Student Teachers' And Cooperating Teachers'competencies In The Department Of Education, Division Of Biliran Provice, Philippines

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Abstract: *This study determined the improved teaching performance of the student teachers in the selected public schools in the Division of Biliran. Specifically, it determined the socio-demographic profile of the student and cooperating teachers, the student teachers and cooperating teachers' competencies, and student teachers and cooperating teachers competencies and student teaching performance.The survey included 30 student teachers' from Naval State University and 30 cooperating teachers from the selected secondary and elementary public schools. Majority of the student teachers were between 21-22 years old (36.67%) and 27-28 years old with (3.33%). Most of the student teachers were female with (63.33%). General Education and English is the highest field of specialization while Science and Filipino is the lowest in their field of study. The average grade of the student teachers ranges from 1.3 to 1.8 respectively.Majority of DepEd cooperating teachers were between 26 to 50 years old.More than three-fifths (63.33%) of the cooperating teachers were female, outnumbering (36.67%) their male counterparts. Almost all of the cooperating teachers were married with (66.67%).Most of the cooperating teachers (63.33%) were college degree holder with (63.33%), (36.67%) were masteral degree holder and (0%) of the cooperating teachers were not holder of doctoral degree.Majority of the respondent cooperating teachersdid not signify their field of specialization with (33.33%), (16.67%) of the DepEd cooperating teachers holds a specialization in general education, while (3.33%) of the respondents hold the specialization in history and pre-elementary education.Almost all of the cooperating teachers were already in their 21 to 25 years in teaching (30.00%), (13.33%) of the respondents were 1 to 15 years in their teaching career. Most of the cooperating teachers attended seminars and trainings for professional development.Level of competencies of student teachers were "outstanding" level from social regard for learning, learning environment, and personal growth and professional development. Diversity of learners, curriculum, planning assessing and reporting and community linkages were "very good" level of competencies of student teachers. Level of competencies of cooperating teacherswas "outstanding". The learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development were "very good" level of competencies that cooperating teachers gained.*

KeyTerms*: Cooperating Teachers' and Student Teachers' Competencies; Department of Education; Teaching Performance.*

I. Introduction

The actual teaching proper is the most challenging part of student teaching. This is the time where student teachers are given all the opportunities to apply the theories, principles, methods and techniques they have learned in their professional courses and all their observations from the model teacher can be put into practice. Specifically, they need to articulate the relationship between the process and outcomes of student teaching and the program of courses, clinical experiences, and field experiences that precede it. Student teaching is the most important experience of a student in the teacher education program. It is where student-teacher gain knowledge, skills and attitudes he needed for his future employment. The competencies of the student-teacher are developed through the unending support of their cooperating-teacher whose competencies are extensive enough to provide greater opportunities for hands-on practices, theoretical concepts and professional growth and development of student-teacher in the real life classroom situation.

The major goal of the Student Teaching Program is to provide student teachers a challenging, relevant and rewarding experience, which will allow them to acquire professional competence. This includes the ability to: understand the role and operation of the school; respect and work effectively with students of varying backgrounds and cultures; assume the various responsibilities of the classroom teacher, plan instruction and learning experiences which recognize the individual needs and differences of students; organize and manage the classroom environment to maximize learning; manage classroom interactions and student conduct to create a positive climate for learning; identify and use appropriate instructional techniques, media and methods; evaluate learning to determine the extent to which instructional objectives are achieved by students; establish positive and effective communication with students, parents, colleagues, administrators and community members; accept

and assume the responsibilities associated with being a competent professional and lifelong learner; and recognize and practice being a reflective teacher. Aquino (2009) in a short article says that "the general skill levels needed in the work force are going up while the skill levels of potential employees are going down. As a result, this particular educational reform movement . . . will remain crucial to the education of the work force and the economy's performance in the global arena. This economic pressure to teach these skills will fall on educational institutions because these skills, for the most part, are rarely taught or reinforced outside formal educational institutions. Unfortunately, at the moment, they are also rarely taught inside educational institutions."

In the Philippines, teaching is considered as a profession; and like other professions, it requires extended period of specialized pre-service preparation and eventual licensing before the candidate is authorized to become a practitioner. The country depends on an expertly trained teaching force to meetthe educationalneeds of an ever-growing, dynamic, diverse population. Citizens of tomorrow must learn to live and work productively in a new, emerging age of change and technology. Student teaching assumes the role in this process; its mission, as part of the overall Teacher Education Program, is to improve the quality of instruction in the classroom.Nowadays, education graduates are occupying employments that are not fit to their degree program they are placed in employment not in line with their field of specialization. Their job and skills are incongruent with the skills acquired during pre-service training and actual work competencies needed in a particular job, hence, a mismatch of the skills and job opportunity.

According to Duncan (2007), as cited by Austero (2010), Eastern Visayas region has an alarming number of Higher Education Institution (HEI) graduates who are not in the workforce and do not earn for themselves income to contribute to the well-being of their families and the economic development of the region. However, it has been noted that the number of Naval State University (NSU) education graduates who became practitioners is diminishing compared to the previous years for some speculations that majority of these graduates are no longer competent enough to work in the global arena because they have not mastered the theories and they lack wholesome experiences during their pre-service preparation.

As an education program instructor and the adviser of the Future Educators' Circle, it is along on this premise that the researcher is challenged to propose this study in order to assess the competencies of both the Naval State University (NSU)- education graduates and their DepEd cooperating teachers counterpart in order to find out whether their experiences in student teaching has helped them get into the teaching profession easily and eventually became competent educators.Towards this end, findings of this study shall provide the cooperating teachers the appropriate techniques in helping their student teachers learn the pre-service preparation in an enjoyable and meaningful experience and understand the theories better through its application in the classroom.In general, the findings of this study will support the fact that the primary goal of the Education Program is to equip teacher candidates with the necessary knowledge of their content area and pedagogy; and dispositions for teaching and working with children and adolescents, in order to develop their skills necessary to become globally competitive teacher education graduates.

