



**ABSTRACT**

**Name of Institution:** De La Salle University – Dasmariñas  
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**Title:** **A Proposed Bachelor of Elementary Education (BEED) Student Teaching Manual for Eastern Samar State University System**  
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**STATEMENT OF THE PROBLEM:**

‘This particular study assessed the Student Teaching Program (STP) of the BEED in the Eastern Samar State University System.

Specifically, the study endeavored to answer the following questions:

1. What is the status of the STP of the Bachelor of Elementary Education (BEE) in ESSU System during School Year 2004–2005 in terms of:



- 1.1 number of student teachers;
- 1.2 number of cooperating teachers;
- 1.3 number of cooperating schools;
- 1.4 number of student teaching supervisors;
- 1.5 ratio of cooperating teachers to student teachers; and
- 1.6 ratio of student teaching supervisor to student teachers?

2. What is the assessment of the stakeholders (administrators, cooperating teachers, and student teachers) in the following components of the Student Teaching Program in ESSU System?

- 2.1 program objectives;
- 2.2 administration and supervision;
- 2.3 policies and guidelines;
- 2.4 instructional activities; and
- 2.5 methods of assessment?

3. What is the level of effectiveness of the Student Teaching Program of the BEED in the ESSU System in relation to the aforecited components?

4. What are the problems/weaknesses encountered by the stakeholders and their level of seriousness in relation to the following components of STP of the BEED in the ESSU System in School Year 2004–2005 in terms of:



- 4.1 program objectives;
- 4.2 administration and supervision;
- 4.3 policies and guidelines;
- 4.4 instructional activities; and
- 4.5 methods of assessment?

5. Based on the identified problems/weaknesses of the STP in ESSU System during School Year 2004-2005, what additional policies and guidelines in the proposed BEED Student Teaching Manual will help improve the program?

**SCOPE AND COVERAGE:**

The focus of the assessment was on the status of the Student Teaching Program of the BEED in Eastern Samar State University (ESSU) System of school year 2004 –2005. The study included the two campuses, ESSU - Main (Borongan) and ESSU – Salcedo. A total of three hundred eighty-nine (389) respondents were involved in the study comprising student teachers enrolled in student teaching, cooperating teachers and STP administrators during School Year 2004 –2005.



**METHODOLOGY:**

In line with the thrust of the study, the descriptive method of research using normative survey was utilized as the research design.

Data were gathered through the use of validated self-made questionnaire and was administered by the researcher in the respective cooperating schools and work places of the respondents. Statistical measures employed were percentage, mean and ranking.

**MAJOR FINDINGS:**

Based on statistical analyses of the tabulated data, the following were the significant findings:

**1. Status of the Student Teaching Program of the BEED in terms of:**

1.1 number of student teachers. There were 150 or 84.27% student teachers from ESSU – Main (Borongon) and 28 or 15.73% from ESSU – Salcedo or a total of 178 student teachers in both campuses.

1.2 number of cooperating teachers. There were 150 or 84.27% cooperating teachers who were serving the student teachers of ESSU – Main while ESSU – Salcedo had 28 or 15.73% or a total of 178 cooperating teachers.

1.3 number of cooperating schools. ESSU – Main had deployed the student teachers to 18 or 69.23% cooperating schools in the



Division of Eastern Samar and ESSU – Salcedo had eight (8) or 30.77% or a total of 26 cooperating schools for student teachers off-campus laboratory training.

1.4 number of student teaching supervisors. There were two (2) or 66.67% student teaching supervisors of ESSU – Main and one (1) or 33.33% from ESSU – Salcedo or a total of three (3) student teaching supervisors.

1.5 ratio of cooperating teachers to student teachers. Both campuses observed the same ratio of 1:1 for cooperating teachers to student teachers.

1.6 ratio of student teaching supervisors to student teachers. In ESSU – Main the ratio was 1:75 of the student teaching supervisors to student teachers while 1:28 in ESSU – Salcedo.

**2. Assessment of the stakeholders in the following components of the Student Teaching Program:**

2.1 program objectives. Stakeholders assessed the program objectives as evident with a total mean of 4.17. Generally, the highest items ranked were item No. 4.3, the STP objectives are relevant and responsive to the national goals like, the development of moral values; item No. 5.1, acquainting a student teacher with the professional responsibilities of a regular teacher, and item No. 5.4,



orienting student teachers with the needs, interest and conditions of the school and the community (4.27, Very Evident) while ranked the least was item No. 3, the STP objectives are well disseminated among student teachers/cooperating teachers/administrators (3.97, Evident).

