



## CTE Stakeholders' Perception Towards BISU-Clarín Interns

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**Abstract**— This study was conducted to determine the perception of CTE Stakeholders towards Bohol Island State University (BISU) Clarín campus Interns. The respondents of the study were the 88 cooperating teachers coming from the different Host Schools in the Department of Education, Division of Bohol. Wilcoxon Signed Rank test with Bonferroni correction was employed in the study. Result showed that the overall performance of the BISU Interns is “Outstanding”. Among the ten categories, the result revealed that there is a significant difference in the following categories 2 (Verbal Communication) and (3 Written Communication) with  $p$ -value of 0.0010, categories 3 and 9 (Coachability/Follow Instruction) with  $p$ -value of 0.001, and categories 9 and 10 (Attention to details/Accuracy) with  $p$ -value of 0.001. The findings of this study can be a good input for the development of intervention to improve the performance of interns particularly on written communication and problem-solving skills since these are only two categories interpreted as Very Satisfactory. It is likewise recommended that the faculty would consider integrating more activities that could enhance the written communication and problem-solving skills of the education students. The researchers also recommend to give the interns a pre-deployment seminar-workshop to enhance more their capability along their practice teaching journey.

**Keywords**— Cooperating Schools, Practice Teachers, Public Education System, Evaluation

### I. INTRODUCTION

Bohol Island State University- Clarín Campus offers education programs. Governed by the Commission on Higher Education (CHED), the students enrolled in these programs shall undergo Experiential Learning Courses (ELC) to wit: Field Study 1 and 2, and Student Internship Program. ELC in any Higher Education Institutions is indispensable component of the new Teacher Education Curriculum, per CMO No. 30, s. 2004 in accordance to the National Competency Based Teacher Standards (NCBTS) which is the core of the Teacher Education Development Program of the government.

Anchored on the CMO No. 23, s. 2009; and CMO 104, s. 2017, CHED emphasizes the strong partnership with the Host Training Establishment (HTE). These HTEs are the recognized public schools in the Department of Education. However, DepEd also accentuates the guidelines on Student Internship program through the issuance of DepEd Memo

39, s. 2005. With these, the responsibilities of student interns and the host schools are observed and monitored in order to strengthen partnership in producing new sprout of competent educators of the future generation.

Student internship is an important component of becoming a teacher. It grants student teachers experience in the actual teaching and learning environment (Perry, 2004). During practice teaching, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 1995). Student teachers also know the value of teaching practice and as remarked by Menter (1989), they perceive it as ‘the crux of their preparation for the teaching profession’ since it provides for the ‘real interface’ between studenthood and membership of the profession. As a result, student internship creates a mixture of anticipation, anxiety, excitement and apprehension in the internship (Manion *et al.*, 2003; Perry, 2004). Interns are considered neophyte in the new environment and that they are still students who are

in the stage of developing themselves professionally, so the way they perform the expected tasks in the delivery of instruction, classroom management and their interaction with other personnel in the assigned school may or may not be perfectly executed.

BISU- Clarin and some public schools in Clarin, Tubigon, Inabanga and Sagbayan are allies in this program for a very long time already. Every year, the cooperating teachers share positive feedbacks, negative comments, and related issues regarding student internship. These matters are inevitable in the entire practice teaching endeavor. In fact, since the introduction to practice teaching into the education program in BISU-Clarin College of Teacher Education (CTE), there is no empirical studies that had been conducted to find out how the CTE Stakeholders perceive the actual performance of the interns. Hence, a study to assess how the Stakeholders perceive the interns' performance is deemed appropriate. At the same time, this will help the College to create skills development program for interns.

#### Objectives

The study generally aims to investigate the CTE Stakeholders' perception towards BISU- Clarin interns. Specifically, the study aims to:

1. Know the level of perception of the respondents towards BISU-Clarin interns in terms of the ten categories namely: (1) Attendance and Reliability, (2) Communication Skills, (3) Written Communication Effectiveness, (4) Professional Presentation, (5) Positive and Engaged Participant, (6) Independent Thinking and Ethical Behavior, (7) Teamwork/Cooperation, (8) Problem Solving, (9) Coachability/ Follows instructions, and (10) Attention to details/ Accuracy.
2. Determine the significant difference among the categories on the perception of CTE Stakeholders.
3. Determine the implication based on the result.

## II. METHODOLOGY

In this study, a descriptive survey was utilized. The locale of this study was in BISU Clarin campus located at Poblacion Norte, Clarin, Bohol. BISU is a state university which accommodates the educational needs of the Northern part of Bohol. The respondents were the eighty-eight (88) CTE Stakeholders who are the Cooperating Teachers and Principals from the selected Cooperating Schools in Clarin, Inabanga, Sagbayan, and Tubigon broken down as: Clarin Central Elementary School- 10; Bonbon Elementary School- 6; Nahawan Elementary School- 6; Bacani Elementary School- 6; Caboy Elementary School- 6; Nahawan High School- 12; Inabanga High School- 15; Sagbayan High School- 12; Tubigon West High School- 15.

