

Implementation of the National Competency-Based Teacher Standards in the UV-College of Teacher Education

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ABSTRACT

The study determined whether the student teachers have achieved the expected competencies required by the new curriculum in teacher education. The National Competency-Based Teacher Standards (NCBTS) explicitly lay down the set of behaviors, attitude and skills that each student teacher must possess. Using a researcher-made questionnaire, this study assessed the competencies of the student teachers in comparison with the standard skills embodied in the NCBTS using a researcher-made questionnaire. All the 38 student-teachers who enrolled during the 1st semester of 2011 – 2012 and 22 mentors of the University of the Visayas Laboratory School- Main Campus were involved in the study. Both the student teachers and the mentors had an orientation before answering the questionnaires. Results are analyzed using descriptive statistics for the level of competency and Pearson coefficient to determine the significant relationship of competency level and student performance. The student teachers perceived themselves as highly competent as classroom teachers and this confirmed by the mentors. Mentors perceived the student teachers as very competent in almost all aspects of the seven NCBTS skills. They were best in professional growth and development and in social regard for learning. However, they lie low in community organizing or building linkages and understanding the diverse learning abilities of students. Likewise, though competent enough, the student teachers need to keep abreast with the recent trends in education. Student teaching performance was related to the students' learning environment, suggesting that when mentors provide a conducive environment, assistance and modeling, the student teachers would learn the teaching skills and proper behavior of an efficient and effective teacher. The curriculum has also enhanced the students teaching skills, which means that the program was useful for student teachers.

Keywords: *national competency-based teacher standards, curriculum, student teaching, student mentor, competency*

I. INTRODUCTION

Teaching experiences of student teachers culminate during the student teaching program. They render on and off campus school-based experiences for a total of 480 hours.

The goal of the Student Teaching Program is to produce prospective teachers who observe and motivate students to learn right. It also aims to give opportunities for new educators to demonstrate instructional competence.

The interns start their On-Campus Practice Teaching in our laboratory school for 250 hours. Since it is laboratory of life, it is imperative that continuous assessment and monitoring of their performance is sought.

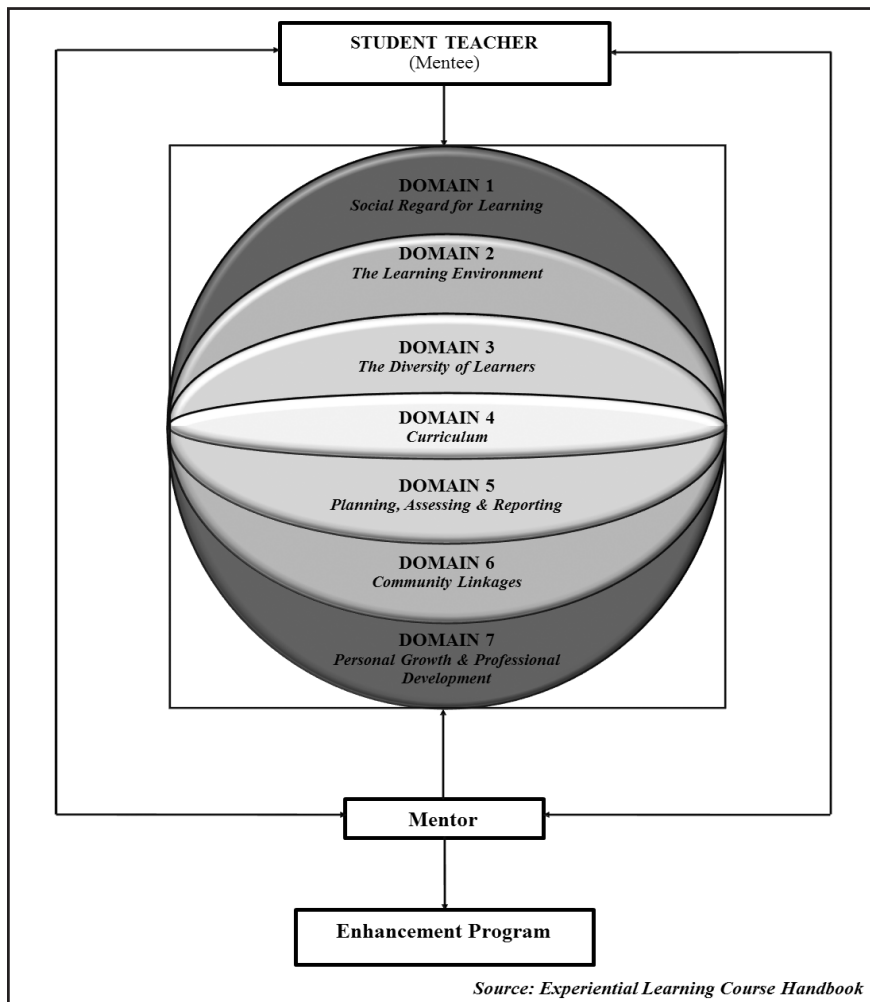
Part of the monitoring process is the mentor’s evaluation of each student teacher based on the evaluation instrument from the experiential learning book. As supervisor of the Student-Teaching program, assessments and evaluations are done before sending them for off-campus exposure. There should be consistent implementation of the Memorandum of Agreement on Supervision while student teachers

are actively engaged in teaching.

Societal changes and technological development challenged the teaching profession. It is necessary that the teacher education must fill the gap between needs and expectations of the learners. Therefore, it is imperative that both new and experienced teachers must work collaboratively.

