COOPERATING TEACHERS COMPETENCE ALONG THE NATIONAL COMPETENCY BASED STANDARDS (NCBTS), KALINGA DIVISION

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Abstract: This study aimed to investigate the level of competence of cooperating teachers along the seven domains of the National Competency Based Teacher Standards as follows: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages and, personal growth and professional development.

Cooperating teachers from both the elementary and secondary schools participated in the study. The analysis of data revealed that teachers were much competent along four of the seven domains namely: social regard for learning, learning environment, curriculum, and personal growth and professional development. They are moderately competent along diversity of learners, planning, assessing and reporting and community linkages. Based on the findings, the researcher recommends that student teachers should be assigned to cooperating teachers with longer years of tenure and who are master teachers for better guidance and assistance in their development as future teachers; Cooperating teachers should conduct a survey to determine the background of learners to better address their needs; Cooperating teachers are encouraged to attend trainings in the use of alternative assessment like the portfolio, journal, rubrics and other assessment instruments; Cooperating teachers should enhance themselves by attending trainings on strategies in teaching diverse learners and on how to attend to the needs of the differently-abled learners; Strengthen community linkages for the development or community resources that would augment classroom activities; Cooperating teachers should take the initiative to attend trainings, seminars and workshops at their own expense for their own personal growth and; Cooperating teachers should be open to new trends in education like the introduction of new strategies in teaching to do away from lecture.

Key words: Competence, Cooperating Teachers, National Competency Based Teacher Standards (NCBTS)
RATIONALE:

In our quest for quality education, a teacher who is considered as the key factor in any teaching-learning situation needs to be competent to effectively transmit knowledge, skills and values they gained. But in doing so, what characterizes a competent teacher? Competency is defined as a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a specific job or role. Research indicates that previous demonstration of competence to achieve success is one of the best predictors of future performance in a related role (http://doc.google.com/viewer). It is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources including skills and attitudes in a particular context (http://www.oecd.org).

Thus, the teacher has much to say in the achievement of educational goals. It is an accepted fact that the improvement in the by-product of education depends to large measure on the kind of teachers the institution has. Careful planning, excellent facilities, efficient student services will be useless in the hands of incompetent teachers. Academic excellence can only be attained when at the helm are, abled and dedicated teachers imbued with the goal of delivering quality service to the students (Fernando, 2005).

In like manner, teachers are not mere conveyors of knowledge to the students, but they are teachers who will help the learner acquire diverse skills through the use of appropriate information and educational technologies, but most especially they are teachers who will keep the learner focused on the highest goal of education and training which is to develop the fullest potentials of every learner so that today he/she can hope for a quality of life tomorrow that will be better than yesterday (Aquino, 1999).

It is therefore the role of institutions to provide students with quality teachers who in return will produce quality learners.

The Commission on Higher Education through CMO 30 s. 2004 known as the Revised Policies and Standards for Undergraduate Teacher Education Curriculum was designed for the purpose of rationalizing the undergraduate teacher education in the country to keep pace with the demands of global competitiveness. Likewise, the Department of Education shall provide cooperating teachers who will serve as mentors for pre-service teachers.
The Department of Education through DepEd order No. 3 s. 2007 identified the following roles of cooperating teachers or mentors for practice teaching. They shall: observe mentor-mentee relationship; assist the student teachers in honing their skills through: regular class observations and post conferences, lesson planning, use of varied strategies/approaches/techniques, classroom management, assessment of learning outcomes, questioning techniques and preparation of instructional materials. They must observe, coach, mentor and evaluate the performance of the student teacher; keep a record of observations and post conferences made with the student teacher; provide the student teacher the opportunity to teach independently and collaboratively; allow the student teacher to participate in co-curricular and school/ community activities and; complete a set of summative evaluation reports for each student teacher.

Cooperating teachers play a significant role in the professional development and preparation of future teachers – the student teachers. When compared to class time, the student teacher spends more time with the cooperating teacher than any other individual instructor throughout the duration of the degree program. Analyzed numerically, a student teacher spends eight hours a day, five days a week for sixteen weeks with the cooperating teacher, which covers a total of 1280 hours of student teaching experience. This overwhelming amount of time the student teacher spends under the tutelage of a cooperating teacher makes the influence of the latter very critical (Osunde,1996). These reflect the need for cooperating teachers to be equipped with the necessary competencies in the training of student teachers.