Objectives of the Study
This study aims to find out the competencies of student teachers of NSU and cooperating teachers in DepEd Biliran from 2008-2010 academic year.Specifically, this study is addressed to the following objectives:
1. Determine the profile of the student teachers as to their:age;gender;field of study; andgrade in student teaching.
2. Determine the profile of cooperating teachers as to their; age; gender;civil status;highest educational attainment;field of specialization; length of teaching experience; andseminars and training attended.
3. Determine the level of competencies of the student teachers in terms of:social regard for learning;learning environment;the diversity of learners;curriculum;planning, assessing and reporting;community linkages; andpersonal growth and professional development.
4. Determine the level of competencies of the cooperating teachers in terms of:social regard for learning;learning environment;the diversity of learners; curriculum;
5. Determine the relationship between the student teachers competencies and cooperating teachers competencies and the student teaching performance.

II. Framework Of The Study
The study valued the following theoretical and conceptual framework as its strong foundation of its proceedings.*Theoretical.*The theories which provide the foundation for this study will be geared towards effective learning theories that have impact on the conduct of the study. A theoretical perspective that provides intellectual support for cooperative learning comes from theorists and researchers who are interested in how individuals learn from experience. According to them, experience provides insights, understandings, and techniques that are difficult to describe to anyone who has not had similar experiences. Johnson and Johnson

(1994), preeminent cooperative learning theorists, described experiential learning in three assumptions: that you learn best when you are personally involved in the learning experience; that knowledge has to be discovered by yourself if it is to mean anything to you or make a difference in your behavior; and that, a commitment to learning is highest when you are free to set your own learning goals and actively pursue them within a given framework. John Dewey, then at the University of Chicago, in his book *Democracy and Education* presented hisconcept of education that the classroom should mirror the larger society and be a laboratory for real-life learning. Dewey's pedagogy required teachers to create within their learning environments a social system characterized by democratic procedures and scientific processes. Their primary responsibility was to engage students in inquiry into important social and interpersonal problems. The specific classroom procedures described by Dewey emphasized small, problem-solving groups of students searching for their own answers and learning democratic principles through day-to-day interaction with one another. Thelen, developed more precise procedures for helping students work in groups. Like Dewey, Thelen argued that the classroom should be a laboratory or miniature democracy for the purpose of study and inquiry into important social and interpersonal problems.Thelen, with his interest in group dynamics, put more structure on the pedagogy of group investigation and, as described later, provided the conceptual basis for contemporary developments in cooperative learning.The use of cooperative work for Dewey and Thelen went beyond improving academic learning. Cooperative behavior and processes were considered to human endeavor, the foundation on which strong democratic communities could be built and maintained. The logical way to accomplish these important educational objectives they believed was to structure classroom and students' learning activities to that they modeled the desired outcomes.

According to Piaget, as children grow and mature, they pass through into the development of intelligence and formal thought processes. He added that the changes in behavior that occur during development are the results of changes in one's ability to reason about the world him which explains further that younger children deal with their world in more concrete, hands-on ways, whereas older children and adults can engage in abstract problem solving.

The cognitive-constructivist perspective on which problem-based instruction rests borrows heavily from Piaget. It posits, as did he, that learners of any age are actively in the process of acquiring information and constructing their own knowledge. Knowledge does not remain static but instead is constantly evolving and changing as learners confront new experiences that force them to build on and modify prior knowledge. In the words of Piaget, good pedagogy must involve presenting the child with situations in which he himself experiments, in the broadest sense of that term – trying things out to see what happens, manipulating things, manipulating symbols, posing questions and seeking his own answers, reconciling what he finds one time with what he finds at another, comparing his finding with those of other children (Duckworth, 1964).

Vygotsky, a Russian Jew and psychologist who was born the same year as Piaget focused on the explanation on how culture affects the course of one's development. He asserted that cognitive development is a social process. He maintained that cognitive development is shaped by the socio-cultural contexts in which it occurs. He also argued that cognitive development grows from our own interactions with the other members of our culture. Like Piaget, Vygotsky believed that the intellect develops as individuals confront new and puzzling experiences and they strive to resolve discrepancies posed by these experiences. In the quest for understanding, individuals link new knowledge to prior knowledge and construct new meaning. Learning to teach is developmental and a lifelong process. Teachers go to predictable stages. At first, they are concerned about survival, later about their teaching situation, and finally, about the social and academic need of their pupils.

