

Expectations and Performance of the Key Persons to the Final Requirement of Teacher Education Programs of Kalinga - Apayao State College

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Abstract: This research focused on the expectations and performance of the key persons to the pre-service training of student teachers, their cooperating teachers, and their supervising instructors. It also looked into the level of expectation and of the key persons to the final requirement of the Bachelor of Elementary Education program, level of performance of the Key persons on their responsibilities as partners in mentoring the student teachers, and the degree of seriousness of the problems encountered by the key persons to the final requirement of the Bachelor of Elementary Education program. The descriptive evaluative design was used. The instrument used was a questionnaire lifted from the research of Abellana². Percentage and ranking and weighted mean were used to treat data gathered. Student teachers and student supervisors much expected from the cooperating teachers, student teachers also much expected from their supervisors, and the student teachers perceived their cooperating teachers to be performing very good/very satisfactory..

Keywords: Expectations, performance, student teachers, cooperating teaching, student Teachers' supervisor.

I. INTRODUCTION

The Commission on Higher Education in partnership with the Department of Education have implemented the new curriculum through the CMO 30 issued few years before its implementation. It is now the 8th year of implementation, thus, the first batch have already graduated last March 2008. DepEd and TEI's can both achieve their respective goals successfully if together these two institutions continue to share information, feedbacks and views on how the future teachers can be nurtured and prepared for a life of interaction with the young minds whose development will ultimately be their responsibilities.

Practice teaching is the final requirement of all education programs, may it be in Kalinga-Apayao State College, or in other colleges and universities in the entire country and even in the whole world. This is to keep pace with the demands of global competitiveness, since this course is intended to provide students with practical learning experiences in which they experience all the angles of teaching job.

With how many years of deploying student teachers to the selected cooperating schools until these present times, comments from students and teachers were aired to the concern individuals at the Institute of Teacher Education. To address such problems, this study was conducted. It looked into the expectations and performance of the student teachers, student teachers supervisor/area supervisor, and the cooperating teachers.

II. METHODOLOGY

The respondents of this study were the fourth year students who enrolled in practice teaching, the cooperating teachers, the area supervisors or the principals and the student teachers supervisors. The descriptive survey method of research was

used to describe their expectations and performance. The questionnaire was the instrument used to gather data. The data were treated using weighted mean, percentage and ranking,

The expectations of the respondents were treated with a three point scale as follows:

Scale	Arbitrary Value	Description	Symbol
3	2.34 - 3.0	Much Expected	ME
2	1.67 - 2.33	Moderately Expected	MoE
1	0 – 1.66	Less Expected	LE

While the performance of the cooperating teachers with their responsibilities to the student respondents as perceived by them were treated as follows:

Scale	Arbitrary Value	Description	Symbol
3	2.34 - 3.0	Much Expected	ME
2	1.67 - 2.33	Moderately Expected	MoE
1	0 – 1.66	Less Expected	LE

III. RESULTS AND DISCUSSIONS

Expectations of the Student Teachers from Their Cooperating Teachers:

The first table presents the findings on the expectations of the student teachers from their cooperating teachers. It is very evident on the table that the student teachers expect so much on their going to the last requirement of their degree. This is shown by the average weighted mean of 2.47 which means that they expect much to learn in their practice teaching. Among the seven indicators, five of these garnered a description of much expectation while there are only two which falls under moderate expectation. The highest mean of 2.64 described as much expect is obtained by “the opportunity to learn by observing your teaching”, this means that student teachers learn more when after observation by his cooperating teacher, there is a post conference to be made for the critic teacher to tell him of his strengths and weaknesses for improvement. The student teachers moderately expect on their recognition of demonstrated improvement and strengths and the gradual induction into full teaching responsibilities. This means that they focus more on how they could learn rather than the recognition of what they have done.