It is in this aspect that the researcher conducted this study with the end view that she will be of help in producing quality and competent teachers for the future generation.

**OBJECTIVES:**

The study will seek answers to the following questions:

1. To find out the level of competencies of cooperating teachers along the following National Competency Based Teacher Standards:
   a. Social regard for learning
   b. Learning environment
   c. Diversity of learners
   d. Curriculum
e. Planning, assessing and reporting
f. Community linkages
g. Personal growth and professional development

2. To find out if there are significant differences in the level of competence of cooperating teachers as to age, length of Service, and educational qualification.

NULL HYPOTHESIS:
There are no significant differences on the level of competencies of cooperating teachers in student teachers’ training along the moderator variables.

METHODOLOGY:

Research Design
This study will use the descriptive method since it is the most appropriate research method to describe the competencies of the cooperating teachers of the teacher education students of Kalinga Apayao State College in their pre-service training along the National Competency Based Teacher Standards for the student teachers of Kalinga Apayao State College.

Population and Locale of the Study
The respondents were the elementary and secondary cooperating teachers of the chosen cooperating schools in Kalinga. There were eight elementary schools with seventy seven (77) respondents and five secondary schools with forty-two (42) respondents with a total of 119 respondents.

The questionnaire was used as the basic tool for gathering data. It was lifted from the NCBTS-TSNA handbook (National Competency Based Teacher Standards – Teacher Strengths and Needs Assessment handbook).

Treatment of Data
To quantify the responses, the three point Likert Scale was used as follows:

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<tr>
<th>Arbitrary value</th>
<th>Limit</th>
<th>Description</th>
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<tr>
<td>3</td>
<td>2.34 – 3.0</td>
<td>Much Competent</td>
<td>MC</td>
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<tr>
<td>2</td>
<td>1.67 – 2.33</td>
<td>Moderately competent</td>
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<td>1</td>
<td>1.00 – 1.66</td>
<td>Least Competent</td>
<td>LC</td>
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Statistical Tools
The data will be analyzed by using the following appropriate statistical tools:
1. Ranking and Percentage – Ranking was used to show the relative position of the mean scores in the distribution while the percentage determined the part of the population that obtained the scores in the distribution.

2. Weighted Mean – This was used to quantify the responses along the variables.

3. Analysis of Variance - This tested the significant differences in the perceptions of the respondents along the moderator variables of age, length of service, highest educational qualifications and educational classification. The hypothesis will be accepted if the computations are lower than the critical values at .05 level of significance. On the other hand, they will be rejected if the computations are greater than the critical values at .05 level of significance.

4. T-test – This was used to determine the significant difference between the perceptions of the two groups of respondents on their level of competencies.

DISCUSSION OF RESULTS:

Personal Profile of the Respondents
As to age, majority of the respondents are within the age bracket of 36 – 45 with a total of 46 or 38%. This is followed by those under the bracket of 25-35 years old then 46 to 55 years old with 30 or 25.21% and 29 or 24.37 % respectively. Respondents ages 56 years old and above got the least number with only 14 or 11.76% of the total number of respondents. This implies that most of the respondents are between ages 36-45 years old. While as to length of service, 47 or 39.50% of the respondents taught within 11 to 20 years. There were 41 or 34.45% who taught within 10 years and below while 23 or 19.33% taught within the last 21-30 years. Only 8 or 6.72% of the respondents taught within the last 31 years and above. This means that most of the respondents served for 11 to 20 years; and as to Educational attainment, 63 or 52.94% of all the respondents finished their Master’s degree. 54 or 45.38% of them have only garnered their Baccalaureate degree while only 2 or 1.68% of them pursued their studies and garnered their Doctorate degree.

Level of Competence of Cooperating Teachers Along the National Competency Based Teacher Standards
The level of Competence of Cooperating Teachers Along Social Regard for Learning
The overall mean of 2.52 reflects that the competencies of the respondents along social regard for learning are Much Competent. Cooperating teachers are Much Competent in all the indicators under this domain.