*Conceptual Framework.*This study focused to find out and assess the competencies of the student teachers of Naval State University and cooperating teachers of DepEd Biliran Division, academic year 2008-2010.Students in the teacher education program will undergo pre-service training for them to hone their competencies for personal and professional development. These student teachers will be nurtured the necessary teaching skills and attitudes for future employment.On the other hand, these students will be under the direct supervision of a certified teacher equipped with an extensive training which will be imparted to the student teachers that will enable them to become catalyst of change in their chosen endeavor. With the knowledge, skills and attitudes the student teachers earned from their expert cooperating teachers, eventually their pre-service experience will be worth remembering.The illustration of the conceptual framework is presented in Figure 2.
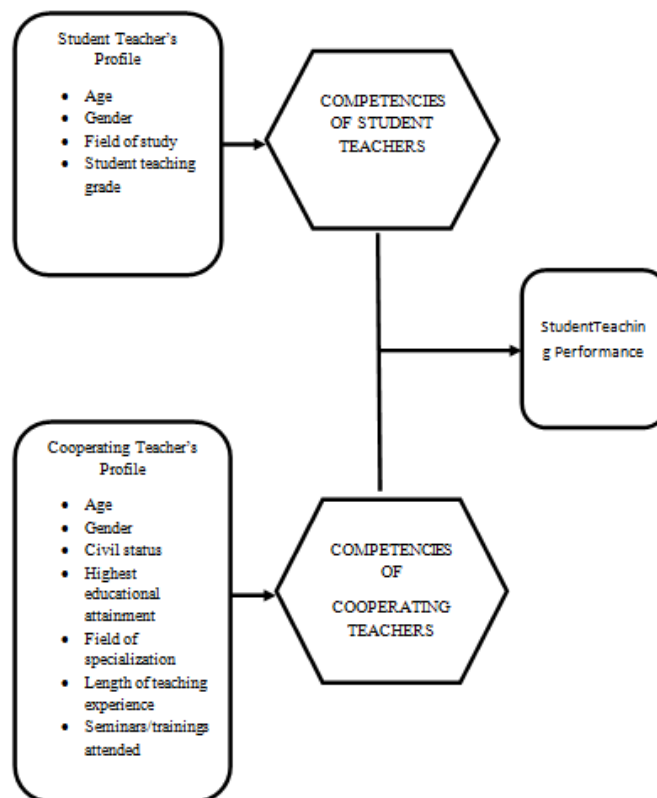
Figure 2. Conceptual Framework of the Study

Scope and Delimitation of the Study

This study focuses on finding out the competencies of the Student Teachers of Naval State University and the Cooperating Teachers of DepEd Biliran.Respondents of this study will be limited to thirty (30) student teachers who graduated from Naval State University school year 2008-2010 including their respective cooperating teachers while having their pre-service training preparation or student teaching. Furthermore, it aims to find out whether or not their student teaching experiences in DepEd Biliran have helped them become competent and proficient teacher education graduate.

Methodology

The design of the present study will follow the descriptive-correlational methods of research. The researcher utilized a survey questionnaire for the personal profile of the respondents and their competencies both student teachers and cooperating teachers. This design is suitable mainly because it attempted to determine the competencies of the student teachers of Naval State University (NSU) and the cooperating teachers of DepEd Biliran.The study covered the identified public elementary schools of the Department of Education, Biliran Division whose teachers had become the cooperating teachers of the student-teachers of Naval State University, College of education graduates. There were two types of respondents of this study, the 2008-2010 graduates of Naval State University who had their student teaching in the different public schools throughout the Division of Biliran regardless of their present employment status as well as their cooperating teachers in DepEd. A total number of sixty (60) was randomly chosen from among the identified respondents included in the study (30 student teachers; 30 cooperating teachers utilized a survey questionnaire to be distributed to the respondents to elicit answers that would eventually aid in achieving the objectives presented in the study. Descriptive statistics such as frequencies and means were used to describe the profile of the student teachers and the cooperating teachers.Pearson Product Moment correlation test were used to assess the relationship between: Student teachers competencies; Cooperating teachers competencies, andStudent teaching performance.

III. Result And Discussion

The results are presented in the order by which they address the stated objective of this study. Thus, this section includes: 1) profile of the student teachers, 2) profile of the cooperating teachers, 3)level of competencies of student teachers, 4) level of competencies of the cooperating teachers, 5) Relationship of Student Teachers Competencies and Cooperating Teachers Competencies, 6) Relationship of Student Teachers Competencies and Student Teaching Performance, 7) Relationship of Cooperating Teachers Competencies and

Student Teaching Performance.The socio-demographic characteristics of the student teachers that were considered in this study included age, gender, field of study and student teaching grade (Table 1). *Age,*the student teachers were between 18 to 30 years old, (36.67%) of the students' teachers respondent age ranges from 21-22 years old, (3.33%) of the respondents age ranges from 27-28 years old. *Gender,* more than three-fifths (63.33%) of the student teachers were female, outnumbering the male counterparts. *Field of Study,*about (26.67%) of the student teachers held General Education and English as the highest in their fields of study, while (6.67%) of the respondents held Science and Filipino as the lowest in their field of study. *Student Teaching Grade,t*he average grade of the student teachers ranges from 1.3 to 1.8 with (36.67%), while 1.0 to 1.2 with (26.67 %) grade of the respondents.

Table 1. Profile of the Student Teachers

1.1 Age	Frequency(f)	Percentage (%)
18 - 20 years old	2	6.67
21 - 22 years old	11	36.67
23 - 24 years old	8	26.67
25 - 26 years old	6	20.00
27 - 28 years old	1	3.33
29 - 30 years old	2	6.67
TOTAL	**30**	**100**
1.2 Gender	**Frequency(f)**	**Percentage (%)**
Male	11	36.67
Female	19	63.33
TOTAL	**30**	**100**
1.3. Field of Study	**Frequency(f)**	**Percentage (%)**
General Education	8	26.67
English	8	26.67
Science	2	6.67
Mathematics	3	10.00
Filipino	2	6.67
Social Science	3	10.00
Physical Education	4	13.33
TOTAL	**30**	**100**
1.4 Student Teaching Grade	**Frequency(f)**	**Percentage (%)**
– 1.2	8	26.67
1.3 – 1.5	11	36.67
1.6 – 1.8	11	36.67
TOTAL	**30**	**100**

