



De La Salle University – Dasmariñas
GRADUATE PROGRAM

**THE STUDENT TEACHING PROGRAM OF TEACHER
EDUCATION INSTITUTIONS IN REGION IV:
AN ANALYSIS**

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ABSTRACT

Name of Institution: - De La Salle University – Dasmariñas

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OBJECTIVES OF THE STUDY

GENERAL:

Analyze the Student Teaching Program (STP) of selected Teacher Education Institutions (TEIs) in Region IV during the school year 2001 - 2002

B. SPECIFIC:

1. Determine the profile of the respondent TEIs
 - 1.1 Human Resources
 - 1.1.1 Population of student teachers;
 - 1.1.2 Number of critic/cooperating teachers;
 - 1.1.3 Qualifications of cooperating teachers;



1.1.4 Teaching experience of critic/cooperating teachers; and

1.1.5 Qualifications of practice teaching supervisor.

1.2. Material Resources

1.2.1 Number of years of existence of the STP

1.2.2 Program context, goals and policies;

1.2.3 Number of cooperating schools;

1.2.4 Existence of laboratory schools;

1.2.5 Instructional technology; and

1.2.6 Allocation of school resources related to TEIs.

2. Determine the perceptions of the respondents on the STP according to the following factors:

2.1 Level of attainment of the objectives of the STP;

2.2 Level of implementation of the policies and guidelines of the STP;

2.3 Degree of need for the improvement of the STP;

2.4 Problems encountered by the student teachers; and

2.5 Problems encountered by the cooperating teachers.

3. Find out the differences in the STP of the TEIs considering the variables mentioned in Problem no. 1.

4. Find out the significant differences in the perception of the respondents



on the STP in terms of

- 4.1 Level of attainment of the objectives of the STP;
 - 4.2 Level of implementation of the policies and guidelines of the STP;
 - 4.3 Degree of need for the improvement of the STP;
 - 4.4 Problems encountered by the student teachers; and
 - 4.5 Problems encountered by the cooperating teachers.
5. Determine the commonalities of the STPs of the TEIs in Region IV.
 6. Propose an STP that will suit the needs of the TEIs in Region IV.

SCOPE AND COVERAGE:

The study was limited to 17 out of 56 TEIs in Region IV which are recognized by the Commission on Higher Education (CHED Manual, 1997). This comprised 30% of the total TEIs offering Bachelor of Elementary Education (BEE) and Bachelor Of Secondary Education (BSE) in the region. These are: Divine Word College-San Jose; Abada College; Divine Word College-Calapan; Eastern Mindoro Institute of Technology and Science; St. Mary's College; Sta. Teresa College; Harris Memorial College; Batangas State University; University of Rizal System-Tanay; De La Salle University-Dasmariñas (DLSU-D); St. Joseph College; Cavite State University; Colegio de San Juan de Letran-Calamba; De La Salle-Lipa;



University of Perpetual Help Rizal-Molino; Occidental Mindoro National College; and University of Batangas (UB).

METHODOLOGY

The descriptive-survey method was used in gathering the data. The study also used a combination of interview, documentary analysis and questionnaire checklist. The questionnaire checklist constructed for the purpose was the main data-gathering tool in this research. Frequency count with its qualitative description was employed. The F-test was used in testing the significant differences among the perceptions of selected TEIs on STP.

MAJOR FINDINGS

1. Profile of TEIs

Human Resources

Four schools registered less than 20 student teachers. Female student teachers outnumbered the male student teachers in all the TEIs included in the study. The average age ranges from 30 to 49 years old. As to gender, majority of the cooperating teachers are females with five institutions registering 100% female cooperating teachers. Most of the cooperating teachers have rendered service from 1 to 5 years.

All supervisors with the exception of those from St. Mary's College are holders of at least a master's degree. Nine student teaching supervisors have served as deans or chairs of their respective colleges/teacher education departments. These are the student teaching



supervisors of Divine Word College of San Jose, Divine Word College of Calapan, Eastern Mindoro Institute of Technology and Sciences, Sta. Teresa College, University of Rizal System, Colegio de San Juan de Letran-Calamba, De La Salle-Lipa, University of Perpetual Help-Molino and University of Batangas. Likewise, they have served lengthily as teachers.

Material Resources

Many schools have their STP existing for more than 35 years. The program context, goals and policies of all the TEIs are based on the program policies and goals issued by CHED. Five TEIs have prepared/published Student Teaching Manuals/Handbooks to be used by student teachers. A laboratory school is used by majority of TEIs.

Budget allocation of TEIs related to their STP varies from school to school. x of the 17 TEIs charge learning laboratory fees.

2. A. Level of Attainment of the Objectives of the STP

The objectives of the STP were significantly attained by eight TEIs at the average level, while other TEIs have attained fully the objectives of their STP. Of the eight objectives of STP, the lowest of 3.99 verbally interpreted as significantly attained is promoting school-community relationship.

B. Level of Implementation of the Policies and Guidelines of the STP

Six schools have fully implemented the policies and guidelines of their STP, while the remaining school respondents have their policies and guidelines implemented significantly.



Further, five policies and guidelines of STP were fully implemented. The policy which states that no student teacher is utilized as substitute teacher received the lowest mean of 3.90 which means moderately implemented.

C. Need for the Improvement of the STP

Seven schools believed that there is a need for the improvement of the STP. It could be gleaned however, that one school has only a slight need on the improvement of its STP. The rest of the schools, indicated a significant need for the improvement of the STP in all areas.

D. Problems Encountered by the Student Teachers

The problems encountered by student teachers were slightly serious with a mean of 2.30. On the other hand, the problem of student teachers who are not equipped with the necessary tools and knowledge on how to handle the pupils/students received the average of 2.67 which means moderately serious.

