first offered in the campus in 2003, no study has been made to assess the program processes that would yield solid baseline information to start the improvement of the student teaching program (Holthaus, 2013).

It is in this context that this process assessment of the student teaching program of the Bataan Peninsula State University Orani Campus was anchored.

Theoretical Perspectives

This study was anchored on the following theoretical perspectives.

This study is based on the educational theory of apprenticeship (Pratt, 2008, as cited by Doctolero in 2009), which emphasizes the process of learning through exposure with the subject, such as workplace. An apprentice will learn the duties of the profession while engaging in the task. In the process, he/she is accepted by the master practitioners. Apprenticeship bridges the disparity between theory and practice. This is done by being involved in the actual teaching practice wherein the apprentice learns the skills and knowledge basic to the mastery of the teaching discipline.

During the student teaching program STs become apprentices and were supposed to learn from the cooperating teachers who were considered as the master practitioners. This research looked into the effectiveness of this apprenticeship by gauging how the apprentice has learned in the process while identifying difficulties that hinder the effectiveness of the apprenticeship.

Furthermore, this study also took into account the system theory (Kast & Rosenzweig, 2005). According to this theory, an institution of education is a large whole. It must take into account not only its relationship with its own parts but

must also check its link with another organization. This kind of relationship is very evident in the collaborative aspect of the student teaching program.

This research took this theory into consideration since the assessment of the student teaching program in terms of the operationalization of vision and mission of the university; achievement of program objectives; and adequacy, appropriateness, and effectiveness of systems and procedures of the program required the researcher to assess the collaboration of the two institutions which play vital roles in the training of student teachers: the teacher training institution and the cooperation schools.

The above theoretical principles served as the bases of the researcher in conducting a process assessment of the student teaching program of a state university in Bataan in order to come up with a proposal for program enhancement.

Conceptual Framework

Hougan (2008, as cited by Doctoleta, (2009), concur that student teaching being the culminating activity of the four-year teacher education program is the most important phase in teacher training. This was supported by Lalu-Santos (2005), who believed that student teaching is critical in that it is the transition period from being a student to a teacher.

It is therefore vital that the institution assess the most important phase of teacher education in order to ensure its quality by taking appropriate actions to enhance the program as necessary.

This study makes use of the IPO or Input, Process, Output Model which is a functional model and conceptual schema of system. It identifies the inputs in the program, the processes that transform the input, and the outputs of the program. This model has four distinct components but the last one which is storage is only optional. Since storage is not necessary in the context of the study, this researcher only focused on the three components which are input, process, and output.

Input pertains to the ideas, information, materials, and other resources of the program. Process refers to the actions made using the input. Output is the result of processes to which the input was subjected to.

The researcher, however, decided to give emphasis on the processes of the student teaching program through a process assessment.

Process assessment is important because it provides a solid baseline to start the improvement of the program. Furthermore, it shows the areas of the program that need more attention (Holthaus, 2013).

The processes of the student teaching program that the study sought to assess include the schedule and scope of activities which are orientation, deployment to the cooperating schools, observation and participation, actual teaching, final demonstration teaching and evaluation.

To serve as reference point in the process assessment, the researcher also looked into the vision and mission of the university as input to check how these are operationalized in the student teaching program. This study's inputs also include the program objectives since it was one aim of the study to see how the said program objectives are achieved.

Finally, the output of this study was the quality of student teachers performance during the program which, finally, provided this researcher the bases in developing an enhancement program.

This study, however, only focus its assessment on three aspects of the student teaching program which include: operationalization of the vision and mission of the university in the student teaching program; achievement of program objectives; and appropriateness, adequacy and effectiveness of systems and procedures.

Bataan Peninsula State University envisions itself to be *a university of excellence acknowledged in the country and in the Asia-Pacific Region for quality graduates and knowledge responsive to socio-economic needs*. To achieve this vision, the university has made it its mission to *provide quality education that will develop highly qualified and competitive human resources responsive to national and regional development*.

In the operationalization of the vision and mission of the university in the student teaching program, the researcher checked how these statements which

focus in the development of *quality* graduates were incorporated in the STP for the realization of the stated mission and vision.

The second aspect that was assessed is the achievement of program objectives. These objectives include the aim to develop student teachers who:

1. demonstrate deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students;
2. manifest a meaningful and comprehensive knowledge of the subject matter they will teach;
3. apply a wide range of teaching process skills (including curriculum development, lesson planning, use of appropriate technology, materials development, educational assessment and teaching approaches);
4. acquire direct experiences in the classroom;
5. practice the professional and ethical requirements of the teaching profession;
6. facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills;
7. reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/ subject matter, and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices;

8. create and innovate alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning; and
9. continue to learn in order to teach and to learn better to fulfil their mission as teachers.

The last aspect of the STP that was assessed is the appropriateness, adequacy and effectiveness of systems and procedures which include: orientation, deployment, observation and participation, actual teaching, final demonstration teaching, and evaluation.

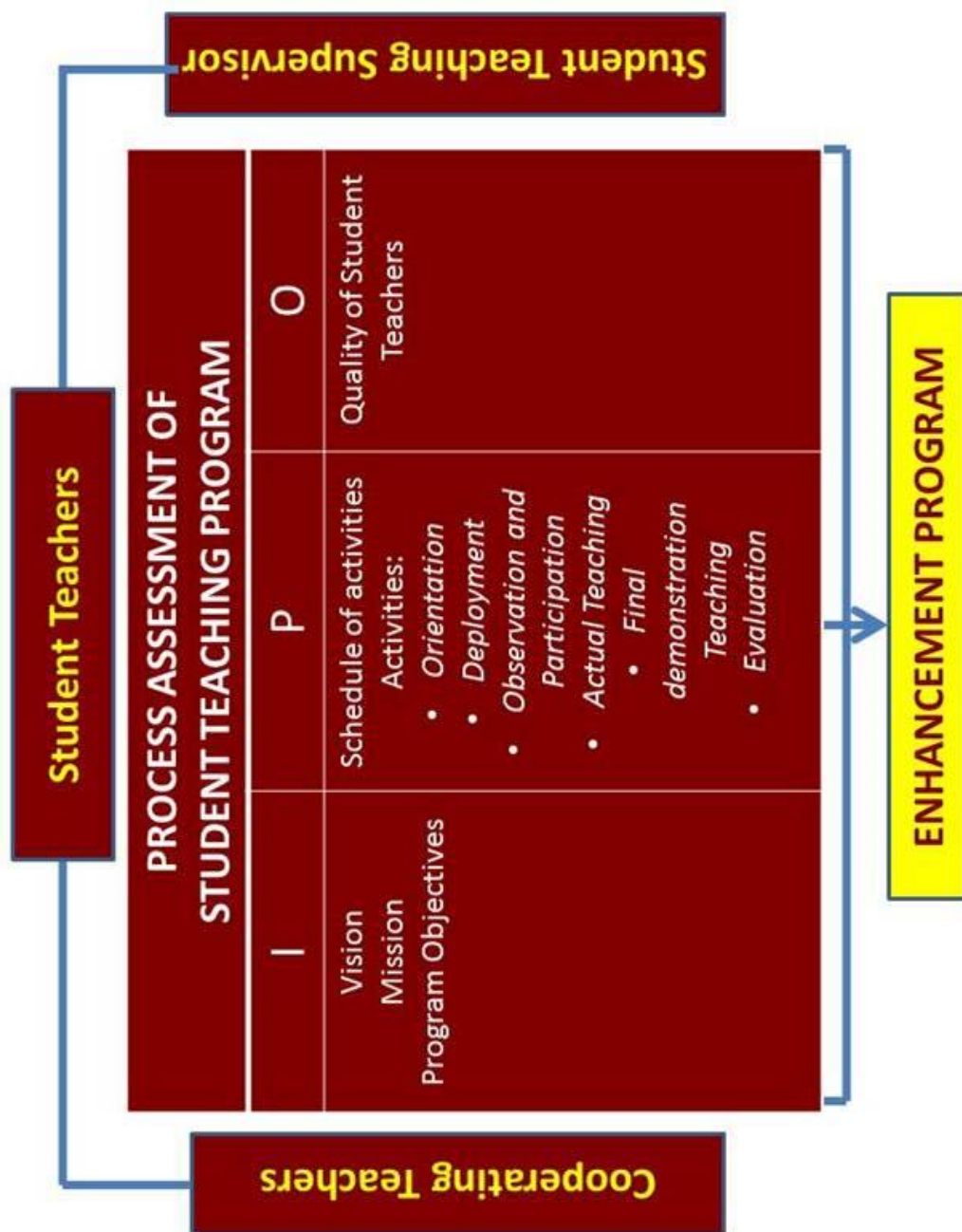


Figure 1: Conceptual Framework

Statement of the Problem

A. General

The main purpose of this study was to conduct a process assessment of the student teaching program of a state university in Bataan in terms of its vision and mission, program objectives, and systems and procedures.

B. Specific

Specifically, it aimed to answer the following questions:

1. What is the assessment of the student teachers, cooperating teachers, and student teaching supervisor on the student teaching program in terms of:
 - 1.1. operationalization of the vision and mission of the university in the student teaching program;
 - 1.2. achievement of program objectives; and
 - 1.3. appropriateness, adequacy and effectiveness of systems and procedures?
2. What are the strengths of and challenges in the student teaching program?
3. What action plan can be formulated to improve the student teaching program?

Scope and Delimitation

The study assessed the student teaching program of Orani Campus of the Bataan Peninsula State University by looking into the operationalization of BPSU's vision and mission in the STP, the achievement of program objectives, and the appropriateness, adequacy and effectiveness of the systems and procedures. It should be noted, however, that the focus of this assessment was on the processes of the STP.

The program was assessed only by three groups of stakeholders: the student teachers, cooperating teachers, and student teaching supervisor.

Results of the study were utilized as basis in developing an action plan to enhance the student teaching program.

Significance of the Study

This study, which attempted to assess the student teaching program of BPSU Orani Campus for the purpose of making an action plan to enhance the STP, will benefit the following:

Student Teachers.

This study reveals the strengths and challenges of the program which should be the focus of program enhancement in order to provide more meaningful student teaching experiences. This will provide a better system for the future educators to

observe and participate in the authentic setting as they learn from the master practitioners in the field.

Student Teaching Supervisor.

This study will yield useful information that will guide the student teaching supervisor in identifying approaches in the student teaching program that would assist practice teachers in their transition from students to teachers. The student teachers encounter problems during their practice teaching which have to be addressed for the students to make meaningful learning out of the experience.

University officials.

This study will assist the officials to make necessary actions to address some of the challenges that encumber the student teaching program from the effective operationalization of the vision and mission.

CHED/ DepEd Officials.

The findings of this study will guide DepEd and CHED officials in evaluating the implementation of New Teacher Education Curriculum to come up with clear guidelines to be strictly implemented in teacher training institutions and partner cooperating schools. This study also yields important information that could serve as basis in the evaluation of the present teacher education curriculum.

Future Researches.

The results of this study can be utilized as reference and guide in advancing other researches geared towards the enhancement of the student teaching program of Teacher Education Institutions.

Definition of Terms

The following terms which were used in the study are defined in this section conceptually and/or operationally.

Challenge. As used in the study, it refers to the aspect of the program that presents difficulties which have to be addressed for the program to achieve its objectives and was therefore used as basis in developing the enhancement program.

Cooperating teacher (CT). It refers to the elementary school teacher assigned to assist and guide the student teacher in the development of professional competencies, attitudes and behaviors (DepEd, 2005).

Experiential Learning Courses (ELC). This includes the subjects in the pre-service curricula where students are given exposure to the authentic school setting like field study and practice teaching (DepEd, 2007).

Pre-service teacher. As used in this study, it relates to the student enrolled in teacher education program in elementary level.

Pre-service training. This refers to the training that a student undergoes under a Teacher Training Institutions to be prepared for the world or work as a teacher.

School administrators. They refer to the officials in the cooperating schools who are performing administrative functions.

Strength. As used in the study, it refers to the aspects of the program that is implemented effectively and contributes to the achievement of the program objectives and should therefore be sustained.

Student teacher (ST). It refers to the pre-service teacher who undergoes practice teaching or internship. (DepEd, 2005).

Student teaching experiences. This refers to the collection of experiences accumulated by the student teacher encounters in the span of one semester during his/her practice teaching.

Student teaching performance. This is the manner by which the student teacher accomplishes the tasks during the student teaching period as evaluated by the cooperating teacher/s, school administrator, peers and him/herself.

Student teaching program (STP). It refers to the program developed by the teacher training institution to give the pre-service teacher opportunities to experience the actual teaching and varied experiences in the authentic school setting.

Student teaching supervisor. It refers to the faculty member of the teacher training institution who collaborates with the partner cooperating school in the implementation and evaluation of the student teaching program. (DepEd, 2005).

Teacher education institution. This refers to an institution duly authorized by the Commission on Higher Education to offer teacher training programs. (Aquino, 2007).

Chapter 2

REVIEW OF RELATED LITERATURE

Considered as the most important phase in teacher training, a lot has been written about and many studies had been conducted on student teaching. These conceptual and research literature pertaining to the topic undertaken by the researcher are reviewed in this chapter to provide a clear and deeper understanding of the topic.

Shaping the future of the society depends much on the quality of education offered in the educational institutions. The importance of education had always taken the center stage and it is expected to continue doing so. As cited by various authors:

Education as one of the most vital elements in any society will naturally serve as the arena in which changes will be identified based on the needs as determined, focused and tested. As observed by many, the future of the society will be determined by the future of education and vice versa (Lalu-Santos, 2005).

However, various challenges encumber the system of education. One of these is globalization. Subillaga (2004) stated, “Globalization has made the world a single place.”

In these times of great challenges in the system, the front liners feel the enormous weight of their responsibility. The educator’s role is so great. As expounded by different authors, such as the following:

Aquino (2007) said, “educators all over the world considers it a general and perennial truth that quality of education must be improved and one of the primary considerations in promoting this improvement is to check the teacher education programs.”

Borgens (2000 as cited by Miano in 2009) said, “to develop education, the starting point are not the subjects nor the students. Instead, the starting point is the teacher observing and researching on the discipline with the support of colleagues.”

Alcala (1998; as cited by Miano in 2009) said, “teachers are the single most important factor that would dictate the quality of graduates the world must expect to find.”

Aquino (2007) also cited:

Picked from Presidential Commission on Educational Reform (PCER) 2000 proposals, the five major areas include the teacher as ‘the heart of the problem,’ the key to educational reform process with regard to implementing the four pillars of learning... “from whom much will be expected and much will be demanded.” Focus is on teacher whose status has in fact declined in every region and most countries. (World Educational Report, 1998) even as s/he should be prepared to be a critical thinker and information technology, values education oriented, quintessential teacher (PCER, 2000), a Filipino teacher for the world (TEC, 1997).

Aquino further discussed that these great expectations of teachers gave way to a number of studies assessing their capability in taking this critical role. For one, studies and needs analysis made by PCER (2000) show that the teachers have

good background in subject matter and pedagogy. However, they are wanting in the four key result areas (KRAS) and these are: (1) critical analysis and creative thinking, (2) fostering of reading comprehension, (3) familiarity with educational technology, and (4) solid grounding in values education.

To address these needs, the cycle would lead us back to the institutions which develop teachers- the teacher training institutions.

Bustos (2001, as cited by Miano 2009) stated that a pre-service training has these five major objectives:

1. give avenues for the principles learned in the university to be linked with actual classroom situations,
2. give chance for students to evaluate him/herself by testing ideas in a real classroom setting,
3. see the realities of the system he/she will be part of,
4. acquire and hone skills necessary in the world of work, and
5. be ready for problems / challenges and develop skills that are vital in adjusting to the real classroom situations.

Many improvements have been introduced in the teacher education program in order to improve the quality of education.

One is the Experiential Learning Course (ELC). Beginning academic year 2005-2006, student teaching became a part of ELC under CHed Memorandum Order No. 30, series of 2004. DepEd (2007) views ELC as an indispensable phase

in teacher education which is the core of Teacher Education and Development Program (TEDP) that is the National Competency Based Teacher Standards (NCBTS).

ELC provides for the gradual involvement of pre-service teachers into the actual system. It begins with observation until their participation which intensifies into student teaching. This will allow them to observe, analyze, reflect and verify the theories and concepts that they learned in the classroom.

Doctolero (2009) said that the philosophy underlying the Field Study course is the need to bridge the gap between theory and practice.

It is a general knowledge, however, that student teaching is the climax of this series of experiential learning courses. Many authors and educators expounded on the value of student teaching.

In its joint memorandum order with CHED on the Guidelines on the Deployment of Student Teachers, the Department of Education (2005) stated that student teaching is one of the most crucial and vital parts of teacher training. It is opportunity for the student teachers to put into practice the theories and principles they have learned for more than three years. It also bridges the theory and practice as it gives the students a chance to prepare themselves in assuming the enormous responsibilities and duties of teachers.

In her study on the Practice Teaching Experiences of Student Teachers at Far Eastern University, Doctolero, (2009) cited the following in her review of

related literature: Hougan (2008) considers student teaching as the most important phase in teacher training. It is the culminating experience after years of study which gives the student the feel of being a teacher. Parkay and Stanford (1999) said that the main goal of student teaching is the socialization of a pre-service teacher into the profession. This gives him/her the chance to see how a teacher behaves in class and in school, and in relationship with pupils, co-teachers, administrators and other stakeholders. For this, he considers this phase as the most extensive part in an education student's life. The Virginia State University Student Teacher/ Intern Handbook (2004) considers student teaching as the most important course in s teacher training program because this is the testing ground of all the concepts and theories a student learns in the university. To provide opportunities for professional growth is the main purpose of student teaching according to the Faculty of Education of Nipissing University Practice Teaching Handbook (2008-200). Beltran (1998) also considers student teaching as a most valuable component of the curriculum in every teacher training institution because of its being the key phase of the program.

Learning is often defined as behavioral change. This is the key concept in the statement made by Lardizabal and Campos (2000 as cited by Doctolero in 2009). They said that the true test of whether a person learned or not is if he/she can do it. After learning all concepts, theories, and principles for more than three years in TEIs, it's the time for pre-service teachers to prove how much they has

truly learned. This will show if they are indeed ready to take on the task in the field of teaching.

Atienza (2000 as cited by Doctolero in 2009) on the other hand gave a deeper meaning of this very important phase in the life of a pre-service teacher. Aside from getting the chance to try out what he /she has learned in actual school setting, it is also a time for the student teacher to advance his/her professional skills and competence. He also expounded on the dual roles that a practice teacher takes on: that of a student and that of a teacher.

In the same manner, the National Institute of Education (NIE) in Singapore believed that student teaching (practicum) is the core component of the initial teacher preparation program. They further emphasized that the purpose of practicum is to help prepare student teachers for the realities of teaching by providing them with a clear understanding of the contexts for schooling.

Cuenca (2011) said that student teaching provides avenue for pre-service teachers to construct their own understanding of the concept of teaching based on the experiences and practical dilemmas they will encounter.

Omas-as (2005, as cited by Aquino in 2007) explained how much is at stake during the course of a student teacher's immersion in the actual classroom setting. Through values clarification and modeling, avenues for the development of the affective aspect are provided. In addition, high level skills needed in problem solving, decision making and reflective thinking are enhanced.

Having established the value of student teaching through various researchers and authors, studies which attempted to assess the student teaching program in various teacher training institutions were also conducted.

One of these is the study conducted by Landicho (2003) where she assessed the delivery system of the student teaching program in selected state universities and colleges in terms of organizational structure, faculty, venue, methodology, physical facilities, and control mechanism. The researcher concluded in the said study that the problems encountered by the school, whether academic or administrative, have considerable effect on the effective and efficient implementation of the program. She also added that the implementation of the student teaching program could be enhanced by the development of an action plan.

On the other hand, Paano (1994) evaluated the student teaching program of the Philippine Normal University in terms of objectives, curriculum, policies, school plant facilities, management functions, and practices. The same areas were adopted by Somido in his assessment of the implementation of the student teaching program in Catanduanes State College in 2000. The researcher concluded that the program is good but improvement must be made to meet the expectations set by the community. Somido also concluded that:

1. The changing needs of the students, present time and society should be considered in setting relevant objectives,

2. Curriculum must be responsive to the demands of the students, and
3. The evaluation of the curriculum aids in the assessment and redirection of the program.

Being the most critical phase in the student teaching program, the call to improve the quality of student teaching program has been raised time and time again. However, Friend- Pereira, J. C., Lutz, K. & Herrens, N. (2003, as cited by Etse and Tuo in 2014), said that concept of quality is hard to judge. There are relative interpretations to this term. However, the most common criterion of quality as used in higher education is ‘fitness for purpose.’ The demands that are raised by the call for a good quality higher education are: (1) aim for a high quality outcome, (2) know the needs of the students and the society, and (3) meet the trends in the society and economy in order to enhance the desirability of higher education institutions while preserving the high level of academic integrity and quality.

To test the quality of student teaching program and the institutions’ perception of quality, studies have been conducted.

Ganal (2005) enumerated the prime factors that could predict the perceived level of quality assurance of teacher education programs. They are the following: (1) involvement in extension and community services, (2) work values, (3) personality traits, (4) length of administrative experience, (5) performance

rating, (6) highest educational qualification, (7) special talents, (8) home atmosphere, and (9) age.

In the University of Caloocan, Prado (2007, as cited by Doctolero, 2009) identified the factors that affect the implementation of the Revised Policies and Standards for the Undergraduate Teacher Education Curriculum. The factors in the study are the availability of trained personnel, availability of syllabi for new subjects, and support from the administration

Castro (2006) studied the determinants of the performance of student teachers in selected universities and colleges and concluded that there are differences in the perceptions of seasoned and novice teachers. He also cited that the performance of student teachers is influenced by factors related to the faculty, school, student, and cooperating school.

Studies attempting to assess the program have been conducted as well. Schlack Khalad (2000, as cited by Abogado-Castillo, 2005) studied the student teaching program of the College of Education of UMM al-Oura University of Makkah, Saudi Arabia and found out that content knowledge, teaching technique and student interaction are given higher rating.

In a study conducted by Aquino (2007) on student teaching in Batangas City, she made the following conclusions:

1. The cooperating schools possess milieu that provides good training for teachers in terms of location, environment, school population,

administration and cooperating teachers, pupils' achievement, and physical facilities and resources.

2. Student teachers must be developed holistically in order to pass the overwhelming demands of the world of work.
3. The student teaching program equips student teachers with high quality teaching skills that will enable them to compete globally.
4. Participants uphold the level of teaching proficiency acquired in the program.
5. Optimism is encouraged among student teachers to become effective, and to acquire this, they must be well-equipped for the task.
6. A proposed policy enhancement may be of help in the student teaching program.

Further studies revealed problematic areas in the program which need to be addressed.

Ahmand Zamri bin Khairani (2011) explored the expectations of student teachers of the teaching profession. This study involved 295 student teachers in Malaysia. Results of the study showed that student teachers are ready to teach and they have set high expectations of teaching as a profession. One of the findings revealed that while student teachers are prepared to teach the subject they specialized in, they are not prepared to teach other subjects. Another notable

finding is the belief that the achievement of the pupils is the only important outcome in the teaching process.

The study also concluded the following:

In Malaysia, teaching has undergone tremendous changes in both aspects that lead to an influx of students choosing the profession. Classroom reality has also undergone drastic changes. However, for the student teachers, many of them come with expectations related to the past, during their schooling periods, but not the present and certainly not the future. Therefore, it is essential for teacher education programmes to provide a platform to enable our students to be sure of what they would expect life in the teaching profession to be like.

Kennedy (2002, as cited by Miano in 2009), said that new teachers are at times expected to learn teaching by themselves through trial and error without guidance and support. This is based on the following false assumptions: (1) these teachers are already prepared to take on the task, (2) professional expertise can be developed by a teacher even on his/ her own, and (3) it is possible to master or learn to teach at a short span of time.

Ruiz (1998, as cited by Aquino in 2007), made an assessment of Cagayan Valley College of Arts and Trades' student teaching program. Some of the conclusions made by the researcher are the following:

1. Most student teachers find it hard to express themselves in fluent English.
2. Most of the student teachers take responsibilities during the cooperating teacher's absence.
3. Visual aids and instructional materials are rarely used.

4. Evaluation of the student teaching program is a cooperative endeavor which must include all people involved.

Greenberg, Pomerance and Walsh (2011) studied about student teaching in the United States and found out how student teachers are expected to synthesize everything they have learned for years of training as they become apprentices in the profession. This study came up with the following findings: (1) The teacher training institutions are producing more teachers than what schools can actually accommodate and what these schools would later need, (2) Although many basic structures of the program are planned, many are left to chances, (3) Teacher training institutions do not have a set of rigorous criteria for selecting the cooperating teachers who would be training the student teachers, (4) TEIs feel powerless in dealing with cooperating schools, and (5) no sufficient feedback and guidance are given to the student teachers. With these findings as bases, the researchers recommended to 'shrink the pipeline of elementary teachers into the profession' and for the TEIs to make effort in promoting the proposition of being a cooperating teacher among teachers.

