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Student Teaching Field Experiences of Cooperating Teachers in the Selected Public Elementary and Secondary Schools in the Philippines: Psychological Insights for Innovating Teacher Education Programs

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Abstract

The study aimed to determine the student teaching field experiences of cooperating teachers in public elementary and secondary schools in Samar Island, Philippines using the descriptive-assessment method of research. This study delved on the cooperating teachers' student teaching field experiences in the following, to wit: role as cooperating teacher, planning instruction, teaching, school-community relations, teaching profession, and evaluation of students' performance. Factors associated to the implementation to the student teaching program in the public elementary and secondary schools had been sought. The findings revealed that five (5) aspects (role as cooperating teachers, planning instruction, teaching, teaching profession and evaluation of students' performance) had been perceived with very relevant ratings; while school-community relations was only relevant. The cooperating teachers themselves, student teachers, school heads, and student teaching personnel were unanimous in their perceptions of the student teaching field experiences of the cooperating teachers. Findings of the revealed that there was no significant relationship between the student teaching field experiences of cooperating teachers in the public elementary and secondary schools and their profile except in age only. When taken singly, however, age manifested highly significant relationship with planning instruction and evaluation of student performance, and significant relationship with number of attendance to relevant trainings and highest educational attainment. This implied that the younger the cooperating teachers would be the more that they would be dynamic, creative and enthusiastic in their dealing with the student teachers. Several factors had been rated as very highly associated by the four groups of respondents to be very highly associated to the implementation of student teaching program in the public elementary and secondary schools which were the following: giving the student teachers the chance to work under experienced teachers who act as mentors; an providing student teachers with authentic hand-on experience in teaching and developing the skills to understand differences of learners. All these could enhance the knowledge and skills of the student teachers and improve the student teaching program in the public elementary and secondary schools.

Keywords: Student teaching, Cooperating teachers, Public schools, Field experiences, Elementary and secondary education

Introduction

Quality pre-service education is essential in preparing teachers who can deliver effective and impactful instruction, contributing to the overall quality of education and national development. As stated by Darling-Hammond (2017), "teacher quality is the most important school-based factor affecting student achievement" (p. 2). This underscores the significance of investing in high-quality teacher education programs that equip aspiring teachers with the necessary knowledge, skills, and competencies to excel in the classroom.In the context of national development, teachers play a vital role as contributors to shaping the future of a nation. Their ability to provide quality education not only impacts individual students but also influences the socio-economic development of a country as a whole. The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes the importance of quality teachers in achieving the Sustainable Development Goals (SDGs), particularly SDG 4, which aims to ensure inclusive and equitable quality education for all (UNESCO, 2020).By providing aspiring teachers with a comprehensive and rigorous pre-service education, teacher education programs can lay the foundation for high-quality teaching performance in the future. This includes

equipping teachers with pedagogical knowledge, content expertise, classroom management skills, and the ability to cater to the diverse needs of learners. As asserted by Ingersoll and Strong (2011), a well-prepared teacher education program can significantly impact teacher effectiveness and student achievement.Investing in quality pre-service education for teachers is not only crucial for enhancing teaching performance but also for fostering national development. Highly skilled and competent teachers contribute to the creation of a knowledgeable and productive citizenry, driving innovation, economic growth, and social progress. As stated by Darling-Hammond (2017), "the strength of a nation depends on the knowledge and skills of its citizens" (p. 12).

Prior to the pandemic, pre-service education already grappled with issues such as outdated curriculum, inadequate practical experiences, and the need to align teacher education programs with the evolving demands of the education system (Korthagen, Loughran, & Russell, 2006; Zeichner & Conklin, 2005). However, the pandemic has added a new layer of challenges. The closure of schools, social distancing measures, and the shift to remote learning have significantly disrupted traditional teacher education programs.Research indicates that the sudden shift to online or remote teaching during the pandemic has posed significant challenges for pre-service teachers (Al Lily et al., 2020; Education International, 2020, Tobe, 2022). Many pre-service teachers lacked access to reliable technology, internet connectivity, and appropriate training for online instruction, hindering their ability to effectively engage with students in virtual classrooms (Rao &Stachowski, 2020, Gerardo, 2022). The loss of face-to-face interactions with peers and mentor teachers has also affected their social and emotional development as educators (Bentley et al., 2021).Moreover, the pandemic has brought to the forefront existing disparities in pre-service education. Students from marginalized communities, who often face socio-economic challenges, have been disproportionately affected by the digital divide and limited access to quality teacher education resources (Bascia & Freese, 2020; Education International, 2020, Tobe, 2023). These disparities highlight the urgent need for equitable and inclusive approaches in pre-service education.MIn light of these challenges, teacher education programs have had to adapt and innovate to ensure the continuity of high-quality training. This includes the development of online and blended learning models, the integration of digital tools and resources, and the provision of comprehensive support for pre-service teachers (UNESCO, 2020). The pandemic has also underscored the importance of strengthening the practical components of pre-service education, such as field experiences and mentorship, to ensure that future teachers are well-prepared for the demands of the profession in a rapidly changing educational landscape (McDonald, Kazemi, & Kavanagh, 2013).

Teacher education plays a crucial role in shaping the quality of education and achieving the Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education for all. In the Philippines, the student teaching program serves as a vital component of teacher education, providing aspiring teachers with practical classroom experiences under the guidance of cooperating teachers in public elementary and secondary schools.In teacher education programs, student teaching serves as a central and culminating component that evaluates student competencies and allows student-teachers to put their previous experiences and pedagogical instructions into practice (Kirk et al., 2016). It is through a series of experiences such as classroom observation, lesson planning, classroom management, and student guidance that student-teachers become better prepared for their future careers (Gu & Benson, 2015). Cooperating teachers, who play a vital role in student-teachers' professional socialization, career satisfaction, and instructional practices, must possess qualities such as effective communication skills, the ability to provide constructive feedback, and the willingness to nurture student-teachers' professional development (Sinclair et al., 2016; Britzman, 2010).

The theoretical framework of this study draws upon several key theories and principles relevant to student teaching field experiences. Firstly, CHED Memorandum Order No. 104, s. 2017, emphasizes the importance of practical knowledge and hands-on experiences in higher education programs, guiding the internship program and ensuring the well-being and quality of student learning. The Theory of Planned Behavior by Ajzen (2011) provides insights into the intentions and behaviors of cooperating teachers in implementing student teaching activities. The theory emphasizes the influence of attitudes, normative beliefs, and perceived behavioral control on individuals' intentions to perform specific behaviors. Additionally, the theories of Experience and Learning by Doing by Dewey (1997) highlight the role of experiential learning and the reciprocal relationship between individuals and their environments. This aligns with the notion that student

teaching should mirror real-life teaching situations and encourage active participation and problem-solving. The Theory of Social Constructivism by Vygotsky (1978) emphasizes the collaborative nature of learning and the role of cultural and social contexts in shaping knowledge construction. The Philippine Professional Standards for Teachers (PPST, 2017) provide a framework for teacher quality and development, complementing the reform initiatives in pre-service and in-service education. By incorporating these theories and principles, this study seeks to identify best practices in student teaching field experiences and contribute to the preparation of high-quality teachers, as well as the development of cooperating teachers and host training establishments. The significance of this study is that it provides valuable insights and recommendations for various stakeholders involved in student teaching programs. For cooperating teachers, the findings can serve as a reminder of their critical role as models and mentors to student teachers, emphasizing the importance of their guidance and support. Student teachers can benefit from self-assessment and gaining a deeper understanding of their responsibilities as future teachers, leading to improved field experiences. Student teaching personnel can utilize the study's findings to improve the management of student teachers and enhance coordination with cooperating teachers. School heads can gain insights into providing opportunities for their teachers to serve as cooperating teachers and strengthen partnerships with teacher education institutions. Teacher education institutions can use the study's results to inform their selection process for teacher education students and enhance their student teaching programs. Additionally, this study can serve as a reference for future research on student teaching and related topics.

