

Perceptions of the BEEd Graduates of the Program's Best Practices

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Abstract:- The College of Teacher Education (CTE) particularly the Bachelor of Elementary Education (BEED) program have their own best practices that leads their students to become exemplar in all the things they do. The main objective of this study is to describe the perceptions of the BEED graduates of the Programs' best practices they offered. The study made use of the descriptive survey method of research. One hundred sixty-three teachers were used as sample respondents of the study. The findings were: most of the respondents handle grade 4 with an age bracket of 21-25 and single, female, bachelor's degree holder and have 6-10 years in the service and still holding a salary grade 11 position and attended training in the district level; The level of assessment of the respondents on the programs and activities organized by the BEED program along the CTE practices, Perceived organizational support, stakeholders attitudes and behavior, affective and normative commitment and personal feedbacks on the program and activities are carefully planned and successfully realized.

Keywords: Education, Experience, Practices, Program.

1. Introduction

Bachelor of Elementary Education (BEED) is a four year degree program designed to prepare students to become primary school teachers. The program combines both theory and practice in order to teach students the necessary knowledge and skills. The College of Teacher Education particularly the BEED program have their own best practices that leads their students to become exemplar in all the things they do. These best practices serves as their guide in doing all the things they need to do when they will land a job particularly in the Department of Education

A best practice is a technique or methodology that, through experience and research has proven to reliably lead to a desired result. A commitment to using the best practices in the program is a commitment to using all the knowledge and technology at one's disposal to ensure success. In the College of Teacher Education there are always best practices that every teacher used in teaching their students inside and outside the school, IA good teaching practice is a key influence on student learning- a desired outcomes and primary goal of higher educational institutions. Teachers strive to meet the principles of good practice in an effort to provide the best learning experiences for their students.

According the Friedman (2005), best practices are characteristic part of a curriculum that demonstrates the construction and significance recognized in educational research. They interject thoroughness into the curriculum by emerging thinking and problem solving abilities through incorporation and active learning. Relationship made through chances for communication and cooperation. Best practices are appropriate to all grade levels and offer the building blocks for instruction. Best practices encourage, involve and ready students to learn and realize. Students who obtain a balance curriculum and own the knowledge, skills and abilities to handover and link thoughts and ideas across disciplines will be effective as measured by consistent assessments and other pointers of student success. Four best practices for teachers include teaching sensible curriculum, teaching and unified curriculum, distinguishing instruction to meet discrete student needs and providing vigorous learning chances for student to adopt learning.

The Education Operations Academy (EOA) Center defines *Best Education Practices* as the varied range of distinct activities, guidelines, and programmatic methods to attain positive changes in student behaviors or

academic performances. This umbrella term includes the following designations that differ on the level of evidence supporting desired student or institutional outcomes: promising, validated, and exemplary.

Best education practice activities are behaviors or policies by faculty, staff, and administrators that result in positive changes in student attitudes or academic behaviors. Examples include mandatory assessment of students for proper advisement and placement of students in their classes, training student tutors before they begin their work, active learning activities within the classroom, and classroom assessment techniques to provide nongraded feedback resulting in changed student learning behaviors. Felipe (2013) specified that each teacher will be an efficient and effective one if attendance to a lot of training programs and seminars is enhanced to improve and develop the skills of a mentor is encouraged.

Akankshay (2010) said that a teacher aiming for a quality education serves as guide on the process of learning and responsible in transferring knowledge and skills effectively to the future generation and at the same time, served as role model. A quality teacher then provide the learners with the necessary skills needed to challenge and improve the unfair behaviors of the present environment.

This study is anchored on the study of Rafanan and Romo (2017) entitled “Effectiveness of the Trainings Conducted by the BEED program.” It was found out that the extent of implementation of the trainings is Very High as well. The result of this reflects on the level of outputs in the trainings conducted by the BEED Program, which was evaluated as Very High. The research noted the impact of the trainings conducted to the BEED students on their intellectual capability. The prior knowledge of the trainees were widen and even enhance through the different activities given to them during the training. It also makes them more competent in the field and were updated of the new trends in the profession. While on personality, most of the respondents answered that the trainings served as avenue to improve themselves as a person and as teachers at the same time. They added that the trainers and facilitators showed how to push the trainees to their limits to bring out the best in them.

The researchers opted to conduct the study for them to examine the different best practices conducted by the Bachelor of Elementary Education (BEED) program. If there are some activities conducted by the program which need to be improved and enhanced for the betterment of the offering of the course.

The present study was shaped into its final form with the aid of the different previous studies primarily on the effectiveness of conducting a program.