Grudnoff (2007, as cited by Doctolero in 2009), studied about the transformation of a student teacher to a teacher. Among the areas that were identified to have impact on their transition to teaching and helped shape their professional identities as novice are teacher preparation programs, contextual features of the school, and the participants' own beliefs and biographies. Grudnoff

encouraged the collaboration among policy makers, teacher education institutions and cooperating schools in assisting the student teacher in the complex process of this transition. As cited by Doctolero, this study has three significant implications. First, this study recommended that the teacher education program be re-conceptualized. Student teachers must be given the avenue to be involved in the complex, authentic life in school. It is not sufficient that they see the superficial aspects of the trade but must be ready to understand its complexities. Second, it reveals that although the major source of self-esteem is to see a pupil learn, there is a great need for a novice to have social affiliation most especially with colleagues. Third, it reveals the need for the novice to be given proper and systematic guidance in their induction. It must not only be limited to mentoring to enhance thinking and practice, practical and emotional support must also be provided for the smooth transition of the student teacher.

The reflective approach to teaching argues that experience is not yet the best teacher. Instead, it is reflection. For this reason, a method used in ELC is OAR method where O stands for observation, organization, orchestrations; A for analysis and synthesis; and R for reflection. Learning does not end with observation, it has to be internalized by the student for him/her to really learn.

Through a longitudinal study, Sumsion (2007, as cited by Doctolero in 2009), explored this concept. His study focused on the role of reflection in the professional development and practice. The results of this study revealed factors

that hinders self reflection among student teachers. They are: lack of commitment to teaching and reflection, an epistemological perspective of received and constructed knowing, and the extent to which learning environment was perceived as supportive.

Sonio (2008) evaluated the student teaching program of Eulogio ‘Amang’ Rodriguez Institute of Science and Technology (EARIST) during the academic year 2007-2008. The findings revealed that the student teachers encountered problems in the areas of teaching competencies, physical facilities and resources, classroom management and discipline, personal discipline, and professional and social group enlistment. In spite of these difficulties, however, the student teachers had been productive in their practice teaching.

Crescentia- Castillo (2005) assessed the delivery system of student teaching program at the Tanauan Institute and concluded that there is a need to establish linkages with NGOs and the community for financial subsidy to the student teaching program. It also emphasized the importance for the pre-service teachers to learn the different methods and strategies in teaching in order to develop the competencies of student teachers. The researcher concluded that majority of the student teachers do not have a good command of the English language.

Castillo (2005) cited the studies of Arce-Cruz (1997) and Matibag (2000) which revealed that difficulty in using English as medium of instruction is the

number one problem encountered by student teachers according to cooperating teachers.

The importance of culture in teaching and learning to teach is emphasized in the study of Sexton (2011) entitled 'Putting Maori in the Mainstream: Student Teachers' Reflections of a Culturally Relevant Pedagogy.' The researcher concluded that,

culturally relevant pedagogy modeled as good teaching practice was needed for these student teachers to develop an understanding of not only how learning occurs but also how their teaching relates to learning.

There are also studies which emphasized a particular element in the program. It is undeniable that in the student teaching program, the most important element would be the student him/herself. Studies have focused on these students' perceptions and the influence of these perceptions in their practice or vice versa.

Wickramasinghe (2004, as cited by Doctolero in 2009), investigated how the perceptions of Sri Lankan student teachers on effective teaching changed after their practice teaching. Findings of this study revealed that the pre-service teachers' understanding of effective teaching broadened significantly because of a variety of factors like their own experiences, reflections and workshops they participated in.

A similar study was conducted by Griffins and Comb (2000 as cited by Doctolero in 2009) which focused on the durability of student teachers'

perceptions of teaching. The findings revealed that the student teacher's individual perceptions pertaining to teaching were not completely changed, which implies how intact and deeply rooted are the individual perceptions of the student teachers when it comes to the practice of the profession. This finding supports what has already been proven in past studies.

Another element vital in the student teaching program is the cooperating teacher. Hertzog and O'Rode (2011) supported the earlier findings of Borko and Mayfield (1995), Griffin (1989), Shantz and Ward (2000) regarding the critical role of cooperating teachers in the development of reflective practice of subject-specific pedagogy.

Aquino (2002) said that the exchange of ideas that occurs between the master and apprentice is the major benefit a student teacher can get from student teaching experiences.

Bondreau (2001, as cited by Doctolero in 2009), in his studies gathered data on the definitions given by cooperating teachers regarding the supervision of student teachers. Using Tesch's technique in analyzing the data, the researcher came up with five categories of how cooperating teachers view the task: (1) integrating the student teacher into the school system, (2) establishing a relationship with the student teacher, (3) offering professional and self development opportunities, (4) organizing a practicum, and (5) exchanging ideas and feedback.

Cuenca (2011) also emphasized the roles of cooperating teachers as gatekeepers to the experiential learning of student teachers. The researcher called cooperating teachers as the key factor for the student teachers to learn how to teach. Cuenca further stated,

As a key attribute in learning to teach from the socially situated activity of student teaching, legitimacy from the cooperating teacher is necessary and important commodity. Unfortunately, many teacher education programs fail to prepare cooperating teachers for the difficult and complex work of field-based teacher education (Orland, 2005). Certainly, colleges of education should make a more concerted effort to develop cooperating teachers' skills and strategies in supporting pre-service teacher learning. Given the complexities of learning to teach, preparing cooperating teachers, not merely using them, seems like a worthwhile strategy to advance the quality of teacher education and the overall student teaching experience.

Guevarra (2005) recommended that efforts must be made to set clearly the roles and functions of cooperating teachers in the areas of supervision, mentoring, counseling and evaluation if we are to target the enhancement of the student teaching program.

Montgomery (2000, as cited by Guevarra in 2000) said that in the phase of transition from students to professional teachers- that is, the student teaching period, cooperating teachers play a vital role. They are the ones who will provide the encouragement for the student teachers to get the feel of being teachers as they share their expertise to their apprentices, observe the learning activities designed by the student teachers and support them.

Ordoñez (2003, as cited by Guevarra in 2000) said that it is through the guidance and lead of the master practitioners that the apprentice are inspired to target greater heights.

Still, as important as the other elements is the cooperating school which works, in collaboration with the teacher training institution to train the teachers of the future.

The National Institute of Education (Singapore) recognized the role of a robust partnership between the TEI, MOE and cooperating schools as a key driver towards the effectiveness of the program.

Domingo-Alipio (2001, as cited by Abogado- Castillo, 20015) found in a study on "Assessing the internal capability of cooperating schools in the elementary level for student teaching" that while some teachers do not want to accept student teachers, there are more of them who are willing to train pre-service teachers during the practice teaching. This study also showed that most cooperating schools have internal capability in assisting student teachers.

For this reason, the link between the university/ teacher training institution and the cooperating schools must be established and strengthened. Researchers expounded on the value of this collaborative relationship with the schools.

Carrying a teaching practice alone is not the most important component of teacher education. It is teaching practice that would link the university or TEI and the cooperating schools and would help the student teachers apply what he/she

has learned in the university into actual teaching (Broadbent, 1998; Hazzan & Lapidot; 2004; Smith & Lev-Ari, 2005; Stanulis & Russell, 2000; Tanruther, 1994; as cited by Kecik, 2011). This is not as simple as it appears, though. It was further explained that

Although most teaching practices support school-university partnerships, many of them demonstrate problems related to organizing and monitoring teaching practice. Most of them have been criticized for not establishing an equal relationship between school teachers (practitioners) and university supervisors (academics). As Valencia, Martin, Place & Grossman (2009) argue, one of the reasons for the above mentioned disorganization problem is that most of the school-based teacher educators are not usually provided with the kind of preparation and support they need in guiding the student teachers. However, as indicated by Zeihner (2010), an equal and more dialectical relationship between the academic and the practitioner is necessary for building a bridge between universities and schools. Only with such a relationship can the school teacher help the student teacher in linking theory to the practice.

One key to establish this good tie between the TEI and the cooperating schools is through the Student Teaching Handbook as it clarifies the responsibilities of each party involved in the program. The Teachers College, Columbia University considers its Student Teaching Handbook (2013-2014), as a general resource for all those engaged in the student teaching experience – student teachers, cooperating teachers, field supervisors and faculty. The College of Education of Pennsylvania State University also stated that its Student Teaching Handbook (2014) contains practical information for all people involved in the student teaching program (student teachers, mentor teachers and university

supervisors) because each member of this triad plays a vital role in creating the best possible experiences. It also ensures that all parties have congruent expectations of assignments, roles, policies and assessment procedures.

Moreover, the student teaching handbook also suggests ways for the pre-service teachers to have successful student teaching experiences. (Colorado State University- Student Teaching Handbook, 2005)

While many researchers studied on the problems that encumber the student teaching program, other studies revealed the student teachers' attitudes and perceptions of these complexities.

Miano (2009) conducted an assessment of the performance of student teachers from selected state universities and colleges in NCR. This assessment was used as a basis for improving the guidelines in the student teaching program in the SUCs under study. The findings of this study revealed that student teachers are well-equipped with instructional skills but need improvement in terms of communication skills most especially in the art of questioning. The findings also showed that during the span of their practice teaching, the student teachers learned ways in promoting professional growth which was evident in their demonstration teaching. Finally, the study revealed that student teachers encountered a variety of experiences during their practice teaching and whether they are positive or negative, these experiences indeed influenced the student teachers in harnessing the teaching skills.

Doctolero (2009), in her study entitled “Practice Experiences of Student Teachers of FEU: Basis for Enhancement of the Student Teaching Handbook” said that majority of the student teachers found their practice teaching a positive experience. As for those who experienced some problems, they treated these as challenges to become better teachers.

Meijer et al. (2011) in their study answered the question on why student teachers pursue the teaching career in spite of the ‘practice shock’ they experienced during their practice teaching. Results revealed that

Most student teachers view their development as a path with highs and lows that include transformative moments or periods. This development suggests that people need a crisis for identity development to occur. During such crisis, we saw that the student teachers explicitly reconsidered their connections to teaching and that reconsideration led to a regained motivation for teaching. It appeared that supervisors or mentor teachers played a significant role in first year student teachers’ regaining motivation for teaching.

In spite of so much challenges that beset the program, Goldhaber and Liddle (2012) concluded that improvement is possible. In their study ‘The Gateway to the Profession: Assessing Teacher Preparation Programs Based on Student Achievement,’ these researchers concluded,

Perhaps the most important findings are that there is speculative evidence of student subgroup and regional specialization, and evidence that the program estimates do change over time. The former finding suggests that something about a specific program may lead teachers to be more or less prepared to teach specific students while the latter may be a reflection of selection or training. In either case, the very fact that there is evidence of specialization

and changes over time suggests that programs may be differently focused and that improvement is possible.

Guidelines and pointers to improve the program were also given by researchers after venturing on a close scrutiny of student teaching programs.

Calamaro (2006 as cited by Aquino, 2007) in an article in the June Issue of The Modern Teacher gave guidelines that could help student teachers in the training programs some of which are as follows:

1. Be ready to face obstacles by having strong determination.
2. Promote good working relationships with the people like teachers.
3. Establish a good image with your cooperating teacher.

Santos (2005) stated that for the student teacher to successfully accomplish the task expected during the program, the teacher training institution must make sure that they have complete and clear understanding of the various aspects of teaching.

Lanier (as cited by Miranda, 2004 and Lalu-Santos, 2005) also studied the needs of student teachers and stated that:

Complexities can be remedied by an effective interface of various groups engaged in teacher education which include: (1) teacher preparation program outside the college and the development of solid knowledge base with very little pedagogical preparation as field experiences; (2) College of Education which includes subject matter concentrations but whose emphasis is typically on the pedagogical and field experiences connections among them; (3) public schools whose focus is on performance proficiency of a potential teacher and on providing experiences; (4) state certification agencies view of teacher preparation for the perspective of criteria being met

for certification; and (5) the going general public wanting good teachers and good schools

While the recommendations based on the findings of various studies provided bases for effective improvements in the student teaching programs of other teacher education institutions. The same thing could not be said of the program in Orani Campus with complete certainty. This is due to the absence of a reference point which makes it hard to determine the effectiveness of efforts to improve the program. For the past 11 years since the program of Bachelor in Elementary Education was first offered in the campus in 2003, no study has been made to assess the program processes that would yield solid baseline information to start the improvement of the student teaching program (Holthaus, 2013).

All these insights and studies made by various authors, educators, and researchers gave this researcher a deeper and clearer understanding of the topic under study. These also shaped the direction of this study.

Chapter 3

RESEARCH METHODOLOGY

This chapter presents the methods, instruments, sampling and data gathering procedures used in the study. It also describes the statistical tools that were utilized in analyzing and interpreting the data, as well as the stakeholders who participated in the study.

Research Design

This study used the mixed method in assessing the student teaching program of BPSU-Orani Campus in terms of selected variables.

This method uses a combination of quantitative and qualitative data to best understand the problem under study (Creswell, 2007). Collection of qualitative and quantitative data were conducted simultaneously. Results from quantitative and qualitative analyses were compared to determine if the two data bases yield similar or dissimilar results.

Research Locale

The object of this study is the student teaching program of the Bataan Peninsula State University, Orani Campus (BPSU Orani Campus).

BPSU provides an opportunity to the locales of Bataan to obtain technical efficiency and baccalaureate degree in various disciplines. It is the mission of the

university to provide quality and relevant education that will develop highly qualified and competitive human resources responsive to national and regional development. The university envisions itself to be a university of excellence acknowledged in the country and the Asia-Pacific Region for quality graduates and knowledge responsive to socio-economic needs.

Originally known as the Bataan National School for Filipino Craftsmen (BNSFC), BPSU Orani Campus was created to provide curricular instruction on secondary home industries and opportunity classes for the exploitation and fabrication of indigenous raw materials into well-designed standardized handicraft articles by virtue of Republic Act 4468 in 1965.

It was renamed into Bataan National Polytechnic School (BNPS) in 1995 through Republic Act 7914.

In 1998, BNPS became a CHED-Supervised Institution (CSI), and was later integrated to BPSC (now BPSU) by virtue of Republic Acts 8292, 7792 and 8475 how it is one of the university's five campuses, the others being the Main Campus, Balanga Campus, Abucay Campus and Dinalupihan Campus.

BPSU Orani is situated in a 8.85 hectare lot located in Bayan, Orani, Bataan, 20 kilometers from the City of Balanga.

It originally offered courses like Bachelor of Science in Industrial Technology (BSIT) and Two-Year Trade Technology which trained the students

in various fields including welding and fabrication technology, electrical, electronics, drafting, automotive, and food technology. It was also the home of quality secondary education through its laboratory school department.

In 2003, BPSU Orani Campus expanded its curriculum and began offering courses in Bachelor in Elementary Education (BEEd), Bachelor in Hotel and Restaurant Management (BSHRM), and Bachelor of Science in Nursing (BSN).

Later, it began offering courses in other fields like Associate in Computer Technology (ACT), Associate in Technical Graphics (ATG), Bachelor of Science in Management Information System (BSMIS) and Bachelor of Science in Fisheries (BSF).

Bachelor in Elementary Education was offered in BPSU Orani Campus starting in 2003 with Home Economics and Industrial Arts as specialization. This specialization was later phased out and changed to specialization in general education in accordance with the CHED Memorandum Order No. 30, series of 2004.

For years, the Orani Campus has been in working relationship with the Department of Education for the deployment of the teacher education students for their field study and student teaching. Students are deployed either in public or private elementary schools in Bataan to give them the feel of the profession and to see teaching as it happens in an authentic setting.

Figure 2 shows the vicinity map of BPSU Orani Campus.



Figure 2: Bataan Peninsula State University – Orani Campus Vicinity Map
(www.bpsu.edu.ph)

Research Participants

This study was participated in by three groups of respondents or stakeholders: student teachers, cooperating teachers, and student teaching supervisor.

Fifty-three or 52.48% of the 101 student teachers of BPSU-Orani Campus for the second semester of academic year 2013-2014 were requested to participate in the study. Participants were selected using the random sampling technique to ensure that every member of the group had an equal chance of being selected. Student teachers deployed either in public or private schools were included in the survey.

The study also sought the participation of thirty cooperating teachers and the student teaching supervisor.

Tables 1-6 below show the profile of the stakeholders who participated in the study based on age, gender, civil status, educational qualifications, years of teaching experience, eligibility, and status of employment.

Table 1: Profile of the Student Teacher Respondents Classified According to Age and Type of cooperating school.

AGE	TYPE OF COOPERATING SCHOOL					
	Private School				Public School	
	Sectarian		Non-sectarian			
31 and above	0	0%	0	0%	1	1.89%
27-29	0	0%	0	0%	0	0%
24-26	0	0%	1	1.89%	1	1.89%
21-23	0	0%	1	1.89%	15	28.30%
18-20	4	7.55%	0	0%	30	56.60%
TOTAL	4	7.55%	2	3.77%	47	88.68%

Out of 53 student teacher respondents, 88.68% were deployed in the public schools basically because 17 out of the 20 cooperating schools to which the student teachers were deployed were public schools.

This is also true of the choices of the field study students. Of the 153 field study students of Orani Campus, 77.78% chose to have their FS in public schools.

This is due to the fact that there are more public elementary schools that could accommodate the student teachers.

Table 2: Profile of the Student Teacher Respondents Classified According to Gender, Civil Status and Age.

AGE	GENDER				CIVIL STATUS			
	Male		Female		Single		Married	
30 and above	0	0%	1	1.89%	0	0%	1	1.89%
27-29	0	0%	0	0%	0	0%	0	0%
24-26	1	1.89%	1	1.89%	1	1.89%	1	1.89%
21-23	3	5.66%	13	24.53%	15	28.30	1	1.89%
18-20	2	3.77%	32	60.38	34	64.15%	0	0%
TOTAL	6	11.32 %	47	88.68%	50	94.34%	3	5.66%

It could be observed in Table 2 that majority of the student teachers were female and single. This shows that the profession is still more popular among the females than males.

Also, 92 % of the student teachers belonged to the age group of 18-23 years of age. These students pursue their degree right after graduating from basic education.

Table 3: Profile of the Cooperating Teacher-Respondents Classified According to Age, Gender and Civil Status

AGE	GENDER				CIVIL STATUS					
	Male		Female		Single		Married		Separated	
20-29	0	0%	0	0%	0	0%	0	0%	0	0%
30-39	1	3.33%	5	16.67%	3	10%	2	6.67%	1	3.33%
40-49	3	10%	11	36.67%	0	0%	14	46.66%	0	0%
50-59	0	0%	10	33.33%	1	3.33%	9	30%	0	0%
60 and above	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	4	13.33%	26	86.67%	4	13.33%	25	83.33%	1	3.33%

Out of 30 cooperating teacher respondents, 86.67% were female which shows that the profession is more popular among the female gender compared to the males.

It would also be noticed that majority of these cooperating teachers were married. Only one out of thirty is separated which shows how teachers value the family which was one of the core values among Filipinos. This shows the great care given by teachers to their personal image being models to their students.

Table 4: Profile of the Cooperating Teacher-Respondents Classified According to Faculty Rank, Type of School, and Eligibility

FACULTY RANK	TYPES OF SCHOOL						ELIGIBILITY			
	Private				Public		PBET		LET	
	Sectarian		Non Sectarian							
T 1	0	0%	0	0%	9	30%	7	23.33%	2	6.67%
T 2	0	0%	0	0%	6	20%	4	13.33%	2	6.67%
T 3	0	0%	0	0%	8	26.67%	6	20%	2	6.67%
MT 1	0	0%	0	0%	3	10%	3	10%	0	0%
MT 2	0	0%	0	0%	1	3.33%	1	3.33%	0	0%
MT 3	0	0%	0	0%	0	0%	0	0%	0	0%
HT 3	0	0%	0	0%	1	3.33%	1	3.33%	0	0%
HT 4	0	0%	0	0%	0	0%	0	0%	0	0%
HT 5	0	0%	0	0%	0	0%	0	0%	0	0%
HT 6	0	0%	0	0%	0	0%	0	0%	0	0%
Others	1	3.33%	1	3.33%	0	0%	2	6.67%	0	0%
TOTAL	1	3.33%	1	3.33%	28	93.33%	24	80%	6	20%

Table 4 shows that 93.33 of the cooperating teachers were from public schools. Most of them had the faculty rank of Teacher 1. This does not mean, though that these are new entry teachers because as revealed in Table 5, 83.33% of the cooperating teacher respondents had at least 10-29 years of experience who could be considered as seasoned teachers.

The table also shows that all the cooperating teacher respondents are eligible to teach. Eighty percent of them passed the Professional Board

Examination for teachers and the remaining 20% with faculty ranks of Teacher 1 to Teacher 3 passed their Licensure Examination for Teachers.

Table 5: Profile of the Cooperating Teacher-Respondents Classified According to Status of Employment and Years of Teaching Experience

FACU LTY RAN K	YEARS OF TEACHING EXPERIENCE										STATUS OF EMPLOYMENT			
	40 and above		30-39		20-29		10-19		0-9		Permanent		Conta c-tual	
T 1	0	0%	1	3.33 %	3	10%	5	16.67 %	0	0%	9	30%	0	0%
T 2	0	0%	0	0%	3	10%	2	6.67%	2	6.67 %	6	20%	0	0%
T 3	0	0%	0	0%	2	6.67 %	5	16.67 %	0	0%	8	26.67 %	0	0%
MT 1	0	0%	1	3.33 %	2	6.67 %	0	0%	0	0%	3	10%	0	0%
MT 2	0	0%	0	0%	1	0%	0	0%	0	0%	1	3.33 %	0	0%
MT 3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
HT 3	0	0%	1	3.33 %	0	0%	0	0%	0	0%	1	3.33 %	0	0%
HT 4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
HT 5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
HT 6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Other s	0	0%	0	3.33 %	1	3.33 %	1	3.33%	0	0%	2	6.67 %	0	0%
TOTAL	0	0%	3	10%	12	40%	13	43.33 %	2	6.67 %	30	100 %	0	0%

Table 5 shows that all the cooperating teacher respondents had permanent status of employment. It also shows that most of the cooperating teachers who

were assigned student teachers belonged to the group of seasoned teachers with teaching experience of 10-29 years.

Table 6: Profile of the Cooperating Teacher-Respondents Classified According to Educational Qualifications and Faculty Rank

Faculty Rank	EDUCATIONAL QUALIFICATIONS													
	Bachelor's Degree Holder						With Masteral units		Master's Degree Holder		With Doctoral units		Doctorate Degree Holder	
	BEEd		BSEd		CTP									
T 1	8	26.67 %	1	3.33 %	0	0%	0	0%	0	0%	0	0%	0	0%
T 2	6	20%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
T 3	7	23.33 %	0	0%	0	0%	0	0%	1	3.33%	0	0%	0	0%
MT 1	0	0%	1	3.33 %	0	0%	1	3.33 %	1	3.33%	0	0%	0	0%
MT 2	0	0%	0	0%	0	0%	0	0%	1	3.33%	0	0%	0	0%
MT 3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
HT 3	0	0%	1	3.33 %	0	0%	0	0%	0	0%	0	0%	0	0%
HT 4	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
HT 5	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
HT 6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Others	0	0%	0	0%	0	0%	0	0%	2	6.67%	0	0%	0	0%
TOTAL	21	70%	3	10%	0	0%	1	3.33 %	5	16.67 %	0	0%	0	0%

Table 6 shows that 70% of the cooperating teachers had Bachelor in Elementary Education. Ten percent of these elementary school teachers, however, obtained Bachelor in Secondary Education.

Only 16.67% had master's degree and it could also be observed that 6.67% of these teachers with master's degree were teaching in the private school and only about 9.99% of the CT respondents with master's degree were from the public school. It could also be observed that the teachers who obtained their master's degree had the faculty rank of Teacher 3 to Master Teacher 2.

Procedure

The process assessment was conducted between November 2013 and February 2014. The following steps were taken by the researcher to gather and interpret the data in the study.

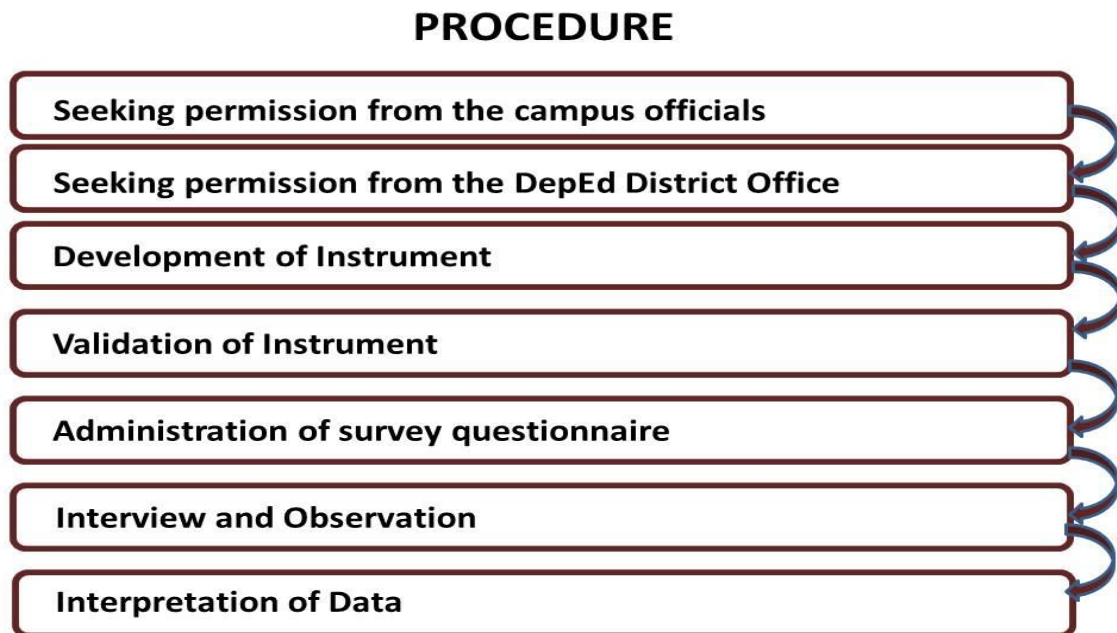


Figure 3: Data Gathering Procedure

Seeking the permission of campus officials

The researcher obtained permission from the Campus Director and the Dean of Instruction to involve the student teachers of Bataan Peninsula State University- Orani Campus in the study. Upon the approval of the request, the researcher talked with the Coordinator of BEEd and Student Teaching Supervisor of the program to request for copies of documents relevant to the study including syllabi, guidelines, schedule, calendar of activities, assessment forms, and others.