The respondents garnered the highest mean of 2.71 along “maintains appropriate appearance”. This implies that teachers see to it they project the behavior as role models who are worth emulating for their pupils and students to follow by this, “Is careful about the effect of one’s behavior on students” also obtained the next highest mean of 2.50. The respondents obtained a mean of 2.49 along “Makes use of various learning experiences and resources” which implies that as cooperating teachers use different learning activities in their classes to make learners more participative in the teaching-learning process, and as models to pre-service teachers, “Demonstrates punctuality” obtained a mean of 2.48 still described as Much Competent. This means that teachers are getting to school in time, entering and dismissing their classes and are submitting their requirements on time. Even if the respondents obtained the lowest mean of 2.45, they are still described as Much Competent in “Implements school policies and procedures.” This implies that the teachers are following and implementing the stated school policies and procedures. However, it can be observed that teachers obtained the highest means along areas where they have a great impact in the development of students’ attitude and personality.

**Level of Competence of Cooperating Teachers along Social Regard for Learning as to Moderator Variables of Age, Educational Attainment and Length of Service**

Cooperating teachers as to Age are Much Competent in the area of social regard for learning with an average mean of 2.52. Teachers ages 36-45 obtained the highest mean of 2.65 while those ages 25 – 35 years obtained the lowest mean of 2.27 described as moderately competent. Though they are generally much competent along this domain, the younger teachers need to update themselves along the different performance indicators. The null hypothesis is rejected because the F-ratio of 4.215 is higher than the tabular value of 3.24 at .05 level of significance. The significant difference is noted between the youngest group and the other groups as shown by the critical difference of 3.018.

Similarly, cooperating teachers are Much Competent along this domain as to their educational attainment. Teachers with doctorate degree garnered the highest mean of 2.55. This implies that teachers who pursues further studies have an effect in their outlook.
as to how they should behave towards others. The F-ratio of .0941 is lower than the F-tabular value of 3.74 at .05 level of significance means that the null hypothesis will be accepted since there are no significant differences in the level of competence of the cooperating teachers along educational attainment.

Teachers who served for 21 – 30 years obtained the highest mean of 2.7 while those with lesser years in the service obtained the lowest mean of 2.27. However, the obtained means do not imply that the longer you stay in the service, the more competent you will be since teachers who taught for 11 – 20 years obtained a higher mean of 2.57 than those who taught for 31 years and above with an obtained mean of 2.54. However, the obtained average mean of 2.52 still describes the cooperating teachers as to length of service as Much Competent along this domain. The null hypothesis is accepted because there are no significant differences in the competence of cooperating teachers as to length of service along social regard for learning as proven by the F-ratio of 5.3164 which is lower than the F-tabular value of 6.30 at .05 level of significance. This contrasts with the findings of Binoloc (2005) where he said that length of service affected the teachers’ level of competence.

**Level of Competence of Cooperating Teachers Along Learning Environment**

The total average mean of 2.42 shows that the cooperating teachers are “Much Competent along the area of learning environment. It shows that the respondents believe that a conducive learning environment helps in the teaching learning process.

The indicator on “maintain a learning environment of courtesy and respect for different learners” obtained the highest mean of 2.58. This means that teachers believe in the importance of creating respect towards students in the classroom. This will motivate the students to perform better in class discussions because students feel that their ideas are considered.

“Teachers provide gender fair opportunities for learning to all the students obtained an area mean of 2.56 which implies that as well, the respondents do not practice discrimination inside the classroom. The cooperating teachers treat the learners equally.

The respondents are also Much competent along “Recognizes that every learner has strengths, “maintains a safe, clean and orderly classroom free from distraction,” and “encourages learners to ask questions.” Each of these equally garnered a mean of 2.54. This implies that cooperating teaches believe that every child can be a potential genius because
they possess intelligence that differ from each other. They also develop the critical thinking of the students by asking relevant questions that develop the higher order thinking skills of the students and they believe that all of these are better acquired in an environment that is free from distractions. This conforms with Ott’s (2007) article when she said that as Early childhood Professionals, it is our responsibility to build and provide a learning center that encourages a child to learn to her fullest.

A mean of 2.45 indicates that the respondents are much competent along “uses individual and cooperative learning activities to improve capabilities of learners for higher learning” and “encourages free expressions of ideas from the students.” Cooperative learning is one of the best class activities that would help students develop their self-confidence to express themselves inside the classroom. It is therefore for this reason that learners have all the opportunity to learn because they can delve on issues and ideas from a variety of viewpoints. In this manner, the teaching learning process will be more effective.