2.2.1 administration. Stakeholders assessed the STP administration, evident with a total mean rating of 4.01. Generally, the highest ranked was item No. 5, the members of the administration choose well the cooperating schools, STP supervisors and cooperating teachers to supervise the student teachers' performance (4.23, Very Evident) and ranked the least was item No. 3, the administration provides professional training to cooperating teachers and STP supervisors (3.61, Evident).

2.2.2 supervision. The assessment of the stakeholders on the supervision of STP revealed as a whole, very evident with a total mean rating of 4.26. Commonly, the highest ranked was item No. 4.3, cooperating teachers assist the student teachers in planning and evaluating teaching and learning activities (4.45, Very Evident), while ranked the least was item 2.4, the student teaching supervisors discuss regularly with cooperating teachers about the student teachers' performance (3.72, Evident).



2.3 policies and guidelines. The assessment of stakeholders on STP policies and guidelines was evident with a total mean of 4.08. Noticeably, the overall highest ranked was item No. 4.4, policies and guidelines on the requirements for submission are clear to student teachers (4.28, Very Evident) while the least ranked was item No. 4.3, policies and guidelines on student teachers as substitutes are clear to student teachers (3.77, Evident).

2.4 instructional activities. The assessment of the stakeholders on the instructional activities as presented, revealed a total mean of 4.15 (Evident). In summary, the highest ranked was item No. 9, the final demonstration teaching served as the culmination of the student teacher's over-all performance (4.36, Very Evident) but item No. 7.5, ranked the least, the exposure of student teachers to community condition and resources (3.81, Evident).

2.5 methods of assessment. This STP component was assessed by the stakeholders with a mean of 4.18 (Evident). The highest ranked was item No. 3, the criteria of evaluation are measurable (4.30, Very Evident). On the other hand, the least ranked was item No. 2.3, the methods of assessment are explained well to student teachers and cooperating teachers in terms of duration of evaluation (4.11, Evident).



**3. The level of effectiveness of Student Teaching Program in relation to its components:**

The level of effectiveness of STP in relation to its component was generally effective with a total mean of 4.14 . As rated by the stakeholders, supervision was consistently ranked 1<sup>st</sup> with a total mean rating of 4.26 (Very Effective) and the other components were all rated effective. Program objectives were effective with a mean of 4.17, administration with a mean of 4.01, policies and guidelines with a mean of 4.08, instructional activities with a mean of 4.15, and methods of assessment with a mean rating of 4.18.

**4. Problems/Weaknesses encountered by the stakeholders and their level of seriousness in relation to the following components of STP of the BEED in the ESSU System:**

4.1 problems on program objectives. The problems/weaknesses and their level of seriousness on program objectives were rated serious to a little extent with a total mean rating of 2.42. The highest ranked was item No. 2, lack of dissemination of the STP objectives to student teachers/cooperating teachers/administrators ( 2.49, Serious to a Little Extent) while the least ranked was item No. 5, lack of congruency between the STP objectives and STP activities (2.35, Serious to a Little Extent).





4.2.1 problems on administration. The problems/weaknesses encountered by stakeholders and their level of seriousness on administration were serious to a little extent with a mean of 2.45. The highest ranked was item No.4, lack of in-service training for student teaching supervisors and cooperating supervisors to enhance pedagogical content knowledge, skills and values (2.59, Serious to a Little Extent) while the least ranked item No.1, lack of support from the college administrators in the implementation of STP (2.36, Serious to a Little Extent).

4.2.2 problems on supervision. The stakeholders rated these problems/weaknesses and their level of seriousness on supervision as serious to a little extent with a mean of 2.37. The highest ranked was item No. 9, insufficient number of supervisor's visit to the cooperating schools/student teachers (2.70, Serious to Some Extent) while the least ranked was item No. 1, inability of cooperating teachers to show genuine interest in supervising student teachers ( 2.18, Serious to a Little Extent).