The Department of Education vows to commit in providing a quality system of public education. It gives schools with teachers who can help students develop, their knowledge, skills, and attitude for them to function effectively in a rapidly changing society (DepEd, 2006).

Figure 1. Theoretical and Conceptual Framework.



Source: Experiential Learning Course Handbook

The National Competency – Based Teachers Standards is a set of competencies that is anchored upon the core values of Filipino teachers and on the principle for effective-teaching and learning. NCBTS defines the different dimensions of effective teaching. Effective teaching means being able to help all types of students learn the different learning goals in the curriculum. As stated, Philippines Schools have teachers who are committed and accountable for providing classroom instruction with high regard for student learning outcomes. Teachers are committed to the well-being of the students and communities they serve, considering their cultural diversity, group aspirations, and educational value.

There are seven domains representing the desired features of the teaching- learning process. These domains are composed of performance indicators that reflect the quality of a teacher's performance (TEC, DepEd & CHED, 2007).

Domain 1: Social Regard for Learning. Social regard for learning emphasizes that an ideal teacher should possess positive values and that they should be role models in the pursuit of learning and the effort to learn.

Domain 2: Learning Environment. Learning environment shows the necessity of providing for social and psychological physical environment to all students. Considering their individual differences in learning, they can participate in the different learning activities and work towards attaining high standards of learning.

Domain 3: Diversity of Learners. Diversity of Learners emphasizes the ideal that teachers can facilitate the learning process in diverse types of learners. Teachers should first recognize and respect individual differences, use knowledge about students' to design diverse sets of learning activities and ensure that all students can attain appropriate learning goals.

Domain 4: Curriculum. Curriculum refers to all elements of the teaching-learning process that works to help students attain high standards of learning and in-depth knowledge of the curricular goals and objectives. Teacher's knowledge of the subject matter, teaching-learning approaches

methods and activities, instructional materials and learning resources constitute the elements of the curriculum.

Domain 5: Planning, Assessing and Reporting. Planning, assessing and reporting focus on the use of assessment data to revise teaching-learning plans and integration of formative assessment procedures in the plan.

Domain 6: Community Linkages. Community linkages focus on the meaningful link of experiences and aspirations of the students in their homes and communities. Teachers' efforts are directed at strengthening the links between school and community activities, particularly in attaining curricular objectives.

Domain 7: Personal Growth & Professional Development. Personal growth and professional development emphasize the teacher's high personal regard for professional development and continuous improvement as teachers.

The Mentoring Spirit. It is said that the young generation these days distrust the future and feel pessimistic about their careers and financial well-being. Suicide has increased and that even children at six or seven years old are depressed about being raped and of polluted environment. We read of some gangs leaders destroying whole neighborhoods. In truth, some of these young toughs are gifted but misdirected influences. They possess many of the same attributes of power as corporate misdirected influences. They have a charismatic knack for attracting followers, and enviable persuasive skills. They can articulate what it takes to endure within their milieu. Although gang leaders may lead impressionable disciples astray, they provide their followers with something that the wider mainstream community does not: a mentoring relationship (Shea, 1992; Conner & Pokora, 2007).

Mentors are wise and trusted advisers. They are significant persons who play different roles in differing degrees for a different length of time to another person. They are experienced individuals who are willing to share their knowledge with those who are less experienced through relationship of mutual trust. They provide

encouragement by sharing enthusiasm for his job (Clutterback, 1991a&b). They help others achieve their potentials (Shea, 1992). They are behind every successful person. They care about the growth and development of someone, somewhere and somehow (Kaye, 2000).

According to Sinetar (1998), "we need the mentor's spirit: an unseen, affirming influence, and positive energy... the heart's posture pervading healthy relationships in every family, classroom, organization and town...the almost anything that deepens our sense of the sacred or our understanding or transmits a kind of gladness about life itself."

This is precisely what is envisioned to happen – mentoring relationship that is fostered between the young and the seasoned teacher in order to facilitate the transmission of values, culture tradition on one hand, and on the other, to make use of modern means in keeping with the advancement of technology and the needs of a knowledge-based society. The kind of teacher you become is a large extent influenced by how you view teaching profession (Zulueta, 2006).

Teaching has always been thought of as one of the noblest professions; and a teacher, likewise, one of the noblest human beings. It is believed that an individual possessed with a noble heart, will be willing to assume a great responsibility to society. This responsibilities include the (1) development of good citizens; (2) the inculcation in and cultivation of the mind, the heart, and the soul of the youth; and (3) the love of beauty, goodness and truth.

The school is very much alive when the teachers are dynamic, alert and zealous of their teaching, research, and service functions. The teacher performs a tremendous task. In order to articulate the philosophy, vision and mission of the school in relation to the changing needs of the immediate community that it serves and the society in general, of which it is an integral part. The teacher is not just a cog in the wheel; he is the wheel in the total complex of the educational system. He is the central figure in the school

system, notwithstanding the pupils/students. He can give flesh to the noble aspirations of the pupils/students, translate into the commodity and transform values and attitudes into functional attributes.

The final semester of teacher education is mostly devoted to practice teaching. It is considered as the most important phase of teacher development. The student teacher begins to shed his student status and ways, and transforms himself toward becoming a teacher.