Teachers give importance in regularly informing the learners of their performance in the school. They encourage their students by giving words of encouragement, develop their strengths and interests, and uses these as starting points for learning to be able to maintain a high learning performance. Because of this, teachers are also much competent with a mean of 2.41 along “communicates and maintains high standards of learning performance,” and creates stress free environment.

The respondents are also much competent along “provides learners with a variety of learning experiences,” “handles behavioral problems quickly with due respect to children’s rights,” “communicates and enforces school policies and procedures for appropriate learner behaviors,” and “takes measures to minimize anxiety and fear of the teacher and/or subject.” All these indicators obtained a mean of 2.39.

“Guides individual learners requiring development of appropriate social and learning behavior” obtained a mean of 2.37 which is described as much competent implies that the cooperating teachers always remind their students on how to act properly and politely towards people in and outside the school.

However, the respondents are moderately competent along “provides varied enrichment activities to nurture the desire for further learning” with an obtained mean of 2.32; “gives feedback to reinforce appropriate learner’s behavior” with a mean of 2.30; and “arranges
challenging activities given the physical environment obtained the lowest mean of 2.26. These imply that the teachers still lack a stock of enrichment activities that can be used inside the classroom for better participation of the learners. Because of this, they still rely on the lecture method. In like manner, they still lack the skills on how to motivate the learners to perform better in the school.

The Level of Competence of Cooperating Teachers Along Learning Environment as to the Moderator Variables of Age, Educational Attainment and Length of Service

As a whole, the obtained average weighted mean of 2.42 as to Age reveals that the cooperating teachers are Much Competent along learning environment. Cooperating teachers ages 56 and above obtained the highest mean of 2.51 described as Much Competent while the youngest group obtained the least mean of 2.27 described as Moderately Competent. This implies that as you grow older, teachers have much experience to develop the sense of understanding towards the importance of having a learning environment that is conducive for learning. The null hypothesis which states that there are significant differences on the level of competence of cooperating teachers along learning environment as to age is rejected as evidenced by the computed F-ratio of 12.313 which is higher than the F-tabular value of 3.14 at .05 level of significance. The difference is found between the youngest group and the other groups as indicated by the critical differences of 2.8, 2.63 and 2.52 respectively.

The respondents are Much Competent along learning environment as to educational attainment with the obtained average mean of 2.42. Respondents who obtained a doctorate degree obtained the highest mean of 2.47. However, this does not imply that the higher educational attainment you gained, the more competent you are in dealing with the learning process through the learning environment. This is evidenced by the cooperating teachers with baccalaureate degrees obtaining the higher mean of 2.41 than those with master’s degree who obtained the least mean of 2.38. The F-ratio of 7.097 is higher than the F-tabular value of 3.19 at .05 level of significance. Therefore, the null hypothesis is rejected because the competence of cooperating teachers along this domain as to educational attainment is significant.

The average mean of 2.42 reveals that the cooperating teachers are Much Competent along learning environment as to length of service. Teachers with 21 – 30 years of service
obtained the highest mean of 2.51 described as Much Competent while the new teachers obtained the lowest mean of 2.26 described as Moderately Competent. Cooperating teachers with 11 – 20 years of service however obtained a higher mean of 2.47 than those who taught the longest. This implies that length of service does not indicate one’s competence in using the learning environment as a means of developing the child’s learning process. There are significant differences along learning environment as to length of service, therefore the null hypothesis is rejected. This is evidenced by the F-ratio of 6.159 which is much higher than the computed F-tabular value of 3.14.

**Level of Competence of Cooperating Teachers Along Diversity of Learners**

The respondents are moderately competent along diversity of learning with an overall average area mean of 2.25.

Among the eight (8) indicators, the cooperating teachers are Much Competent along “paces lessons appropriate to needs and/or difficulties of learners” with an obtained mean of 2.37; “Designs or selects learning experiences suited to different kinds of learners” and “Establishes goals that define appropriate expectations for all learners” both obtained a mean of 2.34. They are however Moderately Competent along the following five (5) indicators: Makes appropriate adjustments for learners of different socio-economic backgrounds with an obtained mean of 2.24 which implies that cooperating teachers do not strictly implement a background study of their students yet knowing the socio economic status of the learner can help the teacher in the adjustment of her lessons and the required projects that are needed to supplement the learning process; Recognizes multi-cultural background of learners when providing learning opportunities with an obtained mean 2.23 reflects that though the respondents know that their classes are composed of diverse students, they lack the strategy on how to deal with them; Adopts strategies to address needs of differently-abled students with an obtained mean of 2.22 also reflects that the cooperating teachers are not trained and therefore do not have the skill to diagnose and deal with differently-abled learners since their training involved abled students; Initiates another learning approaches for learners whose needs have not been met by usual approaches obtained a mean of 2.19. This implies that once again, the respondents do not have the skill to use alternative strategies for students who need supplementary learning; and the indicator with the least mean of 2.19 is “Obtains information on the learning styles,
multiple intelligence and needs of learners”. This affirms observations that cooperating teachers are not assessing the learning styles and multiple intelligences of their students.