4.3 problems on policies and guidelines. The problems/weaknesses encountered by stakeholders and their level of seriousness in relation to STP policies and guidelines were rated, serious to a little extent with a mean of 2.36. The highest ranked was



item No. 2, inconsistent implementation of some policies and guidelines (2.43, Serious to a Little Extent) whereas, the least ranked was item No. 5, frequent changing of STP policies and guidelines (2.31, Serious to a Little Extent).

4.4 problems on instructional activities. The stakeholders rated the problems/weaknesses and their level of seriousness on instructional activities with an over all mean rating of 2.43 (Serious to a Little Extent). The highest ranked was item No. 7, limited exposure of student teachers with seminar, fora and conferences on innovative approaches to teaching (2.79, Serious to Some Extent) and the least ranked was item No. 3, too many extra activities given to student teachers (2.14, Serious to a Little Extent).

4.5 problems on methods of assessment. The total mean rating of stakeholders' problems/weaknesses and their level of seriousness relating to methods of assessment was 2.47 (Serious to a Little Extent). The highest ranked was item No. 3, failure of student teaching supervisor to observe due to some academic loads in the college (2.65, Serious to Some Extent) and the least ranked was item No. 1, no common understanding among administrators, supervisors and cooperating teachers on how student teachers are to be assessed or evaluated (2.35, Serious to a Little Extent).



**5. The proposed BEED Student Teaching Manual for ESSU System**

After an objective analysis of the findings, the researcher proposed a Student Teaching Manual (STM) that will address the identified problems/weaknesses of STP in the study.

**CONCLUSIONS:**

In the light of findings derived in the study, the following conclusions were drawn:

1.1 ESSU – Main had more BEED student teachers enrolled in STP than in ESSU – Salcedo.

1.2 ESSU – Main and ESSU - Salcedo had adequate number of cooperating teachers.

1.3 Majority of the high performing schools in the Province of Eastern Samar were utilized as cooperating schools/laboratory schools.

1.4 ESSU – Main had fewer number of student teaching supervisors while ESSU – Salcedo had just enough number of student teaching supervisors to monitor student teachers' performance.

1.5 An ideal ratio was observed between cooperating teachers and student teachers in both campuses.



1.6 The ratio of student teaching supervisor to student teacher in ESSU – Main was not proportionate as compared to the ratio of student teaching supervisor and student teacher in ESSU – Salcedo.

2.1 Most of the Student Teaching Program (STP) objectives were achieved evidently which can be improved through disseminating of the objectives to the stakeholders through an appropriate dissemination media.

2.2.1 The administration had managed the STP evidently as they were supportive in the implementation of the program.

2.2.2 The supervision of STP was implemented very evidently which was attributed to the cooperating teachers' competence in supervising student teachers' performance.

2.3 STP was evidently governed by policies and guidelines which need to be added to the proposed STM to address the problems/weaknesses encountered by the stakeholders to improve the program.

2.4 The instructional activities in the STP were evidently provided to student teachers to improve teaching competence.

2.5 The Methods of Assessment were evidently set for the STP to assess student teachers' performance.



3. The level of STP implementation was effective in relation to program objectives, administration, policies and guidelines, instructional activities, and methods of assessment while the level of implementation on STP supervision was very effective.

4.1 Generally, the problems/weaknesses that had prevailed on program objectives which need to be looked into were the lack of dissemination of the STP objectives, lack of clarity in the statement of STP objectives, and the lack of understanding of STP objectives among student teachers, cooperating teachers, and administration.

4.2.1 The problems/weaknesses on administration were centered on the lack of in-service training for student teaching supervisors and cooperating teachers, no distinct office for student teaching in the campus, and inability of STP administration to plan for a rich and practical program for student teaching.

4.2.2 The problems/weaknesses which were encountered by the stakeholders on supervision were insufficient number of supervisor's visit to cooperating schools and student teachers, lack of innovative supervisory approaches/techniques shown by cooperating teachers and student teaching supervisors, and big number of student teachers handled by student teaching supervisors.



4.3 The prevailing problems/weaknesses on policies and guidelines which need to be addressed in the proposed Student Teaching Manual (STM) were centered on the inconsistent implementation of some STP policies and guidelines, poor mechanism in the dissemination of STP policies and guidelines, and unwritten policies and guidelines.