Student teaching is a whole day school-based experience. It is supervised by a competent cooperating teacher (CT) and student teaching supervisor (STS). The first objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence with beginning professional educators. The student teaching experience has been carefully designed to be as realistic and as actual teaching. Student teachers are placed in schools with carefully selected and qualified cooperating teachers. Essential to student teaching is supervision which is the mutual responsibility of the cooperating teacher and the student supervisor.

Teaching as a noble profession involves the processing of individuals hoping to transform them into totally developed caring human beings and useful citizens. With a goal as important as this, the teacher is expected not only to work devotedly and patiently but to comfort himself as well into the very image that he wants his learners to emulate. Thus, what the teacher teaches, he learns himself. Likewise, teaching intends to achieve an understanding of its dynamics both inside and outside the classroom suitable for all instructional levels. It also aims to develop the skill in observing and analyzing teacher roles and behavior that provide direction and guidance towards learning efficiency.

Teaching is a complex process in the sense that learning, as its objective, is a decision that the learner makes himself. Without the learner's full involvement in the teaching-learning process, all

teaching futile; thus, the most important learning principle: "Learning is a self-activity" by Dewey as cited by Atienza, S. M., Garibay, R. G., & Ramos, M. F. (2007). For teaching to become successful, the teacher should apply at the right time all the appropriate scientific teaching-learning theories and principles, and use true and tried methods, while at the same time be able to innovate as the teacher sees it fit to the teaching-learning process of the learner's nature and needs. The ability of the teacher to interpret correctly and apply appropriate theories and principles makes a teaching a science. On the other hand, the teacher's ability to translate them into effective teaching methods makes teaching an art. Thus, the cliché: "Teaching is both a science and an art."

Mentor is a Process and a Partnership. It is a process because it goes through stages and a partnership because it takes a mentor and a mentee to be engaged in the relationship of supporting and encouraging each other... a relationship where honesty, trust and confidentiality are established... a supportive mentor is assisting an inexperienced mentee to grow and develop.

According to Clutterback (1991a&b), a mentor is a wise and trusted adviser; a significant person who played a role on different times in differing degrees for different length of time to another person. An experienced individual who is willing to share his knowledge with others who are less experienced in relationship of mutual trust; provides encouragement by sharing enthusiasm for his job; a person who helps others to achieve their potentials; behind every successful person and cares about the growth and development of someone, somewhere and somehow.

In this paper, mentoring is addressed to the unique school setting, where the mentors can also be called *learning mentors*. They possess key skills and competencies for teaching and learning, counseling, networking, facilitating, and developing their mentees or co-teachers and also their students. The mentors are generally older, more experienced and respected persons. They prevent set-backs in learning and help co-teachers

move forward. They help prevent absenteeism, dropping out from teaching, or low performance. It is said that behind every successful person, there is someone, somewhere, somehow who cares about his/her growth and development. This person is the mentor.

Mentoring is helping and supporting teachers to organize their own learning to have maximum development of their own skills enhance their performance and enable them to achieve their goal in life. Mentoring is used to meet the challenge of ever-increasing need to learn new things in new ways. This is to emphasize the fact that learning is a continuous and life-long process.

In the mentoring process, the mentor and the mentee/teacher enter into a partnership, plan for success. The mentor supports and encourages learning and development to happen to the mentee who in turn will make it happen to their students. Mentoring is an on-going opportunity to reinforce and apply learning. This is a special kind of relationship between the mentor and the mentee.

The mentor is available at the various stage of the personal and professional life of a mentee, from the start and possibly into retirement. A mentor is a significant person who played a role on different times, in different degrees, for a different length of time to a mentee. A mentor provides encouragement by sharing his/her enthusiasm for work so that the mentee can reach his potential. Being an experienced person the mentor is willing to share the mentee his/her knowledge and skills as well as her values in life. The goal of this mentor is to help build the mentees' self-confidence, self-awareness and self-esteem.

The mentor should possess personal qualities such as objectivity, honesty, credibility, helpfulness, wisdom and firmness. He/she is a guidance provider, good parent, case worker, learning facilitator, and special agent of change.

Professionally, the mentor should have the ability to engage constructively with a wide range of people from different social or ethnic

background. He/she has the ability to listen and identify potential barriers to learning and jointly engage with the mentees varied strategies to overcome these barriers. He/she sees mentoring as long as long-term activity designed to achieve set goals and not a quick fix.

A mentor has proven track record of working with people and the ability to recognize their needs and problem. He/she has the ability to assess people and plan appropriate responses by tapping resources in the community. He/she has experienced working effectively with public and private sectors.

To sum up the mentor has the following personal qualities; wise and kind, role model, willing to help, objective and credible, honest and positive, and firm yet flexible.

The professional skills of the mentors are: a desire to help people gain insights into how to think; a proven track record of working with others and the ability to recognize their needs and problems; ability to work with others and of different social and ethnic background; and command the confidence of all sectors; ability to assess and plan appropriate responses by tapping other source; ability to work effectively by networking with the public and private sectors; ability to see mentoring as a long-term activity designed to achieve set goals and not quick fix.

What is the role of the mentee and the mentor? The relationship that develops between mentor and mentee is vital to the effectiveness of their work together. When all parties in relationship know what is expected of them, the mentorship develops into an effective and supportive process.

The mentee should be open to idea of receiving input from the mentor. In the relationship, the mentee must view his/her mentor in pursuing effectiveness and fulfillment. Mentees must also be willing to spend time to work with someone else. Finally, the mentee must see his/her role as that of a learner, a lifelong learner.

