



# Implementation of the Practice Teaching Program of the Pangasinan State University

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**Abstract** – This study was undertaken to assess the implementation of the Practice Teaching Program of the Pangasinan State University during the School Year 2014-2015. Specifically, this study sought to determine the extent of attainment of the objectives of the Practice Teaching Program; the level of preparedness of the practice teachers; and the degree of seriousness of the problems encountered by the student teachers related to their practice teaching. As to the extent of the attainment of the objectives of the Practice Teaching Program, the indicated gap between the perceived extent of attainment of the objectives of the university Practice Teaching Program and the objectives outlined in the Practice Teaching Manual may be attributed to the failure to align the curriculum to the present educational thrusts, particularly on the K to 12 Curriculum and the ASEAN Integration Program. Likewise, the student teachers of the Pangasinan State University deployed during the second semester SY 2014-2015 were very much prepared for practice teaching as to their functions and duties. The problems encountered by the student teachers related to Practice Teaching were moderately serious in nature causing negligible effects in the performance of the student teachers as regard the implementation of the Practice Teaching Program. The proposed anticipatory measures if fully implemented could contribute to the attainment of the objectives and therefore, the successful implementation of the Practice Teaching Program.

**Keywords** – Pangasinan State University, Practice Teacher, Practice Teaching, Practice Teaching Program, Problems

## INTRODUCTION

Education, being an activity of responsibility and as essential to a nation's existence is "itself right in the vortex of social changes" (Angara, 1991). It is disheartening to note, however, that even as the Philippine society is experiencing a taste on the high-technology age, the atmosphere of a decadent educational situation is felt around. In the levels of educational system, the tertiary level indicated more disturbing problems and is seemingly increasing continuously to alarming proportions.

Teacher quality is the most important school variable that influences the achievement of students. Given the complexities of teaching and the challenges facing teachers in today's knowledge-based dynamic society, the provision of initial teacher education is an important and demanding activity not as an end in itself but rather as the launching-point for the continuing professional development of teachers. It is considered to be the first step on a continuum that extends through induction and continuing professional development.

So that, Reyes (1998) in her project TEACH, stressed that in order for a higher institution to grow and co-produce quality graduates, schools should provide a

pre-service experience to students that will equip them with the needed skills and competence to make them effective teachers.

However, many student teachers find it difficult to adjust considering that practice teaching is usually done outside of their mother school, in a new environment and with new faces. Therefore, it is the foremost responsibility of any teacher-training institution "to prepare its graduates to possess the necessary competencies required of a teacher" (Jimenez, 1987).

Further, David Chantrill (1982) pointed out that a program needs to be viewed as being dynamic: meaning it is under constant review and constantly undergoing changes. He advances the view that "program evaluation is necessary to assess the extent to which the students who are leaving the program are achieving the aims of the course", and the principal indicator would be the attainment of the objectives and successful implementation of the practice teaching program. This implies that changes, in different forms and levels occur within a program. It is also implied that, as teachers, curriculum makers, planners, and other professionals, we do have a responsibility to ensure that

the practice teaching program of the campus is effectively and efficiently implemented.

Also, Turner (1975) had the view that if research in education is to be of value, “it must ultimately be able to show relationship between particular treatments in particular education program and the subsequent performances.”

This study was inspired by the theory that the quality of learning cannot be improved unless the quality of teacher education is also improved. The task of upgrading the quality of education graduates should start with an upgrading of the pre-service training of would-be teachers.