Socio-demographic Profile of Cooperating Teachers

The socio-demographic characteristics of the cooperating teachers that were considered in this study included age, gender, civil status, highest educational attainment, field of specialization, length of teaching experience and seminars/training attended (Table 2). *Age;*(16.67%) of the cooperating teachers in the DepEd were between 26 to 30, 36 to 40, and 46 to 50 years old, (13.33%) of the cooperating teachers ranges from 31 to 35, 41 to 45, 51 to 55 years old and (10.00%) of the cooperating teachers range from 56 to 60 years old. *Gender;*more than three-fifths (63.33%) of the cooperating teachers were female, outnumbering (36.67%) their male counterparts. *Civil Status; a*lmost all of the cooperating teacher (66.67%) were married, (33.33%) were single. *Highest Education Attainment;*(63.33%) of the cooperating teachers were college degree holder, (36.67%) were masteral degree holder and (0%) of the cooperating teachers were not holder of doctoral degree. *Field of Specialization. (*33.33%) of the respondent cooperating teachers did not signify their field of specialization, (16.67%) of the DepEd cooperating teachers holds a specialization in general education, while (3.33%) of the respondents hold the specialization in history and pre-elementary education.*Length of Teaching Experience.;*(30.00%) of the cooperating teachers were already in their 21 to 25 years in teaching, (13.33%) of the respondents were 1 to 5 years and 11 to 15 years in their teaching career. *Trainings and Seminars Attended.* 2.7 of table 2 are the list of seminars and trainings the cooperating teachers attended. These titles of seminars are based on the survey questionnaire the respondents' teachers filled up.

Table 2. Profile of the Cooperating Teachers

2.1 Age	Frequency(f)	Percentage (%)
26- 30 years old	5	16.67
31 - 35 years old	4	13.33
36 - 40 years old	5	16.67
41 - 45 years old	4	13.33
46 - 50 years old	5	16.67
51 - 55 years old	4	13.33
56 - 60 years old	3	10.00
TOTAL	**30**	**100**

2.2 Gender	Frequency(f)	Percentage (%)
Male	11	36.67
Female	19	63.33
TOTAL	**30**	**100**
2.3 Civil Status	**Frequency(f)**	**Percentage (%)**
Single	10	33.33
Married	20	66.67
TOTAL	**30**	**100**
2.4 Highest Educational Attainment	**Frequency(f)**	**Percentage (%)**
College Degree	19	63.33
Masteral Degree	11	36.67
Doctoral Degree	0	0
TOTAL	**30**	**100**
2.5 Field of Specialization	**Frequency(f)**	**Percentage (%)**
None	10	33.33
Filipino	2	6.67
General Education	5	16.67
Mathematics	3	10.00
Pre-elem	1	3.33
Home Economics	3	10.00
History	1	3.33
English	3	10.00
Science	2	6.67
TOTAL	**30**	**100**
2.6 Length of Teaching Experience	**Frequency (f)**	**Percentage (%)**
1 - 5 years	4	13.33
6 - 10 years	7	23.33
11 - 15 years	4	13.33
16 - 20 years	6	20.00
21 - 25 years	9	30.00
TOTAL	**30**	**100**
2.7 Seminars/Trainings Attended		
Echo Seminars on RRE		
Hands-on Training on SREA		
workshop seminar on Improvisation of Learning Equipment on Science		
Regional Training for school teachers on English		
Solving problems on an easy way		
Multi-lingual education		
Workshop on tracking system		
Multigrade trainings		
Enhancing teaching competencies in Teaching Mathematics		
New instruction in Reading Instructors		
Advancing Brilliance in Character		
Enrichment Training for Science Teacher		

Level of Competencies of Student Teachers

The level of competencies of student teachers was determined using seven indicator statements such as: Social regard for learning, the learning environment, diversity of learners, curriculum, planning assessing and reporting, community linkages and personal growth and professional development, which the 30 student-respondents rated according to a 5-point scale. Results revealed that student teachers generally have an "outstanding" level of competencies from social regard for learning, learning environment, and personal growth and professional development. Diversity of learners, curriculum, planning assessing and reporting and community linkages are the indictors resulted to a "very good" level of competencies of student teachers. Therefore, the level of competencies of student teachers is very useful in their pre-service training.

Table 3. Level of Competencies of Student Teachers

Competency Standards	5	4	3	2	1	wm	Description
1. *Social Regard for Learning*							
Implements school policies and procedures	13	14	3	0	0	4.33	**Outstanding**
1.2 Demonstrates punctuality	13	15	2	0	0	4.37	**Outstanding**
1.3 Maintains appropriate appearance	16	12	2	0	0	4.47	**Outstanding**
1.4 Is careful about the effect of one's behavior on students	9	16	5	0	0	4.13	**Outstanding**
Average weighted mean						**4.32**	**Outstanding**
2. *The Learning Environment*							
2.1 Maintains a learning environment of courtesy and respect for different learners(e.g. ability, culture, gender)	11	14	5	0	0	4.2	**Outstanding**
2.2 Provides gender-fair opportunities for learning	13	14	3	0	0	4.33	**Outstanding**
2.3 Recognizes that every learner has strengths	17	11	2	0	0	4.5	**Outstanding**
2.4 Maintains a safe, clean and orderly classroom free from distractions	14	15	1	0	0	4.43	**Outstanding**