Seeking the permission from the DepEd District Office

The researcher also asked the permission of the Orani District Office of the Department of Education to involve the cooperating teachers in the said study. This was immediately granted.

Development of instrument

The researcher prepared a survey questionnaire aimed to measure two of the three areas of concern: (1) achievement of program objectives; and (2) appropriateness, adequacy and effectiveness of systems and procedures.

The survey questionnaire used by the researcher adopted items from instrument designed and used by Dr. Priscila L. Doctolero in her study in 2009 with the title “Practice Teaching Experiences of Student Teachers of the Far Eastern University: Basis for Enhancement of Student Teacher’s Handbook.”

Validation

The questionnaire was content validated by the Coordinator of the Bachelor in Elementary Education in BPSU Orani Campus and Student Teaching Supervisor. For external validation, the instrument was also validated by four professors from the Philippine Normal University Manila.

A scale of 3 to 1 was used to determine the appropriateness of each item based on four criteria which include construct definition, clarity, relevance, and difficulty.

3- statement for the component is very appropriate/ very good

2-statement for the component is appropriate/ good

1- statement for the component is not appropriate/ poor

Construct definition requires that each statement provides a clear definition and description of the construct under study. Clarity checks if each item and terminology are understandable enough and simple enough for easier understanding. Relevance looks at the significance and bearing of the item on the assessment of the aspects of the student teaching program under study. Finally, difficulty makes sure that the item is comprehensible and appropriate to all participants.

Mean of the ratings given by the five validators in these criteria were computed and items with mean ratings of 2.49 and below were eliminated. However, item number 8 in part two of the questionnaire which obtained a mean

of 2.20 was retained. It was just revised for easier understanding because this item got the lowest rating in criteria 4: difficulty. This decision was made by the researcher because the said item is one of the objectives of the student teaching program achievement of which has to be assessed in the study.

Other items with mean ratings of 2.50 and above were retained. However, those retained items which obtained the means of 2.49 and below for the criteria on difficulty were revised.

Administration of the Survey Instrument

Random student teachers were requested by the researcher to answer the survey questionnaire during their February monthly meeting. The student teacher respondents were oriented and were informed about the purpose and objectives of the study. Instructions were explained to the respondents.

Part 2 uses a scale of 1-4 to indicate the degree to which achievement of the program objectives were evident. Four (4) corresponds to very much evident; 3 -much evident; 2 -fairly evident; and 1 -not evident.

Part 3 also uses a scale of 1-4 to assess the appropriateness, adequacy and effectiveness of the systems and procedures where 4 corresponds to “to a great extent;” 3- “to a moderate extent;” 2 – “to a satisfactory extent;” and 1- “to a lesser extent.” On the other hand, instructions in part 4 focusing on the problems encountered during student teaching. This was answered through a scale of 1-4 where 1 means that the problem was not observed; 2 -problem was encountered to

a lesser extent; 3 –problem was observed to a moderate extent; and 4- problem was encountered to a great extent.

Survey questionnaires were also given to the student teaching supervisor and cooperating teachers in their respective schools. These questionnaires were collected after the final demonstration teaching of the student teachers to enable the respondents to answer the latter parts of the instrument regarding final demonstration teaching and evaluation.

Interview and Observation

This was done simultaneously with the collection of qualitative data where the participants did their observations in the different cooperating schools.

Interpretation

Qualitative and quantitative data were then collated and interpreted in order to identify the strengths of and challenges in the program so that an appropriate action plan can be proposed.

Overall mean for each item was computed and given these interpretation:

PART 2: Achievement of Program Objectives

- | | |
|------------|---|
| 3.50- 4.00 | Achievement of program objectives is very much evident. |
| 2.50- 3.49 | Achievement of program objectives is much evident. |
| 1.50- 2.49 | Achievement of program objectives is fairly evident. |
| 1.0- 1.49 | Achievement of program objectives is not evident. |

PART 3: Appropriateness, Adequacy and Effectiveness of Systems and

Procedures

- 3.50-4.00 Systems and procedures in the program were very much adequate, appropriate, and effective in the achievement of program objectives.
- 2.50-3.49 Systems and procedures in the program were quite adequate, appropriate, and effective in the achievement of program objectives.
- 1.50-2.49 Systems and procedures in the program were barely satisfactorily adequate, appropriate, and effective in the achievement of program objectives.
- 1.0-1.49 Systems and procedures in the program were not adequate, appropriate, and effective in the achievement of program objectives.

PART 4: Problems Encountered During Student Teaching

- 3.50-4.00 Problem was encountered by the student teachers to a great extent.
- 2.50-3.49 Problem was encountered by the student teachers to a moderate extent.
- 1.50-2.49 Problem was encountered by the student teachers to a lesser extent.
- 1.0-1.49 Problem was not observed by the student teacher.

Meanwhile, qualitative data gathered through interviews, and observations were used to check the results of the survey. Moreover, using the indicators stated in the National Competency-Based Teacher Standard (NCBTS) as basis, the operationalization of the mission and vision of the university was achieved using the data gathered through observations and interviews.

Meanwhile, systems and procedures of the program which obtained the mean scores of 3.50 to 4.0 were considered as the program's strengths and those which obtained means of 1.0 -2.49 were considered challenges.

Statistical Treatment of the Study

The following statistical formulae were utilized to analyze data gathered in the study.

1. **Frequency and Percentage.** Respondents were classified according to selected variables using frequency counts and percentage. Percentage was obtained using the formula:

$$P = F/N \times 100$$

where: P is the percentage,
F is the frequency, and
N is the number of population.

2. **Weighted mean** was computed to describe the appraisal of each group on the selected variables in the student teaching program.

$$\bar{X} = \sum x/N$$

where: $\bar{X}$ is the weighted mean,
 $\sum x$ is the sum of scores, and
 N is the number of population.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of this study as well as the analysis and interpretation of data. Findings are presented using statistical tables for a clearer picture of the results. Since, this study made use of mixed methods, information gathered through interview are presented qualitatively.

The following research problems are answered in this chapter:

1. What is the assessment of the student teachers, cooperating teachers, and student teaching supervisor on the student teaching program in terms of:

1.1. operationalization of the vision and mission of the university in the student teaching program;

Bataan Peninsula State University envisions itself to be *a university of excellence acknowledged in the country and in the Asia-Pacific Region for quality graduates and knowledge responsive to socio-economic needs*. To achieve this vision, the university has made it its mission to *provide quality education that will develop highly qualified and competitive human resources responsive to national and regional development*.

It could be summarized that the university aims to produce quality and competitive graduates that would respond to national and regional development.

The researcher therefore, decided to use the indicators set forth by the National Competency Based-Teacher Standards (NCBTS). NCBTS is part of the Teacher Education and Development Program (TEDP) which was commenced by the DepEd in its attempt to provide quality system of education. It provides a single framework that shall define effective teaching in all phases of professional development (NCBTS, 2006).

DepEd encourages the Professional Regulatory Commission (PRC) to use NCBTS in designing the licensure examinations for teachers. All organizations involved in in-service teacher education (INSET) and award-giving bodies shall use NCBTS, as well. Moreover, DepEd uses NCBTS in formulating its hiring, promotion, and supervision policies, among others.

For these reason, it is just appropriate that the NCBTS must also be used in assessing how the university's mission and vision is operationalized by striving to produce quality education graduates that would respond to national and regional development.

Although there are areas which are not applicable for the pre-service teachers, observations and interviews have shown that the program is on the right track in guiding the students and in giving them opportunities to satisfy the performance indicators in each of the seven domain of the NCBTS.

These seven integrated domains include the following: (1) social regard for learning; (2) the learning environment; (3) diversity of learners; (4)

curriculum; (5) planning, assessing, and reporting; (6) community linkages, and (7) personal growth and professional development.

Using the indicators set by NCBTS for each of these domains, below is the assessment on the operationalization of the vision and mission of the university in the student teaching program.

Domain 1: Social Regard For Learning

The importance of learning is shown in the actions of the student teachers. From the day they were deployed, the students have familiarized themselves with the policies and procedures of their cooperating schools. Many student teachers also underwent briefings or orientation conducted by the principal or head teacher which later helped them to clarify their responsibilities and authorities as student teachers. One of the five student teacher respondents who spoke on this topic said:

Then we were also oriented in the (cooperating) school regarding the school policies and other matters. *(Tapos pati sa school. Inorient ulit kami tungkol sa mga policies ng school at kung anu-ano pa.)*

This supports the statement of Machado and Botnarescue (2008, as cited by Doctolero, 2009) that orientation will help them acquire positive and memorable student teaching experiences.

This was also evident in their maintenance of appearance appropriate to teachers. Student teachers were reminded to always wear their student teaching uniform and pin because this would identify them as students of the university while in their respective cooperating schools. Five of the student teacher

respondents expressed awareness of the enormous effect of their behavior on the students. One of them said:

During the orientation we were also given some reminders regarding professionalism and attitude which is just right. Afterall, we teachers are models. Sometimes, we think, what we do are completely insignificant. What we may not know is that these have great impact on the students. *(Nagbigay din po ng reminders sa professionalism at attitude which is tama lang naman po. Kasi nga po di ba, model ang teacher. Minsan akala natin balewala lang ang ginagawa, ang kinikilos natin pero ang hindi mo alam, malaki ang impluwensiya non sa mga bata.)*

This supports the statement of Zulueta (2009) that the job of a teacher goes beyond the transmission of knowledge. His/ Her personal influence is also undeniable in the areas of the development of basic skills, desirable work habits and attitudes, values, judgments, and adjustments of individual learners to the environment.

However, twenty percent (20%) of the cooperating teacher respondents shared concern regarding tardiness and absenteeism of their student teachers. One of these CT said:

However, there are some problems that I have encountered...absenteeism must be avoided, that's number one. And tardiness. *(However, there are some problems that I have encountered...absenteeism must be avoided, that's number one.... At yung tardiness.)*

This coincides with the results of the studies made by Doctolero (2009) and Somido (2000), both of which reveal absenteeism and/or tardiness as among

the top problems encountered by cooperating teachers in handling their student teachers.

This domain also requires the student teachers to recognize diverse learning styles and sources. Attainment of this is shown in the use of different learning experiences traditional to non-traditional activities which were very evident during the final demonstration teaching. Four of the student teachers who were interviewed shared that they tried using games and other activities in order to elicit good response from the students. One student teacher said:

The kids are interested whenever I present games. (*Basta may games, interesado ang mga bata.*)

This is consistent with the statement of Bob Sullo (2007 as cited by Lucas and Corpuz, 2011) that under Choice Theory, people have basic psychological needs that they need to satisfy in order to be emotionally healthy and these include fun. If this, together with other needs is satisfied, students would be more interested and motivated to learn.

The student teachers also made use of different learning resources. While their cooperating teachers were able to lend them some text books or materials, student teachers maximized the use of technology to access the latest information regarding the topic under study. One of three ST respondents who used information and communication technology in teaching said:

Even if ma'am (CT) gives me a lot of books, I still search from the net to supplement them with the latest information. Oftentimes, the books have

very limited information. *(Kahit nga binigyan ako ng maraming books ni ma'am, nagsearch pa rin po ako para isuplement tsaka para makakita ng latest information. Minsan kasi limitado lang yung information.)*

Still, there were some student teachers who admitted to being more 'practical.' Four of the student teacher respondents explained that they usually end up using traditional methods. One of the reasons is time constraint which makes it more difficult for the student teachers to present varied learning experiences for the learners. One of these student teachers explained:

As much as we want to capture the interest of all the pupils, especially because some are more inclined to music, dance, or other outdoor activities- we have very limited time. We have to catch up with the lessons to make up for the days when there were no classes due to holidays, contests, and suspensions due to typhoon. *(Kahit po kasi gusto namin maging interesado ang lahat ng bata, lalo na po yung iba e mas inclined sa music, yung iba sa sayaw, yung iba sa outdoor activities- kalaban po talaga namin ang oras. Naghahabol po kasi ng discussion dahil sa maraming activities ng school tulad ng mga contests at holiday at suspension.)*

According to DepEd Order No. 43, series of 2002, time allotment for each of the subjects under the Basic Education Curriculum (BEC) range only from 40 to 100 minutes. Moreover, while there are one hundred ninety-eight (198) non-negotiable contact days between the teacher and students according to Sec. Luistro (as reported by GMA News Online, 2013), these are usually affected by cancellation of classes due to calamities that further shorten the teachers and pupils' contact time.

Domain 2: Learning Environment

This domain expects student teachers to understand the value of providing a socially, psychologically, and physically sound learning environment.

Most of the classrooms of the cooperating teachers were already structured based on set standards. The changes made by the student teachers therefore are very minimal. They, however, contributed in making the classroom conducive for learning by keeping it clean and organized. Student teachers would come before their cooperating teachers and supervise the cleaning of the room. One of the five student teacher respondents who spoke on this matter said:

We almost did not change anything from the classroom anymore since it was already okay. I just maintained the room clean and organized. *(Halos wala na po (kaming binago sa classroom). Okay naman kasi kaya pinapanatili ko na lang na organized at malinis yung room.)*

As stated by Lucas and Corpuz (2011), a classroom that is conducive for learning must be clean, safe and orderly. Moreover, most student teachers managed to establish a good relationship among the learners which helped in maintaining healthy psychological environment for learning because a learning environment, according to Corpuz and Salandanan (2007) is composed of physical and psychological environment that influences the learning of the pupils. One cooperating teacher said of her student teacher:

I observed that the student is patient which is important in teaching. *(Nakitaan ko siya ng mahabang pasensiya which is puhunan talaga sa pagtuturo.)*

In order to establish a sound learning environment, it is also required that a teacher must communicate high expectations to each learner. However, it took time before the student teachers managed to set expectations which are appropriate to the students. In some cases, the student teachers set expectations that were too high for the students to achieve. This is most common during the first few weeks of their student teaching due to their lack of background knowledge of the pupils' capabilities. For instance, in SPED fast classes offered in Central Schools, student teachers assumed that they would be handling a *class* of fast learners. They would therefore set expectations appropriate for fast learners only to realize that the standard is too high for most members of the class. Student teachers explained, however, that they soon learned how to adjust. Two of the student teacher respondents who experienced this challenge said:

I thought the students were very intelligent... but when the examination results came out, I realized that... they are not really fast learners. Most are just average. *(Akala ko kasi talaga super matatalino yung mga bata.... Pero nung lumabas po yung result, saka ko narealize ... Hindi naman po pala super smart talaga sila. Karahiman average lang din po.)*

Moreover, four of the student teacher responders admitted that they did not encourage the students to ask questions. One of them said:

Oftentimes, they are too scared to ask. *(Madalas po, masyado silang takot para magtanong.)*

.

Establishing and maintaining consistent standards of learners' behavior is also vital in providing a conducive learning environment. Interviews showed this as the most problematic area of the student teaching program with 45% of the student teacher respondents claiming to have experienced this difficulty. According to a student teacher who had her practicum in a private school,

It would be unavoidable because I am handling grade two. Sometimes, they quarrel, especially if the cooperating teacher is not around. At first, they were very hard to manage but now, it is okay. I could handle them well now. (...*hindi naman maiiwasan kasi grade two, to e. Yung mga nag-aaway paminsan-minsan lalo na kapag wala yung totoong teacher, nag-aaway sila. Noong una mahirap silang ihandle pero ngayong matagal na, okay na. Naihandle ko na sila nang maayos.*)

This was supported by 50% of the cooperating teacher respondents. One of them said:

The problem that I have encountered with the student teacher is the handling of the students. It had been a problem because there are many pupils. (*Ang problemang naencounter ko sa student teacher, yung paghandle niya sa mga bata. Yung pagdidisiplina sa mga bata. Marami kasi yun mga bata kaya iyon ang naging problema.*)

This, being their first opportunity to manage the class, the student teachers naturally experimented using different methods before finally deciding on the best management style for a specific class. Four of the student teacher respondents said that they based their approach on what they have observed to be effective as used by their cooperating teachers. Another respondent said that she based her

approach on the theories and principles that she had learned during their years in the university.

I got used to it after a while. Discipline is very important in our (cooperating) school but my CT's advisory class is very unruly. That's why I had to use a different strategy which was taught to us in BN (BPSU-Orani). It is token reinforcement wherein they need to collect points. *(Pero nagamayan ko rin po. Napakaimportante kasi sa school namin yung discipline. Tapos, yung advisory class pa ng CT ko, sobrang kulit, sobrang gulo. Kaya kailangan kong magdevice ng paraan kaya sinubukan ko yung strategy na tinuro sa amin sa BN, token reinforcement. Nag-iipon sila ng points...)*

They maximized the opportunity to link the theories they have learned in the university with practice or authentic experiences which is one of the main purposes of the program according to a joint memorandum order of CHed and DepEd (2005) on the Guidelines on the Deployment of Student Teachers.

Finally, to promote a psychologically healthy climate, the student teachers tried to create an environment free from fear and anxiety for the students. This is, however, challenged by the necessity for the student teachers to establish their authority as *teachers*. While two of the student teacher respondents managed to gain the respect of the pupils while maintaining a stress-free environment, others had more trouble in this particular feat as the original ideas they have had during their first few years in pre-service training did not work in the actual learning situation. As was stated by one student teacher:

There are some sections, though, where it is not possible. You could not be close friends with the students. You have to be strict or they would not

listen to you. *(Pero may mga section na hindi pwede talaga. As in di ka pwedeng makipagclose-close sa mga bata. Kailangan mo talagang maging strikto kung hindi, hindi sila makikinig.)*

As stated by Atienza et.al (2000, as cited by Doctolero in 2009), practice teaching is the chance for student teachers to try-out their educational know-how in actual school classroom setting. Not all ideas would work. Nevertheless, as stated by Cuenca (2011), these dilemma that they have encountered helped the student teachers to construct their own understanding of the concept of teaching.

Domain 3: Diversity of Learners

Teachers must determine, understand, and accept the learners' diverse backgrounds and knowledge, and experiences. While student teachers gather information regarding the learning styles and needs of the pupils, four of the ST respondents explained that they were not very successful in providing learning experiences suited to all the different kinds of learners. According to one student teacher:

We use these to capture their interest. That is why we try to prepare interesting activities for them as much as possible. However, this is sometimes difficult due to time constraint. With many activities, we need to catch up with the lessons. *(Ito siyempre yung ginagamit namin para makuha ang interes nila. Kaya as much as possible, sinusubukan ko na maggawa na activites na interesting sa kanila. Kaya lang minsan mahirap dahil sa time constraint. Sa dami kasi ng activities kailangan talagang maghabol ng lesson madalas.)*

While attempts were made to introduce exciting activities and games, most activities benefited the word and logic smart. One student teacher said:

It's the same thing with us. And the kids are very unruly. They are so hard to manage when they are playing which the administration finds undesirable. We therefore use more of pen and paper. *(Sa min din. Tsaka magugulo kasi yung mga bata don. Kapag po pinaglaro mo, nagkakagulo at ayaw po yun ng admin sa amin. Mas gusto po kasi nila na tahimik, maayos at disiplinado yung mga bata. Kaya more on pen and paper lang din kami.)*

This supports the view of Campbell (1991) that two of the Multiple Intelligences introduced by Howard Gardner dominate the traditional pedagogy of western societies- the verbal/linguistic intelligence and logical/mathematical intelligence.

Aside from that, most of the time, it was impossible to pace lessons appropriately to the needs and difficulties of the learners due to time constraint. In the case of public schools, for instance, there are certain lesson objectives that have to be taught for the whole school year, and adjusting the pace of discussion to the needs of the learners might mean not finishing all of the topics that have to be discussed, especially in the upper grades. Two ST respondents said that they could reteach only if majority of the class did not understand the lesson. According to one student teacher:

We do that (reteach) if many did not understand the lesson. *(Kapag po madami. Pwede.)*

As was stated in the Official Gazette (2010), Basic Education Curriculum is congested which means that there are too many competencies which have to be taught among the students. This is actually one of the reasons why K-12 was implemented.

Domain 4: Curriculum

This domain requires teachers to demonstrate mastery of the subject. This would include mastery of content as well as the methods and techniques in teaching it.

Four of the student teacher respondents said, that they successfully made good use of the allotted instructional time. This was achieved by setting routines and procedures in passing and distributing works or papers. One of these ST said:

Right, routines in the class have already been set including the passing of and distributing of papers, and cleaning the room. We just have to sustain them. *(Tama, naset na naman po kasi ni mam yung routine sa klase tulad ng pagpapasa at pagdidistribute ng papel, paglilinis ng room. Kailangan na lang naming sundan.)*

Careful planning, with the assistance of the cooperating teachers also enable them to prepare lessons that would fit to the time allotted for a specific subject. This is consistent with the views of Zulueta (2009) that routinizing the classroom, can save a lot of time and effort, prevent confusion, and facilitate learning activity.

Based on observations, they were also successful in choosing the appropriate methods and activities aligned with the lesson objective. Four student teachers support this observation. This is in line with the opinion of Biggs (2003) that a good teaching environment has to be consistent where teaching and assessment practices are aligned to the aims of teaching.

Being exposed to new technology, some student teachers managed to integrate technology in their classes, if possible. Three of the student teachers who were interviewed managed to bring their own laptop computers and used available projectors in school. While some private schools have available projectors or LCD TV in every class room, public schools have very limited resources. Therefore, most student teachers had to resort to traditional instructional materials, according to three student teacher respondents. One of them said:

When we have our demonstration teaching in school (BPSU) we use projectors for our powerpoint presentation. But that is not very possible here in the public school. There are very limited materials. Sometimes, I bring my laptop but that is only for videos because the screen is too small for the kids. Therefore, we usually go back to the traditional charts. *(Sa school po kapag nagdemo, kadalasan, nakapowerpoint na kami, projector, pero dito po kasi sa public hindi yon masyadong possible. Limitado po kasi ang gamit. Minsan, nagdadala po ako ng laptop pero pang-videos lang po kasi maliit ang screen para sa mga bata. Kaya balik traditional charts pa rin po sa huli.)*

Three student teachers who were interviewed recognized general learning and unique learning processes. One of them told during an interview that she voluntarily offered remedial reading classes to the non-readers in class.

I really had a lot of trouble with the non-readers. Sometimes, I tworked overtime in school to teach the kids how to read. I want them to learn. *(Mahihirapan po ako sa mga non-reader po. Kaya kahit na mag-over time po ako sa school tinuturuan ko po ang mga bata kung paano magbasa. Ang gusto ko lang matuto sila.)*

This recognizes the idea stated by Horne and Pine (1990; as cited by Corpuz and Salandanan, 2007) that the learning process is highly unique and individual.

Domain 5: Planning, Assessing, and Reporting

This involves the alignment of assessment and planning, and the reporting of actual achievement and behavior of the learners.

Student teachers developed and utilized appropriate instructional plans. Most of them were required by their cooperating teachers to prepare detailed lesson plans of the lesson they were to teach although those who were tasked to teach more subjects were permitted to prepare semi-detailed plans. There were some cooperating teachers, however who reported through the interview that there were some student teachers who had difficulty making a detailed lesson plan. However, due to the tutelage of the cooperating teachers, they were able to learn.

One of the 20% of the CT respondents who claimed to have encountered this problem said:

We had only one problem- lesson planning. (*Kaya lang mayroon kaming isang problema- yung lesson planning.*)

This was supported by 25% of the student teacher respondents. According to one of them:

It was difficult at first but with ma'am's (CT's) constant correction, I learned. So in the end, I found it easy enough. (*Mahirap po noong una pero dahil sa constant correction ni Ma'am (CT), natuto na rin ako kaya sa huli, madali na lang din po.*)

Lesson Planning is one valuable learning that the student teachers gained in this mentor-mentee relationship. They recognized the value of learning to make a good lesson plan as the blueprint in teaching which can never be underestimated. As was stated by Cuenca (2011) cooperating teachers is the key factor for student teacher to learn how to teach.

While the student teachers used both traditional and non-traditional assessment tools, five student teacher respondents admitted that they preferred using traditional and objective assessment due to the ease in checking and objectivity in scoring.

Oftentimes, we use objective tests. It is easier to check. (*Kadalasan po mga objective tests. Mas madali po kasing icheck.*)

Four ST respondents said that there were times when they also made use of authentic assessment like portfolio and performance assessment. Four said,

however that they scored the essay tests without rubrics although they managed to set criteria.

I do not use rubrics too. Just criteria. (*Ako rin, hindi na po nagru-rubrics. Criteria lang.*)

The student teachers, however, made sure that they regularly monitored and provided feedback on the learners' understanding of content by keeping accurate record of the grades or performance of the students. Four out of five student teachers who spoke on this matter said they were told to have class records.