The Level of Competence of Cooperating Teachers Along Diversity of Learners as to the Moderator Variables of Age, Educational Attainment and Length of Service

The average mean of 2.25 shows that cooperating teachers are Moderately Competent along diversity of learners as to age. The oldest group obtained the highest mean of 2.43 which implies that their skill in dealing with diverse learners was due to their experiences. As revealed, the youngest group obtained the lowest mean of 2.13. However it does not generally mean that the older you get, the more skilled you are in dealing with diverse learners as revealed by those at 36 – 45 years old obtaining a higher mean of 2.25 than those ages 46 – 55 years old with a lower mean of 2.18. The null hypothesis is rejected because there are significant differences in the competence of the respondents along diverse learners as to age as evidenced by the F-ratio of 4.322 which is higher than the f–tabular value of 2.95 at .05 level of significance. Rejection is along the youngest group and the third group ages 35 -55 as indicated by their critical value of 2.76 and 2.52 respectively.

The obtained average mean of 2.25 further reveals that the respondents are Moderately Competent along diversity of learners as to educational attainment. The result implies that obtaining a higher degree does not increase skills in dealing with diverse learners. This is revealed by those with baccalaureate degree having the highest mean of 2.32 while those with Master’s degree obtained the lowest mean of 2.20. However, even if the doctorate degree holders obtained a higher mean of 2.23 than those with master’s they still have a lower mean than the baccalaureate degree holders. These further imply that all groups lack the trainings on strategies in dealing with diverse learners. The null hypothesis is accepted since the F-ratio of .5821 is lower than the F-tabular value of 3.47 at .05 level of significance. This means that all groups need to hone their skills in dealing with diverse learners.

Similarly, the obtained average mean of 2.25 reflects that the respondents perceived to be Moderately Competent along Diversity of Learners as to length of service. This implies that length of service does not guarantee the teachers knowledge skills in the teaching of diverse learners. Teachers who served for 21- 30 years obtained the highest mean of 2.32 higher than those who served for 31 and above while the new teachers obtained the lowest mean of 2.11. The F-ratio of 1.675 is lower than the F-tabular value of 3.24 at .05 level of
significance means that the null hypothesis is accepted. There is no significant differences in the competence of cooperating teachers along diversity of learners.

**Level of Competence of Cooperating Teachers Along Curriculum**

The respondents are Much Competent along the fourth domain along curriculum with an average weighted mean of 2.35. This implies that they are very much aware of the content of their curriculum and the means of having this is obtained by the learners. They garnered the highest mean of 2.66 along “links the current content with past lesson” then followed by the indicator “sets appropriate learning goals” with an obtained mean of 2.46; both indicators on ‘plans lessons to fit with available instructional time” and “aligns with lesson objectives the teaching methods, learning activities and instructional materials or resources appropriate to learners” obtained a mean of 2.45 then “explains learning goals, instructional procedures and content clearly and accurately to students” with an obtained mean of 2.43. However, “learners understand the learning goals” garnered the lowest mean of 2.17 described as moderately competent.

The result implies that the teachers are aware of the goals in the implementation of the Department of Education (DepEd) curriculum and they have mastered the skill in the preparation of their lessons and appropriate materials to aid in the attainment of the educational goals that are required in the basic education curriculum. However, it is observed that the teachers do not inform their students on what is to be accomplished in the day’s lesson. In other words, cooperating teachers neglects the important aspect of stating the aim to the students for better interaction and participation in class activities.

