

**AN ASSESSMENT OF THE COOPERATING SCHOOLS FOR THE
BACHELOR IN ELEMENTARY EDUCATION STUDENT TEACHERS
OF ST. PAUL UNIVERSITY PHILIPPINES: A POLICY STUDY**

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Abstract

This study sought to assess the extent of effectiveness of the cooperating schools where the Bachelor of Elementary Education student teachers of St. Paul University Philippines do their practice teaching. The study hopes that with this assessment, student-teachers' strengths can be further strengthened and possible interventions be designed to address the weaknesses of the student teaching program.

The study made use of the descriptive correlational survey research design to assess, describe and analyze the data indicative of the effectiveness of the cooperating schools and to test for significant relationships that exist among selected variables. The study revealed that the cooperating schools of the BEED student teachers are highly effective with respect to the administrators' and faculty performance of the responsibilities with regard to student teaching instruction and facilities. The study recommends that faculty selection should be done strictly in terms of educational background, experiences, skills, values and character as faculty performance and attitude toward the subject affects the students' attitude and their performance as well. The degree of effectiveness of the cooperating schools is affected by the quality of teachers. Since teachers are seen as role models, the student teachers imitate and follow the professional and personal characteristics and values that they manifest or exhibit.

Keywords: *Effectiveness of Cooperating schools, student teachers, BEED program*

Introduction

Education is the solid foundation upon which the life of the individual and of the state should be built; and from this shall be erected other stable institutions. Education is to be understood as the actualization of potentiality, a means for a comprehensive empirical realization of man whose potential is experienced in others. It is also said that good education is the basic foundation of a strongly developed nation. It is a critical element in a country that endeavors to achieve a rapid take off towards progress and prosperity.

While education is a social responsibility, school learning is the responsibility of educators. The role of educators is therefore as significant as the quality of education that they are able to impart to the students. The direction towards which the present and future generations will go depends greatly on how teachers perform their respective roles both in the classroom and in the community. Classroom education cannot be fully substituted by automation. As such, the caliber of educators is highly critical.

The importance of a teacher as an architect of the future generation demands that only the best and the most intelligent and competent members of the intelligentsia be allowed to qualify for this profession. Likewise, rigorous standards for selection should be applied, with character and morals being evaluated along with professional competence.

In the Philippines, there have been many programs introduced by the government for the improvement of the quality of education both in the basic and tertiary levels. Despite this, there has been a problem on the continuous deterioration in the quality of education in our country.

In response to this problem, the Philippine Association for Teacher Education (PAFTE) on its 35th Annual Convention focused on the theme. "Asia Pacific Conference on Teacher Education: Creating World Class Teachers". It aimed to discuss initiatives taken by various stakeholders of teacher education *hi* the implementation of the Commission on Higher Education Memorandum Order (CMO #30) Revised Policies and Standards for Undergraduate Teacher Education Curriculum; strengthen the linkages among teacher education institutions Department of Education, Commission on Higher Education. Professional Regulation Commission and all other agencies involved in Pre-Service Education; share best practices in

teacher education of selected countries in Asia and the Pacific, and provide the results of the 2006 Licensure Examination for Teachers to improve the Professional Board Examination. In the said conference, Dr. Allan Bernardo's talk focused on the "Teacher Education Development Project, Its implications on the Pre-Service Teacher Education Sector". The essence of his talk called for an improvement of the student teaching program with a more rigorous training of student teachers, exposure to different kinds of assessment, and the need to undertake research studies to improve the quality of education in the country.

The student teaching program of St. Paul University provides the student teachers an opportunity to actually experience the varied tasks that compose the personal and professional life of a teacher. These hands-on experiences enable them to learn through observation, participation and actual teaching. Their immersion in both private and public schools enable them to learn about the schools' operation, their mission-vision and goals, and their organization.

With the recent innovations made in the Teacher Education Curriculum, especially in the field study courses, the researcher deems it necessary to conduct an assessment of the extent of effectiveness of the cooperating schools where the Bachelor of Elementary Education student teachers are fielded. Through this assessment, strengths can be further enhanced and that proper interventions regarding the weaknesses of the program can be done to ensure the effectiveness and relevance of the student teaching program to the changing patterns of the teaching profession.

In view of the above observation, this study is undertaken to assess the effectiveness of the cooperating schools for the BEED student teachers of St. Paul University Philippines.

Statement of the Problem

This study aims to assess the effectiveness of the cooperating schools for Bachelor of Elementary Education student teachers of Saint Paul University Philippines.