In the context of the Philippines, where quality education is in demand, pre-service teacher education must focus on providing practical experiences that mirror future workplaces (Llagas et al., 2015). Field study courses and internships have been integrated into teacher education curricula, aiming to provide practical learning experiences and expose students to various components of the teaching-learning process (CHED Memo Order No. 74/75, 2017). The collaboration between higher education institutions and the Department of Education (DepEd) has made student teaching a joint activity, guided by policies and guidelines set by DepEd (DepEd Order No. 39, 2005). This partnership ensures that student-teachers receive formal and systematic practicum experiences under the mentorship of qualified cooperating teachers (Nadal, 2014).

While there have been studies examining the student teaching field experiences of cooperating teachers in the public elementary and secondary schools in the Philippines, there is a research gap that exists in terms of exploring the basis for innovating teacher education programs based on these experiences. Specifically, there is a need for further investigation into how the identified field experiences can inform the development and enhancement of teacher education programs to better prepare future educators.Existing studies have shed light on the challenges and successes of student teaching experiences, as well as the perceptions of cooperating teachers and other stakeholders involved in the process. However, there is limited research that specifically focuses on utilizing these experiences as a basis for innovating teacher education programs in the Philippines. This research gap highlights the need for deeper exploration and analysis of the implications of these field experiences on teacher education curricula, pedagogical approaches, and support systems.By addressing this research gap, valuable insights can be gained regarding the alignment between the student teaching field experiences and the development of effective teacher education programs. It can inform curriculum designers, policymakers, and teacher educators in making evidence-based decisions to enhance the quality and relevance of teacher education in the Philippines. Furthermore, understanding how these experiences can contribute to the overall improvement of teacher education programs can lead to the preparation of highly competent and responsive teachers who are equipped to meet the diverse needs of learners and contribute to national development.Given the aforementioned context, the researcher, serving as the student teaching coordinator at Northwest Samar State University, recognizes the need for improvement in student teaching field experiences. This study aims to contribute valuable insights and best practices to enhance the university's student teaching program and the overall student teaching experiences in public elementary and secondary schools on Samar Island. The findings of this research will inform the development of strategies that enrich the knowledge of cooperating schools and contribute to the continuous improvement of teacher education programs in the region.

Objectives of the Study

This study aimed to determine the student teaching field experiences of the cooperating teachers in the public elementary and secondary schools in Samar Island with the end view of proposing an enhanced student teaching program for teacher education institutions. Specifically, it aims to address these objectives: (1) Describe the profile of cooperating teachers in public elementary and secondary schools in Samar Island; (2) Determine the profile of student teachers from SUCs in public elementary and secondary schools in Samar Island; (3) Examine the perceived student teaching field experiences of cooperating teachers as assessed by various stakeholders; (4) Analyze the differences in perceptions of cooperating teachers' student teaching field experiences among different groups of respondents; (5) Determine the differences in perceptions of cooperating teachers' student teaching field experiences between public elementary and secondary schools; (6) Investigate the relationship between the student teaching field experiences of cooperating teachers and their profile, as well as the profile of SUCs student teachers; (7) Identify factors associated with the implementation of the student teaching program in public elementary and secondary schools.

Method

Research Design

The research design employed in this study was descriptive-assessment method of research. This design was chosen to describe the characteristics of the population being studied and examine the relationship between non-manipulative variables. The study focused on determining the student teaching field experiences of cooperating teachers in public elementary and secondary schools in Samar Island during the 2018-2019 school year. The profiles of cooperating teachers and student teachers were assessed in terms of various variables, such as age, sex, civil status, educational attainment, teaching experience, and number of trainings attended. Additionally, the study evaluated the perceptions of cooperating teachers' student teaching field experiences in terms of different variables, including their role, planning instruction, teaching, school-community relations, teaching profession, and evaluation of learners' performance. The data collection primarily involved the use of a questionnaire as the main instrument.The respondents of the study comprised cooperating teachers, student teaching personnel, school heads, and SUCs student teachers. The research was conducted during the 2018-2019 school year to gather insights and information on the student teaching experiences within the given context. By employing this research design, the study aimed to provide a comprehensive understanding of the student teaching field experiences of cooperating teachers in public elementary and secondary schools in Samar Island, ultimately contributing to the enhancement of the student teaching program.

Population and Sampling Procedure

The respondents of the study were selected using a universal sampling technique for state universities and colleges (SUCs) in Samar Island, which were responsible for preparing student teachers for their practice teaching or teaching internships. The SUCs included in the study were the University of Eastern Philippines in Catarman, Northern Samar, Northwest Samar State University in Calbayog City, Samar State University in Catbalogan City, and Eastern Samar State University in Borongan City, Eastern Samar, Philippines. However, to manage the large number of public elementary and secondary schools, only 30 percent of the total number of schools were considered as the deployment centers for the SUCs' student teachers. The complete list of public schools and their cooperating teachers was obtained for the 2018-2019 school year, and the study utilized stratified random sampling, following Slovin's formula, to select the cooperating schools, cooperating teachers, school heads, and student teachers as samples. This sampling method ensured that each cooperating school had an equal and independent chance of being selected, thus representing a fair and representative sample of the population.

Table 1. Frequency and Percentage Distribution of the Respondents of the Study

Respondents	Public Elementary Schools		Public Secondary Schools		Total	
	f	%	f	%	f	%
1. Cooperating Teachers	107	25.30	213	48.74	320	37.21

2. Student Teachers	260	61.47	158	36.16	418	48.61
3. School Heads	46	10.87	53	12.13	99	11.51
4. Student Teaching Personnel	10	2.36	13	2.97	23	2.67
Total	423	100	437	199	860	100

The study involved a total of 860 respondents. Among them, there were 320 cooperating teachers, comprising 107 from public elementary schools and 213 from public secondary schools. Additionally, there were 418 student teachers, with 260 from elementary and 158 from secondary levels. School heads accounted for 99 respondents, with 46 from elementary and 53 from secondary schools. Lastly, there were 23 student teaching personnel, consisting of 10 from elementary and 13 from secondary levels. The distribution of respondents in each category was calculated as frequencies and percentages, providing a comprehensive overview of the study's sample composition.

Instrumentation

A questionnaire adapted from Alzen's (2011) Student Teaching Appraisal Form and Field Study Books 5 and 6 was used to collect objective data for the study. The questionnaire had three parts: Part I collected profile information of cooperating teachers, Part II focused on the profile of student teachers, and Part III assessed perceptions on student teaching field experiences. The questionnaire underwent validation by the research adviser and was reviewed by the dissertation committee. A pre-testing was conducted with cooperating teachers and student teachers from Eastern Visayas State University (EVSU) in Tacloban City. The reliability of the instrument was assessed using Cronbach Alpha, with good to excellent reliability coefficients obtained for each assessment criteria variable. The overall instrument demonstrated excellent reliability.. The overall reliability of the entire instrument, indicated by a Cronbach Alpha of 0.961, was described as Excellent Reliability. These results demonstrated that the pre-tested survey questionnaire was a valid and reliable source of data for this study.

Data Gathering Procedure

The researcher obtained permission from the SUCs President and Schools Division Superintendent of Northern Samar, Calbayog City, Catbalogan City, Samar, and Borongan City Divisions to conduct the study in selected public elementary and secondary schools within their respective divisions. Lists of schools where student teachers were deployed by these SUCs were used to select the respondents. Questionnaires were distributed to the selected respondents and collected after one week. The data from the questionnaires were then sorted, tallied, and submitted for statistical analysis.

Data Analysis and Statistical Analysis

The data collected in this study were analyzed using various statistical measures. Frequency and percentage distribution were used to describe the profile of the cooperating teachers and student teachers in terms of their demographic and professional characteristics. Mean and standard deviation were computed to describe the perceptions of the respondents on student teaching field experiences. One-Way Analysis of Variance (ANOVA) and t-tests were used to determine significant mean differences between different groups and variables. Pearson's correlation coefficient was computed to examine the relationships between the profiles of the teachers and their student teaching field experiences. Contingency coefficient and Pearson Chi-Square test were employed to determine the degree of relationship and significance between categorical variables. Frequency distribution and ranking were used to identify factors associated with the implementation of the student teaching program. The statistical analyses were conducted using appropriate software, and an alpha level of 0.05 was used to determine statistical significance.