E. Problems Encountered by the Cooperating Teachers

Two schools have rated the problems being encountered by cooperating schools as significantly serious while three problems were found to be moderately serious by the rest. These are: (a) difficulty of the student teacher to use the English language, (b) difficulty of student teachers to use varied teaching techniques, and (c) difficulty of instilling discipline among student teachers.



3. Differences in the STPs of the TEIs in Region IV

The STPs of the TEIs in Region IV differ in the following: (a) some schools require the student teachers to pay learning laboratory fees; (b) the 12-unit course is taken for two semesters, 4 units during the first semester and 8 units during the second semester. However, this scheme is being done in some schools only; (c) some schools allow student teachers to teach in their hometown; (d) the ratio of student teacher to cooperating teacher varies; (e) some schools have prepared student teaching manuals to be used by their college; (f) allocation of resources related to the TEIs varies from school to school.

4. Differences in the Perception of the Respondents on the STP

The p values of 0.305726, 0.10961, 0.3267278 and 0.305726 revealed that there are no significant differences in the perceptions of the respondents on the level of attainment of the objectives of the STP, level of implementation of the policies and guidelines of the STP, degree of need for the improvement of the STP and problems encountered by the student teachers.

On the other hand, there is a significant difference in the perception of the respondents on the problems encountered by the cooperating teachers reflected from the F ratio of 0.048296, way down the level of significance at .05.



5. Commonalities in the STPs of the TEIs in Region IV.

Commonalities in the STP of the TEIs in the region are: (a) they adhere to the rules and regulations set by the CHED; (b) a student teaching supervisor is assigned to oversee and supervise the student teachers; (c) the schools network and link with public and private elementary and secondary schools; (d) cooperating teachers are assigned to help the student teachers; (e) the schools use varied instructional technology in preparing the student teachers prior to their deployment; (f) they have laboratory schools which are being used as training ground before their deployment to off-campus school/s. Of the 17 TEIs, there is a noticeable absence of a laboratory school in De La Salle University-Dasmariñas.

6. Proposed STP for Region IV

The STP will cover an 18-week period - from orientation, to clinical demonstration teaching and submission of the narrative report which will exemplify the qualities and characteristics of competent and becoming teachers. Prior to deployment, orientation and lectures as well as conferences/meetings with the school principals and teachers of cooperating schools will be done. During the same period, students will have their off-campus tours in different schools in the community or nearby communities. The STP will further include time allotment/schedule of activities, persons involved, place where the activities will be held, and topics to be discussed including loading of student teachers. It will further



present the phases of STP, policies and guidelines about STP, and the learning laboratory fee.

CONCLUSIONS:

In the light of the preceding findings, the following conclusions are drawn:

1. The human and material resources of the TEIs vary in kinds as well as in the quantify/quality.
2. The respondents differ in their perceptions of STP
 - 2.1. The objectives of STP when fully attained could significantly prepare and develop competent teachers.
 - 2.2. The policies and guidelines of student teaching could effectively prepare and develop student teachers only when fully implemented.
 - 2.3 There is a need to improve student teaching to effectively bridge the gap between the cognitive and technical preparedness of a becoming competent teacher.
 - 2.4 The problems encountered by student teachers were identified ranging from slight, moderate to significant.
 - 2.5 The problems encountered by cooperating teachers were from not a problem, slight, moderate to significant.
3. The STP of the TEIs differ in terms of population of student teachers, number of cooperating teachers, qualification and teaching



experiences of cooperating teachers and practice teaching supervisor, number of years of existence of STP, number of cooperating schools and allocation of school resources related to TEIs.

4. There are no significant differences in the perceptions of the respondents on the level of attainment of the objectives of the STP, level of implementation of the policies and guidelines of the STP, degree of need for improvement of the STP, and problems encountered by the student teachers. However, a significant difference in the perceptions of the respondents is shown specifically on problems encountered by cooperating teachers.

5. All TEIs under study adhere to the policies and guidelines set by the Commission on Higher Education.

6. A student teaching supervisor is assigned to oversee and supervise the student teachers.

7. The schools network and link with public and private elementary and secondary schools, assign a cooperating teacher to help the student teachers, use varied instructional technology, and use laboratory schools as training ground prior to deployment to off-campus schools.

Recommendations:

This study suggests the following:

1. Mapping out of student teaching activities, prior to deployment



should be done by the TEIs in coordination with the cooperating school heads.

2. The student teaching supervisor may conduct an orientation for cooperating teachers with regard to the school's philosophy in relation to STP.

3. Efforts should be exerted to fully attain the objectives of student teaching. Furthermore, the dean of the college or the chairperson of the teacher education department should ensure that the policies and guidelines of student teaching are strictly and fully implemented to avoid problems.

4. All TEIs, specifically those found with minimal compliance to the policies set by CHED, should adhere to the policies and guidelines set by the said commission.

5. The TEIs in Region IV may conduct a joint conference and seminar/workshop towards the improvement of the STP in the region.

6. A regular consultation and meeting of TEIs may be done in coordination with an existing educational organization recognized by CHED.

7. The administrators of TEIs in far-flung areas should be informed by CHED IV of the current trends in STP.

8. CHED should have a budget allocation specifically for the underprivileged TEIs in the region to enhance/foster the development of teachers in these areas.



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9. The proposed STP which is based on the results of this study may be used and/or tested in the TEIs located in Region IV contingent to the respective schools' existing needs. A similar study may be conducted in other TEIs not included in this study.

10. A follow-up study may be replicated to further improve the STP in Region IV vis-à-vis other regions in the Philippine