The mentor on the other hand must act as a guide, supporter, friend advocate and role model. Being a supporter, mentors need to accept their

mentees as they are. Mentors must see that the mentee are not their alter ego and they have to accept them as the mentees.

What is then the benefit of mentoring? Mentoring promotes self-learning and encourages the mentees to reflect on the wide range of learning opportunities available to attain their personal and professional goals. The mentees assess the opportunities about learning and developing themselves at their own pace, thus contributing much to their morale.

Mentoring improves the capacity of the mentees to deal with change. It gives them a greater sense of determination to succeed by looking at change as healthy way of meeting life's challenge and problems. Mentees are not afraid to try out new things or methods because the mentor is there to help, support and guide them.

Mentoring is a sustainable framework which can be reviewed regularly by the mentor and the mentees. Doing this generates confidence and trust with each other as the challenges and problems come their way. Sharing of small successes inspires them.

Mentoring increases effective communication. The frequent contact of the mentor and the mentees to discuss problems and issues in order to achieve their goals requires that they improve their listening and asking questions, guiding and leading skills.

Mentoring introduces a culture of self-development. The mentor motivates, encourages and supports mentees to think for themselves, grow in confidence and take responsibility for today and tomorrow.

One of the important domains is learning the many facets of diversity. As humans, we are deeply influenced by the cultural socialization we experienced and our attitudes and behavior reflect the values we were taught. As educators, we work in institutions that are dedicated to educating each individual child and also helping all children learn to live together.

As developing professional, you know that children are best understood in the context of their families, and that you pledge to adhere to a

code of ethical conduct to respect the dignity and worth of each family. The components of culture like race and ethnicity, gender, language, abilities, religion or spirituality, age, social class, status, or income and temperament challenge teachers in their relationships with the children and families.

II. METHODS AND PROCEDURES

The study aimed to determine the level of competency of the student teachers in the implementation of the National Competency-Based Teacher Standard and correlate these competencies with their student teaching program rating. Both the students and the mentors' ratings were used in the analysis.

This study is a quantitative research using the descriptive correlational design. It was conducted in the College of Education at the University of the Visayas main campus located in Cebu City. All the thirty eight student teachers who enrolled during the 1st semester of 2011-2012 and 22 mentors of the UV laboratory school were involved in the

study.

Data were gathered personally by the researcher, using the researcher-made questionnaire based from the seven domains of teaching and learning as outlined in the National Competency – Based Teacher Standard. Both the students and the mentors were grouped, had an orientation and answered the questionnaires. Results were analyzed using the mean for the level of competency and Pearson coefficient of correlation for the bivariate analysis.

III. RESULTS AND DISCUSSION

The competencies of the student teachers in each of the seven NCBTS Domains are presented in the next seven tables.

The domain on social regard includes the different criteria such as implementation of school policies and procedures, personal qualities such as punctuality, personal appearance, behavior, and utilization of various learning experiences. This is shown in table 1.

Table 1. Student Teachers' Competencies in NCBTS Domain on Social Regard for Learning.

CRITERIA	MENTEE		MENTOR	
	<i>Mean</i>	Description	<i>Mean</i>	Description
1. Implements school policies and procedures	4.08	<i>Very Competent</i>	3.77	<i>Very Competent</i>
2. Demonstrates punctuality	4.26	<i>Highly Competent</i>	3.31	<i>Competent</i>
3. Maintains appropriate appearance	4.17	<i>Very Competent</i>	4.08	<i>Very Competent</i>
4. Is careful about the effect of one's behaviour on students	3.95	<i>Very Competent</i>	4.15	<i>Very Competent</i>
5. Makes use of various learning experiences and resources.	3.78	<i>Very Competent</i>	3.46	<i>Very Competent</i>
Average	4.04	<i>Very Competent</i>	3.75	<i>Very Competent</i>

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent; 1.00 – 1.80 Not Competent

Table 2 showed the average mean of every competent where both the mentees and the mentor perceive the same. However, there are areas where mentees feel they are already highly competent on encouraging learners to ask questions but the mentors perceived otherwise. It was also noted that both mentee and mentor perceived that gender fair opportunities for learning were provided and that the mentee felt highly competent on this.

Likewise, mentors felt that the mentees were also highly competent. Moreover, their criteria could also be given emphasis namely handling behavior problems promptly and quickly and with due respect to children's rights: encouraging free expression of ideas from children and taking measures to minimize anxiety. In other words, for mentee to be able to encourage learners to ask questions they must also be adopt in the art of questioning and must

Table 2. Student Teachers' Competencies in NCBTS Domain on Learning Environment.