4.4 The problems/weaknesses on instructional activities were centered on limited exposures of student teachers to seminars, fora and conference on innovative approaches to teaching, insufficient number of hours spent for actual teaching in one's field of specialization, and inadequate time provided for observation in one's field of specialization/concentration.

4.5 The primary problems/weaknesses on methods of assessment which need to be resolved in the STP were the failure of the student teaching supervisor to observe due to some academic loads in the college, limited number of post-conferences with supervisors/cooperating teachers, and laxity of supervisors/cooperating teachers to assess/evaluate student teaching performance.

5. The researcher developed and accomplished BEED Student Teaching Manual of ESSU System for the better implementation of the STP in Eastern Samar.



**RECOMMENDATIONS:**

On the bases of the findings and conclusions drawn, the researcher offers the following recommendations:

1. A more aggressive marketing strategy is suggested to increase the number of enrollees in the College of Education (COED)/Teacher Education Department (TED) especially in ESSU – Salcedo by offering more scholarship grants, tuition fee discount and others

2. An ideal ratio of 1:50 should be set for student teaching supervisors and student teachers for an effective monitoring and supervision of student teachers' performance in the ESSU System.

3. The implementation of the Student Teaching Program (STP) should be improved despite the fact that majority of the STP components were rated evident and effective. Improving the implementation of STP could be explored to improve the program.

3.1 The dissemination of STP objectives should be reinforced through an appropriate dissemination media, otherwise, the Student Teaching Manual.

3.2 The COED/TED in cooperation with DepED of the Division of Eastern Samar through a Memorandum of Agreement (MOA)



should provide at least three (3) seminars per term for professional development of cooperating teachers and supervisors of STP.

3.3 The student teaching supervisor should consider a regular conference with cooperating teachers before, during and after the STP every school year as part and parcel of his/her supervisory function in the program.

3.4. STP policies and guidelines should be written for consistent implementation and guidance of all stakeholders.

3.5. Methods of Assessment should be explained well to the stakeholders in a formal forum, seminars, and lectures.

4. The ESSU System through the College of Education/Teacher Education Department to validate and recommend for the approval of the Board of Regents, the utilization of the proposed BEED Student Teaching Manual which contains the additional STP policies and guidelines and other parts which are essential to the improvement of STP:

4.1 There should be more specific and detailed statements of STP objectives for better direction and effective implementation of the program.

4.2 There should be a provision of the proposed topics for professional development of cooperating teachers and student teaching supervisors for their continuing growth in the academe as mentors of student teachers.





4.3 Policy and guidelines on the use and function of STP office in the campus must be clearly stated in the proposed manual for compliance.

4.4 A unified program of activities for student teaching like orientation, induction, assimilation, and integration should be intensified for the improvement of STP.

4.5 Policy on the minimum required number of visitation of student teaching supervisor to cooperating schools/student teachers should be followed.

4.6 Discussion of the mentoring process for cooperating teachers and student teaching supervisors must be done at least three (3) times per term.

4.7 Policies and guidelines on student teachers as substitutes should be clearly stated in the manual for proper implementation in the STP.

4.8 Provision on possible topics for Extended Professional Development (EPD) of student teachers should be considered by the administration by allocating separate fund for STP activities.

4.9 Policies and guidelines on the minimum required number of hours in actual teaching in one's line of specialization or concentration should be complied with by student teachers.



4.10 Policies and guidelines on the minimum required number of classroom observation in one's line of specialization or concentration must be considered as stipulated in the STM.

4.11 Policies and guidelines on the minimum number of post-conferences of student teaching supervisors or cooperating teachers with student teachers should be identified and properly scheduled.

4.12 Discussion on the nature and importance of assessment of student teachers' performance should be conducted in a form of a seminar, scheduled prior to the deployment of student teachers in the respective cooperating/laboratory schools.

5. Other researchers should conduct further studies relative to student teaching, such as: Case Study of Successful Student Teachers, Analysis of Entry Level Competencies Prior to Student Teaching, Involvement of Student Teachers in Collaborative Classroom-based research for benchmarking strategies.

6. Teacher Education Institutions (TEIs) in Eastern Samar/other places in the Visayas Region should likewise conduct periodic situational analysis in order to restructure student teaching program to cater to the specific needs of teachers in the locality.