This study proposed a networking model for the training of student teachers based on an integrated review of primary researches on the BEED and BSE student teaching programs and on consultations with the community agencies which have informal linkage with teacher education institutions and the Department of Education Culture and Sports. It looked into the state of the art and practice of student teaching programs particularly their objectives, policies, curriculum, facilities and funding, faculty, and management. It also elicited the responses of community agencies as regards the feasibility of entering into a formal networking relationship for the improvement of student teaching.

A total of 39 researchers were reviewed for the data on the state of the art and practice in student teaching. Of these, 31 were master’s theses and 8 were dissertations done by teacher education institutions public and private from 1973 to 1993 found in selected libraries.

Community agencies whose responses became the data for the perceptions of community agencies included the Department of Science and Technology (DOST), the Department of Interior and Local Government (DILG), the Department of Environment and Resources (DENR), the Department of Health (DOH), the Department of Agriculture (DA), the Department of Social Welfare and Development (DSWD), the National Manpower and Youth Council (NMYC), the National Statistics Office (NSO), the Commission on Elections (COMELEC), the MEDIA and the Non-government Organizations (NGO) which were selected through stratified purposive sampling from the service area of the MMSU College of Education.

The study made use of the descriptive research method complemented by the Research and Development (D & D) model. It underwent three phases; the first was an integrated review of researches and feasibility study of networking in student teaching; the second was product engineering or
designing of the proposed networking model, and the third was the face or content validation of the proposed model by the respondent community agencies.

The questionnaire was the main tool for the feasibility study and the face validation for the proposed model. Both instruments were validated by a panel of experts, tried-out and then refined after which it was used in the community agencies operating in the service area of the MMSU College of Education. Results were analyzed with the use of the weighted means, percentage, ranks, Coefficient Alpha and KR 21.

The data gathered in the integrated review were evaluated in accordance with DECS Order No. 26 s. 1993 otherwise known as the Policies and Standards for Teacher Education. The tools for evaluation student teaching programs designed by Reyes (1989) and Aribuabo (1992) were also used as criteria.

Salient findings are:

Objective of student teaching were limited to the socialization or preparation of the student teacher into the profession and the development of values, community awareness and research were ignored. The DECS prescribed policy on admission and retention were not strictly adhered to. The curriculum meets DECS prescriptions but did not include involvement of community resources, (human and material) and the development of values and research awareness. There were no conclusive data on facilities and funding of the student teaching programs.

The faculty members fell short of the educational qualification which is a master’s degree. The management of student teaching was lax and inadequate. Some teacher education institutions did not have a student teaching supervisor.

The government thrusts implemented by teacher training institutions and the DECS were also implemented by the community agencies and that there was much institutional involvement in planning, implementing and evaluating the different thrusts. The community agencies favored the establishment of formal linkages between their offices and teacher training institutions. They suggested that the network be managed by a board of advisers whose members come from them, and that relationship be governed by a memorandum of agreement. The Alpha Coefficient of .56 (moderate) which was computed from the responses of the community agencies indicated that the proposed networking model is valid for field testing.
The following recommendations are offered for consideration and for future study:

Updating and enriching the syllabi the student teaching programs to include objectives for the development of community awareness, values and research capabilities and the utilization of community resources (human and material).

Adhering strictly to the policy on admission and retention to improve inputs into the teaching profession. Facilities and funding must be given important consideration just as assisting teacher training instructors and cooperation teachers grow in the profession and professionalizing critic teachers. Management and supervision of the student teaching programs must be improved. Since the responses of the community agencies are very favorable for an interinstitutional cooperation or networking, the evolved networking model for student teaching in this study must be field-tested in future research.