**Level of competence of Cooperating Teachers Along Curriculum as to the Moderator Variables of Age, Educational attainment and Length of Service**

Competence of cooperating teachers along curriculum becomes better as they grow older as implied by the older teachers obtaining the highest mean of 2.47 described as Much Competent while the younger teachers obtained the lowest mean of 2.19 described as Moderately Competent. The new teachers must further study the prepared curriculum. In this manner, they can prepare very well their lessons to obtain the goals of education through the right implementation of the curriculum. The average mean of 2.35 would however show that all age groups are Much Competent in the delivery of the curriculum. The F-ratio of 8.34 which is higher than the F-tabular value of 3.24 means that there is no
level of significance in the competence of cooperating teachers along curriculum. Therefore the null hypothesis is significant.

The cooperating teachers are Much Competent along curriculum as to Educational attainment as evidenced by the obtained average mean of 2.35. According to rank, teachers with doctorate degree obtained the highest mean of 2.43 followed by those with master’s degree with a mean of 2.30 and the baccalaureate degree holders obtained the lowest mean of 2.32. Educational attainment has something to do in the deliverance of the curriculum. In other words, the more a teacher goes for professional development, the more exposures they will gain which will help them in the deliverance of the curriculum. The null hypothesis is rejected since the F-ratio of 10.208 is higher than the F-tabular value of 3.13 at .05 level of significance. Rejection is between the master’s and doctorate degree holders as shown by the computed difference of 2.58.

The overall mean of 2.35 implies that the respondents are Much Competent along Curriculum as to Length of Service. Teachers with 21 – 30 years of service obtained the highest mean of 2.47 while the teachers with the least number of years in teaching obtained the lowest mean of 2.13 described as moderately competent. This further imply that due to the number of years the cooperating teachers have been teaching, they have much experience and trainings in the delivery of the curriculum. The F-ratio of 24.678 is much higher than the F-tabular value of 3.09 at .05 level of significance means that the cooperating teachers’ level of competence along curriculum as to length of service is significant. Hence, the null hypothesis is rejected.

**Level of Competence of Cooperating Teachers Along Planning, Assessing and Reporting**

Cooperating teachers as a whole are moderately competent in planning, assessing and reporting” students’ performance with an obtained average mean of 2.32. This implies that the teachers do not yet have the necessary skills in assessing learning outcomes in a competency based curriculum.

Though they are much competent along four (4) indicators along “Keeps accurate records of grades/performance levels of learners” with the highest mean of 2.54, “conducts regular meetings with learners and parents to report learner’s progress”, “prepares formative and summative tests in line with the curriculum with an obtained mean of 2.46, and “involves
parents to participate in school activities that promote learning with an obtained mean of 2.36.”

The result above indicates that cooperating teachers are very much careful in giving grades to the students that they give much importance in keeping accurate records of students’ performance. It is also revealed that the schools Parents Teachers Association is used as a venue for the parents to attend meetings in the school where teachers use this chance to talk to parents regarding the performance of their children. This way, parents can help their children in their school activities.

However, the cooperating teachers are moderately competent in most of the performance indicators most especially on the use of non traditional assessment techniques like the use of the portfolio, journal, rubrics and others. It is therefore implied that the cooperating teachers are mostly using the pen and paper tests to assess their students’ performance.

**Level of Competence of Cooperating Teachers Along Planning, Assessing And Reporting as to the Moderator Variables of Age, Educational Attainment and Length of Service**

The oldest group of teachers obtained the highest mean of 2.47 while the youngest group obtained the lowest mean of 2.12. However, the age group does not imply that as you grow older you are more skilled in planning, assessing and reporting as revealed by the obtained mean of 2.28 among the third group which is lower than the second group with an obtained mean of 2.41. Both the first and third group are Moderately competent while the third and last group are Much Competent in planning, assessing and reporting. The null hypothesis is rejected because the level of competence of cooperating teachers along this domain is significant as revealed by the obtained F-ratio of 8.959 which is much higher than the F-tabular value of 2.82 at .05 level of significance. The rejection is between the oldest group and the second group as reflected by the critical differences of 2.53 and 2.51 respectively.