2.5 Arranges challenging activities given the physical environment	3	20	6	1	0	3.8	**Very Good**
2.6 Uses individual and cooperative learning activities to improve capacities of learners for higher learning	11	14	5	0	0	4.2	**Outstanding**
2.7 Encourages learners to ask questions	13	14	3	0	0	4.33	**Outstanding**
2.8 Provides learners with a variety of learning experiences	8	18	4	0	0	4.13	**Outstanding**
2.9 Provides varied enrichment activities to nurture the desire for further learning.	6	21	3	0	0	4.3	**Outstanding**
Communicates and maintains high standards of learning performance.	9	16	5	0	0	4.13	**Outstanding**
Handles behavior problems quickly and with due respect to children's rights.	10	14	6	0	0	4.13	**Outstanding**
Gives timely feedback to reinforce appropriately to learner's behavior.	8	17	5	0	0	4.1	**Outstanding**
Guides individual learners requiring development of appropriate social and learning behavior.	8	18	4	0	0	4.13	**Outstanding**
Communicates and enforces school policies and procedures for appropriate learning behavior.	8	16	6	0	0	4.07	**Outstanding**
2.15 Encourages free expression of ideas from students	16	13	1	0	0	4.5	**Outstanding**
2.16 Creates stress-free environment	4	17	9	0	0	3.83	**Very Good**
2.17 Takes measures to minimize anxiety and fear of the teacher and/or Subject	11	15	4	0	0	4.23	**Outstanding**
Average weighted mean						**4.20**	**Outstanding**
3. The Diversity of Learners							
3.1 Obtains information on the learning styles, multiple intelligences and needs of learners.	6	19	5	0	0	4.03	**Very Good**
3.2 Designs or select learning experiences suited to different kinds of learners.	5	13	11	1	1	3.77	**Very Good**
3.3 Establishes goals that define appropriate expectations for all learners.	2	20	8	0	0	3.53	**Very Good**
3.4 Paces lessons appropriate to needs and/or difficulties of learners.	3	21	6	0	0	3.9	**Very Good**
3.5 Initiates other learning approaches for learners whose needs have not been meet by usual approaches.	4	17	9	0	0	3.83	**Very Good**
3.6 Recognizes multi-background of learners when providing learning opportunities.	3	18	9	0	0	3.8	**Very Good**
3.7 Adopts strategies to address needs of differently-abled students.	5	19	6	0	0	3.97	**Very Good**
3.8 Makes appropriate adjustments for learners of different socio-economic background.	15	8	7	0	0	4.27	**Outstanding**
Average weighted mean						**3.89**	**Very Good**
4. Curriculum							
4.1 Delivers accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	7	21	2	0	0	4.17	**Outstanding**
4.2 Integrates language, literacy and quantitative skill development and values in his subject area.	13	14	3	0	0	4.33	**Outstanding**
4.3 Explains learning goals, instructional procedures and content clearly and accurately to students.	8	18	4	0	0	4.13	**Outstanding**
4.4 Links the current content with past and future lessons	9	17	4	0	0	4.17	**Outstanding**
4.5 Aligns the lesson objective the teaching methods, learning activities and instructional materials or resources appropriate to learners.	11	19	0	0	0	4.37	**Outstanding**
4.6 Creates situations that encourage learners to use high order thinking skills.	7	14	6	3	0	3.83	**Very Good**
4.7 Engages and sustains learners' interest in the subject by making content meaningful and relevant to them.	7	15	8	0	0	3.97	**Very Good**
4.8 Integrates relevant scholarly works and ideas to enrich the lesson as needed.	6	15	9	0	0	3.9	**Very Good**
4.9 Integrates content of subject area with other disciplines.	9	15	6	0	0	4.1	**Outstanding**
4.10 Sets appropriates learning goals.	9	15	6	0	0	4.1	**Outstanding**
4.11 Learners understand the learning goals.	5	19	6	0	0	3.97	**Very Good**
4.12 Establishes routines and procedures to maximize instructional time	8	15	7	0	0	4.03	**Very Good**
4.13 Plans lesson to fit within available instructional time	10	13	7	0	0	4.1	**Outstanding**
4.14 Translate learning competencies to instructional objectives	6	16	8	0	0	3.93	**Very Good**
4.15 Selects, prepares and utilizes technology and other instructional materials appropriates to the learners and to the learning objectives.	3	20	7	0	0	3.87	**Very Good**

4.16 Provides activities and uses materials which fit the learners' learning styles, goals and culture.	9	14	7	0	0	4.07	**Outstanding**
4.17 Uses a variety of teaching approaches and techniques appropriate to the subject and the learners.	9	15	6	0	0	3.97	**Very Good**
4.18 Utilizes information derived from assessment to improved teaching and learning.	10	9	9	2	0	3.9	**Very Good**
4.19 Provides activities and uses materials which involve students in meaningful learning.	11	11	7	0	0	4.0	**Very Good**
4.20 Uses the variety of teaching approaches and techniques appropriate to the subject matter and the learners.	5	18	7	0	0	3.93	**Very Good**
4.21 Utilizes information derived from assessment to improve teaching and learning.	7	16	7	0	0	4.0	**Very Good**
4.22 Provides activities and uses materials which involve students in meaningful learnings	8	17	5	0	0	4.1	**Outstanding**
4.23 Designs and utilizes teaching methods that take into account the learning process.	4	16	10	0	0	3.8	**Very Good**
4.24 Cultivate good study habits through appropriate activities.	9	15	6	0	0	4.1	**Outstanding**
Average weighted mean						**4.03**	**Very Good**
5. Planning, Assessing and Reporting							
5.1 Shows proof of instructional planning	4	18	8	0	0	3.87	**Very Good**
5.2 Demonstrate ability to cope with varied teaching milieu	2	21	7	0	0	3.83	**Very Good**
5.3 Implements instruction as plan.	8	17	5	0	0	4.1	**Outstanding**
5.4 Prepares formative and summative test in line with the curriculum	6	15	9	0	0	3.9	**Very Good**
5.5 Employs non-traditional assessment (portfolio, journals, rubrics, etc.)	3	16	11	0	0	3.53	**Very Good**
5.6 Interprets and uses assessment result to improve teaching and learning	9	10	11	0	0	3.93	**Very Good**
5.7 Identifies teaching-learning and possible causes and takes appropriate action to address them.	8	14	8	0	0	4.0	**Very Good**
5.8 Uses tools for assessing authentic learning	5	15	10	0	0	3.83	**Very Good**
5.9 Provides timely and accurate feedback to learners to encourage them to reflect and monitor their own learning growth.	8	18	4	0	0	4.13	**Outstanding**
5.10 Keeps accurate records of grades/performance levels of learners	17	12	1	0	0	4.53	**Outstanding**
5.11 Conducts regular meetings with learners and parents to report learners' progress.	4	12	10	4	0	3.53	**Very Good**
5.12 Involves parents to participate in school activities that promote Learning	5	12	7	4	0	3.4	**Very Good**
Average weighted mean						**3.88**	**Very Good**
6. Community Linkages							
6.1 Involves community in sharing accountability for the learners' achievement.	4	15	9	2	0	3.7	**Very Good**
6.2 Uses community resources (human, material) to support learning.	4	16	7	3	0	3.7	**Very Good**
6.3 Uses community as a laboratory for learning	4	18	6	2	0	3.8	**Very Good**
6.4 Participates in community activities that promote learning.	4	18	7	1	0	3.83	**Very Good**
6.5 Uses community networks to publicize school events and achievements	6	18	5	1	0	3.97	**Very Good**
6.6 Encourages students to apply classroom learning to the community.	10	16	4	0	0	4.2	**Outstanding**
Average weighted mean						**3.87**	**Very Good**
7. Personal Growth and Professional Development							
7.1 Maintains stature and behavior that upholds the dignity of teaching	20	9	1	0	0	4.63	**Outstanding**
7.2 Allocates time for personal and professional development through participation in education seminars and workshops; reading educational materials regularly; and engaging educational research.	9	16	5	0	0	3.5	**Very Good**
7.3 Manifests personal qualities such as enthusiasm, flexibility and caring.	16	12	2	0	0	4.47	**Outstanding**
7.4 Articulates and demonstrates one's personal philosophy of teaching	7	16	7	0	0	4.0	**Outstanding**
7.5 Keeps abreast with recent developments in education	5	16	9	0	0	3.87	**Very Good**
7.6 Links with other institutions, organization for sharing best practices.	3	15	8	4	0	3.57	**Very Good**
7.7 Reflects on the quality of his own teaching.	7	17	6	0	0	4.03	**Outstanding**
7.8 Improves teaching performance based on feedback	13	13	4	0	0	4.3	**Outstanding**