For their part, four of the student teacher respondents explained that they also assisted their cooperating teachers in conducting parent-teacher conferences to inform the parents of the progress of the students and to encourage them to be involved in school activities that promote learning. One student teacher said:

I assist during PTA meetings. Ma'am (CT) assigned me with the top ten and the performance of the kids during the meeting. (*Pag nagpa-PTA po, nag-aasists po ako. Ako po yung inassign ni ma'am sa Top ten at sa performance ng mga bata para sa meeting.*)

These are in consonance with the suggestions of Corpuz and Salandanan (2007) that the results of the assessment must be fed back to the learners and communicated clearly with the parents on a regular basis.

Domain 6: Community Linkages

This is directed at strengthening the link between the school and the community. While NCBTS states that performance indicators in this particular domain are not applicable to pre-service teachers, it also says that they have plenty of opportunities to be involved in community activities.

In their simple way of encouraging learners to apply classroom learning in the community, the student teachers were able to establish learning environments that respond to the aspirations of the community.

This challenge supports what a behaviorist claim that learning is a behavioral change which is the key concept in the statement made by Lardizabal and Campos (2000 as cited by Doctolero in 2009). They said that the true test of whether a person learned or not is if he/she can do it.

Domain 7: Personal Growth and Professional Development

This domain emphasizes the ideal that teachers have high personal regard for the teaching profession, concern for professional development and continuous improvement as teachers. Pre-service teachers imbibe these ideals as the cooperating teacher (mentor) models such characteristics or values (NCBTS). This domain requires that teachers take pride in the nobility of teaching as a profession. According to one of the four student teachers who said they were inspired by their CT:

Actually, I was inspired by my CT because I realized that it is actually possible for you to get old in this profession and remain dedicated and in love with what you are doing. She really loves the kids. *(Actually, nainsipire nga po ako sa CT ko kasi narealize ko na pwede ka pala tumanda sa profession na ganon ka parin kadedicated, at ganon mo pa rin kamahal ang ginagawa mo. Mahal na mahal niya yung mga bata.)*

This supports the idea stated by Parkay and Stanford (1999 as cited by Doctolero in 2009) that the main goal of student teaching is the socialization of a pre-service teacher into the profession. This gives him/her the chance to see how a teacher behaves in class and in school in relationship with pupils, co-teachers, administrators and other stakeholders.

Five of the student teachers who were interviewed described their cooperating teachers as dedicated, inspiring, patient and have passion for teaching. It could be observed, though, that many of the cooperating teachers who had been teaching for years did not pursue professional development by taking graduate degree courses. Out of the 30 cooperating teacher respondents, only 16.67% (5) have Master's degree and 1.33% (1) have units in the said degree. None out of the 30 pursued doctorate degree.

Evidences of the operationalization of the university's vision and mission in the student teaching program were seen through the program's systems and procedure which provided the student teachers with opportunities to become effective teachers as defined in the NCBTS .

1. What is the assessment of the student teachers, cooperating teachers, and student teaching supervisor on the student teaching program in terms of:

1.2. achievement of program objectives;

Table 7 shows the overall assessment of the three groups of respondents of the student teaching program in terms of the achievement of its program objectives. Since the institution aims to offer quality teacher education among its students, the student teaching program of the Institute of Elementary Education has set the above objectives which serve as its guide in all its endeavors.

The overall means were computed by dividing the mean score per item for the three groups of respondents which include one student teaching supervisor, 30 cooperating teachers and 53 student teachers. The value of the overall mean rating for each objective falls between 3.53- 3.85 which is interpreted as Very Much Evident.

Table 7: Overall assessment of the student teachers, cooperating teachers, and student teaching supervisor of the student teaching program in terms of the achievement of program objectives:

Objectives	Student Teaching Supervisor Assessment	Cooperating Teachers' Assessment	Student Teachers' Assessment	OVERALL MEAN	INTERPRETATION
1. The student teachers demonstrate a deep and principled understanding of the learning process and of the role of a teacher in facilitating these processes in their students.	4.00	3.30	3.62	3.64	Very Much Evident
2. The student teachers manifest a meaningful and comprehensive knowledge of the subject matter they will teach.	4.00	3.33	3.57	3.63	Very Much Evident
3. The student teachers apply the following teaching process skills:	4.00	3.27	3.57	3.61	Very Much Evident
3.1. curriculum development	4.00	3.37	3.74	3.70	Very Much Evident
3.2. lesson planning	4.00	3.30	3.28	3.53	Very Much Evident
3.3. use of appropriate technology	4.00	3.13	3.53	3.55	Very Much Evident
3.4. materials development	4.00	3.30	3.64	3.65	Very Much Evident
3.5. educational assessment	4.00	3.23	3.55	3.59	Very Much Evident
3.6. teaching approaches					
3.7. others (please specify)					
4. The student teachers acquire direct and authentic experiences in the classroom.	4.00	3.33	3.70	3.68	Very Much Evident
5. The student teachers practice the professional and ethical requirements of the teaching profession.	4.00	3.50	3.72	3.74	Very Much Evident
6. The student teachers facilitate learning of diverse types of learners, in diverse types of					

learning environments, using a wide range of:	4.00	3.33	3.49	3.61	Very Much Evident
6.1. teaching knowledge and	4.00	3.33	3.49	3.61	Very Much Evident
6.2. teaching skills.	4.00	3.37	3.45	3.61	Very Much Evident
7. The student teachers reflect on the relationships among teaching process skills, learning processing in the students, nature of the content/ subject matter, and broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices.					
8. The student teachers innovate and try out alternative approaches in teaching.	4.00	3.27	3.43	3.57	Very Much Evident
9. The student teachers evaluate the effectiveness of the approaches used in teaching to improve student learning.	4.00	3.43	3.49	3.64	Very Much Evident
10. The student teachers continue to learn in order to teach and to better fulfill their mission as teachers.	4.00	3.73	3.83	3.85	Very Much Evident

LEGEND:

- 3.50- 4.00 Achievement of program objectives is very much evident.
2.50- 3.49 Achievement of program objectives is much evident.
1.50- 2.49 Achievement of program objectives is fairly evident.
1.0- 1.49 Achievement of program objectives is not evident.

- 1. What is the assessment of the student teachers, cooperating teachers, and student teaching supervisor of the student teaching program in terms of:**
- 1.3. appropriateness, adequacy and effectiveness of systems and procedures?**

ORIENTATION

The Guidelines on the Student Teaching Program allots two weeks for orientation. This period gives the students a general picture of the student teaching program. This would include reviewing the highlights of some facets of professional education to better prepare the students emotionally to adjust to the environment in relation to the new demands of the program (different from field study) particularly in matters of human relations with the students and the rest of the academic community (BPSU- Orani Guidelines on STP).

This orientation was conducted in BPSU Orani during the first two weeks of the second semester (November 4 - 15, 2013), Academic Year 2013-2014.

This activity was assessed only by the student teaching supervisor and 53 student teacher respondents and Table 8 shows the results of the assessment of the two groups of respondents of the orientation conducted prior to the student teachers' deployment. The cooperating teachers were excluded in the assessment of the said activity as they have no participation in the said orientation. Computed overall mean ratings range from 3.88- 3.94 which are interpreted as *to a great extent*.

This supports the statement of Machado and Botnarescue (2008, as cited by Doctolero, 2009) that there should indeed be orientation meetings as these present the guidelines and requirements that clarify the expectations among the student teachers to avoid confusion of their authorities.

Table 8: Overall assessment of the student teachers, cooperating teachers, and student teaching supervisor of the student teaching program in terms of the adequacy, appropriateness, and effectiveness of activities undertaken to achieve the objectives with focus on the Orientation.

ITEMS	Student Teaching Supervisor Assessment	Student Teachers' Assessment	OVERALL MEAN	INTERPRETATION
1. The student teachers attended orientation conducted by the Student teaching supervisor held during the opening of the semester.	4.00	3.85	3.92	To a great extent
2. The student teachers got an overview of the course syllabus on Student teaching.	4.00	3.81	3.91	To a great extent
3. The student teachers learned the rules and policies of the Student Teaching Program.	4.00	3.83	3.92	To a great extent
4. The student teachers were briefed on the guidelines on student teaching as well as on the do's and don't's in the workplace.	4.00	3.85	3.92	To a great extent
5. The student teachers were oriented on the work etiquette in the workplace.	4.00	3.89	3.94	To a great extent
6. The student teachers were given pointers on grooming and hygiene.	4.00	3.75	3.88	To a great extent

LEGEND:

PART 3: APPROPRIATENESS, ADEQUACY AND EFFECTIVENESS OF SYSTEMS AND PROCEDURES

- 3.50-4.00 System and procedures of orientation were very much adequate, appropriate, and effective in the achievement of program objectives.
 2.50-3.49 System and procedures of orientation were much adequate, appropriate, and effective in the achievement of program objectives.
 1.50-2.49 System and procedures of orientation were satisfactorily adequate, appropriate, and effective in the achievement of program objectives.
 1.0-1.49 System and procedures of orientation were not adequate, appropriate, and effective in the achievement of program objectives.

DEPLOYMENT

After two weeks of orientation, the student teachers were deployed to their respective cooperating schools. The student Teaching supervisor accompanied and introduced all the student teachers to the principals of the 20 cooperating schools last November 18, 2013, beginning from Alikabok Elementary to Tenejero Elementary School (Balanga City).

This activity was assessed by the student teaching supervisor, cooperating teachers and 53 student teacher respondents, and Table 9 shows the results of the assessment of the three groups of respondents of the deployment. Overall mean ratings range from 3.81- 3.92 which are interpreted as *to a great extent*.

Table 9: Overall assessment of the student teachers, cooperating teachers, and student teaching supervisor on the student teaching program in terms of the adequacy, appropriateness, and effectiveness of activities undertaken to achieve the objectives with focus on deployment

ITEMS	Student Teaching Supervisor Assessment	Cooperating Teachers' Assessment	Student Teachers' Assessment	OVER ALL MEAN	INTERPRETATION
1. The student teachers wore their student teacher uniform on the day of deployment.	4.00	3.80	3.94	3.91	To a great extent
2. The student Teachers were accompanied by their student teaching supervisor to their cooperating schools.	4.00	3.93	3.83	3.92	To a great extent
3. The student teachers were introduced to the principal by the student teaching supervisor.	4.00	3.90	3.87	3.92	To a great extent
4. The student teachers were welcomed and were given a brief orientation by the principal about the profile of the school including its rules and regulations.	4.00	3.97	3.79	3.92	To a great extent
5. The student teachers were assigned by the principal to their respective cooperating teachers.	4.00	3.93	3.79	3.91	To a great extent
6. The student teachers were permitted to tour the campus to familiarize themselves of the workplace.	4.00	3.83	3.60	3.81	To a great extent

LEGEND:

PART 3: APPROPRIATENESS, ADEQUACY AND EFFECTIVENESS OF SYSTEMS AND PROCEDURES

- 3.50-4.00 System and procedures of deployment were very much adequate, appropriate, and effective in the achievement of program objectives.
2.50-3.49 System and procedures of deployment were much adequate, appropriate, and effective in the achievement of program objectives.
1.50-2.49 System and procedures of deployment were satisfactorily adequate, appropriate, and effective in the achievement of program objectives.
1.0-1.49 System and procedures of deployment were not adequate, appropriate, and effective in the achievement of program objectives.

OBSERVATION AND PARTICIPATION

First four weeks following the deployment was devoted for the observation and participation of the student teachers in related tasks that would prepare them for sustained teaching. Student Teaching Program of BPSU Orani allots two weeks for routine activities. This is the chance to establish mentor-mentee relationship by giving opportunities for the student teacher (ST) to assist the cooperating teacher (CT) in doing routine works like preparing the classroom, checking attendance, flag raising and others. (Student Teaching Program Guidelines).

This is followed by another two weeks for *Assisting*. This is the opportunity to create a mutual trust and respect between the mentor and the mentee. CT models motivate and give the ST a chance to assist in activities like checking of papers, recording of grades, computing of grades, structuring the bulletin boards, preparing instructional materials, assisting the children, and giving remedial teaching or tutoring.

This activity was assessed by the student teaching supervisor, cooperating teachers and 53 student teacher respondents, and Table 10 shows the results of the assessment of the three groups of respondents of the observation and participation. Overall mean ratings range from 3.50- 3.90 which are interpreted as *to a great extent*.

However, during the interviews conducted by this researcher, two of the student teachers said they were immediately assigned to their CT.. As was stated by one student teacher:

Inorient po kami sa mga policies ng school, mga dapat naming gawin, tapos inassign kami sa mga CT namin.

Most student teachers were already introduced to their cooperating teachers from day one. Some student teachers still managed to make observations in other classes, however, because their CT who are required to handle various classes (in some cases, from different grade levels) took them to these classes. Moreover, one CT said:

Some teachers request to borrow my student teacher. That gives him/her the chance to handle other grades or sections. (*Nahihiram din siya sa akin ng ibang teacher dito sa North kaya nagkakaroon din ng chance na maghandle siya ng ibang grade o section.*)

Furthermore, interviews also revealed that there are cases when the student teachers were required to teach the classes starting the second week of student teaching in addition to the other tasks mentioned in the items which made it challenging for the student teachers to focus on assisting in the activities. One of the five student teachers who spoke on this matter said:

I was only tasked to teach English at first. But I was required to teach in my first week. My CT was also my cooperating teacher during my field study. Maybe, she thought, I have observed her enough for one semester. (*Ako English lang din po nung una. Pero first week pa lang pinagturo na ako. Kasi yung CT ko po, siya din naman yung CT ko nung field study.*)

Kaya po siguro, feeling niya, nakapag-observe na rin naman ako sa kanya ng isang sem.)

This supports the findings of the study of Kennedy (2002 as cited by Miano in 2009) that some student teachers are expected to learn independently because of an assumption that these teachers are already prepared to take on the task.

Table 10: Overall assessment of the student teachers, cooperating teachers, and student teaching supervisor of the student teaching program in terms of the adequacy, appropriateness, and effectiveness of activities undertaken to achieve the objectives with focus on observation and participation.

ITEMS	Student Teaching Supervisor Assessment	Cooperating Teachers' Assessment	Student Teachers' Assessment	OVERALL MEAN	INTERPRETATION
1. The student teachers were assigned to observe classes in different grade levels for one week.	4.00	3.37	3.13	3.50	To a great extent
2. The student teachers were assigned to observe classes of their cooperating teachers for a week.	4.00	3.77	3.81	3.86	To a great extent
3. The student teachers helped in checking the attendance of the pupils.	4.00	3.67	3.47	3.71	To a great extent
4. The student teachers assisted in arranging and/or distributing materials to pupils.	4.00	3.73	3.74	3.82	To a great extent
5. The student teachers helped in the cooperating teachers the preparation of test questions.	4.00	3.27	3.47	3.58	To a great extent
6. The student teachers helped in the checking of test papers, assignments, projects, research work, etc.	4.00	3.80	3.72	3.84	To a great extent
7. The student teachers helped in the preparation of instructional materials for their cooperating teachers.	4.00	3.50	3.42	3.64	To a great extent
8. The student teachers helped their cooperating teachers record test results, and compute students' grades.	4.00	3.37	3.60	3.66	To a great extent
9. The student teachers helped in reconstructing the classroom, putting up bulletin board display inside the class room and around the school campus as well.	4.00	3.23	3.42	3.55	To a great extent
10. The student teachers helped cooperating teachers in doing clerical work.	4.00	3.40	3.43	3.61	To a great extent
11. The student teachers were oriented in lesson	4.00	3.67	3.74	3.80	To a great extent

planning.					
12. The student teachers received tips on how to discipline the learners.	4.00	3.83	3.85	3.89	To a great extent
13. The student teachers were required to stay 6 hours per day in the cooperating school.	4.00	3.90	3.79	3.90	To a great extent

LEGEND:

PART 3: APPROPRIATENESS, ADEQUACY AND EFFECTIVENESS OF SYSTEMS AND PROCEDURES

3.50-4.00 System and procedures of observation and participation were very much adequate, appropriate, and effective in the achievement of program objectives.

2.50-3.49 System and procedures of observation and participation were much adequate, appropriate, and effective in the achievement of program objectives.

1.50-2.49 System and procedures of observation and participation were satisfactorily adequate, appropriate, and effective in the achievement of program objectives.

1.0-1.49 System and procedures of observation and participation were not adequate, appropriate, and effective in the achievement of program objectives.

ACTUAL TEACHING

With the CT's tutelage, the student teachers were then prepared for sustained teaching. At this point, the student teachers encountered a wide range of challenges.

This activity was assessed by the student teaching supervisor, cooperating teachers and 53 student teacher respondents, and Table 11 shows the results of the assessment of the three groups of respondents of the actual teaching. the overall mean ratings fall between 3.44 and 3.79 which are interpreted as to a *Moderate Extent -to a great extent*.

Item numbers 7 and 12 were interpreted as *to a moderate extent*. This supports the results of the interview that there are some areas of the teacher's job which were not fully experienced by some student teachers which include grade computation and filling up of forms used by teachers. This depends on the cooperating teachers' prerogative. There were cases, however, when student teachers were not delegated tasks that have something to do with the students' grades due to the sensitivity of the nature of the said task.

It was also noticeable that there were Cooperating Teachers who preferred to accomplish these forms by themselves.

The teacher's life is not all about teaching. There are other related tasks which are supposed to be learned by the student teachers if they are to get the feel of the profession. Even the National Institute of Education in Singapore states that

student teaching is an opportunity for the pre-service teachers to become involved with and actively participate in all aspects of the school's activities.

Item number 15 which states that Student Teachers are oriented on classroom management gained an overall mean of 3.76 which is interpreted as *to a great extent*. Interviews, however, revealed that most student teachers found this area (classroom management) most problematic. Forty five percent of student teachers deployed in public and private schools alike described their difficulties in imposing class discipline and in handling misbehaviors. One student teacher said:

When my CT leaves, it is hard to handle and teach some of the students.
(*Ako, kapag lumalabas ang CT ko, tapos yung mga makukulos, mahirap bawalan, mahirap turuan.*)

Fifty percent of the cooperating teacher respondents agreed to this. One of them said:

The problem that I have encountered with the student teacher is the handling of the students. It had been a problem because there are many pupils. (*Ang problemang naencounter ko sa student teacher, yung paghandle niya sa mga bata. Yung pagdidisiplina sa mga bata. Marami kasi yun mga bata kaya iyon ang naging problema.*)

This is consistent with the result of the studies made by Doctolero (2009) which revealed the lack of techniques in classroom management was the 3rd most problematic area for cooperating teachers who handled student teachers.

This also supports the findings of the study conducted by Sonio (2008) that student teachers encountered problems in the areas of classroom management and discipline, among others.

This must be attributed to their lack of training in the said area. While teacher education students under the New Teacher Education Curriculum (NTEC) are supposed to be gradually prepared for their student teaching through the six field study courses that begins from their second year, most of these one unit field study courses are limited to classroom observations only.

When asked though, why they still rated the item 3 (interpreted as *to a moderate extent*) and 4 (*to a great extent*), the student teachers explained that while they found this area truly challenging and problematic, they were also able to adjust and manage them. With the cooperating teachers' tutelage and through personal experiences, the student teachers were able to devise ways on how to overcome the challenge of managing the class well. As was stated by one cooperating teacher:

But I guided him/her in everything he/she needed to learn until he/she felt comfortable with the students. (*Pero ginuide ko siya sa mga dapat niyang malaman hanggang sa unti-unti na siyang mapalagay sa aking mga estudyante.*)

This also supports the results of Doctolero's (2009) study which revealed that even the student teachers who experienced some problems during their practice teaching treated these problems as challenges to become better teachers.

Cuenca (2011) is of the same opinion that these experiences and practical dilemma that student teachers encounter allow pre-service teachers to construct their own understanding of the concept of teaching.

Table 11: Overall assessment of the student teachers, cooperating teachers, and student teaching supervisor of the student teaching program in terms of the adequacy, appropriateness, and effectiveness of activities undertaken to achieve the objectives with focus on actual teaching.

ITEMS	Student Teaching Supervisor Assessment	Cooperating Teachers' Assessment	Student Teachers' Assessment	OVERALL MEAN	INTERPRETATION
1. The student teachers prepared their lesson plan one day ahead so that their cooperating teachers could check them before implementation.	4.00	3.47	3.74	3.65	To a great extent
2. The student teachers prepared appropriate, teaching devices for use in the classroom.	4.00	3.40	3.55	3.65	To a great extent
3. The student teachers received feedback from the cooperating teachers after teaching.	4.00	3.70	3.68	3.79	To a great extent
4. The student teachers constructed appropriate and valid test questions and other assessment instruments.	4.00	3.20	3.70	3.63	To a great extent
5. The student teachers, under the supervision of the cooperating teachers, administered different kinds of tests.	4.00	3.17	3.66	3.61	To a great extent
6. The student teachers checked test papers, assignments, projects, etc.	4.00	3.37	3.77	3.71	To a great extent
7. The student teachers analyzed test scores and transmute these into grades of the examinees.	4.00	3.03	3.28	3.44	To a moderate extent
8. The student teachers recorded test results on the class record of their cooperating teachers.	4.00	3.40	3.58	3.66	To a great extent
9. The student teachers checked the attendance of students regularly.	4.00	3.47	3.42	3.63	To a great extent
10. The student teachers held selected classes handled by their cooperating teachers	4.00	3.50	3.60	3.70	To a great extent

11. The student teachers were provided with the needed instructional materials by their cooperating teachers.	4.00	3.30	3.70	3.67	To a great extent
12. The student teachers were required to accomplish different forms being used by the teachers.	4.00	2.97	3.45	3.47	To a moderate extent
13. The student teachers demonstrated selected teaching methods under the guidance of the cooperating teacher.	4.00	3.47	3.64	3.70	To a great extent
14. The student teachers were required to evaluate the learning activities of the pupils.	4.00	3.37	3.57	3.64	To a great extent
15. The student teachers were oriented on how to maintain classroom management.	4.00	3.50	3.77	3.76	To a great extent

LEGEND:

PART 3: APPROPRIATENESS, ADEQUACY AND EFFECTIVENESS OF SYSTEMS AND PROCEDURES

3.50-4.00 System and procedures of actual teaching were very much adequate, appropriate, and effective in the achievement of program objectives.

2.50-3.49 System and procedures of actual teaching were much adequate, appropriate, and effective in the achievement of program objectives.

1.50-2.49 System and procedures of actual teaching were satisfactorily adequate, appropriate, and effective in the achievement of program objectives.

1.0-1.49 System and procedures of actual teaching were not adequate, appropriate, and effective in the achievement of program objectives.

FINAL DEMONSTRATION TEACHING

After teaching in various classes handled by the cooperating teacher, the student teachers then presented a final demonstration teaching as part of the requirements of the program. It was conducted by the institute from February to March. At least three instructors who are experts in the subject the student teachers who were about to teach during the final demonstration were invited to be part of the panel who would later evaluate the demonstration teaching. Post-conferences which include the student teacher, cooperating teacher and members of the panel (usually three instructors, the principal, and the student teaching supervisor) followed immediately after each demonstration teaching.

This activity was assessed by the student teaching supervisor, cooperating teachers and 53 student teacher respondents and Table 12 shows the results of the assessment of the three groups of respondents of the final demonstration teaching. The overall mean ratings fall between 3.61 and 3.95 which are interpreted as *to a great extent*.

Observations showed that while the said activity was carried out successfully, it has caused some problems. Due to the absence of an exclusive faculty for the Institute of Elementary Education, and the fact that the student teaching program has only one faculty member (the student teaching supervisor), the latter had to take the panel members for the student teaching from the pool of instructors who were also handling lower years in the BEEd course as well as

from other courses. In effect, the said activity greatly affected the classes handled by the faculty members involved in the demonstration teaching.

Table 12: Overall assessment of the student teachers, cooperating teachers, and student teaching supervisor of the student teaching program in terms of the adequacy, appropriateness, and effectiveness of activities undertaken to achieve the objectives with focus on the final demonstration teaching.

ITEMS	Student Teaching Supervisor Assessment	Cooperating Teachers' Assessment	Student Teachers' Assessment	OVERALL MEAN	INTERPRETATION
1. The student teachers were given time to prepare their lesson plan and instructional materials.	4.00	3.83	3.87	3.90	To a great extent
2. The student teachers prepared lesson plan corrected and signed by the cooperating teacher.	4.00	3.79	3.83	3.87	To a great extent
3. The student teachers chose the class they will use for the demonstration teaching.	4.00	3.55	3.64	3.73	To a great extent
4. The student teachers received mentoring from their cooperating teachers for their final demonstration teaching.	4.00	3.93	3.92	3.95	To a great extent
5. The student teachers were allowed to record on video their final demonstration teaching.	4.00	3.66	3.70	3.78	To a great extent
6. The student teachers were allowed to invite co-student teachers and schoolmates to observe the final demonstration teaching.	4.00	3.41	3.42	3.61	To a great extent
7. The student teachers received last minute pointers before the final demonstration teaching from the cooperating teachers.	4.00	3.62	3.70	3.77	To a great extent
8. The student teachers were excused from other tasks to give them enough time to prepare for demonstration teaching.	4.00	3.41	3.72	3.71	To a great extent

9. The student teachers received words of encouragement from their cooperating teachers and student teaching supervisor.	4.00	3.76	3.89	3.88	To a great extent
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LEGEND:

PART 3: APPROPRIATENESS, ADEQUACY AND EFFECTIVENESS OF SYSTEMS AND PROCEDURES

3.50-4.00 System and procedures of final demonstration teaching were very much adequate, appropriate, and effective in the achievement of program objectives.

2.50-3.49 System and procedures of final demonstration teaching were much adequate, appropriate, and effective in the achievement of program objectives.