Results and Discussion

Profile of cooperating teachers in public elementary and secondary schools in Samar

The profile of cooperating teachers in public elementary and secondary schools in Samar Island was determined based on several demographic and professional characteristics. The mean age of elementary

cooperating teachers was 43.96 years old (SD=9.59), while for secondary cooperating teachers, it was 42.91 years old (SD=9.76). This indicates that both groups of cooperating teachers are in their early forties, suggesting that they are in the middle adulthood stage. In terms of gender, there were 87 (81.3%) female elementary cooperating teachers and 167 (81.5%) female secondary cooperating teachers, indicating a preponderance of females in the teaching profession. The majority of cooperating teachers in both elementary and secondary schools were married: 89 (83.2%) in elementary schools and 149 (72.7%) in secondary schools. Regarding educational attainment, a small number of cooperating teachers held doctoral degrees (6 in elementary and 4 in secondary), while the majority had master's degrees or master's units. In terms of teaching experience, there were variations among the groups, with some teachers having more than 29 years of experience, while others had fewer years of service. On average, elementary cooperating teachers had 16.73 years of teaching experience (SD=8.15), and secondary cooperating teachers had 16.24 years (SD=9.25). These findings indicate that the cooperating teachers in public elementary and secondary schools in Samar are experienced educators who can provide guidance and support to student teachers.

The findings suggest that teacher education programs should consider leveraging the expertise of cooperating teachers and creating opportunities for collaboration between experienced educators and student teachers. This can enhance the student teaching experience and bridge the gap between theoretical knowledge and practical application in the classroom. The understanding the profile of cooperating teachers in public elementary and secondary schools in Samar Island contributes to the knowledge base on teacher education and provides insights for improving the support and professional development of both cooperating teachers and student teachers.

Profile of student teachers from SUCs in public elementary and secondary schools in Samar Island

The profile of student teachers from state universities and colleges (SUCs) in public elementary and secondary schools in Samar Island was examined based on their age, sex, civil status, and the number of professional courses passed. Among the student teachers, 76 (47.5%) in elementary and 83 (52.2%) in secondary education were between the ages of 19-20 years, representing the youngest and largest age group. Additionally, 55 (34.4%) elementary and 51 (32.1%) secondary student teachers were in the age range of 21-23 years. There were 10 (6.3%) elementary and 12 (7.5%) secondary student teachers aged 24-26 years. Furthermore, 9 (5.6%) elementary and 9 (5.7%) secondary student teachers fell within the age range of 27-29 years, while 10 (6.5%) elementary and 4 (2.5%) secondary student teachers were between 30-35 years old. The mean ages were 21.86 years (SD=3.60) for elementary and 21.85 years (SD=3.90) for secondary student teachers. In terms of gender, there were 117 (73.1%) elementary and 131 (82.4%) secondary female student teachers, while 43 (26.9%) elementary and 28 (17.6%) secondary student teachers were male. This indicates a predominance of female students in teacher education courses, aligning with previous studies that highlight teaching as a female-dominated profession. Regarding civil status, the majority of student teachers were single, with 153 (95.6%) in elementary and 143 (89.9%) in secondary education. Conversely, there were 7 (4.4%) elementary and 28 (17.6%) secondary student teachers who were married, and only 1 (0.65%) student teacher who was widowed. These findings provide insights into the demographic characteristics of student teachers from SUCs in public elementary and secondary schools in Samar Island. The findings emphasize the importance of ongoing professional development for student teachers. Teacher education programs should incorporate opportunities for student teachers to acquire a strong foundation in their respective subject areas and to develop pedagogical knowledge and skills. This will ensure that student teachers are well-prepared to enter the teaching profession and contribute effectively to student learning. The profile of student teachers from SUCs in public elementary and secondary schools in Samar Island provides valuable insights into the demographics of individuals pursuing teaching careers. These insights can inform efforts to enhance teacher education programs and policies, promote gender diversity, and address the unique needs and aspirations of student teachers in their journey towards becoming effective educators.

Perceived student teaching field experiences of cooperating teachers in the public elementary schools

The perceived student teaching field experiences of cooperating teachers in the public elementary schools in the Samar Island is shown in Table 2. The summary data are the collated findings based on the

respondents' perceptions in terms of the six assessment variables. The table below presents the summary of the overall means and standard deviations of the six variables arranged from highest to lowest, to wit: a) Teaching ($\bar{x}$ = 4.69, Sd=0.36); b) Evaluation of Student Performance ($\bar{x}$ = 4.67, Sd=0.37); c) Role of Cooperating Teachers ($\bar{x}$ =4.63, Sd=0.35); d) Teaching Profession ($\bar{x}$ = 4.56, Sd=0.43); e) Planning Instruction ($\bar{x}$ =4.55, Sd=0.40), all described as "very relevant. The narrow spread of their standard deviations manifest that the four groups of respondents are one in their perceptions. The unanimous ratings mean that they all believe in the importance of the experiences to give quality student teaching atmosphere to these practice teachers. However, School Community Relations ($\bar{x}$ = 4.10, Sd=0.70) is described as "relevant" only. The respondents are again one in their ratings as shown by the narrow spread of the standard deviation. As pointed by UNICEF (2012), linking schools and community is widely recognized as good pedagogic practice. This is so because learners team with the world facilitated by teachers, family members, neighbors, church and others. They bring to school their family and community beliefs (superstitious beliefs), practices (mores), knowledge, expectations and behaviors. In turn, they bring home what they have learned in school which could have positive effects on the whole family and community as well.

Table 2. Perceived student teaching field experiences of cooperating teachers in the public elementary schools

Student Teaching Field Experiences of Cooperating Teachers as to	**Cooperative Teachers**			**Student Teachers**			**School Heads**			**Student Teaching Personnel**			**Over-all Mean**		
	X	Int	SD	X	Int	SD	X	Int	SD	X	Int	SD	X	Int	SD
Role as Cooperating Teachers	4.62	VR	0.41	4.61	VR	0.32	4.68	VR	0.28	4.73	VR	0.28	4.63	R	0.35
Planning Instruction	4.48	R	0.45	4.58	VR	0.38	4.62	VR	0.34	4.60	VR	0.42	4.55	VR	0.40
Teaching	4.68	VR	0.40	4.70	VR	0.33	4.69	VR	0.38	4.63	VR	0.44	4.69	R	0.36
School Community Relations	4.01	R	0.62	4.09	R	0.74	4.26	R	0.73	4.38	R	0.40	4.10	R	0.70
Teaching Profession	4.55	VR	0.41	4.55	VR	0.45	4.61	VR	0.41	4.65	VR	4.56	4.56	VR	0.43
Evaluation of Student Performance	4.60	VR	0.39	4.70	VR	0.36	4.72	VR	0.33	4.84	VR	4.67	4.67	VR	0.37
Over-All Mean	4.49	R	0.38	4.54	VR	0.34	4.60	VR	0.33	4.64	VR	4.53	4.53	VR	0.35

The perceptions of various stakeholders on the student teaching field experiences of cooperating teachers highlight the importance of effective teaching practices, mentorship, and strong school-community relations. These findings underscore the significance of creating a supportive and collaborative environment that nurtures the growth and development of student teachers. Teacher education programs and schools should leverage these insights to enhance student teaching experiences and ultimately improve the quality of education.The findings align with the literature on the significance of school-community relations in education. UNICEF (2012) emphasizes the importance of linking schools and communities as good pedagogic practice. Recognizing the influence of family, culture, and community on students' learning and development, fostering strong school-community relationships can create a supportive and enriching educational environment. By integrating local knowledge, beliefs, and practices into the curriculum and involving community members as partners in education, the potential for positive impacts on students, families, and communities can be maximized.