from the mentor, students, peers, superiors and others.							
7.9 Accepts personal accountability to learners' achievement and performance.	12	16	2	0	0	4.33	**Outstanding**
7.10 Uses self evaluation to recognize and enhance one's strengths and correct one's weaknesses.	17	11	2	0	0	4.5	**Outstanding**
Average weighted mean						**4.12**	**Outstanding**

Level of Competencies of Cooperating Teachers

The level of competencies of cooperating teachers was also determined using seven indicator statements such as: social regard for learning, the learning environment, diversity of learners, curriculum, planning assessing and reporting, community linkages and personal growth and professional development, which the 30 student- respondents rated according to a 5-point scale.Results revealed that competency standards of cooperating teachers generally have an "outstanding" competency on social regard for learning. The learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development have "very good" level of competencies that cooperating teachers gained. Therefore, the competencies the cooperating teachers are very essential in imparting knowledge to their student teachers.

Table 4. Level of Competencies of Cooperating Teachers

Competency Standards	5	4	3	2	1	Wm	Description
1. *Social Regard for Learning*							
Implements school policies and procedures	11	18	1	0	0	4.23	**Outstanding**
1.2 Demonstrates punctuality	8	22	0	0	0	4.27	**Outstanding**
1.3 Maintains appropriate appearance	10	20	0	0	0	4.33	**Outstanding**
1.4 Is careful about the effect of one's behavior on students	5	20	5	0	0	4.0	**Outstanding**
Average weighted mean						**4.20**	**Outstanding**
2. *The Learning Environment*							
2.1 Maintains a learning environment of courtesy and respect for different learners(e.g. ability, culture, gender)	8	22	0	0	0	4.27	**Outstanding**
2.2 Provides gender-fair opportunities for learning	7	18	5	0	0	4.07	**Outstanding**
2.3 Recognizes that every learner has strengths	10	12	6	2	0	3.93	**Very Good**
2.4 Maintains a safe, clean and orderly classroom free from distractions	12	18	0	0	0	4.4	**Outstanding**
2.5 Arranges challenging activities given the physical environment	0	20	10	0	0	4.0	**Very Good**
2.6 Uses individual and cooperative learning activities to improve capacities of learners for higher learning	0	24	5	1	0	3.77	**Very Good**
2.7 Encourages learners to ask questions	5	20	5	0	0	4.0	**Very Good**
2.8 Provides learners with a variety of learning experiences	3	22	5	0	0	3.93	**Very Good**
2.9 Provides varied enrichment activities to nurture the desire for further learning	4	21	5	0	0	3.97	**Very Good**
Communicates and maintains high standards of learning performance.	3	20	7	0	0	3.87	**Very Good**
Handles behavior problems quickly and with due respect to children's rights.	7	16	7	0	0	3.97	**Very Good**
Gives timely feedback to reinforce appropriately to learner's behavior.	2	23	5	0	0	3.9	**Very Good**
Guides individual learners requiring development of appropriate social and learning behavior.	3	22	5	0	0	3.93	**Very Good**
Communicates and enforces school policies and procedures for appropriate learning behavior.	5	15	10	0	0	3.83	**Very Good**
2.15 Encourages free expression of ideas from students	5	21	4	0	0	4.03	**Very Good**
2.16 Creates stress-free environment	4	20	4	2	0	3.87	**Very Good**
2.17 Takes measures to minimize anxiety and fear of the teacher and/or Subject	3	20	7	0	0	3.87	**Very Good**
Average weighted mean						**3.97**	**Very Good**
3. *The Diversity of Learners*							
3.1 Obtains information on the learning styles, multiple intelligences and needs of learners.	4	16	10	0	0	3.8	**Very Good**
3.2 Designs or select learning experiences suited to different kinds of learners.	3	20	7	0	0	3.83	**Very Good**
3.3 Establishes goals that define appropriate expectations for all learners.	3	21	6	0	0	3.9	**Very Good**
3.4 Paces lessons appropriate to needs and/or difficulties of learners.	3	20	7	0	0	3.87	**Very Good**
3.5 Initiates other learning approaches for learners whose needs have not been meet by usual approaches.	1	20	9	0	0	3.73	**Very Good**
3.6 Recognizes multi-background of learners when providing learning opportunities.	1	24	5	0	0	3.87	**Very Good**