Educational attainment does not have something to do in the skills of planning, assessing and reporting. This is revealed by the table where those with master’s degree got the highest mean of 2.34 while those with doctorate degree obtained the lowest mean of 2.26 described as Moderately Competent. Both groups with Baccaluareate and Master’s degree are Much Competent along this domain. The F-ratio of .077 is very much lower than the F-tabular value of 3.30 at .05 level of significance. This implies that there are no significant differences in planning, assessing and reporting as to educational attainment. Therefore the null hypothesis is accepted.
Cooperating teachers are Moderately Competent along the area of planning, assessing and reporting as to length of service as revealed by the average mean of 2.32. Furthermore length of service does not affect the competence of cooperating teachers along this domain since teachers who taught for 21 – 30 years obtained a mean of 2.41 which is higher than those who taught the longest with an obtained mean of 2.33 described as Moderately Competent. Both the teachers who taught the longest and the shortest are Moderately Competent along this domain. The null hypothesis is rejected because the table reveals that the length of service affects the competence of teachers along planning, assessing and reporting with the obtained F-ratio of 4.679 which is higher than the F-tabular value of 3.21 at .05 level of significance.

**Level of Competence of Cooperating Teacher Along Community Linkages**

The total average mean of 2.16 is described as Moderately Competent shows that cooperating teachers are confined in the classrooms in the teaching learning process. They do not use much the community resources to enhance what the students learned inside the classroom.

Among the six (6) indicators, the respondents are much competent along “participate in community activities that promote learning” and they are least competent along involve community in sharing accountability for the learner’s achievement.” This implies that cooperating teachers only involve the learners when there are occasions like the barangay and town fiestas where there are literary, dance and musical contested activities. However, since there are not much community facilities and resources that would augment the learning activities of the learners, the community are not involved in the learning development of the students.

**Level of Competence of Cooperating Teachers Along Community Linkages as to the Moderator Variables of Age, Educational Attainment and Length of Service**

Cooperating teachers are Moderately Competent along Community Linkages as revealed by the obtained area mean of 2.20. The last group obtained the highest mean of 2.30 while the first group obtained the lowest mean of 2.04. However, all of the groups are described to be Moderately Competent as reveled by the obtained means. This implies that all of the groups do not have any active involvement in planning educational activities with the community. Furthermore, teachers do not have much training on how to use the community in supplementing classroom activities. The null hypothesis is rejected since the F-ratio of 6.385
is higher than the F-tabular value of 3.24 at .05 level of significance. This means that there is a significant difference in the competence of cooperating teachers in linking with the community as to age.

As to educational attainment, all groups of cooperating teachers are described to be Moderately Competent in community linkages as reflected by the average mean of 2.20. Though those with baccalaureate degree obtained a higher mean of 2.32 and the doctorate degree holders obtained the lowest mean of 2.08, still all groups are described to be moderately competent along this domain. The computed F-ratio of 1.104 is lower than the F-tabular value of 6.51 at .05 level of significance means that the null hypothesis is accepted. There are no significant differences in the perceptions of the respondents along community linkages as to educational attainment.

Cooperating teachers are still Moderately competent along community linkages as to length of service with the obtained average mean of 2.20. Length of service does not have any effect in linking with the community since the third group obtained the highest mean of 2.28 higher than those who taught the longest. The F-ratio of .988 is much lower than the f-tabular value of 3.49 at .05 level of significance. Hence, the null hypothesis is accepted. There is a significant difference in the skill of the teachers in linkaging with the community as to length of service.

Level of Competence of Cooperating Teachers along Personal Growth and professional Development

The cooperating teachers are much competent along personal growth and development” with an overall mean of 2.40. The respondents perceived to be much competent along “maintains stature and behavior that upholds the dignity of teaching” as it obtained the highest mean of 2.65. This would mean that the cooperating teachers uphold and practice the code of professional teachers.

They convey “enthusiasm, flexibility and caring attitude” in teaching as revealed by the obtained mean of 2.55. They project responsibility since they “accept personal accountability to learner’s achievement and performance” with the mean of 2.49. In other words, they don’t blame their students if they got low performance.

The teachers are also much competent in “improving their teaching performance based on the feedback from their mentor, students, peers and superiors”, “Uses self-evaluation to recognize and enhance one’s strengths and correct one’s weaknesses”, “Articulate and
demonstrates one’s personal philosophy of teaching”, Keeps abreast with recent developments in education”, and “reflects on the quality of his/her own teaching”.

Teachers are required to assess their performance every end of the school year. From here, the teachers then can acquire information on their strengths to be developed and the weaknesses that they need to improve. Not only will they use the performance assessment to know about themselves, but school heads also conduct regular classroom observations to assess the teachers’ capabilities in teaching at the same time, students are also asked to give their own feedbacks regarding their teachers. Since they have regular assessments, they contend to improve more their skills in teaching and themselves as a person by reading educational journal, magazines, etc. for personal growth.