Perceived student teaching field experiences of cooperating teachers in the public secondary schools in the Samar Island

Table 3 discloses the summary of the perceived student teaching field experiences of cooperating teachers in the public secondary schools in the Samar Island. The six major variables present their means and standard deviations. As gleaned from the table, the student teaching field experiences of the cooperating teachers in the public secondary schools have an overall mean of 4.58 with a standard deviation of 0.34,

described as "very relevant". The narrow standard deviation signifies that all the respondents are unanimous in their perceptions on the relevance and importance of the experiences shared by the cooperating teachers to the student teachers. Taken separately, teaching has been rated the highest ($\bar{X}$ =4.73, SD=0.34); then comes evaluation of student performance ($\bar{X}$ =4.70, SD=0.37); next is role of cooperating teachers ($\bar{X}$ =4.67, SD=0.37), all described as "very relevant". These imply that the four groups of respondents have understood the importance of the aforecited field experiences. However, school-community relations ($\bar{X}$ =4.18, SD=0.68) is described as "relevant" only. This shows of the cooperating schools aforecited field experiences. However, school-community relations ($\bar{X}$ =4.18, D=0.68) is described as "relevant" only. This shows that the cooperating schoolshave minimal activities related to school-community programs. It is possible that the only program of the school-community relations is the PTA and Brigada-Eskwela. Hence this could be given priority in the proposed output of the study. Although rated as "very relevant", but having the lowest means, planning instruction ($\bar{X}$ =4.55, SD=0.40), and teaching profession ($\bar{X}$ =4.62, SD=0.37), these aspects could also be considered weak. Ideally, the first three aspects rated as very relevant would not matter much if the foundation of the student teachers is weak in planning instruction and teaching profession. Thus, these could be cooperating school attended to in the proposed output of the study.

Table 3. Perceived student teaching field experiences of cooperating teachers in the public secondary schools in the Samar Island.

Student Teaching Field Experiences of Cooperating Teachers as to	**Cooperative Teachers**			**Student Teachers**			**School Heads**			**Student Teaching Personnel**			**Over-all Mean**		
	X	Int	SD	X	Int	SD	X	Int	SD	X	Int	SD	X	Int	SD
Role as Cooperating Teachers	4.71	VR	0.35	4.62	VR	0.41	4.65	VR	0.36	4.76	VR	0.17	4.67	VR	0.37
Planning Instruction	4.48	R	0.45	4.58	VR	0.38	4.62	VR	0.34	4.60	VR	0.42	4.55	VR	0.40
Teaching	4.73	VR	0.36	4.72	VR	0.35	4.74	VR	0.27	4.74	VR	0.24	4.73	VR	0.34
School Community Relations	4.18	R	0.67	4.17	R	0.69	4.20	R	0.74	4.20	R	0.43	4.18	R	0.68
Teaching Profession	4.65	VR	0.36	4.59	VR	0.40	4.55	VR	0.47	4.7	VR	0.30	4.62	VR	0.39
Evaluation of Student Performance	4.69	VR	0.36	4.73	VR	0.39	4.68	VR	0.35	4.77	VR	0.24	4.70	VR	0.37
Over-All Mean	4.59	VR	0.34	4.57	VR	0.36	4.56	VR	0.32	4.63	VR	0.22	4.58	VR	0.34

The findings suggest the importance of continuous professional development for cooperating teachers and ongoing collaboration among education stakeholders to promote effective teaching practices, student performance assessment, and school-community partnerships. By addressing the areas that require attention and improvement, such as school-community relations, planning instruction, and teaching profession, the educational experiences of student teachers can be enriched, leading to better preparation for their future careers as educators. The perceived student teaching field experiences of cooperating teachers in public secondary schools in Samar Island are considered highly relevant. Strengthening school-community relations and focusing on aspects such as planning instruction and the teaching profession can further enhance the quality of these experiences. The findings have implications for professional development initiatives, collaborative efforts among education stakeholders, and the overall improvement of student teaching programs to better prepare future teachers for their roles in the education system.

Differences in perceptions of cooperating teachers' student teaching field experiences among different groups of respondents

Table 4 presents the results of the of the one-way analysis of variance (ANOVA) on the mean differences of perceptions of the four groups of respondents on the student teaching field experiences of the

cooperating teachers in the public secondary schools.Results of the study have shown no significant mean differences on the perceptions of the four groups of respondents on the cooperating teachers' student teaching field experiences in the public secondary schools in terms of role as cooperating teachers, planning instruction, teaching, school-community relations, teaching profession, evaluation of student performance as revealed by the overall F-test value of 0.276 and p-value of 0.643, described as not significant. The mean differences of not significant is shown by the p-value that is greater than the 0.05 level of significance.Hence, the preceding result has failed to reject the null hypothesis which states that there are no significant mean differences on the perceptions of the four groups of respondents on the cooperating teachers' student teaching field experiences. This means that they are unanimous in their perception on the different aspects. This implies that all the respondents have similar opinions about the importance of the student teaching program especially in preparing the student teachers in their future career as secondary classroom teacher.

Table 4 One-Way Analysis of Variance on the Perceptions of the Respondents on the Cooperating Teachers' Student Teaching Field Experiences in the Public Secondary School in the Samar Island

Student Teaching Field Experiences of Cooperating Teachers as to:	SS_b	SSw	df_b	df_w	MSS_b	MSS_w	F-test	p value
1. Role of Cooperating Teachers	0.893	59.288	3	435	0.298	0.136	2.184^{ns}	0.089
2. Planning Instruction	0.059	75.597	3	435	0.020	0.174	0.114^{ns}	0.952
3. Teaching	0.032	50.622	3	435	0.011	0.116	0.092^{ns}	0.964
4. School Community Relations	0.040	202.612	3	435	0.013	0.466	0.028^{ns}	0.994
5. Teaching	0.716	65.629	3	435	0.239	0.151	1.581^{ns}	0.193
6. Evaluation of Student Performance-	0.226	58.448	3	435	0.075	0.134	0.561^{ns}	0.641
Average	0.097	51.050	3	435	0.032	0.117	0.276^{ns}	0.843

Ns = Not Significant at .05 level (p > .05)

The results of the ANOVA revealed no significant mean differences in the perceptions of cooperating teachers' student teaching field experiences among the different groups of respondents. This suggests a consensus among cooperating teachers, student teachers, school heads, and student teaching personnel regarding the importance and relevance of the student teaching program. Previous studies by Darling-Hammond (2017) and Ingersoll and Strong (2011) have emphasized the crucial role of student teaching in developing the skills and competencies of future teachers. This alignment in perception can contribute to a cohesive and supportive learning environment for student teachers, enhancing mentorship and instructional support (Guarino et al., 2006). It is essential to maintain and strengthen collaboration and communication among stakeholders through regular meetings, professional development, and ongoing dialogue (Stoddard & Katz, 2018) to sustain and improve the quality of student teaching programs. Overall, the consensus among stakeholders highlights the shared understanding of the importance of student teaching field experiences in preparing future secondary classroom teachers.

Test of Significance on the Mean Differences on the Perceptions of Respondents on the Cooperating Teachers' Student Teaching Field Experiences Between Public Elementary and Secondary Schools in the Samar Island

To determine the significant mean difference on the perceptions of the respondents on the cooperating teachers' student teaching field experiences between the public elementary and secondary schools in the Samar Island, the t-test for two independent samples was employed. As gleaned from the table 5, there is no significant mean difference in the overall perceptions of the respondents on the student teaching field experiences of

cooperating teachers between the public elementary and secondary schools in the Samar Island as revealed by t-value -1.796 and p-value of 0.073. The p-value is greater than the Alpha 0.05. Therefore, the result has failed to reject the null hypothesis which states that there is no significant mean differences on the perceptions of the respondents on the cooperating teachers' student teaching field experiences between the public elementary and secondary schools in terms of role as cooperating teachers, planning instruction, teaching, school-community relations, teaching profession and evaluation of student performance. This implies that they are in agreement of the cooperating teachers' experiences in the implementation of the student teaching program in their respective schools.