3.7 Adopts strategies to address needs of differently-able students.	3	17	10	0	0	3.77	**Very Good**
3.8 Makes appropriate adjustments for learners of different socio-economic background.	7	21	1	1	0	4.13	**Outstanding**
Average weighted mean						**3.86**	**Very Good**
4. Curriculum							
4.1 Delivers accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	5	15	10	0	0	3.83	**Very Good**
4.2 Integrates language, literacy and quantitative skill development and values in his subject area.	5	19	6	0	0	3.97	**Very Good**
4.3 Explains learning goals, instructional procedures and content clearly and accurately to students.	7	15	8	0	0	3.97	**Very Good**
4.4 Links the current content with past and future lessons	8	17	5	0	0	4.1	**Outstanding**
4.5 Aligns the lesson objective the teaching methods, learning activities and instructional materials or resources appropriate to learners.	7	16	7	0	0	4.0	**Very Good**
4.6 Creates situations that encourage learners to use high order thinking skills.	4	20	6	0	0	3.93	**Very Good**
4.7 Engages and sustains learners' interest in the subject by making content meaningful and relevant to them.	2	23	5	0	0	3.9	**Very Good**
4.8 Integrates relevant scholarly works and ideas to enrich the lesson as needed.	3	15	11	1	0	3.67	**Very Good**
4.9 Integrates content of subject area with other disciplines.	5	20	5	0	0	4.0	**Very Good**
4.10 Sets appropriates learning goals.	2	22	6	0	0	3.87	**Very Good**
4.11 Learners understand the learning goals.	2	18	10	0	0	3.73	**Very Good**
4.12 Establishes routines and procedures to maximize instructional time	5	18	7	0	0	3.93	**Very Good**
4.13 Plans lesson to fit within available instructional time	4	21	5	0	0	3.97	**Very Good**
4.14 Translate learning competencies to instructional objectives	3	17	10	0	0	3.77	**Very Good**
4.15 Selects, prepares and utilizes technology and other instructional materials appropriates to the learners and to the learning objectives.	3	15	11	1	0	3.67	**Very Good**
4.16 Provides activities and uses materials which fit the learners' learning styles, goals and culture.	4	21	5	0	0	3.97	**Outstanding**
4.17 Uses a variety of teaching approaches and techniques appropriate to the subject and the learners.	4	20	6	0	0	3.93	**Very Good**
4.18 Utilizes information derived from assessment to improved teaching and learning.	2	23	5	0	0	3.9	**Very Good**
4.19 Provides activities and uses materials which involve students in meaningful learning.	3	20	6	1	0	3.83	**Very Good**
4.20 Uses the variety of teaching approaches and techniques appropriate to the subject matter and the learners.	3	22	5	0	0	3.93	**Very Good**
4.21 Utilizes information derived from assessment to improve teaching and learning.	2	22	5	1	0	3.83	**Very Good**
4.22 Provides activities and uses materials which involve students in meaningful learnings	3	20	7	0	0	3.87	**Very Good**
4.23 Designs and utilizes teaching methods that take into account the learning process.	3	21	6	0	0	3.9	**Very Good**
4.24 Cultivate good study habits through appropriate activities.	6	18	6	0	0	4.0	**Very Good**
Average weighted mean						**3.89**	**Very Good**
5. Planning, Assessing and Reporting							
5.1 Shows proof of instructional planning	6	14	10	0	0	3.87	**Very Good**
5.2 Demonstrate ability to cope with varied teaching milieu	4	20	5	1	0	3.9	**Very Good**
5.3 Implements instruction as plan.	7	15	8	0	0	3.97	**Very Good**
5.4 Prepares formative and summative test in line with the curriculum	10	20	0	0	0	4.33	**Outstanding**
5.5Employs non-traditional assessment (portfolio, journals, rubrics, etc.)	5	15	10	0	0	3.83	**Very Good**
5.6 Interprets and uses assessment result to improve teaching and learning	4	19	7	0	0	4.2	**Outstanding**
5.7 Identifies teaching-learning and possible causes and takes appropriate action to address them.	1	19	10	0	0	3.7	**Very Good**
5.8 Uses tools for assessing authentic learning	1	20	9	0	0	3.73	**Very Good**
5.9 Provides timely and accurate feedback to learners to encourage them to reflect and monitor their own learning growth.	3	17	10	0	0	3.77	**Very Good**
5.10 Keeps accurate records of grades/performance levels	11	16	3	0	0	4.27	**Outstanding**