CRITERIA	MENTEE		MENTOR	
	Mean	Description	Mean	Description
1. Promotes courtesy and respect for different learners.	4.30	Highly Competent	3.85	Very Competent
2. Provides gender-fair opportunities for learning.	4.47	Highly Competent	4.23	Highly Competent
3. Recognizes that every learner has strengths.	4.28	Highly Competent	4.15	Highly Competent
4. Maintains a safe and orderly classroom free from distractions.	4.28	Highly Competent	4.15	Very Competent
5. Arranges challenging activities in a given physical environment.	3.87	Very Competent	3.54	Very Competent
6. Encourages learners to ask questions.	4.48	Highly Competent	3.38	Competent
7. Provides learners with a variety of learning experiences.	3.98	Very Competent	3.54	Very Competent
8. Provides varied enrichment activities to nurture the desire for further learning.	3.91	Very Competent	3.62	Very Competent
9. Communicates and maintains high standards for learning performance.	3.86	Very Competent	3.31	Competent
10. Handles behavior problems quickly and with due respect to children's' right.	4.26	Highly Competent	3.62	Very Competent
11. Gives timely feedback to reinforce appropriate learners; behavior	4.04	Very Competent	3.62	Very Competent
12. Guides individual learners to the development of appropriate moral, social and learning behavior.	3.97	Very Competent	3.62	Very Competent
13. Communicates and enforces school policies and procedures for appropriate learner behavior.	3.78	Very Competent	3.62	Very Competent
14. Encourages free expression of ideas from students.	4.23	Highly Competent	3.54	Very Competent
15. Creates a stress free environment	3.69	Very Competent	3.46	Very Competent
16. Takes measures to minimize anxiety and fear of the teacher and/or the subject.	3.84	Very Competent	3.31	Competent
Average	4.01	Very Competent	3.61	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent; 1.00 – 1.80 Not Competent

Table 3. Student Teachers' Competencies in NCBTS Domain on Diversity of Learners.

CRITERIA	MENTEE Mean	Description	MENTOR Mean	Description
1. Obtains information on the learning styles, multiple intelligences and needs of learners.	4.08	<i>Very Competent</i>	3.54	<i>Very Competent</i>
2. Designs or selects learning experiences suited to different kind of learners.	4.19	<i>Very Competent</i>	3.69	<i>Very Competent</i>
3. Establishes goals that define appropriate expectations for all learners.	3.93	<i>Very Competent</i>	3.46	<i>Very Competent</i>
4. Paces lessons appropriate expectations for all learners.	3.71	<i>Very Competent</i>	3.54	<i>Very Competent</i>
5. Initiates learning approaches for learners whose needs have not been met by usual approaches.	4.43	<i>Highly Competent</i>	3.54	<i>Very Competent</i>
6. Recognizes multi-cultural background of learners when providing learning opportunities.	3.89	<i>Very Competent</i>	3.62	<i>Very Competent</i>
7. Adopts strategies to address needs of differently-abled students.	4.15	<i>Very Competent</i>	3.62	<i>Very Competent</i>
8. Makes appropriate adjustments for learners of different socio-economic backgrounds.	4.21	<i>Highly Competent</i>	3.62	<i>Very Competent</i>
Average	4.07	<i>Very Competent</i>	3.58	<i>Very Competent</i>

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent; 1.00 – 1.80 Not Competent

have broad knowledge of the subject matter. They must use individual and cooperative learning strategies to improve learner's capacity for higher learning.

Table 3 revealed an average means of 4.07 and 3.58 both very competent from mentees' self-evaluation and mentors evaluation of the mentee. However, there is a difference on initiating other learning approaches for learners whose needs have not been met by needed approaches. This means mentees feel

they are already highly competent that they have many approaches already to enter to individual needs but the mentor felt they still need to learn more approaches. Likewise, making adjustments for learners with different socio-economic backgrounds as well as those differently-abled students is also rated highly competent by the mentees; however, mentors still believe a room for improvement on this aspect. This implies that the student teachers have already acquired basic skills in dealing

with diversified learners but has to do more bases on mentor's assessment.

The domain or Curriculum is composed of the teaching-learning process that works in

convergence to help students attain standards of learning and understanding of the curricular goals and objectives

Table 4. Student Teachers Competencies in NCBTS Domain on Curriculum.

CRITERIA	MENTEE		MENTOR	
	<i>Mean</i>	Description	<i>Mean</i>	Description
1. Delivers accurate and updated content knowledge using appropriate methodologies, and strategies.	3.80	<i>Very Competent</i>	3.77	<i>Very Competent</i>
2. Integrates language, literacy and quantitative skill	3.80	<i>Very Competent</i>	3.69	<i>Very Competent</i>
3. Explains learning goals, instructional procedures and content clearly and accurately to students.	3.85	<i>Very Competent</i>	3.69	<i>Very Competent</i>
4. Links the current content with past and future lessons.	3.93	<i>Very Competent</i>	3.62	<i>Very Competent</i>
5. Alights with lesson objectives the teaching methods, learning activities, and instructional materials.	4.19	<i>Very Competent</i>	3.85	<i>Very Competent</i>
6. Creates situation that encourage learners to use high order thinking skills.	4.00	<i>Very Competent</i>	3.62	<i>Very Competent</i>
7. Engages and sunshine learner's interest in the subject by making content meaningful t them.	4.09	<i>Very Competent</i>	3.08	<i>Competent</i>
8. Sets appropriate learning goals	3.91	<i>Very Competent</i>	4.00	<i>Very Competent</i>
9. Integrates relevant scholarly works and ideas to enrich the lesson as needed.	3.65	<i>Very Competent</i>	3.77	<i>Very Competent</i>
10. Understands the learning goals.	4.15	<i>Very Competent</i>	3.85	<i>Very Competent</i>
11. Establishes routines and procedures to maximize instructional time.	4.15	<i>Very Competent</i>	3.85	<i>Very Competent</i>
12. Plans lessons to fit available instructional objectives.	4.04	<i>Very Competent</i>	4.00	<i>Very Competent</i>
13. Translates learning competencies to instructional objectives.	3.82	<i>Very Competent</i>	3.78	<i>Very Competent</i>
14. Selects, prepares and utilizes technology appropriate to the learners and the learning objectives.	4.10	<i>Very Competent</i>	3.62	<i>Very Competent</i>
15. Provides activities and uses materials which fit the learners learning styles, goals, and culture.	4.17	<i>Very Competent</i>	3.85	<i>Very Competent</i>