Table 5. T-test on the Over-all Perceptions of the Respondents on the Student Teaching Field Experiences of Cooperating Teachers between the Public Elementary and Secondary Schools in the Samar Island

	Public Elem. Schools		**Public Secondary Schools**		**Mean Diff.**	**t-test**	**df**	**p-value**
	$\bar{X}$	**sd**	$\bar{X}$	**sd**				
1. Role of Cooperating Teachers	4.63	0.35	4.67	0.37	-0.04	-1.691^{ns}	760	.091
2. Planning Instruction	4.55	0.40	4.55	0.40	0.00	-0.725^{ns}	760	.468
3. Teaching	4.69	0.36	4.73	0.34	-0.04	-1.346^{ns}	760	.179
4. School Community Relations	4.10	0.70	4.18	0.68	-0.08	-1.657^{ns}	760	.098
5. Teaching Profession	4.56	0.43	4.62	0.39	-0.06	-1.893^{ns}	760	.059
6. Evaluation of Student Performance-	4.67	0.37	4.70	0.37	-0.03	-1.179^{ns}	760	.239
Overall Mean	4.53	0.35	4.58	0.34	-0.05	-1.796^{ns}	760	.073

ns – Not Significant at .05 level (p > .05)

This finding implies that both public elementary and secondary schools in Samar Island provide similar student teaching field experiences in terms of the role of cooperating teachers, planning instruction, teaching, school-community relations, teaching profession, and evaluation of student performance. The consistent perceptions across schools can contribute to a cohesive approach to student teacher preparation and ensure that aspiring teachers receive quality experiences regardless of the school level. It highlights the importance of maintaining uniform standards and practices in the student teaching program to ensure consistency and equitable opportunities for all student teachers in Samar Island.The lack of significant mean differences also suggests that collaboration and communication among cooperating teachers and school administrators across different school levels can be strengthened. By sharing best practices and collectively addressing challenges, educators can enhance the overall effectiveness and impact of the student teaching program (Guarino et al., 2006). Ongoing collaboration can lead to a more integrated and comprehensive approach to teacher preparation, benefiting both student teachers and the schools they serve (Darling-Hammond, 2017).To ensure the continued success of the student teaching program in Samar Island, it is essential for schools to maintain open lines of communication, regularly exchange insights and experiences, and engage in professional development opportunities. By fostering a collaborative environment, schools can promote the continuous improvement and enhancement of the student teaching program, ultimately contributing to the development of highly competent and skilled future educators. This study highlights the importance of collaboration and consistency in providing valuable student teaching experiences, regardless of the school level. By capitalizing on shared experiences and promoting ongoing dialogue, schools in Samar Island can continue to strengthen their student teaching programs, positively impacting the development of aspiring teachers and the quality of education in the region.

Relationship between the student teaching field experiences of cooperating teachers and their profile, as well as the profile of SUCs student teachers

To determine the relationship between the student teaching field experiences of the cooperating teachers in the public elementary and secondary schools in terms of role as cooperating teachers, planning instruction, teaching, school-community relations, teaching profession, and evaluation of student performance, and the profile of the cooperating schools, and the profile of the student teachers, the Pearson r Coefficient of Correlation and Pearson Chi-Square were utilized. The relationship between the student teaching field experiences of the cooperating teachers in the public elementary schools and the cooperating teachers' profile in terms of age, teaching experience, experience as cooperating teacher, number of relevant trainings attended, and umber of student teachers handled. As reflected from the Table 6, only age manifests significant relationship with the cooperating teachers' student teaching field experiences (r=-0.211, p-value=0.029), but with low correlation. Concomitantly, the student teaching field experiences of the cooperating teachers manifest no significant relationship with the other profile variables of the cooperating teachers. This shows that the p-value of lesser than the Alpha level of 0.05. Hence, the findings have failed to reject the null hypothesis which states that there is no significant relationship between the student teaching field experiences of the cooperating teachers and their profile except in age. This means that the age of the cooperating teachers could affect/influence their student teaching field experiences. This implies that the younger the cooperating teacher is, the higher the possibility of a richer student teaching field experiences would be. Taken separately, the same table reveals that age has a highly significant relationship with planning instruction (r=0.271, p-value= 0.00.5) but with low correlation only; and significant relationship with teaching profession (r=-0.203, p-value=0.038), but with negligible correlation only, These data would imply that the seasoned cooperating teachers could introduce variety of techniques for planning instruction and augmenting the student teachers' professional values and attitudes, In addition, the number of trainings attended has also manifested significant relationship with planning instruction (r=0.206, p-value=0.033), with low correlation only. This means that productive attendance to trainings could enhance knowledge and skills in handling student teaching.

The results indicate that only age has a significant relationship with the student teaching field experiences of cooperating teachers (r = -0.211, p-value = 0.029). This finding suggests that the age of the cooperating teachers can influence their experiences in student teaching. Specifically, younger cooperating teachers may have richer student teaching field experiences. This finding aligns with previous research that emphasizes the role of youthful energy, adaptability, and openness to new teaching approaches among early-career teachers (Ingersoll & Smith, 2004). In addition, the analysis reveals that age has a highly significant relationship with planning instruction (r = 0.271, p-value = 0.005) and a significant relationship with teaching profession (r = -0.203, p-value = 0.038), albeit with low correlation coefficients. These findings suggest that more experienced and seasoned cooperating teachers may have a greater ability to introduce varied instructional techniques and impart professional values and attitudes to student teachers.

Table 6. Relationship between the student teaching field experiences of the cooperating teachers in the public elementary and secondary schools in terms of role as cooperating teachers, planning instruction, teaching, school-community relations, teaching profession, and evaluation of student performance, and the profile of the cooperating schools, and the profile of the student teacher

Student Teaching Field Experiences of Cooperating Teachers as to	Age			Teaching Experience			Experience as Cooperting Teacher			Number of Trainings Attended			Number of Student Teachers Handled		
	r	Int	p-value	r	Int	p-value	r	Int	p-value	r	Int	p-value	r	Int	p-value
Role as Cooperating Teachers	-0.139s	NC	.153	-.067ns	NC	.498	-.076ns	NC	.434	.133ns	NC	.172	-.130ns	NC	.183
Planning Instruction	-.271	C	.005	-.175ns	NC	.071	-.169ns	NC	.081	.206	LC	-.173	-.173	NC	.174
Teaching	-.159ns	NC	.101	-.083ns	NC	.393	-.080ns	NC	.411	.125ns	NC	-.184	-.184ns	NC	.057
School	-	NC	.128	-	NC	.338	.024ns	NC	.804	-	NC	-.129	-	NC	.187

Community Relations	.148ns			.094ns						.046ns			.129ns		
Teaching Profession	-.203	NC	.036	-.061ns	NC	.538	.002ns	NC	.987	.025ns	NC	-.118	-.118ns	NC	.225
Evaluation of Student Performance	-.151ns	NC	.122	-.064ns	NC	.515	.033ns	NC	.734	-.32ns	NC	-.097	-.097ns	NC	.320
Over-All Mean	-.211	LC	.029	-.109	NC	.283	-.049ns	NC	.618	.073	NC	-.164	-.164ns	NC	.092

Legend: Ns = Not Significant at the 0.05 level (p > 0.05) NC = Negligible Correlation (0.00 - 0.20) LC = Low Correlation (0.21 - 0.40) MC = Moderate Correlation (0.41 - 0.70) HC = High Correlation (0.71 - 0.90) VHC = Very High Correlation (0.91 - 0.99) PC = Perfect Correlation (1.00)

Furthermore, the number of trainings attended by cooperating teachers shows a significant relationship with planning instruction (r = 0.206, p-value = 0.033), indicating that attending productive trainings can enhance their knowledge and skills in facilitating student teaching experiences. This finding supports the importance of continuous professional development and highlights the potential benefits of ongoing training opportunities for cooperating teachers (Little, 2016). These results underscore the influence of age and professional development opportunities on the student teaching field experiences of cooperating teachers. It is important for teacher education programs and educational institutions to consider these factors when selecting and supporting cooperating teachers, as well as designing professional development initiatives. By recognizing the potential impact of age and training on student teaching experiences, teacher preparation programs can better tailor their support and resources to enhance the effectiveness of student teaching programs and improve the overall quality of teacher education.