1.50-2.49 System and procedures of final demonstration teaching were satisfactorily adequate, appropriate, and effective in the achievement of program objectives.

1.0-1.49 System and procedures of final demonstration teaching were not adequate, appropriate, and effective in the achievement of program objectives.

EVALUATION

This includes the evaluation of the final demonstration teaching, and student teaching performance, as a whole. This also includes self-evaluation through the student teachers' personal account of his/her student teaching experiences or narrative report.

This activity was assessed by the student teaching supervisor, cooperating teachers and 53 student teacher respondents, Table 13 shows the results of the assessment of the three groups of respondents of the final demonstration teaching. The overall mean ratings fall between 3.76 and 3.83 which are interpreted as *to a great extent*.

Due to the fact, however, that there is only one student teaching supervisor, and that some demonstration teachings were scheduled simultaneously, it was nearly impossible for the student teaching supervisor to sit in all of the post conferences conducted right after every demonstration teaching. In any case, one of the members of the panel would chair the post conference, together with the cooperating teacher.

The conduct of post conferences supports the statement of Vega (2009, as cited by Doctolero, 2009) that assessment and evaluation must be made to provide evidence of the performance and accomplishments of the student teachers.

Table 13: Overall assessment of the student teachers, cooperating teachers, and student teaching supervisor of the student teaching program in terms of the adequacy, appropriateness, and effectiveness of activities undertaken to achieve the objectives with focus on the evaluation.

ITEMS	Student Teaching Supervisor Assessment	Cooperating Teachers' Assessment	Student Teachers' Assessment	OVER ALL MEAN	INTERPRETATION
1. The student teachers' accomplishments were evaluated by the Cooperating teachers using performance evaluation criteria	4.00	3.50	3.77	3.76	To a great extent
2. The student teachers were evaluated during their demonstration teaching by the cooperating teacher, student teaching supervisor, and principal using the Student Teaching Demonstration Evaluation Form.	4.00	3.53	3.81	3.78	To a great extent
3. The student teachers were required to attend post demo teaching conference chaired by the student teaching supervisor, together with the cooperating teacher.	4.00	3.60	3.72	3.77	To a great extent
4. The student teachers were required to submit a narrative report on student teaching to the student teaching supervisor one week before the final examination of the university, duly signed by the cooperating teacher.	4.00	3.63	3.85	3.83	To a great extent

LEGEND:

PART 3: APPROPRIATENESS, ADEQUACY AND EFFECTIVENESS OF SYSTEMS AND PROCEDURES

- 3.50-4.00 System and procedures of evaluation were very much adequate, appropriate, and effective in the achievement of program objectives.
 2.50-3.49 System and procedures of evaluation were much adequate, appropriate, and effective in the achievement of program objectives.
 1.50-2.49 System and procedures of evaluation were satisfactorily adequate, appropriate, and effective in the achievement of program objectives.
 1.0-1.49 System and procedures of evaluation were not adequate, appropriate, and effective in the achievement of program objectives.

2. What are the strengths of and challenges in the student teaching program?

The systems and procedures of the program which obtained the mean scores of 3.50 to 4.0 were considered as the program's strengths and those which obtained the means of 1.0 -2.49 were considered as challenges. However, 52 out of the 53 items in the survey questionnaire yielded averages of 3.5-4.0. None was considered as a the challenge.

In the same manner, none of the items in the fourth part of the instrument regarding the problems encountered by the student teachers during their student teaching obtained ratings of 3.5-4.0 in order to be considered difficulty. In fact, 11 out of the 37 items were rated 1.0-1.49 (which were interpreted as *not observed*) and 26 out of 37 items were rated 1.5-2.49 (which were interpreted as *to a lesser extent*).

This researcher, therefore, based the challenges on the qualitative data gathered though observations and interviews. The areas of student teaching which were considered problematic by at least 20% of the student teacher or cooperating teacher respondents were considered as challenges. When, asked why the respondents gave a high rating in the survey questionnaire to these problematic areas, the respondents explained that these problems were later overcome through exposure and assistance of the cooperating teachers. One of the four student

teachers who agreed that they enjoyed the experience in spite of the difficulties said:

... Even though there had been a lot of challenges, it still turned out okay especially because our CT assisted us. (...*Kasi kahit po maraming naging challenges, naging okay pa rin naman po. Lalo na at inaassist naman po kami ng mga CT namin.*)

Nevertheless, this researcher decided to give emphasis to these challenges cited by the respondents to enable the university to help the student teachers in dealing with these difficulties instead of leaving them to chances.

The student teaching program has the following strengths:

1. The program activities are aligned with the objectives and are geared towards the achievement of such objectives.

The Student Teaching Program of BPSU Orani Campus has objectives geared towards training quality teacher education students. The achievement of such objectives was assessed by the three groups of respondents. The attainment of the said objectives obtained mean scores which fall between 3.53 and 3.85. This means that the achievement of the objectives were very much evident in the program.

2. The program's systems and procedures are greatly appropriate, adequate and effective.

The program offers varied activities which allow for the gradual participation of the student teachers in the field. These include orientation, deployment, observation and participation, actual teaching, final demonstration teaching, and evaluation.

All of the activities during the orientation, deployment, observation and participation, final demonstration teaching, and evaluation were rated as greatly appropriate, adequate, and effective. On the other hand, activities under actual teaching were rated moderately to greatly appropriate, adequate, and effective. These results are showing that systems and procedures of the program are greatly appropriate, adequate, and effective in the achievement of the program objectives.

Challenges in the student teaching program include the following:

Interviews were conducted by the researcher with 20 student teachers and 10 cooperating teachers who spelled out the challenges in the program.

Table 14: Challenges in the Student Teaching Program according to the Student Teachers and the Cooperating Teacher respondents

CHALLENGES IN THE STP	Student Teachers (20)		Cooperating Teachers (10)	
	No.	Percentage	No.	Percentage
Management of Class Discipline	9	45%	5	50%
Communication of STP scope and expectations	5	25%	0	0%
Lesson Planning	5	25%	1	10%
Tardiness and Absenteeism of Student Teachers	0	0%	2	20%

1. Managing class discipline

Fifty percent (50%) of the cooperating teacher respondents and 45% of the student teacher respondents believed that this area had been the most challenging for the latter.

2. Lesson Planning

Twenty five percent (25%) of the student teacher respondents and 20% of the CT respondents claimed that the student teachers found lesson planning challenging.

3. Lack of proper communication of STP standards and expectations

Twenty five (25%) of the ST respondents claimed that there are some guidelines in the student teaching program which were not followed during their student teaching experience.

4. Absenteeism and tardiness

Twenty percent (20%) of the CT respondents shared their concern regarding the student teachers' absenteeism and/or tardiness.

Some student teachers were immediately assigned to handle and teach classes from the second week.

When asked whether the cooperating teachers were aware of the guidelines and expectations, the student teachers said that only the principal was given the copy who in turn was expected to communicate the guidelines and expectations with the CT.

Based on the interviews with the student teachers, there were some activities indicated in the third part of the survey questionnaire that they did not experience under the program.

Items on participation in the recording of grades and filling up of forms were rated *to a moderate extent*. This shows that some student teachers were not given the opportunity to participate in the computation of the student grades or filling up of forms used by the teachers.

This is partly due to the lack of proper communication of the said guidelines to the cooperating teachers which would have prepared them in aiding the institution in achieving the objectives and expectations in the said program.

This is in consonance with the statement Zeihner (2010, as cited by Kecik, 2011) that:

an equal and more dialectical relationship between the academic (university supervisor) and the practitioner (school teacher) is necessary for building a bridge between universities and schools. Only with such a relationship can the school teacher help the student teacher in linking the theory to practice.

This finding is in consonance with the results of the study conducted by Greenberg, Pomerance and Walsh (2011) that although many basic structures of the program are planned, many are left to chances.

1. What action plan can be formulated to improve the student teaching program?

Based on the results of this study, adequate, appropriate, and effective activities were provided that led to the achievement of the objectives of the student teaching program. These also show that according to the assessment of the respondents, the achievement of the said objectives are very much evident. This study also shows, however, that some areas need to be improved or given more attention to.

This study aimed to conduct a process assessment of the student teaching program in order to serve as basis in making necessary actions to enhance the program.

As was stated by Estrada (1998, as cited by Doctolero in 2009), there should be a periodic assessment of the program so that modification, revision, and enrichment activities would be made as the needs arise. This supports the view of Edward Deming in Total Quality Management (TQM) theory that every individual wants to do his/her best and s/he can only do so if the management will give him/her opportunities by continually improving the system (Aquino, 2007).

With these results, this researcher proposes an action plan that seeks to enhance the student teaching program of BPSU- Orani Campus. Landicho (2003) in her study, concluded that the student teaching program could be enhanced through the development of an action plan.

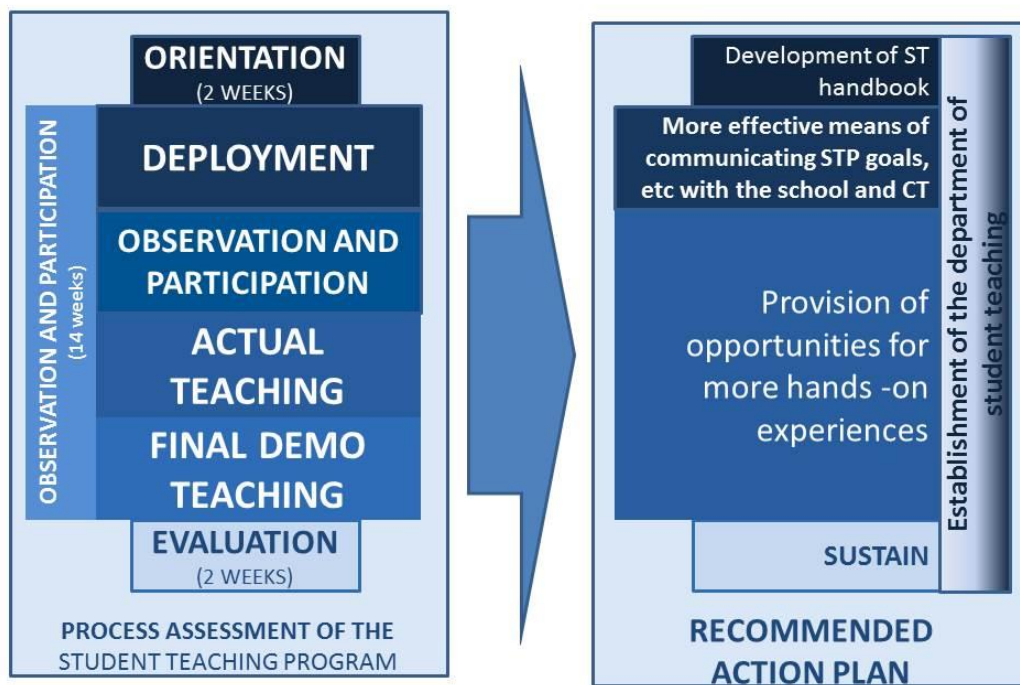


FIGURE 4: Framework of Proposed Action Plan

**A PROPOSED ENHANCEMENT TO THE STUDENT TEACHING
PROGRAM**

Proposed by:
ROXANNE T. BONGCO

Main Objective: To enhance the student teaching program in order to provide more meaningful student teaching experience among the pre-service teachers

Processes in the Student Teaching Program	Status	Proposed Action
1. ORIENTATION (2 weeks) This period gives the students a general picture of the student teaching program. This would include reviewing the highlights of some facets of professional education to better prepare the students emotionally to adjust to the environment in relation to the new demands of the program (different from field study), particularly in matters of human relations with the students and the rest of the academic community.	It was conducted in BPSU Orani during the first two weeks of the second semester (November 4 - 15, 2013), Academic Year 2013-2014. It was assessed as greatly appropriate, adequate, and effective.	Sustain the activity.
2. OBSERVATION AND PARTICIPATION (14 weeks) The student teachers will be deployed to their cooperating schools where they shall carry out the activities that will be given by the program coordinator to the principal, department heads and cooperating teachers. There will be a student teaching supervisor to guide and monitor the performance of the students in cooperation with the cooperating schools. A. Routine (2 weeks) This is the chance to establish mentor-mentee	This process which started from the day of deployment on November 18, 2013 to the final demonstration teaching on February, 2014 was assessed by the respondents as moderately to greatly adequate, appropriate, and effective. The student teachers however, encountered the following challenges as revealed during the interviews.	

relationship by giving opportunities for the student teacher (ST) to assist the cooperating teacher (CT) in doing routine works like preparing the classroom, checking attendance, flag raising and others. B. Assisting (2 weeks) This is the opportunity to create a mutual trust and respect between the mentor and the mentee. CT models, motivates and gives the ST a chance to assist in activities like checking of papers, recording of grades, computing of grades, structuring the bulletin boards, preparing instructional materials, assisting the children, and giving remedial teaching or tutoring. C. Initial Teaching (1 week) ST demonstrates motivational activities and/or topical teaching with the assistance of the CT through a pre-lesson conference. D. Sustained Teaching (1 week) This reverses the process which places the ST as demonstrator and the CT as observer. E. Wide Observation (6 weeks) Student Teacher's participation in the different school and community related activities under the CT's tutelage. F. Full-Demo Teaching (2 weeks) This includes the pre-planning and the post	- Twenty five percent (25%) of the ST respondents were already tasked to teach at least one subject during their first to second week in the cooperating school. - Forty percent (40%) of the CT respondents reported that they encountered problems on absenteeism and/or tardiness among their STs.	- Development of a Student Teaching Handbook that would clarify all the expectations, and goals as well as the roles of each party involved in the student teaching program. - Employment of a more effective means of communicating expectations, goals and guidelines to all parties involved in the STP including the ST, CT, and school administrators.
	When the student teachers started to have sustained teaching, 45% of the ST and	

conference.	50% of the CT respondents reported that the student teachers found management of student discipline very challenging. The student teachers were also required to prepare (detailed) lesson plans in all the subjects they were supposed to teach starting this part of the program. This is also when they began experiencing difficulty in making lesson plan (according to 25% of the ST and 20% of the CT respondents).	- Establishment of a department for student teaching composed of at least three regular faculty members who would supervise the ST in their respective cooperating schools. - Provision of more opportunities for hands-on practice or actual experiences in lesson planning and classroom management prior to deployment.	Sustain the activity.
3. EVALUATION (2 weeks) The Student teachers will be given the chance to assess and reflect on their experiences through conferences and organization of portfolio.	This was assessed by the respondents as greatly adequate, appropriate and effective.		

The student teaching program of Orani Campus is divided into three phases: (1) orientation, (2) observation and participation [including deployment to final demonstration teaching], and (3) evaluation.

The orientation of the student teachers which was conducted during the first two weeks of the second semester (November 4 - 15, 2013), Academic Year 2013-2014 was assessed as greatly appropriate, adequate, and effective. It is, therefore, suggested that the activities in this phase of the program be sustained. However, some of the recommendations regarding the difficulties encountered by the student teachers in phase two are proposed to be included in the orientation where these would be better addressed. These suggestions are discussed in the following paragraphs.

The second phase of the program which is devoted for observation and participation aims for the gradual participation of the student teachers from simple observation to full demonstration teaching. It was assessed by the respondents as moderately to greatly adequate, appropriate, and effective. Interviews with the CT and the ST respondents, however revealed some of the difficulties encountered by the student teachers during this phase of the program.

The program intends that the student teachers would be given the opportunity to establish good working relationship with their cooperating teachers by assisting in routine activities while observing. However, 25% of the ST

respondents said they were already tasked to teach at least one subject during their first to second week in the cooperating school.

This researcher, therefore, suggests that a Student Teaching Handbook be provided as this ensures that all parties have congruent expectations for assignments, roles, policies and assessment procedures (College of Education of Pennsylvania State University through its Student Teaching Handbook, 2014).

Furthermore, there should be a more effective means of communicating expectations, goals and guidelines to all parties involved in the STP including the ST, CT, and school administrators. This could be done by ensuring that the student teachers would have a copy of the said handbook which should be discussed during their orientation. The program must also make sure that all cooperating teachers be made aware of such expectations, either through an orientation or by furnishing them copies of the scope and guidelines prior to the deployment of student teachers.

Other difficulties reported by 20% of the CT respondents are absenteeism and/or tardiness among the student teachers. This problem could be addressed through the above cited recommendations. The student teaching handbook must clarify the behaviors expected among the student teachers, as well as the disciplinary actions to be undertaken. Furthermore, these must be properly discussed with the student teachers during their orientation.

From their fifth week in the cooperating school to March, the program intends that the student teachers would be given opportunities to teach the classes handled by the cooperating teachers. This is when they started handling the classes as real teachers. At this point, two challenges arose including the difficulty in lesson planning and management of student discipline. It is therefore, recommended that student teachers should be given more opportunities for hands on practice or actual experiences in lesson planning and classroom management prior to their deployment. Some actions that could be taken include microteaching and revisiting of the field study curriculum and include such opportunities.

Moreover, while the student teachers said that they were helped by their cooperating teachers in overcoming such difficulties, it is also vital that they would feel the support and assistance of the institution that trained them. The student Teaching Handbook for 2013-2014 of the Teacher's College Columbia University (rev. 2013) defined the function of a field supervisor as someone who provides support, guidance, and feedback to the student teachers. It further explained that as liaison between the cooperating school and the teacher training institution, they are key to the student teacher's ability to integrate and apply all they have learned and are learning to the practice.

Performance of this role, however, is challenged, by the fact that there is only one student teaching supervisor assigned for 101 student teachers deployed in 20 cooperating schools. This researcher, therefore, recommends the

establishment of a department for student teaching composed of at least three regular faculty members who would supervise the STs in their respective cooperating schools.

Finally, the last two weeks of student teaching, which is the evaluation phase was assessed by the respondents as greatly adequate, appropriate and effective. It is therefore suggested that the activities in this phase of the program be sustained.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the findings that served as the bases in making conclusions and recommendations.

Findings

The major findings of the study are as follows:

1. The operationalization of the university's vision and mission in the student teaching program is evident as indicated by the satisfaction of the performance indicators set by National Competency-Based Teacher Standard (NCBTS) which is the standard for the training of quality and effective teachers in all phases of their professional life.
2. Some areas in the NCBTS that need more attention as shown in the results of this study include the following:
 - a. (Domain 1) Demonstrates the of value for learning by observing punctuality
 - b. (Domain 2) Establishes and maintains consistent standards of behavior; and
 - c. (Domain 5) Develops and utilizes creative and appropriate instructional plan.

3. Based on the assessment of the three groups of respondents, the achievement of program objectives is very much evident with its overall mean which falls between 3.53 and 3.85.
4. With the computed mean of 3.79, this study shows that the activities undertaken during the student teaching program are greatly adequate, appropriate and effective in the achievement of the program objectives.
5. Computed means that fall within 1.37 and 1.72 are interpreted as *Not observed- To a lesser extent* shows that the student teachers experienced problems in their student teaching but only to a minimal extent.
6. The strengths of the student teaching program include the following:
 - a. The program activities are aligned with the objectives and are geared towards the achievement of such objectives.
 - b. The program's systems and procedures are appropriate, adequate and effective.
7. Challenges in the student teaching program include the following:
 - a. Managing class discipline
 - b. Absenteeism and tardiness
 - c. Lesson Planning
 - d. Lack of proper communication of STP standards and expectations

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The vision and mission of the university is operationalized in the student teaching program.
2. Based on the performance indicators of the NCBTS, the program needs to emphasize the following areas: (Domain 1) Demonstrates the of value for learning by observing punctuality; (Domain 2) Establishes and maintains consistent standards of behavior; and; (Domain 5) Develops and utilizes creative and appropriate instructional plan.
3. The program successfully achieved its objectives.
4. The program properly implemented its systems and procedures for the achievement of its objectives.

Recommendations

Based on the findings and conclusions of the study, this researcher recommends the following:

1. Development of a student teaching handbook that would serve as guide for the student teachers; and
2. Proper communication of the objectives, expectations, and scope of the program to all the parties involved including the cooperating schools;

3. Establishment of a department on student teaching that would focus mainly on the supervision of the student teachers in their respective cooperating schools; and
4. More studies can be conducted to assess more deeply the student teaching program by taking into consideration other aspects of the program such as the facilities, faculty, and policies and by including other stakeholders such as alumni and community.

APPENDIX A

Letter to the Department of Education

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila

October 21, 2013

MRS. ELIZABETH A. DIMARUCUT

District Supervisor

District Schools of Orani

MADAM:

I am currently writing my thesis entitled **STAKEHOLDERS' ASSESSMENT ON SELECTED ASPECTS OF THE STUDENT TEACHING PROGRAM OF A STATE UNIVERSITY IN BATAAN: BASIS FOR ENHANCEMENT**. This study seeks to assess the student teaching program of Bataan Peninsula State University- Orani Campus with the end purpose of coming up with an action plan to improve the said program.

In lieu with this, we are seeking the participation of cooperating teachers of the student teachers of BPSU-OC (for the second semester of Academic Year 2013-2014) as among the four groups of stakeholders who would assess the program.

Your favourable response to my request will be highly appreciated. Thank you very much for your support and God bless you!

Sincerely yours,

ROXANNE T. BONGCO

MAEd Student

APPENDIX B
TABLE OF SPECIFICATIONS

ITEMS	Original		Adopted from existing instruments		TOTAL	
	No of items	percentage	No of items	percentage	No of items	percentage
PART 2: Achievement of Program objectives	10	10%	0	0%	10	10%
PART 3: Adequacy, Appropriateness, And Effectiveness Of Systems and Procedures Undertaken To Achieve The Objectives						
A. Orientation	0	0%	6	6%	6	6%
B. Deployment	0	0%	6	6%	6	6%
C. Observation and Participation	0	0%	13	13%	13	13%
D. Actual Teaching	0	0%	15	15%	15	15%
E. Demonstration Teaching	0	0%	9	9%	9	9%
F. Evaluation	0	0%	4	4%	4	4%
PART 4: Problems Encountered by Student Teachers in their Student Teaching						
A. Regular Classroom Observation	2	2%	0	0%	2	2%
B. Lesson Planning	5	5%	0	0%	5	5%
C. Use of Varied Strategies/ Approaches/ Methods	2	2%	0	0%	2	2%
D. Preparation of Instructional Materials	2	2%	0	0%	2	2%
E. Actual demonstration teaching	4	4%	0	0%	4	4%
F. Questioning Techniques	5	5%	0	0%	5	5%
G. Classroom Management	4	4%	0	0%	4	4%
H. Assessment of Learning Outcomes	3	3%	0	0%	3	3%
I. Structuring of Classrooms	2	2%	0	0%	2	2%
J. Participation in School-Related Activities	2	2%	0	0%	2	2%
K. Parent Conference	3	3%	0	0%	3	3%
L. Auxiliary Services	3	3%	0	0%	3	3%
TOTAL	47	47%	53	53%	100	100%

APPENDIX C

Profile of Validators

Validator 1

Name : Dr. Pablo V. Acuña
Educational Qualification : Doctor of Philosophy- Educational Management
Position : BEEd Coordinator
University : Bataan Peninsula State University

Validator 2

Name : Prof. Ma. Elvie Mabunga
Educational Qualification : Master of Arts in Teaching Social Studies
Position : Assistant Professor/ Supervising Professor
University : Philippine Normal University

Validator 3

Name : Prof. Von Anthony G. Torio
Educational Qualification : with units in Doctor of Philosophy
Position : Teacher
University : Philippine Normal University

Validator 4

Name : Prof Rolando L. Decella
Educational Qualification : Master of Science in Secondary Education
Position : Teacher
University : Philippine Normal University

Validator 5

Name : Prof Josephine Calamlam
Educational Qualification : BSESE English
Position : FS Resource Teacher
University : Philippine Normal University

APPENDIX D
Initial Draft of the Survey Questionnaire for Student Teachers
SURVEY QUESTIONNAIRE FOR THE ASSESSMENT OF STUDENT
TEACHING PROGRAM OF THE
BATAAN PENINSULA STATE UNIVERSITY ORANI CAMPUS
FOR STUDENT TEACHERS

PART 1: PROFILE

Name (Optional): _____

Age: _____ Sex: () Male () Female

Civil Status: () single () married () separated

Cooperating School: _____

Type of School: () public () private Years of Teaching _____

Experience: _____

PART 2: ACHIEVEMENT OF PROGRAM OBJECTIVES

INSTRUCTIONS: *Below are the statements of objectives of the Student Teaching Program of the Bataan Peninsula State University- Orani Campus. Using the scale of 1 to 4, kindly indicate the degree to which each item is achieved during the off-campus practice teaching by encircling the appropriate rating.*

- 4- Very Much Evident**
- 3- Much Evident**
- 2- Fairly Evident**
- 1- Not Evident**

OBJECTIVES

- | | | |
|----------|--|-------------------------|
| 1 | Student teachers demonstrate a deep and principled understanding of the learning process and of the role a of teacher in facilitating these processes in their students. | 4 3 2 1 |
| 2 | Student teachers manifest a meaningful and | 4 3 2 1 |

	comprehensive knowledge of the subject matter they will teach.				
3	Student teachers apply the following teaching process skills:				
	3.1. curriculum development	4	3	2	1
	3.2. lesson planning	4	3	2	1
	3.3. use of appropriate technology	4	3	2	1
	3.4. materials development	4	3	2	1
	3.5. educational assessment	4	3	2	1
	3.6. teaching approaches	4	3	2	1
	3.7. Others (please specify: _____)	4	3	2	1
4	Student teachers acquire direct and authentic experiences in the classroom.	4	3	2	1
5	Student teachers practice the professional and ethical requirements of the teaching profession.	4	3	2	1
6	Student teachers facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of:				
	6.1 teaching knowledge and	4	3	2	1
	6.2. teaching skills	4	3	2	1
7	Student teachers reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/ subject matter, and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices.	4	3	2	1
8	Student teachers create and innovate alternative teaching approaches and take informed risks in trying out these innovative approaches.	4	3	2	1
9	Student teachers evaluate the effectiveness of approaches used in teaching to improve student learning.	4	3	2	1
10	Student teachers continue to learn in order to teach and to better fulfil their mission as teachers.	4	3	2	1