cont. Table 4. Student Teachers Competencies in NCBTS Domain on Curriculum

16. Utilizes information derived from assessment to improve teaching and learning.	3.84	Very Competent	3.54	Very Competent
17. Provides activities and uses materials which involve students in meaningful learning.	4.26	High Competent	3.54	Very Competent
18. Designs and utilizes teaching methods that take into account the learning process.	3.93	Very Competent	3.23	Competent
19. Cultivate good study habits through appropriate activities and projects.	3.89	Very Competent	2.92	Competent
20. Utilizes Information and Communication Technology to enhance teaching and learning.	3.74	Very Competent	2.92	Competent
Average	3.93	Very Competent	3.61	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent; 1.00 – 1.80 Not Competent

These four elements which include the teacher's knowledge of subject matter, teaching-learning approaches and activities instructional materials and learning resources. The profile is shown in table 4.

Table 4 on curriculum has an average mean of 3.93 and 3.61 which is described as very competent. Both mentee and mentor perceived the same thing. For the mentee's self-evaluation the highest criterion has a weighted average of 4.76 which is highly competent.

The mentees believed that they have provided activities and the uses materials which involve students in meaningful learning; however, to integrate relevant scholars' works and ideas to enrich the lesson as needed got the lowest mark but still they are very competent.

The mentor on the other hand felt that the mentee needs to cultivate good study habit through appropriate activities and project and that ICT has to be utilized to enhance teaching and learning. This implies that although the result is very competent the mentee has to do something more.

They have to master the subject matter, improve classroom management or facilitation skills, enhanced teaching methods and strategies.

The domain of Planning, Assessing and Reporting refers to the aligned use of assessment planning activities and assessing them to ensure that learning has taken place to its maximum level.

This domain particularly focuses on the utilization of assessment data to improve the instructional use of technology enhancing the learning process.

In the table 5, the mentees believe that the instructional plan they prepared were very competently implemented with the mean of 4.15.

Their weakness is conducting regular meetings with parents and learners. The mentor on the other hand believed that the mentees were only competent in identifying teaching-learning difficulties and possible causes so that appropriate action can be addressed too.

Likewise, teacher/mentors believed that

conducting regular meetings with parents and involving them to participate in school otherwise has to be strengthened.

This implies that mentees have not thoroughly practiced the home-school

relationship techniques which and believe could be strengthened if laboratory schools will give the mentees chances to organize parent meetings and conferences.

Table 5. Student Teachers' Competence in NCBTS Domain on Planning, Assessing and Reporting.

CRITERIA	MENTEES		MENTOR	
	Mean	Description	Mean	Description
1. Shows proofs of instructional planning	4.00	Very Competent	3.77	Very Competent
2. Implements instructional plan	4.15	Very Competent	3.69	Very Competent
3. Demonstrates ability to cope with varied teaching milieu.	3.96	Very Competent	3.62	Very Competent
4. Prepares formative and summative tests in line with the curriculum.	3.85	Very Competent	3.62	Very Competent
5. Employs non-traditional assessment result to improve teaching and learning.	3.63	Very Competent	3.69	Very Competent
6. Interprets and uses assessment results to improve teaching and learning.	3.93	Very Competent	3.69	Very Competent
7. Identifies teaching-learning difficulties and possible causes and takes appropriate action to address them.	3.80	Very Competent	3.31	Competent
8. Uses tools for assessing authentic learning.	3.96	Very Competent	3.62	Very Competent
9. Provides timely and accurate feedback to learners to reflect on and monitor their own learning growth.	3.87	Very Competent	3.77	Very Competent
10. Keeps accurate records of grades/performance levels of learners.	3.96	Very Competent	3.77	Very Competent
11. Conduct regular meetings with learners and parents to report learners.	3.28	Competent	3.54	Very Competent
12. Involves parents to participate in school activities that promote learning.	3.46	Very Competent	3.62	Very Competent
Average	3.82	Very Competent	3.64	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent; 1.00 – 1.80 Not Competent

The domain or community linkages, prepare mentees for meaningful learning experiences geared towards community involvement. School activities must be the focus on strengthening our linkage with the community. The profile is shown in table 6. Table 6 showed that both mentees and mentors have mean averages of 3.78 and 3.56 respectively which means very competent.

It is evident that student teachers encourage students to apply what were learned in the

classroom learning to the community and home in particular. However, though very competent as per mentees evaluation they need to publicize school events and achievements. The mentors, on the other hand, rated the mentees competent only in their participation of community activities that promote learning which implies that exposure to community activities must be strengthened. More community involvement activities must be done.

Table 6. Student Teachers' Competencies in NCBTS Domain on Community Linkages.

CRITERIA	MENTEES		MENTOR	
	<i>Mean</i>	Description	<i>Mean</i>	Description
1. Involves community in sharing accountability for learner	3.80	<i>Very Competent</i>	3.62	<i>Very Competent</i>
2. Uses community resources (human, material) to support learning.	3.82	<i>Very Competent</i>	3.62	<i>Very Competent</i>
3. Participates in community activities that promote learning.	3.67	<i>Very Competent</i>	3.23	<i>Very Competent</i>
4. Uses community networks to publicize school events and achievements.	3.54	<i>Very Competent</i>	3.77	<i>Very Competent</i>
5. Encourages students to apply classroom learning to the community.	4.08	<i>Very Competent</i>	3.46	<i>Very Competent</i>
Average	3.78	Very Competent	3.56	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent; 1.00 – 1.80 Not Competent

Table 7. Student Teachers' Competencies in NCBTS Domain on Personal Growth and Professional Development.