The significant relationship between the student teaching field experiences of the cooperating teachers and their profile in terms of sex, civil status and highest educational attainment employing the Pearson Chi-Square test. Data reveal that only highest educational attainment of cooperating teachers manifests highly significant relationship with teaching (x^2=33.935, p-value=0.000), interpreted with moderate correlation. This means that the highest educational attainment of the cooperating teachers has affected/influenced their student teaching field experiences. This implies that the higher the educational qualification of the cooperating teacher is, the better would be the quality of his/her teaching which could be imitated by the student teachers. The null hypothesis is therefore rejected.

Table 7. Significant relationship between the student teaching field experiences of the cooperating teachers and their profile in terms of sex, civil status and highest educational attainment

Student Teaching Field Experiences of Cooperating Teachers as to	**Sex**				**Civil Status**				**Highest Educational Attainment**			
	C	Int	x	p-value	C	Int	x	p-value	C	Int	X	p-value
Role as Cooperating Teachers	0.138	NC	2.073	0.355	0.095	NC	0.94hs	0.914	0.335	LC	13.494	0.096
Planning Instruction	0.055	NC	0.328	0.849	0.178	NC	3.497hs	0.478	0.275	LC	8.750	0.364
Teaching	0.107	NC	4.710	0.095	0.107	NC	1.257hs	0.869	0.491	MC	33.935	0.000
School Community Relations	0.079	NC	0.669	0.880	0.207	LC	4.768hs	0.574	0.219	LC	5.413	0.943
Teaching Profession	0.078	NC	0.650	0.722	0.236	LC	6.293hs	0.178	0.23	LC	8.615	0.376
Evaluation of Student Performance	0.077	NC	0.637	0.425	0.241	LC	6.626hs	0.036	0.186	NC	3.825	0.430
Over-All Mean	0.072	NC	0.554	0.758	0.218	LC	5.36hs7	0.252	0.209	LC	4.885	0.770

Legend: Ns = Not Significant at the 0.05 level (p > 0.05) NC = Negligible Correlation (0.00 - 0.20) LC = Low Correlation (0.21 - 0.40) MC = Moderate Correlation (0.41 - 0.70) HC = High Correlation (0.71 - 0.90) VHC = Very High Correlation (0.91 - 0.99) PC = Perfect Correlation (1.00)

Relationship between the Student Teaching Field Experiences of Cooperating Teachers in Public Elementary and Secondary Schools and the Profile of Student Teachers

To determine the relationship between the student teaching field experiences of cooperating teachers in terms of role as cooperating teacher, planning instruction, teaching, school-community relations, teaching profession and evaluation of student performance in public elementary schools and the student teachers' profile in terms of age, sex, civil status and number of professional courses passed, utilizing Pearson Chi-Square test and Pearson r Correlation Coefficient. Table 8 reveals the relationship between the student teaching field experiences of cooperating teachers in public elementary schools and the student teachers' profile in terms of age, and number of professional courses passed, employing the Pearson r Correlation Coefficient. As gleaned the table, there is no significant relationship between the student teaching field experiences of cooperating teachers in public elementary schools and the student teachers' profile in terms of age (r=0.053, p-value=0.0507), and number of professional courses passed (r=-0.961, p-value=0.444). Their p-values are greater than the Alpha level of 0.05 and with negligible correlation. This means that the student teachers' age and number of professional courses passed have not affected the student teaching field experiences of cooperating teachers. These have failed to reject the null hypothesis. Taken separately, the age of student teachers manifests significant relationship with teaching (r=0.176, p-value=0.026) an evaluation of student performance (r=0.176, p-value=0.026). Moreover, their number of professional courses passed is significantly related to planning instruction (e=-0.008, p-value=0.024), but with negligible correlation only. This means that their maturity in age could affect the intricacies of teaching as well as the assessment of learners' performance. In addition their number of professional courses passed could also affect the planning instruction intricacies. This is obvious because what they have supposedly learned in their professional subject could be applied in their practice teaching course.

Table 8. Pearson r Correlation Coefficient between Student Teaching Field Experiences of Cooperating Teachers in Public Elementary Schools and the Profile of Student Teachers in terms of Age and Number of Professional Courses Passed.

Student Teaching Field Experiences of Cooperating Teachers as to:	Age			Number of Professional Education Courses		
	r	Int.	p-value	r	Int.	p-value
1. Role of Cooperating Teachers0	0.050^{ns}	NC	0.531	0.015^{ns}	NC	0.851
2. Planning Instruction	0.022^{ns}	NC	0.782	-0.008^{ns}	NC	0.924
3. Teaching	0.176*	NC	0.026	0.019^{ns}	NC	0.808
4. School Community Relations	0-.088^{ns}	NC	0.267	-0.112^{ns}	NC	0.160
5. Teaching Profession	0.059^{ns}	NC	0.458	-0.065^{ns}	NC	0.415
6. Evaluation of Student Performance-	0.176*	NC	0.026	-0.055^{ns}	NC	0.486
Overall Mean	0.053^{ns}	NC	0.507	-0.061^{ns}	NC	0.444

Legend: Ns = Not Significant at the 0.05 level (p > 0.05) NC = Negligible Correlation (0.00 - 0.20) LC = Low Correlation (0.21 - 0.40) MC = Moderate Correlation (0.41 - 0.70) HC = High Correlation (0.71 - 0.90) VHC = Very High Correlation (0.91 - 0.99) PC = Perfect Correlation (1.00)

Table 8shows the relationship between the student teaching field experiences of cooperating teachers in public elementary schools and the student teachers' profile in terms of sex and civil status, using the Pearson Chi-Square test. As gleaned from the table above, the overall means manifest no significant relationship

between the student teaching field experiences of cooperating teachers in public elementary schools and the student teachers' profile in terms of sex (x^2=1.834, p-value=0.400) and civil status (x^2=0.439, p-value=0.803), described as not significant and no correlation. This means that sex and civil status of student teachers have not affected the student teaching field experiences of cooperating teachers in public elementary schools. This implies that whether they are female or male , and single or married, their participation in the student teaching activities would not matter much. Thus, the null hypothesis which states that there is no significant relationship between the student teaching field experiences of the cooperating teachers and student teachers' profile is not rejected. The lack of a significant relationship suggests that the sex and civil status of student teachers do not influence the student teaching field experiences of cooperating teachers in public elementary schools. Regardless of their gender or marital status, student teachers receive similar opportunities and support during their student teaching journey.

This finding highlights the inclusive nature of the student teaching program, where all student teachers, irrespective of their sex or civil status, can benefit from the valuable experiences provided by cooperating teachers.The implications of these results are twofold. Firstly, it emphasizes the importance of equal opportunities and treatment for student teachers, irrespective of their personal characteristics. By recognizing that student teaching field experiences are not influenced by sex or civil status, educational institutions can ensure a fair and unbiased environment for all aspiring teachers. Secondly, it highlights the significance of the cooperating teachers' role in providing consistent and equitable support to student teachers throughout their training. Cooperating teachers should continue to provide guidance and mentorship to all student teachers, regardless of their demographic characteristics, to foster a positive and enriching student teaching experience.

Table 8. Pearson Chi-Square between the Student Teaching Field Experiences of the Cooperating Teachers in the Public Elementary School and the Profile of Student Teachers in terms of Sex and Civil Status.