Specifically, it sought to answer the following questions:

1. What is the institutional profile of the cooperating schools in terms of the following?

- 1.1 number of faculty
- 1.2 type of class
2. What is the profile of the school administrators and cooperating teachers in terms of the following variables
 - 2.1 age
 - 2.2 gender
 - 2.3 civil status
 - 2.4 highest educational attainment
 - 2.5 academic rank
 - 2.6 length of service?
3. What is the degree of effectiveness of the cooperating schools as assessed by the three groups of respondents in terms of the following:
 - 3.1. Faculty
 - 3.1.1 instructional skills/teaching methodology
 - 3.1.2 personal and professional qualities
 - 3.2 Instruction
 - 3.2.1 instructional facilities and equipment
 - 3.2.1 instructional materials
 - 3.3 School administrators' extent of performance of their responsibilities with regard to student teaching.
 - 3.4 Cooperating teachers' extent of performance of their responsibilities with regard to student teaching?
4. Is there a significant difference in the assessment of the three groups of respondents on the degree of effectiveness of the cooperating schools in terms of identified variables?
5. What is the extent of performance of the school administrators and the cooperating teachers of their responsibilities with regard to student teaching when grouped according to selected profile variables?
6. Is there a significant difference in the extent of performance of school administrators and the cooperating teachers when grouped according to the profile variables?
7. What is the student teachers' performance with respect to the following:
 - 7.1 on-campus training
 - 7.2 off-campus training?

8. Is there a significant difference in the student teachers' off-campus performance when grouped according to the institutional profile variables:
 - 8.1 Schools
 - 8.2 Type of schools
9. Is there a significant relationship between teachers' performance and the degree of effectiveness of the cooperating schools where they are respectively assigned in terms of the identified variables?
10. What are the problems/difficulties encountered by the student teachers in their student teaching?
11. What measures/activities should be undertaken to enhance the BEED Student Teaching Program?

Hypotheses

1. There is no significant difference in the assessment of the three groups of respondents on the degree of effectiveness of the cooperating schools in terms of the identified areas.
2. There is no significant difference in the extent of performance of the school administrators and cooperating teachers' of their responsibilities with regard to student teaching when grouped according to selected profile variables.
3. There is no significant difference in the student teachers' off campus performance when grouped according to the institutional profile variables of the cooperating schools where they are assigned.
4. There is no significant difference in the student teachers' off campus performance when grouped according to the institutional profile variables.
5. There is no significant relationship between student teachers' performance and the degree of effectiveness of the cooperating schools where they are respectively assigned with respect to the identified variables.

Research Design

The researcher made use of the descriptive correlational survey method. Sevilla (1992) explained that the descriptive correlational survey method is designed to determine the extent to which different variables are related to each other in the population of interest. The critical distinguishing characteristic is the effort to estimate a relationship, as distinguished from simple description. Through this, one can ascertain how much variation is caused by one variable in relation with the variation caused by another variable.

This study endeavors to gather, assess, describe and analyze the data indicative of the effectiveness of the cooperating schools of the Bachelor of Elementary Education Student-Teachers of St. Paul University Philippines and to determine significant relationships that exist among selected variables.

Summary of Findings

After a careful analysis of the data, the most significant findings are summarized as follows based on the problems.

1. Institutional Profile of Cooperating Schools

1.1 Number of Faculty

The cooperating schools have almost the same number of faculty with 62 faculty members as the lowest and 82 as the highest.

1.2 Type of Class

Tuguegarao East Central School and Tuguegarao North Central School are composed of SPED and regular sections while Tuguegarao West Central School consists of School of the future (SOF) and regular sections.

2. Profile of Administrators and Cooperating Teachers

2.1 Age

The ages of the administrators of the cooperating schools range from 40-49 and 60

and above. Majority of the cooperating teachers or 59.62% belong to age range 50 and above and 3 or 5.77% are young who belong to 20-29 age range.

2.2 Gender

There is only one or 33.33% male administrator and then are two or 66.67% female administrators. There are 6 or 11.54% male and 46 or 88.46% female cooperating teachers. This clearly indicates that majority of the cooperating teachers are female.

2.3 Civil Status

All or 100% of the administrators are married, and majority of the cooperating teachers are also married.

2.4 Highest Educational Attainment

Among the administrators, 66.67% are with Ph. D. Units and 1 or 33.33% is a Master's degree holder. There is only 1 or 1.92% with Ph.D. units among the Cooperating teachers. Ten of them or 19.23% are Master's degree holders. Majority or 51.92% are with M.A. units, and 14 or 26.92% are Bachelor's degree holders. Majority or 73.07% of the cooperating have finished at least some MA units. This speaks of their desire for professional growth and in upgrading their competencies.

2.5 Academic Rank

One hundred percent (100%) of the administrators are ranked Principal III. For the Cooperating teachers, majority or 51.92% belong to the Teacher III category, while only 1 or 1.92% belongs to the highest academic rank which is the Master Teacher III category. Majority or 75% of the cooperating teachers are in the Teacher

Position Category while only 25% belong to the Master Teacher Category.