Part 3: ADEQUACY, APPROPRIATENESS, AND EFFECTIVENESS OF ACTIVITIES UNDERTAKEN TO ACHIEVE THE OBJECTIVES

INSTRUCTIONS: *Below are the activities under the Student Teaching Program of Bachelor in Elementary Education of the Bataan Peninsula State University-Orani Campus. Using the scale of 1 to 4, indicate the extent to which the student teachers experienced each description by encircling the appropriate rating.*

- 4- To a great extent
- 2- To a moderate extent
- 3- To a satisfactory extent
- 1- To a lesser extent

A. ORIENTATION

1	We attended orientation conducted by the Student teaching supervisor held at the opening of the semester.	4	3	2	1
2	We were given an overview of the course syllabus on Student teaching.	4	3	2	1
3	We learned the rules and policies of the Student Teaching Program.	4	3	2	1
4	We were briefed on the guidelines on student teaching as well as on the do's and don't's in the workplace.	4	3	2	1
5	We were oriented on the work etiquette in the workplace.	4	3	2	1
6	Student teachers are given pointers on grooming and hygiene.	4	3	2	1

B. DEPLOYMENT

1	We were wearing our student teacher uniform on the day of deployment.	4	3	2	1
2	We were accompanied by our student teaching supervisor to the cooperating schools.	4	3	2	1
3	We were introduced to the principal by the student teaching supervisor.	4	3	2	1
4	We were welcomed and were given a brief orientation by the principal about the profile of the school including its rules and regulations.	4	3	2	1
5	We were assigned by the principal to their respective cooperating teachers.	4	3	2	1
6	We were permitted to tour the campus to familiarize themselves of the workplace.	4	3	2	1

C. OBSERVATION AND PARTICIPATION

1	I was assigned to observe classes in different grade levels for one week.	4	3	2	1
2	I was assigned to observe classes of my cooperating teacher for a week.	4	3	2	1
3	I help in checking the attendance of the pupils.	4	3	2	1
4	I assist in arranging and/ or distributing materials to pupils.	4	3	2	1
5	I help my cooperating teacher in the preparation of test questions.	4	3	2	1
6	I help in the checking of test papers, assignments, projects, research work, etc.	4	3	2	1

7	I help in the preparation of instructional materials for my cooperating teacher.	4	3	2	1
8	I help my cooperating teachers record test results, and compute students' grades.	4	3	2	1
9	I help in reconstructing the classroom, putting up bulletin board display inside the class room and around the school campus as well.	4	3	2	1
10	I help my cooperating teacher in doing clerical work.	4	3	2	1
11	I was oriented in lesson planning.	4	3	2	1
12	I receive tips on how to discipline the learners.	4	3	2	1
13	I was required to stay 6 hours per day in the cooperating school	4	3	2	1

D. ACTUAL TEACHING

1	I prepare my lesson plan one day ahead so that my cooperating teacher can check them before implementation.	4	3	2	1
2	I prepared appropriate, teaching devices for use in the classroom.	4	3	2	1
3	I receive feedback from the cooperating teacher after teaching.	4	3	2	1
4	I construct appropriate and valid test questions and other assessment instruments.	4	3	2	1
5	I, under the supervision of my cooperating teacher, administer different kinds of tests.	4	3	2	1
6	I check test papers, assignments, projects, etc.	4	3	2	1
7	I analyze test scores and transmute these into grades of the examinees.	4	3	2	1
8	I record test results on the class record of my cooperating teacher.	4	3	2	1
9	I check the attendance of students regularly.	4	3	2	1
10	I hold selected classes handled by my cooperating teacher.	4	3	2	1
11	I was provided with the needed instructional materials by my cooperating teachers.	4	3	2	1
12	I was required to accomplish different forms being used by teachers.	4	3	2	1
13	I demonstrate selected teaching methods under the guidance of my cooperating teacher.	4	3	2	1
14	I was required to evaluate the learning activities of the pupils.	4	3	2	1
15	I was oriented on how to maintain classroom management.	4	3	2	1

E. FINAL DEMONSTRATION TEACHING

1	I was given time to prepare my lesson plan and instructional materials.	4	3	2	1
2	I prepare lesson plan corrected and signed by the cooperating	4	3	2	1

	teacher.				
3	I was allowed to choose the topic of my lesson.	4	3	2	1
4	I was given freedom to choose the schedule of my demonstration teaching.	4	3	2	1
5	I choose the class I will use for the demonstration teaching.	4	3	2	1
6	I receive mentoring from my cooperating teacher for my final demonstration teaching.	4	3	2	1
7	I was allowed to record on video my final demonstration teaching.	4	3	2	1
8	I was allowed to invite co-student teachers and schoolmates to observe the final demonstration teaching.	4	3	2	1
9	I was allowed to make a dry-run of my lesson in the other classes I am handling.	4	3	2	1
10	My dry-run demonstration teaching is critiqued by the cooperating teacher.	4	3	2	1
11	I receive last minute pointers before the final demonstration teaching from my cooperating teacher.	4	3	2	1
12	I was excused from other tasks to give me enough time to prepare for demonstration teaching.	4	3	2	1
13	I receive words of encouragement from my cooperating teacher and student teaching supervisor.	4	3	2	1

F. EVALUATION

1	My accomplishments are evaluated by my cooperating teacher using performance evaluation criteria.	4	3	2	1
2	I was evaluated during demonstration teaching by my cooperating teacher, student teaching supervisor, and principal using the Student Teaching Demonstration Evaluation Form.	4	3	2	1
3	I was required to attend post demo teaching conference chaired by the student teaching supervisor, together with my cooperating teacher.	4	3	2	1
4	I was required to submit a narrative report on student teaching to the student teaching supervisor one week before the final examination of the university, duly signed by the cooperating teacher.	4	3	2	1

Part 4: PROBLEMS ENCOUNTERED BY STUDENT TEACHERS.

INSTRUCTIONS: *Rate each item based on the extent to which the difficulties were encountered by the student teachers.*

- 4- To a great extent
- 3- To a moderate extent

- 2- To a lesser extent
1- Not observed

CRITERIA		RATINGS			
A.	Regular Classroom Observation				
1.	I was hindered by my prejudice from making objective observations.	4	3	2	1
2.	I lack desirable behaviours in observation like curiosity, focus, etc.	4	3	2	1
3.	I do not have observation guides as tool in classroom observation.	4	3	2	1
B.	Lesson Planning				
1.	I have difficulty in identifying specific, measurable, attainable, result-oriented, and time-bound objectives.	4	3	2	1
2.	I have difficulty in determining the most appropriate instructional materials for the lesson.	4	3	2	1
3.	I have difficulty in planning appropriate motivational activities that would capture the interest of pupils.	4	3	2	1
4.	I have difficulty in identifying methods and techniques that would be most appropriate for the lesson objective.	4	3	2	1
5.	I have difficulty in developing an assessment tool aligned with the lesson objectives.	4	3	2	1
6.	I have difficulty in giving appropriate assignments that would assist pupils in gaining mastery of the subject matter or prepare the pupils for the next lesson.	4	3	2	1
7.	I have difficulty in preparing the lesson plans a day ahead so that my cooperating teacher can check them.				
8.	I have the tendency of show undesirable behaviours when required to revise lesson plans.				
C.	Use of Varied Strategies/ Approaches/ Methods				
1.	I have limited the knowledge and skills in	4	3	2	1

	implementing varied and appropriate approaches, strategies, and methods.				
	2. I have limited the knowledge and skills in implementing varied and appropriate techniques.	4	3	2	1
D.	<i>Preparation of Instructional Materials</i>				
	1. I have difficulty in choosing the most appropriate instructional materials that would promote student learning.	4	3	2	1
	2. I lack creativity in designing instructional materials.	4	3	2	1
	3. I lack resourcefulness in designing instructional materials.	4	3	2	1
E.	<i>Actual demonstration teaching</i>				
	1. I have difficulty in preparing the lesson plans for actual demonstration teaching.	4	3	2	1
	2. I have difficulty in preparing appropriate instructional materials for actual demonstration teaching.	4	3	2	1
	3. I have difficulty in choosing and implementing appropriate methods and strategies.	4	3	2	1
	4. I lack confidence in delivering the lesson.	4	3	2	1
	5. I lack mastery of the lesson content.				
F.	<i>Questioning Techniques</i>				
	1. I have difficulty in using both low level and high level questions.	4	3	2	1
	2. I have difficulty in using both convergent and divergent questions.	4	3	2	1
	3. I lack the skill in making necessary follow-up questions.	4	3	2	1
	4. I immediately give the answer to the students without trying to guide them first to arrive at the correct answer.	4	3	2	1
	5. I fail to give every student an equal opportunity to participate by calling only those who volunteer.	4	3	2	1
	6. I fail to hold pupils accountable by expecting, requiring and facilitating their responses.	4	3	2	1
	7. I lack the skill in establishing an atmosphere				

free from risks for the pupils.

G. Classroom Management

- | | | | | |
|---|---|---|---|---|
| 1. I have difficulty in applying management style that would be most appropriate for certain classes. | 4 | 3 | 2 | 1 |
| 2. I have difficulty in establishing routines and procedures. | 4 | 3 | 2 | 1 |
| 3. I have difficulty in managing my teaching time for the different activities. | 4 | 3 | 2 | 1 |
| 4. I have difficulty in reacting appropriately to student misbehaviours inside the classroom. | 4 | 3 | 2 | 1 |
| 5. I fail to reinforce positive behaviours. | | | | |

H. Post conferences

- | | | | | |
|---|---|---|---|---|
| 1. I have the tendency to show negative reaction toward the comments and corrections given by my cooperating teacher. | 4 | 3 | 2 | 1 |
| 2. I fail to show improvement in my teachings as an evidence of learning from previous experiences. | 4 | 3 | 2 | 1 |

I. Assessment of Learning Outcomes

- | | | | | |
|--|---|---|---|---|
| 1. I lack an organized system in performing evaluation tasks such as checking papers and notebooks, recording scores and computing grades. | 4 | 3 | 2 | 1 |
| 2. I lack the knowledge and skill in developing the most appropriate assessment tools. | 4 | 3 | 2 | 1 |
| 3. I have difficulty in prepare appropriate rubrics for grading non-objective forms of assessment like essays, projects, and portfolio. | 4 | 3 | 2 | 1 |
| 4. I lack the skill in using the evaluation results for varied purposes like: | | | | |
| 4.1 remedial teaching | 4 | 3 | 2 | 1 |
| 4.2 refining instructional plans | 4 | 3 | 2 | 1 |
| 4.3 evaluating their own performance | 4 | 3 | 2 | 1 |
| 4.4 Others (Please specify)_____ | 4 | 3 | 2 | 1 |

J. Structuring of Classrooms

- | | | | | |
|---|---|---|---|---|
| 1. I lack the initiative in assisting my cooperating teachers in structuring the classroom by | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

updating the attendance corner, achievers' corner and bulletin boards.

- | | | | | |
|---|---|---|---|---|
| 2. I lack the skill in making appropriate and interesting decorations in the classroom with due permission from the cooperating teachers. | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

K. Participation in School-Related Activities

- | | | | | |
|---|---|---|---|---|
| 1. I lack the eagerness and desire to take part in school-related activities. | 4 | 3 | 2 | 1 |
| 2. I lack the initiative to offer my services in school-related activities. | 4 | 3 | 2 | 1 |
| 3. I fail to motivate pupils to participate in school related activities. | 4 | 3 | 2 | 1 |

L. Parent Conference

- | | | | | |
|---|---|---|---|---|
| 1. I lack the skill in establishing a good working relationship with parents who are supposed to work in partnership with the school in educating the students. | 4 | 3 | 2 | 1 |
| 2. I lack the skill in dealing with unexpected situations involving parents. (eg. angry parent questioning his/her child's grade) | 4 | 3 | 2 | 1 |
| 3. I accept gifts and other forms of bribes from parents. | | | | |

M. Auxilliary Services

- | | | | | |
|---|---|---|---|---|
| 1. I lack the skill in doing clerical works. | 4 | 3 | 2 | 1 |
| 2. I lack the desire to learn different office works | 4 | 3 | 2 | 1 |
| 3. I lack the initiative to help in other teaching-related works like in the library, guidance office, principal's office, etc. | 4 | 3 | 2 | 1 |

Others Comments:

APPENDIX E

Result of the Validation of the Survey Instrument

The questionnaire was content validated the Coordinator of the Bachelor in Elementary Education in BPSU Orani Campus and Student Teaching Supervisor. For external validation, the instrument was also validated by four professors from the Philippine Normal University Manila.

A scale of 3 to 1 was used to point out the appropriateness of each item based on four criteria which include construct definition, clarity, relevance, and difficulty.

- 3- statement for the component is very appropriate/ very good
- 2- statement for the component is appropriate/ good
- 1- statement for the component is not appropriate/ poor

LEGEND:

- V: validator
- C1: CRITERION 1: construct definition
- C2: CRITERION 2: clarity
- C3: CRITERION 3: relevance
- C4: CRITERION 4: difficulty

Mean of the ratings given by the five validators in these criteria were computed and items with mean rating of 2.49 and below were eliminated. However, item number 8 in part two of the questionnaire which obtained a mean of 2.20 was retained. It was just revised for easier understanding after seeing from analysis that the item got the lowest rating in criteria 4: difficulty. This decision was made by the researcher because the said item is one of the objectives of the student teaching program which achievement has to be assessed in the study.

D. Actual Teaching																								
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1																								
0	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1																								
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1																								
2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1																								
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1																								
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1																								
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
E. Final Demonstration																								
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

APPENDIX F

Survey Questionnaire for the Assessment of Student Teaching Program of the Bataan Peninsula State University, Orani Campus

FOR STUDENT TEACHERS

PART 1: PROFILE

Name (Optional):

Age: _____ Sex: () Male () Female

Civil Status: () single () married () separated

Cooperating School:

Type of School: () public () private Years of Teaching

Experience: _____

PART 2: ACHIEVEMENT OF PROGRAM OBJECTIVES

INSTRUCTIONS: *Below are the statements of objectives of the Student Teaching Program of the Bataan Peninsula State University- Orani Campus. Using the scale of 1 to 4, kindly indicate the degree to which each item is achieved during the off-campus practice teaching by encircling the appropriate rating.*

- 4- Very Much Evident
- 3- Much Evident
- 2- Fairly Evident
- 5- Not Evident

OBJECTIVES

- | | | | | | |
|---|--|---|---|---|---|
| 1 | Student teachers demonstrate a deep and principled understanding of the learning process and of the role a of teacher in facilitating these processes in their students. | 4 | 3 | 2 | 1 |
| 2 | Student teachers manifest a meaningful and comprehensive knowledge of the subject matter they will teach. | 4 | 3 | 2 | 1 |
| 3 | Student teachers apply the following teaching process | | | | |

	skills:	3.1. curriculum development	4	3	2	1
		3.2. lesson planning	4	3	2	1
		3.3. use of appropriate technology	4	3	2	1
		3.4. materials development	4	3	2	1
		3.5. educational assessment	4	3	2	1
		3.6. teaching approaches	4	3	2	1
		3.7. Others (please specify: _____)	4	3	2	1
4		Student teachers acquire direct and authentic experiences in the classroom.	4	3	2	1
5		Student teachers practice the professional and ethical requirements of the teaching profession.	4	3	2	1
6		Student teachers facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of:				
		6.1 teaching knowledge and	4	3	2	1
		6.2. teaching skills	4	3	2	1
7		Student teachers reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/ subject matter, and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices.	4	3	2	1
8		Student teachers innovate and try out alternative approaches in teaching.	4	3	2	1
9		Student teachers evaluate the effectiveness of approaches used in teaching to improve student learning.	4	3	2	1
10		Student teachers continue to learn in order to teach and to better fulfil their mission as teachers.	4	3	2	1

Part 3: ADEQUACY, APPROPRIATENESS, AND EFFECTIVENESS OF ACTIVITIES UNDERTAKEN TO ACHIEVE THE OBJECTIVES

INSTRUCTIONS: *Below are the activities under the Student Teaching Program of the Bachelor in Elementary Education of the Bataan Peninsula State University-Orani Campus. Using the scale of 1 to 4, indicate the extent to which you have experienced each description by encircling the appropriate rating.*

- 4- To a great extent
- 3- To a moderate extent
- 2- To a satisfactory extent
- 1- To a lesser extent

G. ORIENTATION

1	We attended orientation conducted by the student teaching supervisor held at the opening of the semester.	4	3	2	1
2	We were given an overview of the course syllabus on Student teaching.	4	3	2	1
3	We learned the rules and policies of the Student Teaching Program.	4	3	2	1
4	We were briefed on the guidelines on student teaching as well as on the do's and don't's in the workplace.	4	3	2	1
5	We were oriented on the work etiquette in the workplace.	4	3	2	1
6	The student teachers were given pointers on grooming and hygiene.	4	3	2	1

H. DEPLOYMENT

1	We were wearing our student teacher uniform on the day of deployment.	4	3	2	1
2	We were accompanied by our student teaching supervisor to the cooperating schools.	4	3	2	1
3	We were introduced to the principal by the student teaching supervisor.	4	3	2	1
4	We were welcomed and were given a brief orientation by the principal about the profile of the school including its rules and regulations.	4	3	2	1
5	We were assigned by the principal to our respective cooperating teachers.	4	3	2	1
6	We were permitted to tour the campus to familiarize ourselves of the workplace.	4	3	2	1

I. OBSERVATION AND PARTICIPATION

1	I was assigned to observe classes in different grade levels for one week.	4	3	2	1
2	I was assigned to observe classes of my cooperating teacher for a week.	4	3	2	1
3	I helped in checking the attendance of the pupils.	4	3	2	1
4	I assisted in arranging and/ or distributing materials to the pupils.	4	3	2	1
5	I helped my cooperating teacher in the preparation of test questions.	4	3	2	1
6	I helped in the checking of test papers, assignments, projects, research work, etc.	4	3	2	1
7	I helped in the preparation of instructional materials for my cooperating teacher.	4	3	2	1

8	I helped my cooperating teachers record test results, and compute students' grades.	4	3	2	1
9	I helped in reconstructing the classroom, putting up bulletin board display inside the class room and around the school campus as well.	4	3	2	1
10	I helped my cooperating teacher in doing clerical work.	4	3	2	1
11	I was oriented in lesson planning.	4	3	2	1
12	I received tips on how to discipline the learners.	4	3	2	1
13	I was required to stay 6 hours per day in the cooperating school	4	3	2	1
J. ACTUAL TEACHING					
1	I prepared my lesson plan one day ahead so that my cooperating teacher can check them before implementation.	4	3	2	1
2	I prepared appropriate, teaching devices for use in the classroom.	4	3	2	1
3	I received feedback from the cooperating teacher after teaching.	4	3	2	1
4	I constructed appropriate and valid test questions and other assessment instruments.	4	3	2	1
5	I, under the supervision of my cooperating teacher, administered different kinds of tests.	4	3	2	1
6	I checked test papers, assignments, projects, etc.	4	3	2	1
7	I analyzed test scores and transmute these into grades of the examinees.	4	3	2	1
8	I recorded test results on the class record of my cooperating teacher.	4	3	2	1
9	I checked the attendance of students regularly.	4	3	2	1
10	I held selected classes handled by my cooperating teacher.	4	3	2	1
11	I was provided with the needed instructional materials by my cooperating teachers.	4	3	2	1
12	I was required to accomplish different forms being used by teachers.	4	3	2	1
13	I demonstrated selected teaching methods under the guidance of my cooperating teacher.	4	3	2	1
14	I was required to evaluate the learning activities of the pupils.	4	3	2	1
15	I was oriented on how to maintain classroom management.	4	3	2	1
K. FINAL DEMONSTRATION TEACHING					
1	I was given time to prepare my lesson plan and instructional materials.	4	3	2	1
2	I prepared lesson plan corrected and signed by the cooperating teacher.	4	3	2	1
3	I chose the class I will use for the demonstration teaching.	4	3	2	1
4	I received mentoring from my cooperating teacher for my final	4	3	2	1

	demonstration teaching.				
5	I was allowed to record on video my final demonstration teaching.	4	3	2	1
6	I was allowed to invite co-student teachers and schoolmates to observe the final demonstration teaching.	4	3	2	1
7	I received last minute pointers before the final demonstration teaching from my cooperating teacher.	4	3	2	1
8	I was excused from other tasks to give me enough time to prepare for demonstration teaching.	4	3	2	1
9	I received words of encouragement from my cooperating teacher and student teaching supervisor.	4	3	2	1

L. EVALUATION

1	My accomplishments were evaluated by my cooperating teacher using performance evaluation criteria.	4	3	2	1
2	I was evaluated during demonstration teaching by my cooperating teacher, student teaching supervisor, and principal using the Student Teaching Demonstration Evaluation Form.	4	3	2	1
3	I was required to attend post demo teaching conference chaired by the student teaching supervisor, together with my cooperating teacher.	4	3	2	1
4	I was required to submit a narrative report on student teaching to the student teaching supervisor one week before the final examination of the university, duly signed by the cooperating teacher.	4	3	2	1

Part 4: PROBLEMS ENCOUNTERED BY STUDENT TEACHERS.

INSTRUCTIONS: *Rate each item based on the extent to which you have encountered the difficulties. Encircle the number that corresponds to your rating for each item.*

- 8- To a great extent
- 3- To a moderate extent
- 4- To a lesser extent
- 2- Not observed

	CRITERIA	RATINGS			
A.	<i>Regular Classroom Observation</i>				
	4. I lack desirable behaviours in observation like curiosity, focus, etc.	4	3	2	1
	5. I do not have observation guides as tool in classroom observation.	4	3	2	1

B. Lesson Planning

- | | | | | |
|--|---|---|---|---|
| 9. I have difficulty in planning appropriate motivational activities that would capture the interest of pupils. | 4 | 3 | 2 | 1 |
| 10. I have difficulty in identifying methods and techniques that would be most appropriate for the lesson objective. | 4 | 3 | 2 | 1 |
| 11. I have difficulty in developing an assessment tool aligned with the lesson objectives. | 4 | 3 | 2 | 1 |
| 12. I have difficulty in giving appropriate assignments that would assist pupils in gaining mastery of the subject matter or prepare the pupils for the next lesson. | 4 | 3 | 2 | 1 |
| 13. I have difficulty in preparing the lesson plans a day ahead so that my cooperating teacher can check them. | | | | |

C. Use of Varied Strategies/ Approaches/ Methods

- | | | | | |
|--|---|---|---|---|
| 3. I have limited knowledge and skills in implementing varied and appropriate approaches, strategies, and methods. | 4 | 3 | 2 | 1 |
| 4. I have limited the knowledge and skills in implementing varied and appropriate techniques. | 4 | 3 | 2 | 1 |

D. Preparation of Instructional Materials

- | | | | | |
|--|---|---|---|---|
| 4. I have difficulty in choosing the most appropriate instructional materials that would promote student learning. | 4 | 3 | 2 | 1 |
| 5. I lack resourcefulness in designing instructional materials. | 4 | 3 | 2 | 1 |

E. Actual demonstration teaching

- | | | | | |
|--|---|---|---|---|
| 6. I have difficulty in preparing the lesson plans for actual demonstration teaching. | 4 | 3 | 2 | 1 |
| 7. I have difficulty in preparing appropriate instructional materials for actual demonstration teaching. | 4 | 3 | 2 | 1 |
| 8. I lack confidence in delivering the lesson. | 4 | 3 | 2 | 1 |
| 9. I lack mastery of the lesson content. | | | | |

F. Questioning Techniques				
8. I have difficulty in using both low level and high level questions.	4	3	2	1
9. I have difficulty in using both convergent and divergent questions.	4	3	2	1
10. I immediately give the answer to the students without trying to guide them first to arrive at the correct answer.	4	3	2	1
11. I fail to give every student an equal opportunity to participate by calling only those who volunteer.	4	3	2	1
12. I lack the skill in establishing an atmosphere free from risks for the pupils.	4	3	2	1
G. Classroom Management				
6. I have difficulty in applying management style that would be most appropriate for certain classes.	4	3	2	1
7. I have difficulty in establishing routines and procedures.	4	3	2	1
8. I have difficulty in managing my teaching time for the different activities.	4	3	2	1
9. I have difficulty in reacting appropriately to student misbehaviours inside the classroom.	4	3	2	1
H. Assessment of Learning Outcomes				
5. I lack an organized system in performing evaluation tasks such as checking papers and notebooks, recording scores and computing grades.	4	3	2	1
6. I lack the knowledge and skill in developing the most appropriate assessment tools.	4	3	2	1
7. I lack the skill in using the evaluation results for varied purposes like:	4	3	2	1
7.1 remedial teaching	4	3	2	1
7.2 refining instructional plans	4	3	2	1
7.3 evaluating own performance	4	3	2	1
7.4 Others (Please specify)_____	4	3	2	1
I. Structuring of Classrooms				

- | | | | | |
|--|---|---|---|---|
| 3. I lack the initiative in assisting my cooperating teachers in structuring the classroom by updating the attendance corner, achievers' corner and bulletin boards. | 4 | 3 | 2 | 1 |
| 4. I lack the skill in making appropriate and interesting decorations in the classroom with due permission from the cooperating teacher. | 4 | 3 | 2 | 1 |

J. Participation in School-Related Activities

- | | | | | |
|---|---|---|---|---|
| 4. I lack the eagerness and desire to take part in school-related activities. | 4 | 3 | 2 | 1 |
| 5. I fail to motivate pupils to participate in school-related activities. | 4 | 3 | 2 | 1 |

K. Parent Conference

- | | | | | |
|---|---|---|---|---|
| 4. I lack the skill in establishing a good working relationship with parents who are supposed to work in partnership with the school in educating the students. | 4 | 3 | 2 | 1 |
| 5. I lack the skill in dealing with unexpected situations involving parents. (eg. angry parent questioning his/her child's grade) | 4 | 3 | 2 | 1 |
| 6. I accept gifts and other forms of bribes from parents. | | | | |

L. Auxilliary Services

- | | | | | |
|---|---|---|---|---|
| 4. I lack the skill in doing clerical works. | 4 | 3 | 2 | 1 |
| 5. I lack the desire to learn different office works | 4 | 3 | 2 | 1 |
| 6. I lack the initiative to help in other teaching-related works like in the library, guidance office, principal's office, etc. | 4 | 3 | 2 | 1 |

Others Comments:

Thank you!