Student Teaching Field Experi of Cooperating Teachers as to:	Sex				Civil Status			
	C	Int.	□ ²	p-value	C	Int.	□ ²	p-value
1. Role of Cooperating Teachers	0.073	NC	0.867^{ns}	0.648	0.032	NC	**0.164** ^{ns}	**0.921**
2. Planning Instruction	0.071	NC	0.814 ^{ns}	0.666	0.046	NC	0.341 ^{ns}	0.843
3. Teaching	0.041	NC	0.265 ^{ns}	0.607	0.053	NC	0.448 ^{ns}	0.503
4. School Community Relations	0.086	NC	1.183 ^{ns}	0.757	0.078	NC	0.989 ^{ns}	0.804
5. Teaching Profession	0.036	NC	0.206 ^{ns}	0.902	0.094	NC	1.442 ^{ns}	0.486
6. Evaluation of Student Performance-	0.016	NC	0.040 ^{ns}	0.842	0.121	NC	2.359 ^{ns}	0.125
Overall Mean	0.107	NC	1.834 ^{ns}	0.400	0.053	NC	0.439 ^{ns}	0.803

Legend: Ns = Not Significant at the 0.05 level (p > 0.05) NC = Negligible Correlation (0.00 - 0.20) LC = Low Correlation (0.21 - 0.40) MC = Moderate Correlation (0.41 - 0.70) HC = High Correlation (0.71 - 0.90) VHC = Very High Correlation (0.91 - 0.99) PC = Perfect Correlation (1.00)

Table 9 shows the relationship between the student teaching field experiences of the cooperating teachers and student teachers' profile in terms of age and number of professional education courses passed. As shown from the table below, the overall means manifest no significant relationship between the of age (r=0.009, p-value=0.913) and number of professional education courses passed (r=0.025, p-value=0.759), described as not significant and with no correlation. Thus, this finding has failed to reject the null hypothesis. This means that the age and number of professional education passed have not influenced their participation in the student teaching field experiences of the cooperating schools in the public secondary schools.The implications of these results highlight the inclusive nature of the student teaching program, which welcomes student teachers from diverse age groups and educational backgrounds. It signifies that age and the number of professional education courses passed should not be barriers to student teachers' engagement and success in their field experiences.

Educational institutions can leverage these findings to design and implement more inclusive teacher education programs that cater to a wide range of student teachers, ensuring that they all receive valuable and meaningful experiences. Furthermore, these results emphasize the importance of evaluating student teachers based on their individual abilities, rather than solely considering their age or the number of courses completed. By focusing on the development of necessary skills, knowledge, and competencies during the student teaching period, cooperating teachers and teacher education programs can better prepare aspiring teachers for their future careers.

Table 9. Pearson r Correlation Coefficient between the Student Teaching Field Experiences of the Cooperating Teachers in Public Secondary Schools and the Profile of Student Teachers in terms of Age and Number of Professional Courses Passed

Student Teaching Field Experiences of Cooperating Teachers as to:	Age			Number of Professional Education Courses		
	r	Int.	p-value	r	Int.	p-value
1. Role of Cooperating Teachers	-0.071 ns	NC	0.374	.005 ns	NC	0.955
2. Planning Instruction	.0087 ns	NC	0.277	.075 ns	NC	0.350
3. Teaching	0.046 ns	NC	0.563	.119 ns	NC	0.134
4. School Community Relations	.0016 ns	NC	0.838	-.108 ns	NC	0.174
5. Teaching Profession	-0.013 ns	NC	0.868	.015 ns	NC	0.852
6. Evaluation of Student Performance-	-.0030 ns	NC	0.708	.118 ns	NC	0.137
Overall Mean	.0.009 ns	NC	0.913	.025 ns	NC	0.759

Legend: Ns = Not Significant at the 0.05 level (p > 0.05) NC = Negligible Correlation (0.00 - 0.20) LC = Low Correlation (0.21 - 0.40) MC = Moderate Correlation (0.41 - 0.70) HC = High Correlation (0.71 - 0.90) VHC = Very High Correlation (0.91 - 0.99) PC = Perfect Correlation (1.00)

Table 10 discloses the relationship between the student teaching field experiences of the cooperating schools in the public secondary schools and the profile of the student teachers in terms of sex and civil status. As gleaned from the above table, the overall means of sex (x^2=1.299, p-value=0.622) and civil status (x^2=2,646, p-value=0.618), described as notsignificant and with negligible correlation. This means that these have not affected the student teaching field experiences of the cooperating teachers. This implies that their sex and civil status have not influenced their participation in their activities in their cooperating schools. The null hypothesis then is not rejected.These findings have implications for promoting equity and inclusivity in the student teaching experience. It emphasizes that both male and female student teachers, as well as individuals with different civil statuses, can contribute effectively to the teaching profession and benefit from the learning experiences provided by cooperating schools. Teacher education programs can leverage these results to ensure equal opportunities for all student teachers, irrespective of their sex or civil status. Additionally, the non-significant relationship between the student teaching field experiences and the profile of student teachers in terms of sex and civil status underscores the importance of evaluating student teachers based on their individual capabilities, skills, and dedication to the profession. It highlights the need to focus on the development of teaching competencies and pedagogical skills rather than making assumptions based on sex or civil status. The findings suggest that sex and civil status are not determining factors in the student teaching field experiences of cooperating schools in public secondary schools. These results support the notion of providing equal opportunities and fostering inclusivity in teacher education, emphasizing the importance of recognizing individual strengths and abilities in aspiring teachers, regardless of their sex or civil status.Studies have highlighted the significance of providing equal opportunities for both male and female student teachers. Research by Beyer and Hall (2018) emphasizes the importance of gender equality in the teaching profession, highlighting that diverse perspectives and experiences contribute to a more inclusive educational environment. Furthermore, a study by Smith and Johnson (2020) emphasizes that gender should not be a determinant of teaching effectiveness, as both male and female teachers have unique strengths to offer in the classroom. Regarding civil status, research by Li et al. (2019) emphasizes the importance of recognizing individual dedication and commitment to the teaching profession, regardless of marital status. They argue that marital

status should not be a factor in evaluating teaching performance, as the focus should be on the pedagogical skills and competencies of the teacher.

Table 10 Pearson Chi-Square between the Student Teaching Field Experiences of the Cooperating Teachers in the Public Secondary Schools and the Profile of Student Teachers in terms of Sex and Civil Status

Student Teaching Field Experie of Cooperating Teachers as to:	Sex				Civil Status			
	C	Int.	□ ²	p-value	C	Int.	□ ²	p-value
1. Role of Cooperating Teachers	0.151	NC	3.718 ns	0.156	0.148	NC	3.552 ns	**0.470**
2. Planning Instruction	1.981	NC	1.981 ns	0.576	0.253	LC	10.878 ns	0.092
3. Teaching	0.060	NC	0.577 ns	0.749	0.164	NC	4.371 ns	0.358
4. School Community Relations	0.120	NC	2.310 ns	0.511	0.134	NC	2.893 ns	0.822
5. Teaching Profession	0.101	NC	1.633 ns	0.442	0.145	NC	3.394 ns	0.494
6. Evaluation of Student Performance-	0.066	NC	0.696 ns	0.706	0.085	NC	1.168 ns	0.883
Overall Mean	0.091	NC	1.299 ns	0.522	0.130	NC	2.648 ns	0.618

Legend: Ns = Not Significant at the 0.05 level (p > 0.05) NC = Negligible Correlation (0.00 - 0.20) LC = Low Correlation (0.21 - 0.40) MC = Moderate Correlation (0.41 - 0.70) HC = High Correlation (0.71 - 0.90) VHC = Very High Correlation (0.91 - 0.99) PC = Perfect Correlation (1.00)

Factors Associated to the Implementation of the Implementation of Student Teaching Program In the Public Elementary and SecondarySchools in Samar Island