2.6 Length of Service

All the three principals have been in the Service for more than 21 years now. Among the cooperating teachers, majority or 53.85% have been in the service for 21 years and above, while only 1 or 1.92% o has served for at most 5 years. Majority of the cooperating teachers are experienced teachers, hence they are more effective and competent in terms of the performance of their teaching asks.

3. Respondents' Assessment of the Degree of Effectiveness of the Cooperating ,Schools in Terms of the Identified Areas.

3.1 Faculty

3.1.1 Instructional Skills/Teachers Methodology

The overall mean of 4.36 as assessed by the three groups of respondents reveals that the cooperating schools have demonstrated a very high degree of effectiveness in terms of teachers' instructional skills/teaching strategies.

3.1.2 Personal and Professional Qualities of Teachers

There is a very high degree of effectiveness of the cooperating schools in terms of the teachers' personal and professional qualities as evidenced by the overall mean of 4.53 which means that the personal and professional qualities have always been manifested by the cooperating teachers.

The three groups of respondents assessed the cooperating teachers as always manifesting the expected personal and professional qualities expected of efficient and effective teachers

which are a plus factor in the effective delivery of instruction and in mentoring student teacher.

3.2 Instruction

3.2.1 Instructional Facilities and Equipment.

Generally the three groups of respondents assessed the instructional facilities and equipment as highly adequate with a mean of 3.50. This is a manifestation of the cooperating schools' desire to provide the necessary facilities and equipment that help enhance the learning process.

3.2.2 Instructional Materials.

The overall weighted mean of 3.54 shows that the instructional materials are highly adequate.

3.3 School Administrators' Extent of Performance of Their Responsibilities With Regard to Student Teaching.

The overall mean of 4.36 indicates that the principals have efficiently and effectively performed their responsibilities with regard to student teaching.

3.4. Cooperating Teachers' Extent of Performance of Their Responsibilities With Regard to Student Teaching.

The overall mean of 4.46 interpreted as very great extent of performance on the part of the cooperating teachers implies the very strong concern and support of the cooperating teachers towards the student teachers in terms of providing them with meaningful experiences and skills necessary in performing their role as future teachers.

4. Significant Differences in the Assessment of the Three Groups of Respondents.

There are no significant differences in the assessment of the three groups of respondents on the degree of effectiveness of cooperating schools in terms of the variables, personal and professional qualities, administrators' extent of performance and cooperating teachers' extent of performance.

5. Administrators and Cooperating Teachers' Extent of Performance of Their Responsibilities With Regard to Student Teaching.

5.1. Administration

5.1.1 Administrators' Extent of Performance With Respect to Age

The principals with age 50 and above were assessed as having performed their responsibilities with regard to student teaching to a very great extent with a mean of 4.34, while the principal whose age is from the range 40-49 was assessed to have performed her responsibilities with regard to student teaching to a great extent as shown by the mean of 3.80.

5.1.2 Administrators' Extent of Performance With Respect to Gender.

The male administrator manifested his responsibilities in terms of student teaching to a very great extent as evidenced by the mean of 4.41, while the female administrators were assessed to have demonstrated their responsibilities with respect to student teaching to a great extent with a mean of 4.07. It further shows that the male administrator was rated higher than the other two female administrators with a mean of 4.41.

5.1.3 Administrators' Extent of Performance With Regard to Highest Educational Attainment.

The administrators with Ph.D. units were assessed to have demonstrated their responsibilities with regard to student teaching to a very great extent with a mean of 4.64. The Master of Arts in Education graduate was assessed to have manifested her responsibilities to a great extent with mean of 4.14.

5.2. Cooperating Teachers' Extent of Performance When Grouped According to the Profile Variables With Respect to Age.

5.2.1 With Respect to Age

The cooperating teachers in all age levels were assessed to have demonstrated their responsibilities with regard to student teaching to a very great extent.

5.2.2 With Respect to Gender

The extent of performance of their responsibilities in relation to student teaching of both the male and female respondents is found to be very great.

However, on the basis of the overall means, the female cooperating teachers were rated higher than the male as indicated by the computed means of 4.58 for the female and 4.38 for the male.

5.2.3 With Respect to Civil Status.

The single cooperating teachers' extent of performance of their responsibilities in terms of student teaching was assessed as very great in all the items. This is indicated in the overall mean of 4.57. The married respondents likewise were assessed as having performed their responsibilities to a very great extent in all the items.