APPENDIX G

Guide Questions for the Group Interview with Student Teachers

During the interview with student teacher and cooperating teacher respondents, the following questions were asked by this researcher.

DOMAIN 1: SOCIAL REGARD FOR LEARNING

1. What are the rules and policies in your CS and how did you familiarize yourselves with them?
2. Do you think your behavior had effects on the students? How?

DOMAIN 2: LEARNING ENVIRONMENT

1. Do you believe that you were able to establish a learning environment that promotes fairness? How?
2. What efforts have you done to make the physical environment conducive for learning?
3. How did you communicate high learning expectations to the learners?
4. How did you establish and maintain a consistent standard of behavior among the learners?

DOMAIN 3: DIVERSITY OF LEARNERS

1. How did you identify the different needs and interests of your learners?
2. Did you consider their varied needs, interests and backgrounds in preparing learning experiences?
3. Were you able to pace your lessons appropriately to the needs/ difficulties of your learners?
4. How did you demonstrate concern for the holistic development of the learners?

DOMAIN 4: CURRICULUM

1. How did you demonstrate mastery of the subject?
2. Were you able to make good use of your allotted instructional time? How?
3. Were you able to prepare teaching methods, materials, and activities that are aligned with the lesson objectives?
4. Have you encountered students whose learning process is different from the others in the class? How did you deal with them?
5. Are you skilled in the use of information and communication technology? How did you use this skill in your student teaching?

DOMAIN 5: PLANNING, ASSESSING, AND REPORTING

1. Were you required to make lesson plans? How did you prepare them?
2. Were you given the opportunity to prepare the assessment tools? What kinds of assessment did you usually use/ Why?
3. Did you keep accurate records of the learners' performance levels?
4. How did you communicate assessment results to the parents?

DOMAIN 6: COMMUNITY LINKAGES

1. Have you, by any means, made any effort to involve the class in the community or vice versa?

DOMAIN 7: PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

1. Describe your CT's personal and professional qualities?
2. How does your CT's attitude towards the profession affect yours?

ADDITIONAL

1. Which area had been most challenging for you?

Guide Questions for the Group Interview with the Cooperating Teachers

1. Describe your ST's personal and professional qualities?
2. Have you encountered any difficulty in handling your student teachers?

APPENDIX H

Analysis of Qualitative Data Gathered Through Interview

Data obtained through interviews were subjected to thematic analysis and are presented below. Responses were categorized into the domains under the National Competency-Based Teacher Standard (NCBTS).

DOMAIN 1: Social Regard For Learning

3. On how the student teachers were familiarized with and implemented the school rules and policies
 - We were oriented on our first day. It was nice. At least we did not have to grope around. (*Nung first day, inorient lang po kami. Mas okay naman po yon para hindi na kami nangangapa.*)
 - We were oriented on the policies of the school and on our tasks. Then, we were assigned to our respective CTs. (*Inorient kami sa mga policies ng school, mga dapat naming gawin, tapos inassign kami sa mga CT namin.*)
 - Then we were also oriented in the (cooperating) school regarding the school policies and other matters. (*Tapos pati sa school. Inorient ulit kami tungkol sa mga policies ng school at kung ano pa.*)
 - We were oriented. That was why we did not have to grope. Secondly, I had my field study in the same CS. That was why I am already familiar with the school, as well as the teachers and the students. (*Inorient kami*).Kaya po hindi na kami nangangapa. Pangalawa po, dun din po kasi ako nagfield study kaya medyo familiar na din po ako sa school pati sa mga teachers at sa mga bata.)
 - The principal met and oriented us with the rules and policies of the school. She also explained to us everything that are expected of us as student teachers. (*Mineeting po kami ng principal at in-orient tungkol sa rules and policies sa school pati po yung mga responsibilities naming bilang ST.*)
4. On the student teacher's perceptions regarding the effects of their behavior on the learners and how these affected them
 - During the orientation we were also given some reminders regarding professionalism and attitude which is just right. After

all, we teachers are models. Sometimes, we think that what we do are completely insignificant. What we don't know is that these have great impact on the children. *(Nabigyan din po kamin ng reminders sa professionalism at attitude which is tama lang naman po. Kasi nga po diba, model ang teacher. Minsan akala natin balewala lang ang ginagawa, ang kinikilos natin pero ang hindi mo alam, malaki ang impluwensiya non sa mga bata.)*

- We were also given reminders to be careful with all of our actions- including our attire and speech- because of our great influence on the kids. *(Tsaka nireremind po kami lagi na maging careful sa lahat ng actions namin pati sa `pananamit namin at pananalita. Kasi malaki ang impluwensiya namin sa mga bata.)*
- That's right. After all, being a model is one of our roles as teachers. That sets us apart from other professionals. Other people could stop being managers once they step out of their offices. We, on the other hand, remain teachers whether we are inside or outside the school. *(Totoo naman po yon. Kasi nga po diba, isa sa mga roles ng teacher ang pagiging modelo. At iyon po ang pinagkaiba natin sa ibang propesyon. Yung iba, paglabas ng trabaho, pwedeng hindi na siya manager, pero tayo po, kahit saan, loob man o labas ng school, teacher pa rin.)*

How do you know that you have such influence on the learners? *(Paano niyo naman naprove na malaki nga ang impluwensiya niyo sa mga bata?)*

- Sometimes, they do what they see in you nthat you ever actually told them to. *(Kasi minsan kahit hindi mo sabihin sa kanila na gawin nila, ginagaya po nila ang nakikita nila sa iyo... yung pananalita, yung kilos.)*
- They even copy our hairstyles, sometimes. That is because they are very confident that we are doing the right thing. We therefore, need to be very careful in everything we do. *(Minsan nga kahit yung style ng buhok po namin ginagaya nila. Mas malaki kasi ang tiwala nila na tama ang ginagawa natin kaya dapat lang talaga na mag-ingat tayo nang sobra sa lahat.)*

Domain 2: Learning Environment

5. On making the physical environment conducive for learning

- We almost did not change anything in the classroom anymore since it was already okay. I just maintained the room clean and organized. (*Halos wala na po (kaming binago sa classroom). Okay naman kasi kaya pinapanatili ko na lang na organized at malinis yung room.*)
- Same with us (did not change much in the room) because they have requirements from DepEd. For instance, that they should have this or that corner. So, it was really already very much structured. We just had to maintain. That is why I went early to school everyday to supervise those who were assigned cleaners. (*Sa amin din po. Kasi po diba, may requirement sila sa DepEd na kailangan may ganito at ganyang corner. Kaya structured na talaga. Ime-maintain na lang po namin. Kaya maaga akong pumapasok para masupervise yung mga batang naglilinis. Kasi nakaassign na rin naman yung mga cleaners.*)
- I went early to school to supervise the kids to clean and organize the room before the class starts. (*Maaga po akong pumapasok para isupervise ang mga cleaners na maglinis at mag-ayos ng classroom bago magsimula yung klase.*)
- My CT's classroom is already very organized. Sometimes, we update the designed like the Top ten and the best in English. But the changes are very minimal. (*Sobrang maayos na po yung classroom ng CT ko. Iyon po, minsan inu-update lang naming yung ilang mga designs- tulad po ng top ten, best in English. Pero minimal lang po.*)
- All I had to do was to keep it clean. That's all. (*Ang kailangan ko na lang pong gawin ay panailihin po yung malinis. Yun lang po.*)

6. On the communication of high learning expectations to the learners

- I thought the students were very intelligent... but when the examination results came out, I realized that... they are not that smart. Most are just average. (*Akala ko kasi talaga super matatalino yung mga bata.... Pero nung lumabas po yung result,*

saka ko narealize ... Hindi naman po pala super smart talaga sila. Karamihan average lang din po.)

- I was not surprised anymore when I had my student teaching because I had my field study in the same school. At first, I had high expectations... when I had my student teaching, I have already adjusted. *(Ako po, hindi na nabigla nung nag-ST ako. Kasi dun din po ako nag-field study. Pero nung una, siyempre, ang taas ng expectations ko... nang magST ako, nakapag-adjust na ako.)*

Do you encourage the students to ask questions during the discussion?*(Hinihikayat niyo ba sila na magtanong during the discussion)*

- I ask them ‘do you have questions?’ Nobody asks. But when we have the test, many of them fail. *(Tinatanong ko po, do you any questions. Pero wala naman pong nagtatanong. Kaso pag dating po ng (test)result, marami din pong bagsak.)*
- Oftentimes, they are too scared to ask. *(Madalas po, masyado silang takot para magtanong.)*
- Nobody asks. They are too shy. *(Wala naman pong nagtatanong. Nahihiya po sila.)*
- Nobody asks anything about the discussion. It is very rare when somebody does. Most of the times, their questions have nothing to do with the topic. So, oftentimes, I prefer not to ask them. *(Wala naman pong tanong na may kinalaman talaga sa discussion. Kung mayroon man po madalang na madalang. Usually, panay kalokohan lang. Kaya madalas po hindi na lang.)*
- They asked me questions. But you would see that they ask not because they did not know the answer. Especially at first. They just wanted to test me. *(Sa akin po nagtatanong sila pero alam mo na hindi sila nagtatanong dahil hindi nila alam. Lalo na po nung una. Nanunubok lang po talaga.)*

Do you provide enrichment activities?*(Nagbibigay ba kayo ng enrichment activities?)*

- Usually, no. Once the topic has been mastered, we immediately proceed to the next one. (*Madalas po hindi na. Pag namaster na po, proceed na sa next topic.*)
 - Actually, sometimes, we proceed to the next topic even if the topic has not been mastered because of very limited time. (*Minsan nga po kahit hindi pa namamaster, next topic agad. Limitado nga po kasi ang oras.*)
 - Through the assignments that are given to the students. (*Sa mga assignments po na binibigay.*)
 - Yes, through assignments. (*Tama, assignments na lang po.*)
7. On how student teachers establish and maintain a consistent standard of behavior among the learners
- I really cried at first. There were too many of them. But in the end, I also learned how to handle them. (*Noong una po talagang naiiyak ako. Sa sobrang dami po kasi nila kapag nagkasabay-sabay, sobrang kulit. Pero sa huli, natutunan ko na din po sila ihandle.*)
 - At first, it was hard because we were struggling to do two things at once. First, we tried to establish a good relationship with them to make them feel comfortable. We wanted to be friendly but at the same time, we needed to establish our authority because we did not want them to be too comfortable with us which could make it difficult for us to manage the class. But in the end, everything turned out well. You just really have to earn the respect of the students. (*Nung una po mahirap magdisiplina kasi dalawa yung kailangan mong gawin. Nag-eefort kang makasundo sila para hindi sila mailang sa iyo. Gusto naming maging friendly pero at the same time kailangan mong mag-establish ng authority kasi kapag hindi baka sumobrang kampante sila at maging problema yon sa pagmamanage ng klase. Pero noong huli, naging okay din. Kailangan lang talaga, ma-earn mo yung respeto ng mga bata.*)
 - I had trouble doing those two things, as well. But in the end, things turned out just fine. (*Ako din po nahirapan pagsabayin yung dalawang struggle na yon. Pero in the end okay din naman.*)

- There were some sections, though, where it was not possible. You could not be close friends with the students. You had to be strict or they would not listen to you. *(Pero may mga section na hindi pwede talaga. As in di ka pwedeng makipagclose-close sa mga bata. Kailangan mo talagang maging strikto kung hindi, hindi sila makikinig.)*

What strategy did you use? *(Anong ginamit nyong strategy?)*

- I learned from my CT's style. *(Natuto rin po kasi ako sa style ng CT ko.)*
- Me, too. I just adopted my CT's style, as well as her routines. *(Ako rin. Inaddopt ko lang din po ang style ni mam pati sa mga routines.)*
- My CT had already established the classroom routines such passing and distributing of papers, cleaning the room and others. We just had to follow these routines. *(Tama, naset na naman po kasi ni mam yung routine sa klase tulad ng pagpapasa at pagdidistribute ng papel, paglilinis ng room. Kailangan na lang naming sundan.)*
- I am very disciplinarian because the class is very rowdy. I learned that from my CT. *(Ako po talagang disciplinarian sa kanila kasi sobrang magugulo po sila. Natutunan ko po yon sa CT ko.)*
- They already have existing rules like the system of merit and demerit which we needed to maintain. We just had to be consistent. *(At saka madalas po may rules na sila- tulad po ng system ng merit-demerit na kailangan na lang po naming imaintain. Basta lang po kailangan consistent.)*
- I got used to it after a while. Discipline is very important in our (cooperating) school but my CT's advisory class is very rowdy. That's I had to use a different strategy which was taught to us in BN (BPSU- Orani). It was token reinforcement wherein they need to collect points. *(Pero nagamayan ko rin po. Napakaimportante kasi sa school namin yung discipline. Tapos, yung advisory class pa ng CT ko, sobrang kulit, sobrang gulo. Kaya kailangan kong magdevice ng paraan kaya sinubukan ko yung strategy na tinuro sa amin sa BN. Token reinforcement. Nag-iipon sila ng points...)*

Domain 3: Diversity Of Learners

5. On identifying the varied needs, backgrounds and interests of the learners
 - In the long run, you would know the learners- their learning styles (for instance, who are visual). Even their interests. You would know who loves to dance, to sing, to draw, etc. And we use these to capture their interests. *(Sa pagtagal-tagal, talagang makikilala mo rin talaga yung mga bata- yung learnig style nila- kung sino yung mga visual. Pati yung mga interests nila. Makikilala mo kung sino yung mahilig sumayaw, kumanta, magdrowing at kung ano-ano pa. Ito siyempre yung ginagamit namin para makuha ang interes nila.)*
 - By interacting with them. That's why it is really important that the kids are free from unnecessary fear towards us so that they could open up to enable us to know them more. *(Sa pakikipag-interact sa mga bata. Kaya importante po talaga na hindi masyadong takot sa atin yung mga bata para po mas may nakakapag-open po sila para makilala natin silang mabuti).*
 - Even through simple conversation with the kids. This would also show during class recitation. *(Kahit po sa simpleng pakikipag-usap sa mga bata. Kahit po sa class recitation, lumalabas po yun. Kaya madidiscovers mo po talaga basta marunong kang magstructure ng mga questions.)*
 - In conversing with the kids. *(Sa pakikipag-usap sa mga bata.)*
 - I know them because sometimes, there are activities like essay writing wherein they would write about themselves. *(Minsan, may mga activity kami tulad ng essay na magsusulat sila tungkol sa sarili nila kaya nalalaman ko po.)*
6. On considering the learners' diversity in preparing learning experiences
 - The kids are interested whenever I present games. *(Basta may games, interesado ang mga bata.)*
 - They enjoy studying when we use games. *(Opo, enjoy silang mag-aral kapag may games.)*

- They are interested especially if the activities are new to them and if there are games. (*Interesado po sila lalo na kapag medyo kakaiba yung activity at may kasamang laro.*)
- As much as possible, we let them play. But when we have insufficient time, we get back to discussions and simple activities like charade. (*Hanggat maari po, pinaglalaro namin sila pero kapag kulang na po sa oras, madalas, bumabalik din po kami sa discussion at simpleng activities tulad ng charade at kung anu-ano pa.*)

So, did you always have activities and games? (*So lagi kayong may iba't ibang games or activities?*)

- Not all the time. We do not usually get the chance to present these time consuming activities because most of the time, we have lessons to finish and then, there are a lot of activities in the school like competitions or class suspensions due to typhoon. So we really had to make up for those days to catch up with the lesson. (*Hindi rin po lagi. Kasi po madalas, may kailangang tapusin na mga lesson, e medyo time consuming yung mga activities kaya po minsan hindi rin namin nagagawa masyado. Tapos po, madalas may mga activities pa sa school, mga contest o kaya suspension dahil sa bagyo, kaya naghahabol talaga kami sa lesson madalas.*)
- It's the same thing with us. And the kids are very unruly. They are so hard to manage when they are playing which the administration finds undesirable. We therefore, use more of pen and paper. (*Sa min din. Tsaka magugulo kasi yung mga bata don. Kapag po pinaglaro mo, nagkakagulo at ayaw po yun ng admin sa amin. Mas gusto po kasi nila na tahimik, maayos at disiplinado yung mga bata. Kaya more on pen and paper lang din kami.*)
- As much as we want to capture the interest of all the pupils, especially because some are more inclined in music, dance, or other outdoor activities- we have very limited time. We have to catch up with the lessons to make up for the days when there were no classes due holidays, contests, and class suspensions due to typhoon. (*Kahit po kasi gusto namin maging interesado ang lahat ng bata, lalo na po yung iba e mas inclined sa music, yung iba sa*

sayaw, yung iba sa outdoor activities- kalaban po talaga namin ang oras. Naghahabol po kasi ng discussion dahil sa maraming activities ng school tulad ng mga contests at holiday at suspension.)

- We use these to capture their interest. That is why we try to prepare interesting activities for them as much as possible. However, this is sometimes difficult due to time constraints. With many activities, we need to catch up with the lessons. *(Ito siyempre yung ginagamit namin para makuha ang interes nila. Kaya as much as possible, sinusubukan ko na maggawa na activites na interesting sa kanila. Kaya lang minsan mahirap dahil sa time constraint. Sa dami kasi ng activities kailangan talagang maghabol ng lesson madalas.)*

7. On pacing the lessons appropriately to the needs of the students

- I offer remedial lessons. But it is not always possible. *(Ako po, nagre-remedial lesson. Pero hindi yon pwede lagi.)*
- Right. With too many lessons that we need to finish, we sometimes rush them. *(Tama, kasi po sa dami ng lesson na kailangang tapusin, minsan minamadalali po talaga.)*
- We do not have much choice. We have very limited time and too many topics to teach for each grading period especially in grade six. That is why as much as we want to adjust to those who are left behind, we can't- especially in heterogeneous classes - where there are fast and low learners. It was really difficult. That is why most of the time, the slow learners are left behind. We just give assignments for them to study at home. *(Walang masyadong choice kasi, limitado ang oras, napakaraming topics na kailangang ituro at matapos sa bawat grading lalo na kung grade six. Kaya kahit na gusto naming alalayan yung mga batang hindi makasabay, mahirap lalo na kung sobrang hetero yung klase- yung merong mabibilis pumick-up at merong mga slow. Ang hirap talaga. Kaya mas madalas, naiiwan yung mga slow. Nagpapa-assignment na lang kami para mapag-aralan pa rin nila sa bahay.)*
- We reteach when almost everyone in the class did not understand. *(Kapag po halos buong klase, nagrere-teach po.)*

- We do that if many did not understand the lesson. (*Kapag po madami. Pwede.*)

Domain 4: Curriculum

6. In demonstrating mastery of the subject

- I really study the topic. (*Pinag-aaralan ko pong mabuti yung topic*).
- I search additional information through the net. Some students are really very inquisitive. They sometimes really try to test us, student teachers. (*Nagsesearch po ako sa internet ng mga additional information. Yung ibang bata po kasi sobrang matanong. Minsan po talaga tinetest nila yung mga ST nila.*)
- I make sure that I know the lesson. I don't want to face the students unsure of what I am going to teach. I don't want them to remember me teaching them wrong information. (*Sinisiguro ko pong alam ko talaga yung topic. Ayoko pong haharap ako sa mga estudyante na hindi ko sigurado yung ituturo ko kasi ayoko po nung maaalala nila ako as yung ST na mali-mali yung information na tinuro sa kanila.*)
- As what other people say, you cannot give what you do not have. That is why I really make sure that I understand my topic. It is not only about knowing your topic. You must also know how to share that with the students. (*Sabi nga po ng iba, you cannot give what you do not have. Kaya po sinisigurado kong alam ko yung topic ko. Pero maliban po sa alam yung topic, importante din pong alam natin kung paano ituturo yun sa mga bata.*)
- I make sure that I master the topic. But it does not end there, does it? It is also vital that we use the most appropriate method of teaching that to the pupils or else, that knowledge is useless. (*Sinisuguro ko pong namaster ko yung topic. Pero hindi po yun nagtatapos doon. Kailangan din po maituro yun sa mga bata gamit yung pinakaappropriate na method. Kasi po, kung hindi, bale wala lang po yun.*)

7. On making good use of allotted instructional time
 - I adopted ma'am's (my CT's) style including the routines. *(Inadopt ko lang din po ang style ni mam pati sa mga routines.)*
 - Right. Routines in the class have already been set including the passing of and distribution of papers, and cleaning the room. We just have to sustain them. *(Tama, naset na naman po kasi ni mam yung routine sa klase tulad ng pagpapasa at pagdidistribute ng papel, paglilinis ng room. Kailangan na lang naming sundan.)*
 - We get more time for discussion because some activities are very systematic. They were already routinized. *(Mas marami kaming time para sa discussion kasi systematic yung ilang mga activities. Nakaroutine na kasi sila.)*
 - Same with us. That is why we maximize the time. *(Sa min din po. Ganon. Kaya hindi nasasayang ang oras.)*

8. Were you able to prepare teaching methods, materials, and activities that are aligned with the lesson objective?
 - Yes. I have. *(Opo.)*
 - Yes. That was emphasized when we were learning about lesson planning. *(Opo. Sobrang inemphasize po yun sa amin nung nag-aaral pa po kami ng lesson planning).*
 - Sometimes, I make some mistakes with that, especially with the activities. But ma'am is always reminding me. *(Minsan po nagkakamali ako, lalo na po sa mga activities. Pero lagi naman po akong nireremind ni ma'am).*
 - Yes, it's very important to achieve the objectives. *(Opo. Importante po kasi yun para maachieve po ang mga objectives).*

9. On recognizing general and unique learning processes
 - Some are really different. They are not slow. They just need a different strategy. *(Meron po talagang iba. Hindi naman po sila slow. Iba lang talaga yung strategy na kailangan sa kanila.)*
 - Often. There are some who could understand things through simple dictation. Others simply have to see them written. *(Madalas po*

meron pong mga (batang) i-dictate mo lang, alam na. Yung iba naman po, talaga kailangan nakasulat pa.)

- I really had a lot of trouble with the non-readers. Sometimes, I worked overtime in school to teach the kids how to read. I want them to learn. *(Mahihirapan po ako sa mga non-reader po. Kaya kahit na mag-over time po ako sa school tinuturuan ko po ang mga bata kung paano magbasa. Ang gusto ko lang matuto sila.)*

10. On the use of information and communication technology in teaching

- Even if ma'am (CT) gives me a lot of books, I still search from the net to supplement them with the latest information. Oftentimes, the books have very limited information. *(Kahit nga binigyan ako ng maraming books ni ma'am, nagsesearch pa rin po ako para isuplement tsaka para makakita ng latest information. Minsan kasi limitado lang yung information.)*
- It is also easier to find materials for exercises in the net, and examples for powerpoint. *(Kahit na sa material, mas madali ring kumuha sa internet, mga exercises, examples, pang power point.)*
- It is really an advantage if you know how to use the internet because it makes the job easier. *(Mas maganda po talaga kung may alam ka sa net. Mas dumadali po yung trabaho)*

Challenges in the integration of technology in the lessons

- In the private schools we have LCD TV too (in addition to the projector). But we use the LCD Tv more often than the projector. There is also a laptop and printer in the room. It's really nice because the room is complete with everything we need. *(Sa private... Pati LCD TV po. Pero mas madalas na ginagamit yung LCD kaysa projector. May laptop din, at printer. Kumpleto nga po e. Kaya nakakatuwa.)*
- We do not have that in public schools. That is why we really need to make our own strategy in making our visual aids and be creative. *(Sa amin (sa public), wala kaya kanya-kanya po talagang diskarte sa visual aids para maging creative.)*
- I sometimes bring my laptop. We use it in watching some videos for presentation or motivation. Sometimes, I borrow a projector. if there is none, I use charts. We really need to be resourceful. *(Ako*

po, minsan, dinadala ko yung laptop ko. Kahit na sa motivation lang, nagagamit namin kung nanonood kami ng video presentation. Kung minsan naman, nanghiram ako ng projector. Kapag wala, chart. Ganun talaga, para-paraan.)