In gathering the data, a standardized questionnaire was given to the respondents. This questionnaire has ten (10) items with corresponding categories namely: (1) Attendance and Reliability, (2) Communication Skills, (3) Written Communication Effectiveness, (4) Professional Presentation, (5) Positive and Engaged Participant, (6) Independent Thinking and Ethical Behavior, (7) Teamwork/Cooperation, (8) Problem Solving skills, (9) Coachability/ Follows instructions, and (10) Attention to details/ Accuracy. This was answered by the respondents but the unit of analysis of the study was the interns' performances during their Practice Teaching Program in their respective schools. The data were then collated, tabulated, and interpreted using Microsoft Excel.

## III. RESULTS AND DISCUSSION

Table 1. Level of Perception of the Respondents towards BISU- Clarin interns (n=88).

Category	SD	Mean	Descriptor
1. Attendance and reliability	0.66	4.22	Outstanding
2. Communication skills	0.60	4.36	Outstanding
3. Written communication effectiveness	0.59	4.13	Very satisfactory
4. Professional presentation	0.57	4.26	Outstanding
5. Positive and engaged participant	0.57	4.32	Outstanding
6. Independent thinking and ethical behavior	0.67	4.21	Outstanding
7. Teamwork/cooperation	0.57	4.31	Outstanding

<b>8. Problem solving skills</b>	0.63	4.17	Very satisfactory
<b>9. Coachability/follows instructions</b>	0.59	4.44	Outstanding
<b>10. Attention to details/accuracy</b>	0.63	4.19	Outstanding
<b>Composite</b>	0.61	4.26	Outstanding

Legend: SD (Standard Deviation)

It can be gleaned on Table 1 that category (9) *Coachability/Follows instructions* ranked the highest with a weighted mean of 4.44 that is interpreted as *Outstanding* while category (3) *Written communication effectiveness* ranked the lowest that is interpreted as *Very satisfactory* followed by (8) *Problem solving skills* with 4.17 weighted mean

interpreted also as *Very satisfactory*. However, the rest of the categories are *Outstanding*. This result is similar to the findings of the study of Digo (2020) that revealed an overall strong positive internship competency level where it showed that both the BSED and BEED interns were performing well in during their practicum.

Table 2. Significant difference among the categories on the perception of CTE Stakeholders (n=88)

	Category 1	Category 2	Category 3	Category 4	Category 5
<b>2</b>	0.088	-	-	-	-
<b>3</b>	0.275	0.001	-	-	-
<b>4</b>	0.480	0.088	0.059	-	-
<b>5</b>	0.194	0.567	0.007	0.251	-
<b>6</b>	0.876	0.023	0.291	0.346	0.142
<b>7</b>	0.266	0.507	0.006	0.433	0.847
<b>8</b>	0.594	0.020	0.568	0.211	0.035
<b>9</b>	0.016	0.257	0.000	0.003	0.083
<b>10</b>	0.763	0.012	0.275	0.297	0.050

  

	Category 7	Category 8	Category 9
<b>2</b>	-	-	-
<b>3</b>	-	-	-
<b>4</b>	-	-	-
<b>5</b>	-	-	-
<b>6</b>	-	-	-
<b>7</b>	-	-	-
<b>8</b>	0.012	-	-
<b>9</b>	0.050	0.001	-
<b>10</b>	0.039	0.655	0.0000

Significant difference among the categories on the perception of CTE Stakeholders was presented in Table 2. The result showed that there is a significant difference on each comparison based on Bonferroni significance level of 0.0011. Specifically, there is a significant difference between categories (2) *Verbal Communication* and (3) *Written Communication* p-value of 0.0010, categories (3)

*Written Communication* and (9) *Coachability/Follow Instruction* with p-value of 0.001, and categories (9) and (10) *Attention to details/Accuracy* with p-value of 0.001.

#### IV. CONCLUSION AND RECOMMENDATION

The results of the study convey that the BISU Clarin Interns delivered highly competent performances with good

character and demeanor as this is presented with an outstanding result. However, written communication skills and problem solving skills ranked lowest among the categories. Hence, this can be good input for the development of intervention to improve the performance of the BISU Clarin Interns particularly on written communication and problem solving skills. It is likewise recommended that to the faculty would consider integrating more activities that could enhance the written communication and problem solving skills of the education students. The researchers would also recommend to give the pre-service teachers a pre-deployment seminar-workshop to enhance more their capability along practice teaching.

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