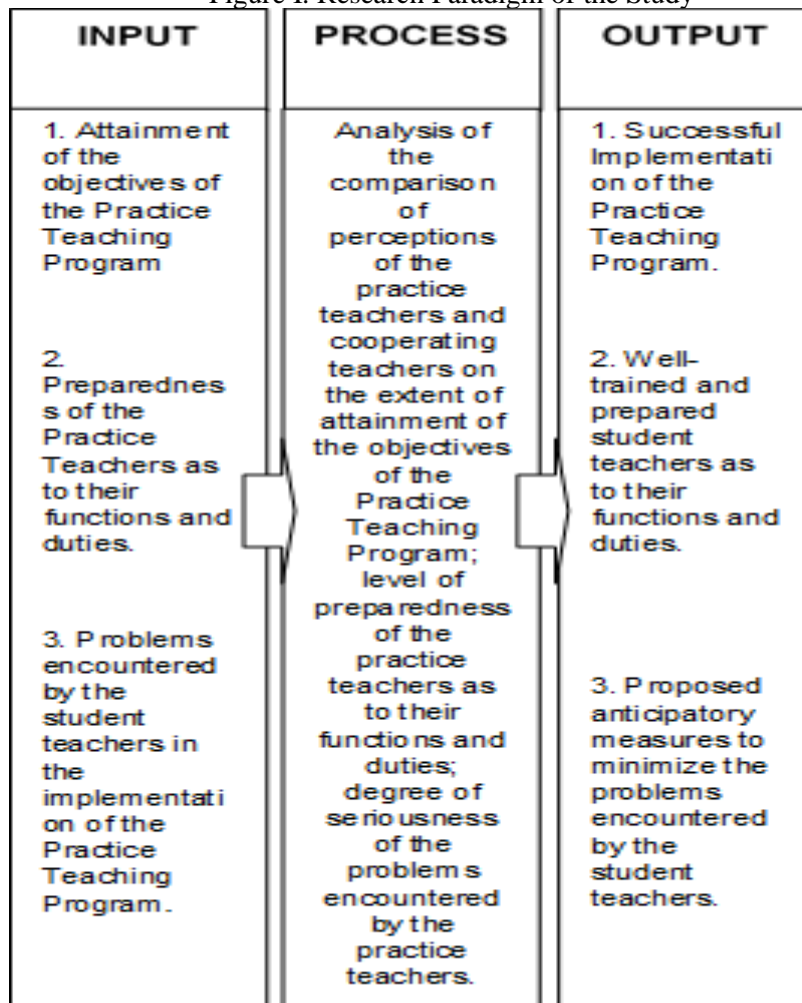
For a teacher education program to be evaluated more fully, specific aspects in their off-campus activities should be assessed to determine how well they are able to apply the theories they have learned in the classroom and to adopt the actual teaching situations.

Based on the aforementioned theories and concepts, the study assumed that the Practice Teaching Program of the Pangasinan State University, has attained its objectives in terms of its curriculum, practice teaching requirements and activities. Likewise, the Practice Teachers were expected to be prepared as to their functions and responsibilities; and based on the problems encountered in the implementation of the program certain anticipatory measures may be proposed.

On the whole it is the assumption of this study that the above mentioned variables had a considerable impact on the successful implementation of the Practice Teaching Program of the Pangasinan State University.

Figure I show the research paradigm to illustrate the relationship of the variables of interest in this study based of the foregoing theories and concepts and the assumption made.

Figure I. Research Paradigm of the Study



**OBJECTIVES OF THE STUDY**

TR 11 font size, uppercase bold, centered, and 6 spaces indentation. Leave one space for next paragraph. Statement of the purpose of the work in the form of the research problem supported by a hypothesis or a set of questions. the general and specific objectives or purpose of conducting the study in paragraph format.

**MATERIALS AND METHODS**

This study assessed the implementation of the Practice Teaching Program of the Pangasinan State University during the School Year 2014-2015.

The subjects of the study included the 193 Student Teachers in different specializations of the Pangasinan State University deployed during the second semester of School Year 2014-2015 and the 193 cooperating teachers in the different cooperating schools in the Division of Pangasinan I and II, the City Schools Division of Dagupan, San Carlos and Alaminos.

The average weighted mean was used to present the descriptive statistics of the study. The null hypotheses of the study were tested with the t-test.

**RESULTS AND DISCUSSION**

**Overall Weighted Mean of the Respondents with Respective Descriptive Equivalent**

| <b>Factors</b>   | <b>Coope-rating Tea-chers</b> | <b>Stu-dent Tea-chers</b> | <b>Mean</b> | <b>DE</b> |
|--|-------------------------------|---------------------------|-------------|-----------|
| 1. Attainment of the Objectives in Terms of the Curriculum                 | 3.47                          | 3.51                      | 3.49        | A         |
| 2. Attainment of the Objectives in Terms of Practice Teaching Requirements | 3.82                          | 3.88                      | 3.85        | HA        |
| 3. Attainment of the Objectives in Terms of Practice Teaching Activities   | 3.78                          | 3.80                      | 3.79        | HA        |
| 4. Preparedness of the Practice Teachers                                   | 3.62                          | 3.63                      | 3.62        | VMP       |
| 5. Problems Related to the Practice Teaching Supervisor                    | 2.14                          | 2.28                      | 2.21        | MS        |
| 6. Problems Related to the Cooperating School                              | 2.019                         | 2.14                      | 2.08        | MS        |
| 7. Problems Related to the Cooperating Teacher                             | 1.98                          | 2.13                      | 2.05        | MS        |