CRITERIA	MENTEES		MENTOR	
	<i>Mean</i>	Description	<i>Mean</i>	Description
1. Maintains stature and behavior that upholds the dignity of teaching.	4.17	<i>Very Competent</i>	3.92	<i>Very Competent</i>
2. Allocates time for personal and professional development.	3.93	<i>Very Competent</i>	3.92	<i>Very Competent</i>
3. Articulates and demonstrates one's personal philosophy of teaching.	3.98	<i>Very Competent</i>	3.92	<i>Very Competent</i>
4. Keeps abreast with recent developments in education.	3.50	<i>Very Competent</i>	3.77	<i>Very Competent</i>
5. Links with other institutions and organizations for sharing best practices.	3.52	<i>Very Competent</i>	3.62	<i>Very Competent</i>
6. Reflects on the quality of his/her own teaching.	3.78	<i>Very Competent</i>	4.00	<i>Very Competent</i>
7. Improves teaching performance based on feedback from the mentor, students, peers, superiors, and others.	4.24	<i>Highly Competent</i>	4.08	<i>Very Competent</i>
8. Accepts personal accountability to learners' achievement and performance.	4.04	<i>Very Competent</i>	3.92	<i>Very Competent</i>
9. Uses self-evaluation to recognize and enhance ones' strengths and correct ones' weaknesses.	4.17	<i>Very Competent</i>	3.77	<i>Very Competent</i>
Average	3.92	<i>Very Competent</i>	3.87	<i>Very Competent</i>

Legend: 4.21 – 5.00 *Highly Competent*; 3.41 – 4.20 *Very Competent*; 2.61 – 3.40 *Competent*; 1.00 – 1.80 *Not Competent*

Table 7 showed that the mentees perceived themselves as highly competent in improving teaching performance based on the feedback from the mentors, students, peers, and supervisor. This

is strengthened by the mentor's rating that the student teachers were very competent enough; the student teachers need to keep abreast with the recent trends in education.

Table 8. Summary of Student and Teachers NCBTS Ratings.

CRITERIA	MENTEES		MENTOR	
	<i>Mean</i>	Description	<i>Mean</i>	Description
1. Social Regard for Learning	4.04	<i>Very Competent</i>	3.75	<i>Very Competent</i>
2. Learning Environment	4.01	<i>Very Competent</i>	3.61	<i>Very Competent</i>
3. Diversity of Learners	4.07	<i>Very Competent</i>	3.58	<i>Competent</i>
4. Curriculum	3.93	<i>Very Competent</i>	3.61	<i>Very Competent</i>
5. Planning, Assessing and Reporting	3.82	<i>Very Competent</i>	3.64	<i>Very Competent</i>
6. Community Linkages	3.78	<i>Very Competent</i>	3.56	<i>Competent</i>
7. Personal Growth and Professional Development	3.92	<i>Very Competent</i>	3.85	<i>Very Competent</i>
Average	3.94	Very Competent	3.66	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent; 1.00 – 1.80 Not Competent

The summary table reveals that in general, students have higher self-ratings than their mentors. To determine if the ranking of domains between the two groups were correlated, the rank correlation (ρ) coefficient was computed. The ρ coefficient of 0.072 with p-value of .886 means that the ranking of the student's ratings did not jibe with those of the teachers. For the students they were most competent in diversity of learners and social regard for learning and very low in community linkages and planning and assessing. The mentors ranked the student teachers first in personal growth and professional development and low in social regard for learning and community linkages.

Correlation Between Students Rating In NCBTS And Student Teaching Performance. Students' self-rating was correlated with their ratings in student teaching with the assumption that those with high NCBTS ratings in student teaching with the assumption that those with high NCBTS ratings would also have good

teaching performance. As shown in table 9, only the learning environment domain revealed a significant correlation between the two ratings. This suggests that student teachers who can create a stress free learning environment for the students where students are free to express themselves and interact with each other were rated also highly by the mentors in their teaching performance. The higher the NCBTS ratings, the higher also the teaching performance ratings of the student teachers.

In all the six NCBTS domains has no bearing on their teaching performance. This may imply that students may rate themselves highly, yet their mentors may not be satisfied of how they teach in the classrooms or their performance in the community. This may also imply that the mentors expect one thing, they were doing another thing. This shows that students who have a high rating in NCBTS in the six domains may or may not have good teaching performance.

Table 9. Correlation of Students Rating on the NCBTS Domains and Student Teaching Performance.

Student Teaching Performance and NCBTS	r-value	p-value	Remarks
1. Social Regard for Learning	.24	.25	<i>Accept null hypotheses</i>
2. Learning Environment	.49	.01	<i>Reject null hypotheses</i>
3. Diversity of Learners	.18	.38	<i>Accept null hypotheses</i>
4. Curriculum	.32	.11	<i>Accept null hypotheses</i>
5. Planning, Assessing and Reporting	.07	.72	<i>Accept null hypotheses</i>
6. Community Linkages	.04	.85	<i>Accept null hypotheses</i>
7. Personal Growth and Professional Development	.15	.47	<i>Accept null hypotheses</i>

Legend:

Shapiro-Wilk Test:*a. Student Teaching Performance (p=0.11)**b. Social Regard for Learning (p=0.06)**c. Learning Environment (p=0.08)**d. Curriculum (p=0.13)**e. Planning, assessment and reporting (p=0.06)**f. Community linkages (p=0.12)**g. personal growth and professional development (p=0.011)*

The findings may lead to conclude that the expectations in the NCBTS for the student teachers were not the same expectations of the mentors. The good rating in the NCBTS is not a guarantee to have good ratings in student teaching.