As to the perceptions of cooperating teachers, student teachers, school heads, and student teaching personnel regarding the factors associated with the implementation of the student teaching program in public elementary schools. The overall mean of the four groups of respondents is 4.55, with a standard deviation of 0.43, indicating a "very highly associated" level of consensus. The narrow spread of the standard deviation suggests unanimous agreement on the different indicators of the factors associated with the student teaching program in public elementary schools.Upon analyzing the 15-item instrument, seven indicators were rated as "very highly associated," while eight items were rated as "highly associated." The following factors were given particular importance by the respondents: a) Developing student teachers to act and work as future professionals (mean=4.77, SD=0.49) b) Providing student teachers with authentic hands-on experience in teaching (mean=4.76, SD=0.49) c) Giving student teachers the chance to work under experienced teachers who act as mentors (mean=4.74, SD=0.66) d) Developing skills to understand differences among pupils (mean=4.73, SD=0.50) e) Ensuring the development of quality aspiring teachers (mean=4.71, SD=0.50). These factors were rated as "very highly associated," highlighting their significance in the student teaching program. Conversely, the following factors were rated as "highly associated" only: a) Selecting a potential laboratory-deployment school (mean=4.15, SD=0.92) b) Providing student teachers with seminar workshops on teaching pedagogy and test construction (mean=4.32, SD=0.82) c) Giving students the opportunity to fill out various DepEd forms used by cooperating teachers (mean=4.33, SD=0.77) d) Orienting to the needs, interests, and conditions of the community (mean=4.37, SD=0.74) e) Observing student teacher-cooperating teacher ratios (mean=4.43, SD=0.73)As a student teaching personnel, the researcher acknowledges that some indicators were rated as lower priorities by the cooperating teachers themselves, which could assist them in their challenging task of mentoring. Striving for excellence is the true hallmark of education.

These factors can serve as the foundation for the proposed enhancement output of the study. The findings highlight the importance of developing aspiring teachers, providing authentic teaching experiences, and fostering mentorship opportunities in the student teaching program. By addressing these factors, the quality of

the student teaching experience in public elementary schools can be improved, ultimately leading to the development of highly skilled and competent future teachers. The implications of these findings emphasize the need for continuous improvement and innovation in teacher education programs. By incorporating these factors into the student teaching program, teacher education institutions can enhance the quality and effectiveness of teacher preparation, ultimately leading to the development of highly skilled and competent teachers who can positively impact the education system and the future generation of learners.

Conclusion

This study highlights the importance of student teaching field experiences and the need for continuous improvement in teacher education programs. By addressing the identified areas for enhancement and promoting collaboration among stakeholders, the quality of student teaching experiences can be enhanced, ultimately leading to the development of highly skilled and competent future teachers.The findings of this study lead to several conclusions. Firstly, the cooperating teachers in the public elementary and secondary schools in Samar Island are experienced and educationally qualified. However, many of them have limited exposure to handling student teachers, as they are relatively new to the role of cooperating teachers. Nonetheless, due to the small number of student teachers assigned to them, they are able to provide personalized attention and mentorship to address any limitations. Secondly, the student teachers in this study are at an appropriate age and have dedicated time to focus on their student teaching subjects. They have also completed the necessary professional education courses, indicating their preparedness for the teaching profession.The high ratings given to the five indicators of student teaching field experiences suggest a consensus among the respondents regarding their importance and effectiveness. However, the aspect of school-community relations was considered only "relevant" and was not given significant emphasis in the training.Furthermore, the perceptions of the cooperating teachers, student teachers, school heads, and student teaching personnel were unanimous, indicating that the student teaching field experiences are similar in both elementary and secondary schools.Age was found to have a significant relationship with student teaching field experiences, suggesting that younger teachers may bring more dynamic experiences to share with student teachers. Additionally, the significant relationships between planning instruction and evaluation of student performance indicate that seasoned cooperating teachers can provide valuable insights in these areas. Moreover, the significant relationship between planning instruction and the number of trainings attended, as well as the highest educational attainment of cooperating teachers, suggests that the knowledge and skills of cooperating teachers positively impact student teaching field experiences.Lastly, the prioritized factors associated with the implementation of the student teaching program have the potential to enhance the program in public elementary and secondary schools. The cooperation between cooperating teachers, schools, and university personnel will be vital in reshaping and improving the student teaching program.

Recommendations and Future Research Directions

Based on the findings of this study, several recommendations are proposed. Firstly, it is recommended to provide additional opportunities for cooperating teachers to attend relevant training programs, such as in-service education (INSET), to enhance their knowledge and skills in handling student teachers. Secondly, student teachers should also be given the chance to participate in INSET programs to broaden their understanding of the education system and DepEd programs. Thirdly, the university should organize regular training or seminars specifically for cooperating teachers, focusing on effective strategies for mentoring and guiding student teachers. Fourthly, conducting monthly conferences or meetings involving cooperating principals, school heads, cooperating teachers, program chairs, student teaching coordinators, and student teachers can provide a platform for assessment and collaboration. Strengthening school-community relations is also recommended, with an emphasis on revitalizing Parents-Teachers Associations (PTAs) and engaging in relevant societal activities. Additionally, involving student teachers in the planning and construction of assessment tools can enhance their understanding and application of assessment principles. Introducing student teachers as mentor or teacher-partners to learners can foster trust and confidence. Lastly, sharing expertise from the university to cooperating teachers, particularly in pedagogy and teaching strategies for the generation Z, can

enrich the student teaching experience. By implementing these recommendations, the student teaching program can be further improved and aligned with the needs of the cooperating schools and student teachers.

It is important to acknowledge the limitations of this study. Firstly, the findings are based on a specific context, namely public elementary and secondary schools in Samar Island. Therefore, the generalizability of the findings to other settings or educational levels may be limited. Secondly, the study focused on specific aspects of student teaching field experiences and did not explore other potential factors that could influence the quality of the program. Future research could consider examining additional variables such as classroom management, instructional strategies, and teacher-student relationships. Lastly, the study relied on self-reported perceptions and may be subject to social desirability bias. It would be beneficial for future research to incorporate multiple sources of data, such as classroom observations and student feedback, to provide a more comprehensive understanding of student teaching experiences.Despite these limitations, the recommendations presented in this study can serve as a starting point for improving the student teaching program in the Philippines. By addressing the identified areas for enhancement and considering the unique needs and contexts of cooperating teachers and student teachers, teacher education programs can strive towards excellence in preparing future educators.

Psychological Insights for Innovating Teacher Education Programs

The study on student teaching field experiences of cooperating teachers in public elementary and secondary schools in the Philippines offers psychological insights with implications for innovating teacher education programs. The findings underscore the vital role of cooperating teachers as mentors in shaping the professional growth of pre-service teachers. Positive mentoring relationships contribute to enhanced psychological outcomes, including increased confidence, a sense of belonging, and the formation of professional identity. Establishing supportive and nurturing relationships between cooperating teachers and pre-service teachers during the student teaching period is crucial. By providing guidance, feedback, and modeling effective instructional practices, cooperating teachers can positively influence the psychological well-being and teaching efficacy beliefs of pre-service teachers. Moreover, the study highlights the influence of age on various aspects of the student teaching experience, such as planning instruction and evaluating student performance. Younger cooperating teachers tend to exhibit greater dynamism, creativity, and enthusiasm in their interactions with student teachers. This suggests that age-related psychological factors, such as energy, adaptability, and openness to new approaches, significantly impact the quality of the student teaching experience. Teacher education programs should consider this insight and provide support and resources tailored to the needs of both younger and older cooperating teachers, ensuring they are equipped with the necessary knowledge and skills to effectively mentor pre-service teachers. The study emphasizes the importance of providing student teachers with authentic hands-on teaching experiences and opportunities to understand the diverse needs of learners. These experiences contribute to the development of practical teaching skills and the ability to adapt instruction to meet the unique requirements of students. Such experiential learning opportunities foster psychological growth and enhance the professional competence of pre-service teachers. Integrating these insights into teacher education programs allows for the enhancement of the student teaching program, offering meaningful learning experiences that prepare future teachers to address the psychological and educational needs of their future students.

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