TABLE 1 Student Teachers' Expectations from their Cooperating Teachers N=42

Indicators	3	2	1	X
1. The opportunity to learn by observing your teaching;	30 (90)	9 (18)	3 (3)	2.64
2. Assistance in learning to plan for instruction;	27 (81)	10 (20)	5 (5)	2.52
3. Provision of specific suggestions for improvement;	24 (72)	14 (28)	4 (4)	2.48
4. Recognition of demonstrated improvement and strengths;	20 (60)	16 (32)	6 (6)	2.33
5. A gradual induction into full teaching responsibilities;	21 (63)	13 (26)	8 (8)	2.31
6. Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level; and,	22 (66)	16 (32)	4 (4)	2.43
7. A willingness to listen.	30 (90)	7 (14)	5 (5)	2.60
TAWM				2.47

The next table below presents the expectation of the supervisors to the cooperating teachers handling student teachers. On the table is a total average weighted mean of 2.47 which means that the supervisors or the area coordinators much expected the students and the cooperating teachers to respond in to what they expected to be done. Supervisors' highest expectation is along the support in ensuring the student teachers' timely completion of responsibilities with an obtained mean of 2.86, followed by the indicator along early alert about any problems that may arise during the term of practice and a positive attitude in working for the benefit of the student teacher which both garnered a mean of 2.71. Third in rank is the commitment to follow college and departmental guidelines in structuring the student teacher's experience with a mean of 2.57 and the indicator which says mutual confidence and open communication regarding the student teacher's progress was also much expected by the supervisors showed by its mean of 2.43. There is only one indicator wherein the supervisor or area coordinators moderately expected: this is regular reporting of the student teachers' progress. This is so because of the bulk of work the teachers have to attend to. The study of Laureata (2005) who is a supervisor of student teachers in one of the Universities in Mindanao said that because of the bulk of work the teachers have, she only goes from one school to another for the updates on the student teachers performances once a week. This is done by scheduling one school per day, thereby dividing his time for all the cooperating schools they deploy their student teachers.

TABLE 2 Supervisor and/or area coordinators expectations from the Cooperating Teachers N=7

Indicators	3	2	1	X
1. A positive attitude in working for the benefit of the student teacher;	5 (15)	2 (4)	0 (0)	2.71
2. A commitment to follow university and departmental guidelines in structuring the student teacher's experience;	4 (12)	3 (6)	0 (0)	2.57
3. Regular reporting of the student teacher's progress;	3 (9)	2 (4)	2 (2)	2.14
4. Early alert about any problems;	5 (15)	2 (4)	0 (0)	2.71
5. Mutual confidence and open communication regarding the student teacher's progress; and	5 (15)	1 (1)	1 (1)	2.43
6. Support in ensuring the student teacher's timely completion of responsibilities.	6 (18)	1 (2)	0 (0)	2.86
TAWM				2.47

The table below presents the expectations of the students from the cooperating teachers and the supervisor and area coordinators. According to the student teachers they expect much from the supervisor and/or to the area coordinators with a total average weighted mean of 2.45. The student teachers expect much on the early alert about any problems with the highest mean of 2.60, followed by the regular reporting of the student teacher's progress with an obtained mean of 2.57 which is in contrary to the expectation of the supervisors in which this indicator is moderately expected.. Mutual confidence and open communication regarding the student teacher's progress is also much expected by the student teachers with a mean of 2.43 which has exactly the same mean with that of the supervisors. Next is the positive attitude in working for the benefit of the learners garnering a mean of 2.42, and another much expectation on the part of the students is the commitment to follow college and school guidelines in structuring the student teacher's experience. The only moderately expected indicator is on the support in ensuring the student teacher's timely completion of responsibilities. In an interview made by the researcher to the student teachers, students do not expect much on the timely completion of their responsibilities since they know there are a lot of disturbances that comes along with their stay in the school where they are deployed in.

Table: 3. Student Teachers Expectations from the Supervisor and/or Area Coordinators

Indicators	3	2	1	X
1. A positive attitude in working for the benefit of the learners;	19 (57)	19 (38)	2 (2)	2.42
2. A commitment to follow college and school guidelines in structuring the student teacher's experience;	24 (72)	10 (20)	8 (8)	2.38
3. Regular reporting of the student teacher's progress;	26 (78)	14 (28)	2 (2)	2.57
4. Early alert about any problems;	30 (90)	7 (14)	5 (5)	2.60
5. Mutual confidence and open communication regarding the student teacher's progress; and,	25 (75)	10 (20)	7 (7)	2.43
6. Support in ensuring the student teacher's timely completion of responsibilities.	24 (72)	9 (18)	9 (7)	2.31
TAWM				2.45