Legend:

HA – Highly Attained

VMP – Very Much Prepared

A – Attained

MS – Moderately Serious



Based on the perception of the student teachers and cooperating teachers, it is evident that curriculum obtained an overall weighted mean value of 3.49. This shows that the objectives of the Practice Teaching Program as regards the curriculum are “attained”. Obviously, this means the curriculum is fairly considered and provided as to the implementation of the practice teaching program. However, the finding suggests that the practice teaching curriculum is wanting in consistency with the present educational trends, programs and global educational standards.

On the other hand, the student teachers and cooperating teachers, indicated the objectives of the practice teaching program as regards practice teaching requirements to have been “highly attained” with an overall weighted mean of 3.85. The result shows the respondents perceived the practice teaching requirements to be highly considered and provided. The finding proves that every student teacher that have undergone practice teaching have completed and complied with necessary documents required of them prior to their deployment in the cooperating schools.

Likewise, the objectives of the practice teaching program along practice teaching activities obtained an overall mean rating of 3.79 and regarded “highly attained.”

This implies the respondents perceived the practice teaching activities to be highly considered and provided. The result suggests that the different activities undertaken during practice teaching are parallel with and satisfy the phases of practice teaching program.

The same table reveals the perception of the student teachers and the cooperating teachers indicating the student teachers were “very much prepared” as to their functions and duties as indicated by the overall weighted mean value of 3.62.

Overall, the problems encountered by the student teachers in the implementation of the practice teaching program were perceived by the respondents “moderately serious” obtaining an overall weighted mean rating of 2.21; 2.08; and 2.05, respectively. The result suggests the problems to have barely affected the performance of the student teachers. For a fact, the finding stressed that the student teachers have effortlessly adjusted to difficult situations as they progress in their practice teaching activities.

### **Proposed Anticipatory Measures to Improve the Implementation of the Practice Teaching Program**

The purpose of this study was to assess the implementation of the practice teaching program of the Pangasinan State University and be able to propose anticipatory measures to address the problems encountered by the student teachers in the implementation of the program.

Based on the findings of this study, it is proposed to provide for adequate orientation meetings to enable the student teachers to come out with a clear picture on the experiences and expectations in practice teaching. This is needed to address the inadequacy of orientation meetings in order that expectations in Practice Teaching of both parties are made clear and the need on the part of the practice teaching supervisor to fully orient the student teachers of their off-campus work be provided for.

It is also proposed to conduct comprehensive orientation meetings and conferences with secondary school heads of the identified cooperating schools to enlighten them on the provisions of the memorandum of agreement forged between the university and the cooperating schools. The MOA in Practice Teaching, a mandate of Section 6 of CHED Memorandum Order (CMO) No. 52, s. 2007, signed between the Pangasinan State University and the schools and city division superintendents of the cooperating schools, shall be fully enforced to address the problems involving the failure of cooperating principals to conduct conferences as regards the performance of the student teachers and enable them to coordinate with the practice teaching supervisor/s as regards the problems of student teachers deployed in their schools.

Likewise, it is proposed to evaluate and determine performing high schools with officials and faculty who are fair in their dealings with and could provide the student teachers the best and outstanding training. The cooperating schools shall provide, as stipulated in the Memorandum of Agreement in Practice Teaching, cooperating teachers who could effectively guide student teachers in their practice teaching. This is significantly needed to address the inability of the cooperating teachers to assist student teachers in honing their teaching and classroom management skills.



### **CONCLUSION AND RECOMMENDATION**

The gap between the perceived extent of attainment of the Practice Teaching Program and the objectives indicated in the Practice Teaching Manual may be attributed to the need to align the curriculum to the present educational thrusts, particularly on the K to 12 Curriculum and the ASEAN Integration Program.

The student teachers of the Pangasinan State University deployed during the second semester SY 2014-2015 were very much prepared for practice teaching as to their functions and duties.

The problems encountered by the student teachers related to the practice teaching were moderately serious in nature causing negligible effect in the performance of the student teachers as regard the implementation of the Practice Teaching Program.

The proposed anticipatory measures if fully implemented could contribute to the attainment of the objectives and therefore, the successful implementation of the Practice Teaching Program.

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