However, they are moderately competent along allocates time for personal growth and development” as well as “links other institutions, organizations for sharing best practices. In these aspects, cooperating teachers do not have the initiative to attend seminars, trainings and workshops at their own expense for personal development. Likewise, it is not their practice to link with other institutions to share their best practices.

**Level of Competence Of Cooperating Teachers Along Personal Growth And Development as to the Moderator Variables of Age, Educational Attainment and Length of Service**

The cooperating teachers are Much Competent along personal growth and development with the obtained average mean of 2.4. This implies that cooperating teachers are giving importance in upgrading themselves to further hone their skills in teaching.

The oldest group obtained the highest mean of 2.56 described as Much Competent while the first group ages 25-35 obtained the lowest mean of 2.2. This means that the younger group needs to be motivated to go for further personal development. However, the second group with an obtained mean of 2.53 is more highly motivated to upgrade themselves than the third group who obtained a mean of 2.34. There is a significant difference in the competence of cooperating teachers along personal growth and professional development as evidenced by the table where the F-ratio of 12.018 is much higher than the F-tabular value of 2.85 at .05 level of significance. Therefore, the null hypothesis is rejected.

All the groups of respondents perceived themselves to be Much Competent along personal growth and professional development with the obtained average mean of 2.4. However, teachers with master’s degree with an obtained mean of 2.44 are still highly motivated to further upgrade themselves while the doctorate degree holders feels that they have already
obtained the highest education so they no longer need to further upgrade themselves since they obtained a lowest mean of 2.37. The F-ratio of .220 is very much lower than the F-tabular value of 3.53 at .05 level of significance. Since there are no significant differences in the perception of the respondents on personal growth and professional development, the null hypothesis is accepted.

The respondents are Much Competent along personal growth and professional development as to length of service with the average mean of 2.42. It is revealed that teachers with the longest years of teaching obtained the highest mean of 2.70 while the teachers with 11 – 20 years of service obtained the lowest mean of 2.24. This implies that those with the longest years have pursued further studies and attended trainings and seminars while the new teachers are challenged to further pursue personal growth and professional development. There are no significant differences along personal growth and professional development as to length of service so the null hypothesis is rejected. This is evidenced by the F-ratio of 7.167 which is much higher than the F-tabular value of 3.20 at .05 level of significance.

**CONCLUSIONS:**

Based on the findings of the study the following conclusions were made:

1. Among the seven domains of the NCBTS, the cooperating teachers are much competent along four domains: social regard for learning, learning environment, curriculum and personal growth and development while they are moderately competent along diversity of learners, planning, assessing and reporting and, community linkages.
   
   1.1 That as to moderator variable, the level of competence of the respondents along social regard for learning were significant as to age but not significant as to length of service and educational attainment.
   
   1.2 That as to Learning environment, there were significant differences on the level of competence of cooperating teachers in the learning of students as to age, length of service and educational attainment.
   
   1.3 That as to Diversity of Learning, the respondents perceived that they are moderately competent and there were no significant differences as to age, length of service and educational attainment.
1.4 That as to curriculum, the level of competence of cooperating teachers as to age, length of service and educational attainment were significant.

1.5 That as to Planning, assessing and reporting, there were significant differences in the perceptions of the respondents along age, and length of service.

1.6 That as to Community Linkages, there were no significant differences in the length of service and educational attainment except age.

1.7 That as to personal growth and professional development, there were significant differences as to age and length of service.

RECOMMENDATIONS:

Based from the conclusions, the following are recommended:

Cooperating teachers should conduct a survey to determine the background of learners to better address their needs; Cooperating teachers are encouraged to attend trainings in the use of alternative assessment like the portfolio, journal, rubrics and other assessment instruments; Cooperating teachers should enhance themselves by attending trainings on strategies in teaching diverse learners and on how to attend to the needs of the differently-abled learners; Strengthen community linkages for the development of community resources that would augment classroom activities; Cooperating teachers should take the initiative to attend trainings, seminars and workshops at their own expense for their own personal growth and; Cooperating teachers should be open to new trends in education like the introduction of new strategies in teaching to do away from lecture.

REFERENCES:


2. DepED order No. 51 s.1991