Table 4 presents the Perception of the student teachers on the performance of the responsibilities of the cooperating teachers. The total average weighted mean of 2.41 shows that the student teachers perceived that their cooperating teachers are very responsible. The highest mean of 2.60 says that the cooperating teachers are very responsible in accommodating the student teacher as they introduce them in the classroom. The student teacher should be introduced to the learners in a way that encourages them to respond to the student teacher as a classroom teacher. The next that was perceived by the student teachers for the cooperating teachers to be very responsible is the indicator which says that they plan for the arrival of the student teachers with an area mean of 2.45. This was sub-divided into six categories where a copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information with a mean of 2.67. This is given to them to review; A desk or table is also given for them to use with a mean of 2.57; Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems are also provided and this garnered a mean of 2.55; while there are two indicators which say that the teachers are moderately responsible with: these are the name of student teacher on classroom door and chalkboard along with that of the teacher, and the instructional materials including textbooks, manuals, and curriculum guides. The teachers are moderately responsible on these areas since according to them, preparing such would mean additional budget and time consuming. The third highest mean is obtained by the indicator which says that teachers are also very responsible is on major program components having a mean of 2.41 which are also categorized into: 1. The Sequential Plan for Student Teaching and its accompanying planning forms; 2. Professional Liability Insurance; 3. Major phases of the program, all the three indicators obtained means of 2.48 which mean the teachers are very responsible with; next rank both garnered a mean of 2.43 which still says the teachers are very responsible are on the substituting and / or absence of the supervising teacher and a review of the student teaching report. This result means that student teachers perceived positively on how responsible the teachers are.

Teachers were perceived by the student teachers to be moderately responsible along the indicators: the cooperating teacher guidance with a mean of 2.31, it is said that any cooperating teachers who have worked with in the past have found that the cooperating teacher has been especially useful in helping them know their responsibilities. These helped in guiding and recognizing that all may not be applied to all situations; and the cooperating teacher welcomes the student teacher. In the study made by a supervisor of one state university in the country, he mentioned that during the initial days of student teaching are crucial for the student teacher. Each cooperating teacher should ensure that the student teacher feels welcome. Introductions to teachers and staff members, as well as other personnel employed in the school, are important. The student teacher should know about the building and grounds, matters of school routine, and appropriate working relationships with other members of the school staff.

Table: 4. Performance of the Cooperating Teachers on their Responsibilities as Perceived by the Student Teachers N=60

Indicators	3	2	1	X
1. Planning for the Arrival of the Student Teacher				
○ Instructional materials including textbooks, manuals, and curriculum guides;	18 (54)	15 (30)	12 (12)	2.13
Desk or table for individual use;	28 (84)	10 (20)	4 (4)	2.57
○ Name of student teacher on classroom door and chalkboard along with that of the teacher;	23 (69)	10 (20)	9 (9)	2.33
○ Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information; and,	31 (93)	8 (16)	3 (3)	2.67
○ Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems.	25 (75)	15 (30)	2 (2)	2.55
AREA MEAN	2.45			
2. The Cooperating Teacher Welcomes the Student Teacher	15 (45)	15 (30)	12 (12)	2.07
3. The Cooperating Teacher Introduces the Student Teacher into the Classroom.	30 (90)	7 (14)	5 (5)	2.60
4. The Cooperating Teacher Guidance	21 (63)	13 (26)	8 (8)	2.31
5. Major Program Components				
○ Substituting and/or absence of the supervising teacher.	26 (78)	8 (16)	8 (8)	2.43
○ Major Phases of the Program	27 (81)	8 (16)	8 (8)	2.48
○ A Review of Student Teaching Reports.	25 (75)	10 (20)	7 (7)	2.43
○ Professional Liability Insurance	20 (60)	22 (44)	0 (0)	2.48
○ The Sequential Plan for Student Teaching and its accompanying planning forms	24 (72)	14 (28)	4 (4)	2.48
Area Mean	2.41			
TAWM	2.36			

The next table presents the performance of the cooperating teachers on their responsibilities as perceived by themselves. The table shows how cooperating teachers perceived of themselves in terms of their responsibilities in handling the student teachers and it appeared that they claimed to be very responsible as showed by its total average weighted mean of 2.59. This result is higher than the perception of the student teachers which mean got lower of 2.36, however it has the same description of very responsible.