5.2.4 With Respect to Highest Educational Attainment

Cooperating teachers with Ph.D units were assessed to have performed their responsibilities with regard to student teaching to a very great extent with a mean of 3.92. On the other hand, the cooperating teachers with Master's degree with Master's units and with Bachelors degree are assessed to have performed their responsibilities with regard to student teaching to a very great extent with a mean of 4.76, 4.49 and 4.44 respectively.

The over all means show that the cooperating teachers generally performed their duties and responsibilities relative to student teaching to a very great extent.

5.2.5 With Respect to Academic Rank.

All the cooperating teachers were assessed to have extended their responsibilities with regard to student teaching to a very great extent as reflected in the means of 4.73, 4.51, 4.43, 4.34 and 4.92. However, the cooperating teachers with the highest rank (Master Teacher 3) were rated the highest with a mean of 4.92, followed by the teachers with the lowest rank, teacher 1 with a mean of 4.73. This implies that the cooperating teachers who belong to the Master Teacher 3 performed their responsibilities with regard to student teaching to a greater extent than the rest of the cooperating teachers.

5.2.6 With Respect to Length of Service

All the cooperating teachers performed their responsibilities related to student teaching to a very great extent as indicated by the over all means of 4.37 for the 21 years and above. 4.79 for 16-20 years, 4.48 for 11-15 years, 4.44 for 6-10 years and 4.64 for 1-5 years. However, it has been observed that among the cooperating teachers, those who belong to age range 16-20 years were rated the highest.

6. Significant Differences in the Extent of Performance of Administrators and Cooperating Teachers With Regard to Students Teaching When Grouped According to Selected Profile Variables

a. Significant Differences in the Administrators' Extent of Performance en Grouped According to Profile Variables.

There exist significant differences in the school administrators' extent of performance when grouped according to age and gender.

b. Significant Differences in the Cooperating Teachers' Extent of Performance When Grouped According to Profile Variables.

Significant differences exist in the cooperating teachers' extent of performance when grouped according to gender, civil status, highest educational attainment, academic rank and length of service. On the other hand, there is no significant difference in the cooperating teachers' extent of performance with respect to age.

7. Student Teachers' Performance

Majority or 73.21% had a very satisfactory on- campus performance while the rest had satisfactory performance. On the average, the student teachers performed very satisfactorily as indicated by their average grade.

8. Student Teachers' Off-Campus Performance When Grouped According to the Institutional Profile Variables

8.1 With Respect to School Assignment

Generally, the averages of 88.44, 87.70 and 88.44 in the three cooperating schools show that the student teachers' off- campus performance was very satisfactory.

8.2 With Respect to School Classes

The student teachers assigned in the SOF classes had a mean of 89.60%. SPED classes, 89.22%. and regular sections. 87.31 %.

9. Significant Relationship Between Student Teachers Off-Campus Performance and the Degree of Effectiveness of Cooperating Schools in Terms of Identified Variables

There are no significant relationships that exist between student teachers' off-campus performance and the degree of effectiveness of the cooperating schools in terms of the identified variables except on the teachers' personal and professional qualities.

10. Problems Encountered by the Student Teachers in Their Student Teaching

The following problems were considered serious: choosing/preparing appropriate instructional materials, selecting appropriate strategies/ activities, organizing the term presentation, preparing audio-visual materials, maintaining students' interest in the lesson, doing item analysis, computing grades, teaching schedule and teaching assignment. All the other items were considered as moderately serious except on the item, classroom management, which they found to be very serious with a mean of 4.38.

Conclusions

On the basis of the findings of the study, the researcher arrived at the following conclusions:

The cooperating schools of the BEED student teachers are highly effective in terms of the administrators' and faculty performance of the responsibilities with regard to student teaching instruction and facilities.

The high performance of the student teachers teaching in the special sections like the SOP and SPED may be influenced by the quality of teachers and students belonging to those sections. This is supported by the study of

Atanacio (2000) wherein she concluded that faculty performance and attitude toward the subject affects the students' attitude and their performance therefore, the selection of faculty should be strict in terms of educational background, experiences, skills, values and character.

The quality of teachers tends to affect the degree of effectiveness of the cooperating schools. Since the teachers are considered role models, the student teachers emulate from them the professional and personal characteristics which they exhibit.

Recommendations

1. The administrators and cooperating teachers should maintain a sound working relationship and partnership with the student teacher supervisor and should continue doing their responsibilities in student teaching to ensure better student teachers' performance in their student teaching.
2. Topics on classroom management and maintaining students' interest in the lesson should be ed en emphasis to student teachers in their early college year's in order to effect better teaching-learning.
3. Professional education teachers as well as those handling technology courses should provide more hands-on experiences in the choice, preparation, evaluation and utilization of instructional materials.
4. The proposed Student Teaching Program prepared as an output in this study should be implemented and the administrators should support its implementation.

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