2. Objectives of the Study

The main objective of this study is to describe the experience of the BEED program and its best practices. Specifically, it sought to determine the profile of the respondents in terms of grade assignment, age, sex, civil status, highest educational attainment, years in service, salary grade and number of training/seminars attended; it also determine the level of assessment of the respondents on the programs and activities implemented by the BEED program in terms of College of Teacher Education practices, perceived organizational support, stakeholders' attitudes and behavior, affective and normative commitment, and personal feedbacks on the programs and activities.

3. Methodology

The study made use of the descriptive survey method of research used to describe and describe the experience on the programs and activities implemented by the BEED program. One hundred sixty three graduates of the College of Teacher Education who were willing to participate served as the respondents of the study. The main instrument that was used in this study was a questionnaire made by the researchers and subjected for validation by experts. The information regarding the level of assessment of the respondents on the programs and activities implemented by the BEED program is based from the following scale.

Range of Scores	Descriptive Rating
4.50-5.00	Highly Implemented (HI)
3.50-4.49	Very Much Implemented (VMI)

2.50-3.49	Moderately Implemented (MI)
1.50-2.49	Slightly Implemented (SI)
1.00-1.49	Not Implemented (NI)

Research ethics were properly observed in the conduct of the study. Permission to gather data was sought from proper authorities. Informed consent was provided to the respondents and they were assured of anonymity of their names. The objectives of the research were explained to the respondents who then decided on whether they wanted to participate or not. The respondents were assured that all information collected will be treated confidentially and only used for the purpose of this study.

The researchers are in the field of teaching and whose only interest is to contribute something in the generation of new knowledge. It should be emphasized that the researchers are not doing this research for any personal intention. The interest is only to identify the programs, experiences, and concerns of the BEED program that helps them a lot especially in their work today.

Frequency count and **percent** distribution were used to determine the profile of the respondents. **Mean** was used to describe the level of assessment of the respondents on the programs and activities implemented by the BEED program.

4. Results and Discussions

Profile of the Respondents

There are 32 or 19.63% who are handling Grade 4 and there are 10 or 6.14% who are handling kindergarten. Forty eight or 29.45 % who are under the age bracket of 21 – 25 and 28 or 17.17% with an age bracket of 36- 40. Majority of the respondents 85 (52.15%) are single and 78 (47.85%) are married. One hundred thirty five (82.82%) are female and there are only 28 (17.18%) who are male. Eighty five (52.15%) are Bachelor's degree holder and 78 (47.85%) are with MA units. Majority of the respondents 72 (44.17%) are in the service for 6-10 years and 33 (20.25%) are in the service for 11-15 years. There are 86 (52.76%) are under salary grade 11 and there are only 33 (20.25%) who are under salary grade 13. Most of the respondents 76 (46.63%) have attended seminar on the district level and there are only 9 (5.5%) who attended seminar on the national level.

Level of Assessment Along the College of Teacher Education Practices

As a whole the level of assessment along the College of Teacher Education Practices is 4.35 described as "Very Much Implemented". Further analysis of the data shows that item no. 2, "The contents of the activities/programs organized are always relevant to the changing needs of time" has a mean rating of 4.77 described as "Highly Implemented. This shows that whenever the college organized an activities or programs it has a great impact on the life of the students. Item no. 5 "The existing reward and incentive plans do not motivate us for better performance got the lowest mean rating of 3.0 described as "Moderately Implemented.". This implies the kind of reward or incentive that the college is giving to the students do not compensate sometimes the hardships of the students in joining such activities.

In the study of Rusman (2015), An encouraging reaction to the operation of the 2013 curriculum in Bandung City is depicted. They were also very positive in preparing activities for the enhancement of their curriculum is also noticeable in the study. The portrayed result of the present study has a similarity with the abovementioned investigation in the sense that there are both in a positive result.

Level of Assessment Along Perceived Organizational Support Along Perceived Organizational Support, as a whole the level of assessment along perceived organizational support got a mean rating of 4.50 described as "Highly Implemented." Item no. 2 "The College strongly considered goals and values got the highest mean rating of 4.80 described as "Highly Implemented." While Item no. 3 "The College does not ignore complaints from its stakeholders," got the lowest mean rating of 4.18 described as "Very Much Implemented." This implies that the perceived organizational support that every faculty, staffs and students from the administration is given fully and

fairly to everyone. The college considers the goals and values every time that there are activities given by the college.

Adresi and Darun (2017) claim that personnel with the assistance of organizational sustenance will be able to contribute to improving structural performance. Compassionate supervisors of the workers meet organizational aims and purposes. Personnel and administrators who have good cooperative abilities and work in the institution as a group overcome difficulties and intensify reliability.