of learners							
5.11 Conducts regular meetings with learners and parents to report learners' progress.	8	15	7	0	0	4.03	**Very Good**
5.12 Involves parents to participate in school activities that promote Learning	9	15	6	0	0	4.1	**Outstanding**
Average weighted mean						**3.97**	**Very Good**
6. Community Linkages							
6.1 Involves community in sharing accountability for the learners' achievement.	5	19	6	0	0	3.97	**Very Good**
6.2 Uses community resources (human, material) to support learning.	0	19	11	0	0	3.63	**Very Good**
6.3 Uses community as a laboratory for learning	1	14	15	0	0	3.53	**Very Good**
6.4 Participates in community activities that promote learning.	5	15	10	0	0	3.83	**Very Good**
6.5 Uses community networks to publicize school events and achievements	3	14	13	0	0	3.67	**Very Good**
6.6 Encourages students to apply classroom learning to the community.	5	15	10	0	0	3.83	**Very Good**
Average weighted mean						**3.74**	**Very Good**
7. Personal Growth and Professional Development							
7.1 Maintains stature and behavior that upholds the dignity of teaching	9	19	2	0	0	4.23	**Outstanding**
7.2 Allocates time for personal and professional development through participation in education seminars and workshops; reading educational materials regularly; and engaging educational research.	4	19	7	0	0	3.9	**Very Good**
7.3 Manifests personal qualities such as enthusiasm, flexibility and caring.	5	20	5	0	0	4.0	**Very Good**
7.4 Articulates and demonstrates one's personal philosophy of teaching	3	20	7	0	0	3.87	**Very Good**
7.5 Keeps abreast with recent developments in education	5	20	5	0	0	4.0	**Very Good**
7.6 Links with other institutions, organization for sharing best practices.	3	14	13	0	0	3.67	**Very Good**
7.7 Reflects on the quality of his own teaching.	4	21	5	0	0	3.97	**Very Good**
7.8 Improves teaching performance based on feedback from the mentor, students, peers, superiors and others.	5	20	5	0	0	4.0	**Very Good**
7.9 Accepts personal accountability to learners' achievement and performance.	7	18	5	0	0	4.06	**Outstanding**
7.10 Uses self evaluation to recognize and enhance one's strengths and correct one's weaknesses.	5	20	5	0	0	4.0	**Very Good**
Average weighted mean						**3.97**	**Very Good**

Table 5. Relationship of Student Teachers Competencies and Cooperating Teachers Competencies

Variables	R	CV	TV	Decision
Student Teachers Competencies to Cooperating Teachers Competencies	**.76**	**2.62**	**2.571**	**Ho rejected Significant**

High correlation, marked relationship at alpha level of significance (□) = 0.05

Relationship between Student Teachers Competencies and Cooperating Teachers Competencies

The relationship between some profile variables of student teachers – age, gender, field of study and student teaching grade and the profile variables of cooperating teachers – age, gender, civil status, highest educational attainment, field of specialization, length of teaching experience and seminars trainings attended was assessed using the . There were significant relationships found between student teachers profile variables and cooperating teachers' profile variables. Thus, student teachers competencies and cooperating teachers' competencies marked high correlation. The study results did not supported the null hypotheses that there is no significant relationship between student teachers' competencies and cooperating teachers' competencies

Table 6. Relationship of Student Teachers Competencies and Student Teaching Performance

Variables	R	CV	TV	Decision
Student Teachers Competencies to Student Teaching Performance	**.65**	**1.9**	**2.571**	**Ho accepted Not Significant**

Moderate correlation, marked relationship at alpha level of significance (□) = 0.05

Relationship of Student Teachers Competencies and Student Teaching Performance

Using the Pearson Product Moment correlation the relationship between some profile variables – age, gender, field of study and student teaching grade - and student teaching performance supported the null

hypotheses. Thus, the result shows moderate correlation between the student teachers' competencies and student teaching performance.There were no significant relationship found between the profile variables of student teachers' competencies and student teaching performance. Thus, the findings support the null hypotheses that there is no significant relationship between the student teachers' competencies and the student teaching performance.

Table 7. Relationship of Cooperating Teachers Competencies and Student Teaching Performance

Variables	R	CV	TV	Decision
Cooperating Teachers Competencies to Student Teaching Performance	**.88**	**4.14**	**2.571**	**Ho rejected Significant**

High correlation, marked relationship at alpha level of significance (□) = 0.05

Relationship of Cooperating Teachers Competencies and Student Teaching Performance
The relationship between cooperating teachers' competencies variables – age, gender, civil status, highest educational attainment, field of specialization, length of teaching experience and seminars and training attended – student teaching performance was assessed using the Pearson Product Moment correlation.The cooperating teachers' competencies were found to be very significantly affected the student teaching performance of the student teachers. Thus, cooperating teachers' competencies and student teaching performance have high correlation that did not support the null hypotheses that there is no significant relationship between the cooperating teachers' competencies and student teaching performance.

IV.   Conclusion

As gleaned from the findings of the study, the following conclusions are drawn. First, student teachers perceived a high level of competencies in their pre-service training. Second, cooperating teachers also perceived high level of competencies in the conduct of their student teachers pre-service training that leads into the improvement of their teaching performance. Third, student and cooperating teachers' relationship was found to be very significantly affected by the profile variable of the cooperating teachers. Fourth, student teachers competencies and student teaching performance is not significantly affected by the profile variables of student teachers. Lastly, cooperating teachers competencies and student teaching performance was found to be very significantly affected by the cooperating teachers' profile variables.

V.   Recommendations

Authorities from NSU and DepEd should formulate effective strategies to maintain the standard of education and to produce a quality education graduates. The pre-service training of the student teachers is of great help for them not to mismatch their job application in their chosen endeavor.Monitoring and evaluation of both student teachers and cooperating teachers during the pre-service training should consider impacts on teaching performance and meaningful learning outcomes.Development Program of Naval State University to the graduating education students should be further employed to fully equip the student during their pre-service training.Sustainability of effective practices of pre-service training of education graduating students should be further employed in the performing public secondary and elementary schools in order to attain the goal of quality and excellence education.Cooperating teachers' in DepEd should attend seminars and training for them to be fully equip with the necessary skills needed in the personal and professional development of the student teachers.A follow-up research and study may be conducted covering other provinces to compare the results of student and cooperating teachers' competencies.

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