- When we have our demonstration teaching in school we use projectors for our powerpoint presentation. But that is not possible here in the public school. There are very limited materials. sometimes, I bring my laptop but that is only for videos because the screen is too small for the kids. Therefore, we usually go back to the traditional charts. *(Sa school po kapag nagdemo, kadalasan, nakapowerpoint na kami, projector, pero dito po kasi sa public hindi yon masyadong possible. Limitado po kasi ang gamit. Minsan, nagdadala po ako ng laptop pero pang-video lang po kasi maliit ang screen para sa mga bata. Kaya balik traditional charts pa rin po sa huli.)*

DOMAIN 5: PLANNING ASSESSING AND REPORTING

5. On planning the lessons

- At first, I really found it difficult. It was hard because we were required to make detailed lesson plans. *(Noon una, opo [nahirapan po ako]. Mahirap kasi puro detailed.)*
- Especially when we had to teach all subjects. Then we had to make lesson plans for all of these subjects. It was really exhausting. *(Lalo na po nung lahat ng subject tinuturo na namin. Tapos lahat yon gagawan mo ng lesson plan. Nakakapagod.)*
- It was difficult at first but with ma'am's (CT's) constant correction, I learned. So in the end, I found it easy enough. *(Mahirap po noong una pero dahil sa constant correction ni Ma'am (CT), natuto na rin ako kaya sa huli, madali na lang din po.)*
- It was challenging to make detailed lesson plans everyday. But I got used to it with the help of ma'am. *(Challenging po ang paggagawa ng detailed lesson plan araw-araw pero nasanay din po ako sa tulong ni ma'am)*
- Sometimes, we had very limited sources. *(Kung minsan naman po, limited yung sources.)*

6. On assessment tools prepared and used

Those who used traditional assessment tools

- With us, written examinations were more preferred over activities because the administration disapproved of seeing the kids unorganized. *(Sa amin po, mas preferred and written exam kaysa sa activities kasi ayaw ng admin na nagkakagulo yung mga bata.)*
- Same with us, we use more of written assessment. *(Sa amin din. Mas madalas po, written.)*
- Copy paste. *(Same)*
- Because it is easier to check and administer *(Mas madali kasing i-administer at icheck.)*
- Oftentimes, we use objective tests. It is easier to check. *(Kadalasan po mga objective tests. Mas madali po kasing icheck.)*

Those who used authentic examinations

- Sometimes I also use performance (tests), oral, or essay. *(Pero minsan, nagpapaperformance, oral or essay din naman po kami.)*
- Or sometimes, one part of the test would be an essay or performance. I had them perform a speech choir- The Bells. *(O kaya isang part ng test, essay. O kaya performance. Ako po nagpaspeech choir sa kanila ng The Bells.)*
- I tried to give an essay test. But with too many of them, it was so hard to check. *(Dati po sinubukan kong mag-essay pero sa dami nila, hirap na hirap po ako sa pagchecheck.)*
- I tried to have an oral test once. *(Ako po minsan nagpapaoral.)*

How did you give those performance and essay tests? Did you use rubrics or criteria? *(Paano niyo naman chinecheck yung mga performance o essay exam? Gumagamit ba kayo ng rubrics o criteria?)*

- Criteria, yes. But rubrics, no. I did not. It is really hard to find rubrics that would be very appropriate for the activity. And it makes checking too time consuming when in fact, the answers of the students are only five sentences long. *(Criteria, opo. Pero rubrics.... hindi. Hindi na po. Ang hirap kasing humanap ng rubrics na tugma talaga sa activity. At saka masyadong matagal*

magcheck samantalang five sentences lang naman yung gawa ng mga bata madalas.)

- I do not use rubrics too. Just criteria. *(Ako rin, hindi na po nagru-rubrics. Criteria lang.)*
- Not anymore. Anyone who gets the correct answer gets the perfect score. *(Hindi na po. Basta po yung tamang sagot perfect.)*

7. On keeping accurate records of the learners' performance levels

Those who kept records

- Ma'am (CT) has her own record. But she also asks me to have my own record. *(May sariling record si mam, pero pinagrererecord niya rin ako.)*
- Me too. *(Ako rin.)*
- Me too. *(Ako rin.)*
- Yes. I have a record. but ma'am (CT) has one too. *(Ako po oo. May class record ako. Pero meron din po si mam.)*

Those who did not keep records

- I did not. Ma'am (CT) prefers that she personally handles the grades because they are very confidential. *(Ako po hindi. Mas gusto ni mam na siya yung may hawak ng grades. Confidential kasi.)*

8. On communicating learner's performance to the parents

- Sometimes, parents have questions. We, therefore assist during PTA meetings. And through those meetigns, parents know not only the academic performance of the kids, but also their , behavior in class. *(Tapos minsan may mga questions yung mga parents kaya nag-aassist kami- kapag PTA meeting. Tsaka po dun din nila nalalaman hindi lang yung performance ng bata academically kundi pati behaviour ng bata sa klase.)*
- I assist during PTA meetings. Ma'am (CT) assigned me with the top ten and the performace of the kids during the meeting. *(Pag nagpa-PTA po, nag-aasists po ako. Ako po yung inassign ni ma'am sa Top ten at sa performance ng mga bata para sa meeting.)*
- In the PTA meetings. *(Sa PTA meetings po.)*

- Sometimes we call parents especially if the kid is having problems in school- especially in behavior. (*Minsan po nagpapatawag ng magulang lalo na yung mga batang medyo nagkakaroon ng problema sa school- lalo na sa behavior.*)

Domain 6: Community Linkages

2. On involving the class in the community or vice versa

- We don't. It is risky to take the kids out. What if they meet an accident. It is really hard so we have to be careful. (*Sa aminpo, hindi. Nakakatakot po kasing ilabas ang mga bata. Paano kung madisgrasya yung mga yon? Mahirap na kaya nag-iingat talaga po kami.*)
- We get chances to involve the community during school programs. Sometimes, they are there to help us. (*...nagkakaroon po ng involvement ang community kapag may mga program sa school. Minsan, nandoon po sila at tumutulong.*)
- By encouraging the kids to apply what we have learned in school to the community. That is already involvement, isn't it? (*kaya sa simpleng page-encourage sa mga bata na i-apply nila yun napag-aralan namin. Involvement na rin po yun di ba?*)
- Right. For example in segregating biodegradable from non-biodegradable materials. (*Tama, halimbawa yung paghihiwalay ng nabubulok sa di nabubulok na basura.*)

Domain 7: Personal Growth And Professional Development

3. Student teachers' description of their CT's personal and professional qualities

- Dedicated. (*Dedicated*)
- Dedicated and super patient. (*Dedicated at sobrang patient.*)
- She loves the kids so much. She is dedicated and nice. (*Mahal niya yung mga bata at dedicated. Mabait siya.*)
- Very inspiring. She loves the kids so much. She is also very patient. (*Very inspiring. Mahal niya yung lahat ng mga bata. Napakapatient niya.*)
- Industrious. Nice. Inspiring. She is dedicated to her profession. (*Masipag, mabait, inspiring. Dedicated siya sa profession niya.*)

4. On the effect of CT's attitude towards the profession on the student teachers

- Actually, I was inspired with my CT because I realized that it is actually possible for you to get old in this profession and remain dedicated and in love with what you are doing. She really loves the kids. *(Actually, nainsipire nga po ako sa CT ko kasi narealize ko na pwede ka pala tumanda sa profession na ganon ka pa rin kadedicated, at ganon mo pa rin kamahal ang ginagawa mo. Mahal na mahal niya yung mga bata.)*
- Yes. It was really nice having them as CT. Aside from learning a lot from them, we were also inspired. *(Tama, nakakatuwa talaga yung mga CT namin. Maliban sa marami kaming natutunan, nainspire pa kami sa kanila.)*
- I was so inspired by my CT. I learned a lot from her, including patience and love for the students. *(Ako po super inspired sa CT ko. Kasi ang dami ko pong natutunan sa kanya, pati yung patience at pagmamahal niya po sa mga bata.)*
- I learned from her that to last in this profession, you need more than just the knowledge and skill. You need a heart for the kids. Without that, teaching would be a very difficult job. *(Natutunan ko po kay mam na sa pagtuturo, hindi lang importante na marami kang alam. Kailangan, may puso ka rin. Kasi kung hindi, mahihirapan ka talaga sa trabahong ito.)*

ADDITIONAL

2. How does this student teaching experience make you feel?

- It's difficult but fun. It's difficult because there are so many things to do. But it's fulfilling when the students learn. *(Mahirap na masarap po. Mahirap kasi ang daming trabaho. Pero fulfilling naman po lalo na kapag natututo yung mga batang tinuturuan namin.)*
- It's the same with me. Even though there had been a lot of challenges, it still turned out okay especially because our CT assisted us. *(Ganon din po ako. Kasi kahit po maraming naging*

challenges, naging okay pa rin naman po. Lalo na at inaassist naman po kami ng mga CT namin.)

- Very fulfilled. *(Sobrang fulfilled po.)*
- I feel more ready to be a teacher now. *(Feeling ko po mas ready na ako na maging teacher ngayon.)*

3. What is the most challenging part of your student teaching experience?

Discipline (9 out of 20 or 45%)

- Most of them are nice. However, during the discussion, some were listening, some had their own other businesses. Some were not even concerned with the presence of the teacher. Some were very active at participating... Quarrels break out almost everyday. During breaktime, we are just surprised when kids start brawling. *(Karamihan naman po sa kanila ay mabait naman po kaya lang, sa oras po ng discussion... yung iba nakikinig, yung iba, may kanya-kanya po silang ginagawa sa bangko. Yung iba, parang balewala lang po ang teacher sa kanila. Mayroon naman pong mga bata na active sumagot... Hindi po natatapos ang buong araw nang walang nag-aaway- wala pong nagkakasakitan... Kapag oras ng canteen, hindi po maiiwasan, magugulat na lang po kami na mayroong nagsusuntukan.)*
- I really cried at first. There are too many of them. But in the end, I also learned how to handle them. *(Noong una po talagang naiiyak ako. Sa sobrang dami po kasi nila kapag nagkasabay-sabay, sobrang kulit. Pero sa huli, natutunan ko na din po sila ihandle.)*
- The kids are not very disciplined. It is harder to discipline them compared to those in the public schools. You would see the spoiled brats. You cannot be angry at them. You can't send them out. In the public schools, you could do that but not in private schools. *(Yung mga bata, hindi sila masyadong disiplinado. Mas mahirap silang disiplinahin kaysa dun sa nasa public. Yung mga spoiled brat talaga, lumalabas. Bawal magalit sa kanila. Bawal silang palabasin. Compared sa public, konting daldalan lang, labas, pero sa private bawal.)*

- It would be unavoidable because I am handling grade two. Sometimes, they quarrel, especially if the cooperating teacher is not around. At first, they were very hard to manage but now, it is okay. I could handle them well now. (*...hindi naman maiiwasan kasi grade two, to e. Yung mga nag-aaway paminsan-minsan lalo na kapag wala yung totoong teacher, nag-aaway sila. Noong una mahirap silang ihandle pero ngayong matagal na, okay na. Naihandle ko na sila nang maayos.*)
- During a boyscout activity , I was left in the room. There was a special child there and he said, he needs to go to the loo. I said I would take him to the loo but he won't budge in. He said, "No. I want mommy." Then, he ran out of the room. I chased him outside and left the rest of the kids in the room. It was so chaotic. (*Nung boyscout tapos ako yung naiwan sa room. May special child doon tapos sabi niya nadudumi siya. Sabi ko naman , tara sa cr, sasamahan kita. Ayaw niya. 'Ayaw. Gusto mommy,' sabi niya. Tapos nagtatakbo siya sa labas. Hinabol ko sya tapos naiwan yung ibang mga bata sa loob kaya ang gulu-gulo. Ganon pala.*)
- When my CT leaves, it is hard to handle and teach some of the students. (*Ako, kapag lumalabas ang CT ko, tapos yung mga makukulos, mahirap bawalan, mahirap turuan.*)
- The kids are very naughty. It is hard to handle and to teach them even if they are in SPED section. They are just as hard to manage as the other sections. (*Sa akin din makukulit yung mga bata. Mahirap bawalan. Mahirap ding turuan. Kahit SPED sila, mahirap din silang bawalan, katulad din ng ibang section.*)
- Many students have problems regarding discipline. It was very hard for me to execute the lessons because they are too busy doing many things that are not even required for them to do.
- It is hard to manage the Grade 2-5 especially when they are having quarrels. (*Grade 2-5 ay mahirap bawalan lalo na kapag nakikipag-away sila.*)

Deviating from the STP expectations (5 out of 20 ST or 25%)

- I was already given the topic during my first week so that I could start preparing the detailed lesson plans when I taught the next week. It was just one subject, though- Science. (*Pero nun palang pong first week, binigay*

na sa akin yung ituturo ko sa susunod na linggo para makagawa na ako ng mga detailed lesson plan. Pero isang subject lang naman po, Science.)

- I was only tasked to teach English at first. But I was required to teach during my first week. My CT was also my cooperating teacher during my field study. Maybe, she thought, I have observed her enough for one semester. *(Ako English lang din po nung una. Pero first week pa lang pinagturo na ako. Kasi yung CT ko po, siya din naman yung CT ko nung field study. Kaya po siguro, feeling niya, nakapag-observe na rin naman ako sa kanya ng isang sem.)*
- I was told to prepare my lesson for next week. But of course, I was given orientation regarding the routines and policies in the room. *(Ako po pinagprepare na ng lesson para sa next week. Pero syempre, inorient po ako sa mga routines at policies sa room.)*
- I was told to teach one subject from the second week. *(Second week pa lang po, pinagturo na ako. Pero isang subject pa lang po).*
- We were assigned to our respective CTs (during the first week). *(Inassign na po kami agad sa CT namin.)*

Lesson Planning (5 out of 20 ST or 25%)

- At first, I really found it difficult. It was hard because we were required to make detailed lesson plans. *(Noon una, opo (nahirapan po ako). Mahirap kasi puro detailed.)*
- Especially when we had to teach all subjects. Then we had to make lesson plans for all of the subjects. It was really exhausting. *(Lalo na po nung lahat ng subject tinuturo na namin. Tapos lahat yon gagawan mo ng lesson plan. Nakakapagod.)*
- It was difficult at first but with ma'am's (CT's) constant correction, I learned. So in the end, I found it easy enough. *(Mahirap po noong una pero dahil sa constant correction ni Ma'am (CT), natuto na rin ako kaya sa huli, madali na lang din po.)*
- It was challenging to make detailed lesson plans everyday. But I got used to it with the help of ma'am. *(Challenging po ang paggagawa ng detailed lesson plan araw-araw pero nasanay din po ako sa tulong ni ma'am)*
- Sometimes, we had very limited sources. *(Kung minsan naman po, limited yung sources.)*

Medium of Instruction (1 out of 20 or 5%)

- If you would notice, the students here are English speaking. They find it hard when we teach in Tagalog (*Kung mapapansin niyo, mga English-speaking. Pag tagalog, nahihirapan sila.*)

Teaching Reading (1 out of 20 or 5%)

- I had difficulty with the non-readers. That is why I sometimes worked overtime in school to teach them how to read. (*Nahihirapan po ako sa mga non-reader po. Kaya kahit na mag-over time po ako sa school tinuturuan ko po ang mga bata kung paano magbasa.*)

Analysis of Qualitative Data Gathered Through Interview with the Cooperating Teachers

3. The ST's personal and professional qualities according to the cooperating teachers

Obedience and Willingness to Learn

- You would notice his/her willingness to learn. (*Makikita mo na willing talaga siyang matuto.*)
- He/she does the things which I tell or teach him/her. (*Kapag may sinabi o tinuro ako sa kanya na dapat niyang gawin, nakikita ko naman na sumusunod siya.*)
- He/she is not ashamed to ask if there is anything he/she does not understand. This kid is open-minded. (*Hindi siya nahihiyang magtanong kung may gusto siyang malaman o hindi maintindihan. Open minded naman kasi tong batang to.*)
- He/she obeys everything I tell him/her. (*Lahat ng sinabi ko sa kanya, sinusunod niya.*)
- He/she accepts all of my suggestions. He/she follows the tips that I give for the demonstration teaching. (*Lahat ng suggestions ko, tinatanggap niya nang maayos. Kapag binibigyan ko siya ng tip para sa kanyang demonstration teaching, sinusunod naman niya.*)

Responsibility

- You could see a sense of responsibility even though he/she is just starting in the field. (*Makikitaan mo na siya agad ng sense of responsibility kahit na nagsisimula pa lang siya sa field.*)
- I could entrust him/her with everything. Sometimes, I let him/her do the grades of my grade six students. (*Napagkakatiwalaan ko rin siya sa lahat ng bagay. Kaya kung minsan, siya na ang taga-gawa ko ng records ng grades ng estudyante ng grade six.*)
- He/she is really responsible and determined. (*...kasi responsible at masikap naman talaga siya.*)

Patience

- I see that the student is patient which is important in teaching. (*Nakitaan ko siya ng mahabang pasensiya which is puhunan talaga sa pagtuturo.*)
- He/she is very patient with the kids. (*Mahaba ang pasensiya niya sa mga bata.*)

Relationship with the students

- I am happy because he/she has a good relationship with the kids. (*...natutuwa ako kasi kasundung-kasundo niya yung mga bata.*)
- I have seen that he/she is friendly and gained my students' respect. (*Nakita ko rin na friendly siya at mabilis na nakuha ang loob ng mga estudyante ko.*)

Passion

- You would feel that he/she really likes the course that he/she took. (*Mafefeel mo sa kanya na gusto niya talaga ang kursong kinuha niya.*)

4. Difficulties encountered by cooperating teachers in handling student teachers

Classroom Management (5 out of 10 CT or 50%)

- The problem that I have encountered with the student teacher is his/her difficulty in handling the students. It had been a problem because there are so many kids. (*Ang problemang naencounter ko sa student teacher, yung paghandle niya sa mga bata. Yung pagdidisiplina sa mga bata. Marami kasi yun mga bata kaya iyon ang naging problema.*)
- At first, he/she had difficulty because the kids were very naughty. And there were many students. That is actually very difficult. But she learned the ropes in the long run. She gained the respect of the students because

he/she is really responsible and determined. *(Noong una, nahirapan siya sa mga makukulit na bata. At saka sa dami ng mga estudyante. Mahirap naman talaga yon. Pero nitong huli, nagamayan niya na rin. Na-gain niya rin yung respeto ng mga bata kasi responsible at masikap naman talaga siya.)*

- I just noticed that he/she had problems in handling naughty students. But I told her that once she becomes a teacher, she would get used to these kinds of behavior. *(Napansin ko lang na hirap pa nga siya sa paghahandle ng makukulit na bata pero siniabihan ko naman siya na kapag naging guro na siya unti-unti masasanay din siya sa mga behaviour ng mga estudyante.)*
- She also had difficulty managing discipline But he/she learned after a while. *(Tapos, nahirapan din siya noong una sa pagmamana sa disiplina nila. Pero natutunan niya rin nang lumaon.)*
- Naughty kids really gave him/her a lot of head ache at first. *(Kaya nga lang sumakit talaga ang ulo niya noong una sa makukulit na bata.)*

Tardiness and Absenteeism (2 out of 10 or 20%)

- However, there are some problems that I have encountered...absenteeism must be avoided, that's number one. And tardiness. *(However, there are some problems that I have encountered...absenteeism must be avoided, that's number one.... At yung tardiness.)*
- I only had one problem with him/her- the absences... He/she has valid excuses, though. *(Isa lang ang naging problema ko sa kanya- yung absences... Pero ang mga iyon naman ay may mga excuses, may mga dahilan. At valid naman ang mga dahilan niya.)*

Lesson Planning (2 out of 10 or 20%)

- We had one problem- lesson planning. *(Kaya lang mayroon kaming isang problema- yung lesson planning.)*
- And aside from that, lesson planning had also been challenging for him/her. But he/she got used to it later on. *(At maliban don medyo naging challenging din sa kanya ang paggawa ng lesson plan. Pero siyempre, nasanay din siya later on.)*

APPENDIX I



Introduction to the Student Teaching Program of BPSU, Orani Campus

BATAAN PENINSULA STATE UNIVERSITY

Campus of Courtesy

Orani, Bataan

Our Vision

*A university of excellence acknowledged in the country and
In the Asia Pacific Region for quality graduates and
Knowledge responsive to socio- economic needs*

Our Mission

*Provide quality and relevant education that will develop
highly qualified and competitive human resources
responsive to national and regional development*

BACHELOR IN ELEMENTARY EDUCATION (with specialization in General Education)

STUDENT TEACHING PROGRAM

DESCRIPTION:

Practice Teaching or Student Teaching is a six-unit course offered to those who have completed all Field Study Courses. It is part of the Experiential Learning Courses (ELC) of the New Teacher Education Curriculum which gives the prospective teachers the chance to experience the life in *actual learning environment*. The opportunities and experiences embedded in this course will enable them to meet the challenges of the real learning environment . The varied requirements will help them cope with demands of the profession.

GOAL:

Make Every New Teacher Observe and Learn Right (MENTOR)

OBJECTIVES:

This program intends to develop student teachers who:

10. demonstrate deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students;

11. manifest a meaningful and comprehensive knowledge of the subject matter they will teach;
12. apply a wide range of teaching process skills (including curriculum development, lesson planning, use of appropriate technology, materials development, educational assessment and teaching approaches);
13. acquire direct experiences in the classroom;
14. practice the professional and ethical requirements of the teaching profession;
15. facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills;
16. reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/ subject matter, and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices;
17. create and innovate alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning; and
18. continue to learn in order to teach and to learn better fulfil their mission as teachers.

SCOPE OF STUDENT TEACHING

Student Teaching covers three periods: (1) orientation, (2) observation and participation, and (3) evaluation.

1. *ORIENTATION* (2 weeks)

This period gives the students a general picture of the student teaching program. This would include reviewing the highlights of some facets of professional education to better prepare the students emotionally to adjust

to the environment in relation to the new demands of the program (different from field study) particularly in matters of human relations with the students and the rest of the academic community.

2. **OBSERVATION AND PARTICIPATION** (14 weeks)

The student teachers will be deployed to their cooperating schools where they shall carry the activities that will be given by the program coordinator to the principal, department heads and cooperating teachers.

There will be a student teaching supervisor to guide and monitor the performance of students in cooperation with the cooperating schools.

A. **Routine** (2 weeks)

This is the chance to establish mentor-mentee relationship by giving opportunities for the student teacher (ST) to assist the cooperating teacher (CT) in doing routine works like preparing the classroom, checking attendance, flag raising and others.

B. **Assisting** (2 weeks)

This is the opportunity to create a mutual trust and respect between the mentor and the mentee. CT models, motivates and gives the ST a chance to assist in activities like checking of papers, recording of grades, computing of grades, structuring the bulletin boards, preparing instructional materials, assisting the children, and giving remedial teaching or tutoring.

C. **Initial Teaching** (1 week)

ST demonstrates motivational activities and/or topical teaching with the assistance of the CT through pre-lesson conference.

D. **Sustained Teaching** (1 week)

This reverses the process which places the ST as demonstrator and the CT as observer.

E. **Wide Observation** (6 weeks)

Student Teacher's participation to the different school and community related activities under the CT's tutelage.

F. ***Full-Demo Teaching*** (2 weeks)

This includes the pre-planning and the post conference.

3. ***EVALUATION*** (2 weeks)

The Student teachers will be given the chance to assess and reflect on their experiences through conferences and organization of portfolio.

DEMONSTRATION TEACHING

In relation to the final demonstration teaching which is an integral part of the Student Teaching Program, the following course of actions are expected:

1. Confer with CT the tentative schedule of the demonstration teaching.
2. Confirm the schedule to the ST supervisor or the Program Coordinator.
3. Make all the personal and professional preparations required for the activity.
4. Attend post conference with the CT and other observers.
5. Repetition of demonstration teaching is required upon the recommendation of the panel of observers.
6. Submit portfolio with narrative reports, ten detailed lesson plans and others as required by the Student Teaching supervisor or Program Coordinator.

GUIDELINES

The following guidelines must be observed:

1. To qualify for the Student Teaching Program, a student should have already taken at least ninety percent (90%) of all major and professional education subjects.

2. As much as possible, student teachers are encouraged to have their training in their respective towns. However, training in schools where they have immediate family members such as parents, wife, husband, and/or siblings is strongly discouraged.
3. Student Teachers are discouraged to run for premier position in student organizations like the student council and publication (except of course for the graduating class officers).
4. Student Teachers are required to attend monthly meetings with the ST supervisor every last Friday of the month.
5. Any student who would be found guilty of the following offenses will be subjected to disciplinary actions in accordance to the existing provisions of the BPSU Handbook.
 - 5.1 not wearing the prescribed uniform
 - 5.2 absenteeism
 - 5.3 gossiping
 - 5.4 fraud or deceit
 - 5.5 illegal collection of contributions from the students
 - 5.6 having intimate relationship with students or married teachers.
 - 5.7 insubordination to superiors like CT, department heads, and principal.

DR. PABLO ACUÑA
BEEd Coordinator

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October 11, 2014

CERTIFICATION

This is to certify that I did the language editing of the thesis of **Ms. Roxanne T. Bongco** entitled "*Process Assessment of the Student Teaching Program of a State University in Bataan: Basis for Program Enhancement.*"

This certification is being issued for whatever legal purpose it may serve her.


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I hereby certify that all information stated in this resume are true based on my knowledge and belief.

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