It is shown in the table that as a whole the level of assessment along stakeholders' attitudes and behavior got an overall mean of 4.50 described as "Highly Implemented." Item no. 4 "Most of the faculty and staff would perform their duty sincerely even if the administrator is not around" got the highest mean rating of 4.83 described as "Highly Implemented." Item no. 5 "The stakeholders have full confidence in the competencies of the faculty and staff of the college. got the lowest mean rating of 4.08 described as "Very Much Implemented." This implies that the faculty and staff are really committed to do their work even without supervision of the dean. Stakeholders are confident that every member of the organization are competent enough to do their share for the improvement of the organization. Pacpaco, Romo and Paguirigan (2019) claimed that the public school personnel's Satisfaction on Pre-Service Teachers is Very Satisfactory. They are very much contented on the performance of the pre-service teachers sent to their school to have their practice teaching.

Level of Assessment Along Affective and Normative Commitment As a whole, the level of assessment along affective and normative commitment got an overall mean rating of 3.97 described as "Very Much Implemented." Item no. 1 "Spending the rest of schooling with this college is considered" and item no. 4 "This college has a great deal of personal meaning to students." got the highest mean rating of 4.69 described as "Highly Implemented" respectively. Item no. 3 "I do not feel like a part of the family in the college" got the lowest mean rating of 2.49 described as "Moderately Implemented." This implies that the students feel that they are being loved by their peers, schoolmates and their teachers that there's no hesitation for them to transfer to other schools. Abraham, Renaud, and Saulquin (2016), found out that structural support showed a sequential result on intention to stay. Specifically, structural support found to play a vital role in affecting workers' decision to stay over an extensive term. This sequential approach is beneficial as it determines that there is a timeframe after which personnel become intensely aware of the support offered by their organization. After this period, managerial practices that offer sustenance be made obviously apparent to high-potential personnel and must provide them with the essential means to accomplish their tasks and please their individual needs. Clearly, the outcomes of this study highlight the usefulness including sequential studies in upcoming studies investigating the effects of structural support on retention.

Level of Assessment Along Personal Feedbacks on the Programs and Activities On Level of Assessment Along Personal Feedbacks on the Programs and Activities, as a whole the level of assessment along personal feedbacks on the programs and activities got an overall mean rating of 4.53 described as "Highly Implemented." Item no. 7 "The faculty are expert within its area of competence" got the highest mean rating of 4.70 described as "Highly Implemented. Item no. 5 "Created an appropriate educational and training environment" got the lowest mean rating of 4.35 described as "Very Much Implemented". This shows that the different programs and activities of the college satisfied the needs of the students because they know that the faculty are expert on their area of specialization. Ulewicz (2017) conducted through survey and interview among both, students and employees of the Faculty of Management at Technical University of Czestochowa. As far as external stakeholders are concerned, graduates, potential employers from the area of Czestochowa, city authorities, and the local Employment Office were surveyed. The results show the importance of feedback, especially the one that comes from a job market, in pro-quality undertakings in the area of education service.

Summary of the Level of Assessment of the Respondents on the Programs and Activities Implemented by the BEEd Program

As a whole, the summary of the level of assessment of the respondents on the programs and activities implemented by the BEEd program got an overall mean rating of 4.37 described as "Very Much Implemented". This shows that all the programs of the BEEd program are carefully planned and they are implemented well to the students.

“Personal Feedbacks on the Programs and activities” got the highest mean rating of 4.53 described as “Highly Implemented” and “Affective and Normative Commitment got the lowest mean rating of 3.97 described as “Very Much Implemented.” This guarantees that the different activities caters well the needs and expectations of the different students under this program. They believe that this activities will help them develop themselves and their potentials to become successful teachers in the future

Ulewicz (2017) found out in his study that for external stakeholders, that are employers, the most significant factors include good preparation of a student to perform his job (factor 2) and student’s knowledge and skills (factor 1). When weighted average is considered, factor 2 and the prestige of an academic institution (factor 3) are of primary importance. Graduates considered factor 1, 2 and 3 as the most important (in percentage) and the level of salaries (factor 2) and the demand for graduates in a job market (factor 3) and short span of searching for a job (factor 4) in terms of weighted average.

5. Conclusions

1. Most the respondents handle grade 4 with an age bracket of 21-25 and single. Majority are female, bachelor’s degree holder and have 6-10 years in the service. Most of them are still holding salary grade 11 and attended training in the district level
2. The level of assessment of the respondents on the programs and activities implemented by the BEEd program have been properly actualized.

6. Recommendations

1. Programs and activities of the BEEd program should be maintained and continued to develop their physical, emotional and social well-being of the students
2. BEEd faculty should think of other programs and activities that will help them realize that teachers are not only confine on the four walls of their classroom
3. Another study should be conducted using other variables to validate the importance of the different programs implemented by the Beed program greatly helped them especially when these students are already in the field.

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