The indicator of “The Cooperating Teacher Welcomes the Student Teacher” got the highest mean of 2.75 where they claimed that the initial days of student teaching are crucial for the student teacher so that they know that each of them who are cooperating teacher should ensure that the student teacher feels welcome. Introductions to teachers and staff members, as well as other personnel employed in the school, are important. The student teacher should know about the building and grounds, matters of school routine, and appropriate working relationships with other members of the school staff. This is followed by the obtained mean of 2.65 with the indicator which says that the Cooperating Teacher Introduces the Student Teacher into the Classroom. They claimed that the student teacher should be introduced to the students in a way that this encourages the learners to respond to the student teacher as a classroom teacher.

Another indicator as perceived by the teachers that they are very responsible is the Planning for the Arrival of the Student Teacher which got a mean of 2.45 together with the indicator along the cooperating teacher guidance to the student teacher. In planning for the arrival of the student teacher, the highest mean is garnered by the indicator along name of student teacher on classroom door and chalkboard along with that of the teacher which completely contradicts what is perceived by the student teachers since this is one of the indicators which got the lowest mean. Next is along the instructional materials including textbooks, manuals, and curriculum guides with a mean of 2.58 which was said by the students teachers that their cooperating teachers to be moderately responsible. This is again in contrast with the perception of the mentors. In one of the readings, it was said that when instructional materials were not discussed carefully with students, it might create misconceptions (Tenedero, 2000).

Along the indicator of copy of the faculty handbook, pupil's handbook, school policies, plan book, and other useful information o a mean of 2.35 which falls still on the description of the cooperating teachers to be very responsible. It is only along the indicator on Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems where the teachers accepted that they were moderately responsible of. This is so because according to them in an interview made by the researcher, it needs time to be discussing all of these to the student teacher, instead, cooperating teachers would prefer orienting the student teacher as to what are the necessary things to be done in the course of the practice.

TABLE 5. Performance of the Cooperating Teachers on their Responsibilities as Perceived by Themselves N=60

Indicators	3	2	1	X
1. Planning for the Arrival of the Student Teacher				
o Instructional materials including textbooks, manuals, and curriculum guides;	40 (120)	15 (30)	5 (5)	2.58
o Name of student teacher on classroom door and chalkboard along with that of the teacher;	43 (129)	12 (24)	5 (5)	2.63
o Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information; and,	30 (90)	21 (42)	9 (9)	2.35
o Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems.	30 (90)	15 (30)	15 (15)	2.25
Area Mean	2.45			
2. The Cooperating Teacher Welcomes the Student Teacher	46 (138)	13 (26)	1(1)	2.75
3. The Cooperating Teacher Introduces the Student Teacher into the Classroom	48 (138)	10 (20)	4 (4)	2.65
4. The Cooperating Teacher Guidance	41 (123)	13 (26)	6 (6)	2.58
5. Major Program Components				
o Substituting an/or absence of the supervising teacher	46 (138)	10 (20)	4 (4)	2.70
o Major Phases of the Program	43 (129)	20 (20)	7 (7)	2.60
o A Review of Student Teaching Reports.	30 (90)	20 (40)	10 (10)	2.33
o Professional Liability Insurance	20 (60)	22 (44)	18 (18)	2.03
o The Sequential Plan for Student Teaching and its accompanying planning forms	44 (132)	9 (18)	7 (7)	2.62
Area Mean				2.53
TAWM				2.59

IV. CONCLUSIONS

All the respondents have much expectations from their counterparts, may it be from student teachers, cooperating teachers, area coordinators, and to supervising instructors. The performance of the cooperating teachers on their accepted responsibilities was very satisfactory as perceived by the student teacher, supervisors and area coordinators and vice versa. However, cooperating teachers are suggested to give their best in mentoring the practice teachers, they may also allot time purposely to give their suggestions and listen to the student teacher, student teachers may find ways that they may feel comfortable seeking assistance from the cooperating teachers and be assisted for the timely completion of responsibilities, the supervisor/area coordinators can maintain good working relationship for the benefit of the student teachers be informed of the problems of the student teacher while on their practice. They should also be informed on the progress of the student teachers or the student teacher can find ways to be kept informed of the students progress. The area coordinators may select teachers that can work, help, guide well student teachers, better incentives may be considered to be given to the cooperating teachers in mentoring the practice teachers. And finally, an orientation or seminar on handling practice teachers maybe conducted for the cooperating teachers to attend.

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