Correlation between Teachers Rating On NCBTS Domains and Student Teaching Performance. It was also hypothesized that the teachers' ratings in NCBTS has a bearing on the student teachers' teaching performance.

Table 10. Teachers Rating on the NCBTS Domains and Student Teaching Performance.

Student Teaching Performance and NCBTS	r-value	p-value	Remarks
1. Social Regard for Learning	.24	.72	<i>Accept null hypotheses</i>
2. Learning Environment	.49*	.005	<i>Reject null hypotheses</i>
3. Diversity of Learners	.19	.18	<i>Accept null hypotheses</i>
4. Curriculum	.32*	.05	<i>Accept null hypotheses</i>
5. Planning, Assessing and Reporting	.07	.72	<i>Accept null hypotheses</i>
6. Community Linkages	.04	.85	<i>Accept null hypotheses</i>
7. Personal Growth and Professional Development	.15	.47	<i>Accept null hypotheses</i>

Legend:

Shapiro-Wilk Test:*a. Student Teaching Performance (p=0.11)**b. Social Regard for Learning (p=0.06)**c. Learning Environment (p=0.08)**d. Curriculum (p=0.13)**e. Planning, assessment and reporting (p=0.06)**f. Community linkages (p=0.12)**g. personal growth and professional development (p=0.011)*

The correlation results show that only two domains have significant correlation with teachers performance, the learning environment and the curriculum. This would confirm the previous results of the student teachers NCBTS rating. The teaching competence of the student teachers was influenced by how much they created a conducive and liberal learning environment in the classroom where students are actually learning and excited about what they are learning.

Teachers' rating in curriculum under NCBTS has a bearing on the student teachers' teaching competency. The knowledge the students teachers have about the subject matter they are teaching, as well as how they relate real life situations to the activities, and how they input recent insights about the subject would matter in their teaching. The other five domains in NCBTS are not correlated with the students teaching competency. Those with good linkages, better professional growth and high recognition of the diverse learners, may either be good or not so good teachers. Their knowledge and skills in these five domains does not necessarily contribute to their teaching competency. Thus, it can be said that the NCBTS skills may not help student teachers to become competent teachers.

Strengths and Weaknesses of the Student Teaching Program. This study identified the strengths and weaknesses of the student teaching program of the University of the Visayas specifically the on-campus experience as perceived by both mentors and mentees. Below is the list of their perceptions:

- A. *Top three strengths as perceived by the Student Teachers*
 1. Student teachers are trained in all aspects during on-campus teaching
 2. Self – esteem and self-confidence are developed
 3. The community is benefited from this program
- B. *Top three strengths as perceived by the mentors*
 1. Actual real life experiences are enhanced
 2. The community is benefited from this

- program
3. Self – esteem and self-confidence are developed
- C. *Top three weaknesses as perceived by both the Student Teachers and Mentors*
 1. No provision for return demo after off – campus
 2. No provision for mock interviews for application purposes
 3. Lacks provision for seminars and workshops

The list shows that both mentors and mentees have the same perceptions except on the first strength. The student teachers found that the experience has taught them to enhance their skills in all aspects while the mentors believed that the experience has exposed the students to real life situations. Both are enhancers to students experiences. What the respondents wanted was a return demonstrations by the students after their off campus experiences. This would show the skills and behavior they have acquired from outside schools. Most of all, because they want to land a job, they needed mock interviews that would assist them in their job application, which should be part of the student teaching experiences. Most of all, they want to have seminars or trainings to enhance what they have learned in the course work. They need certificates of attendance to trainings as added features of their application portfolio.

IV. CONCLUSION

Student teaching enhances the education quality, through real life learning experience. The expectations of the NCBTS for a student teacher were partially parallel to the expectations of the mentors. Thus, student teaching performance did not jive with the NCBTS performance, although the student teachers were competent in both areas. There is a need for mentors to be aware of the NCBTS skills to realign the assessment of the two variables. Student teaching performance can be enhanced if student teachers have developed content knowledge of the subject matter facilitated by the guidance of a extremely

conscientious and concerned mentor in a highly conducive learning environment. A student who actually has adept content knowledge, student teachers cannot expound the lesson, cannot make the lesson interesting, cannot ask thought provoking questions, cannot critically allow students to express ideas and can never make the teaching-learning process enjoyable and fruitful. The teacher mentor has a significant role in modeling a conducive learning environment. How she prepares the learning environment has considerable impact on the student teachers' experiences and performance.

V. RECOMMENDATIONS

Based on the findings, it is recommended that student teachers must be given examination on the content knowledge of the subjects in the elementary or high school level on both content and pedagogy. The selection of student teacher mentors should not be undermined because they do not just teach basic education students, but the student teachers as well. To enhance students' knowledge and skills, seminars or trainings may be conducted to make them more competent. Most of all, a student teaching supervisor is needed to supervised them and facilitate their on and off campus activities and even professional activities as mock interviews or return demonstration after of the off-campus exposure.

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