

their KITTY-CAT experience yet and so only the alumni respondents were able to share their experiences on this activity. Most of them worked in the job sites of their parents and close relatives. They recounted positive experiences but also noted that the time was limited to one or two days only.

Monitoring of AC Students . The following themes emerged from the data gathered on how the students were monitored by CPs: (1) most CPs found their AC students reliable so they supervised them minimally, and (2) some AC students were not closely supervised due to conflict in schedules.

Majority of the students reported their CPs' confidence in them because they were allowed to work independently with minimum supervision.

*"Binibigyan ako ng direksyon pagkatapos iniwan to work...lumalapit lang kung may problema."* (I am given directions afterwards I am left to work alone...goes to me only if there is a problem.)

*"Nasa tabi siya, pasilip-silip... nagco-comment kung minsan."* (She stays nearby, looks once in a while... sometimes gives comments.)

*"Di po masyado... hinahayaang tapusin ko ang trabaho."* (Not so much... lets me finish the job.) Sometimes the teacher just *"calls my attention pag may mistakes"* (calls my attention only if there are mistakes).

*"Hindi naman as in sobrang bantay ...tina-trust naman ako niya...kapag may tanong ako especially kung meron akong hindi maintindihan, nagtatanong ako sa kanya."* (Not so much as in too close supervision...she trusts me...if I have a question especially if there is anything I can't understand, I ask her.)

*"My CP just observes and gives tips. Nakikiramdam siya ..."* (She observes me)... [She is always] present in the room."

These findings among students were confirmed by some of the CPs.

*"Nakikita ko naman siya."* (I could see him from where I am.)

*"Di naman binabantayan, responsible naman sila ... walang napupunta sa akin na di gumagawa."* (They aren't monitored, they are responsible... everyone does his work..)

*"Ini-istress ko ang accuracy para di ko na balikan pa ang test papers na tsini-check nila."* (I stress accuracy so I would not have to re-check anymore the test papers they checked.)

On the other hand, a few CPs had other views regarding monitoring activities of their AC students:

*"Di ko 'yan mapapabayaang dahil responsibilidad ko kung may mangyayari sa bata [referring to sick students who go to the clinic]."* (I cannot neglect him because it is my responsibility if anything happens to the child.)

"In checking papers, I have to go over *kasi parang utusan sila kung di ko nire-recheck.*" (They would seem like slaves if I don't recheck).

"Guide them *para ma-maximize ang time.*" (To maximize the time)

But some students claimed that they were not supervised at all.

"*Hindi, dahil laging di kami nagkikita... seldom kaming nagco-communicate personally... kadalasan wala siya, hinuhulog ko lang [sa tray] ang ginawa ko ... the next time, ganun din, may note siya kung ano ang gagawin at ihuhulog ko din sa tray niya ang nagawa ko.*" (No, since we do not see each other often, we seldom communicate personally...most of the time, she is not around, I just drop [in the tray] what I finished...the next time, it's the same thing, she has a note on what I will do and I also drop in the tray what I finished.)

When asked whether the AC students reported regularly during AC time, the students claimed that they did, except when school activities such as "Linggo ng Wika" called for practice or when they needed time for co/extra-curricular activities. Nonetheless, some CPs admitted that they were flexible regarding the regularity of the attendance of their AC students. In cases where the AC students could not comply with the 30-hour requirement for the quarter, take home tasks were given to compensate for the lack of hours.

On Evaluation of AC Student. Two emerging themes came out from the analysis of responses regarding the evaluation of AC students' performance: (1) the basis for evaluating student performance was quite clear to the AC students, although the CPs felt that the criteria need to be revised; and (2) both the CPs and students felt that the CPs need to be evaluated also to give them feedback.

At the end of each quarter, the CPs were furnished copies of Student Evaluation Sheet and Attitude Rating for the Students. The Student Evaluation Sheet consisted of two parts: (1) the CPs identified the tasks listed on the sheet that were actually done by their AC students, assigned points to these tasks, and then gave the corresponding points earned by the student on these tasks (this constituted 60% of the CPs' grade for the student); and (2) the CPs rated the remaining 40% on the students' attitude towards work in the learning site. In some cases, students were asked by their CPs to do self-evaluation, using the two instruments, before they conferred with each other. The grade given by the CP constituted 60% of the final grade of the student, while 40% came from the LCs. The LCs' criteria for grading the students included attendance (30%), diary/journal (40%), application letter (10%), and group project (10%).

Most of the CPs suggested that the evaluation forms be revised. They preferred the Attitude Rating for the Students instead of the Student Evaluation Sheet because it was more specific. Some CPs recommended that more specific rubrics be added on the different aspects of the student evaluation. Abalajon, et al. (1980) also recommended that the grading system of the AC students be revised.

The AC students were required to write weekly journal entries and submit them to the LCs. These journals contained the student's experiences, insights, feelings, activities, comments, and suggestions. According to AC students and alumni, the journals were confidential in nature and were seldom read by their CPs. This was confirmed by the LCs and the CPs. The students also mentioned that the LCs never gave them feedback on what was written in these students' journal. But for most of the students and alumni, the journals were personal and they did not want their CPs to read them.

*"Ayaw ko, nakakahiya...di ko kasi masabi kay Ma'am na mahirap ang pinapagawa niya."* (I don't like, it's embarrassing...I can not tell Ma'am that what she assigns is too difficult.)

*"No, confidential ang sinulat ko."* (No, what I wrote was confidential.)

*"Hindi po, personal kasi yon, e."* (No, that is personal.)

*"Hindi po, pag hindi maganda ang nakasulat baka magalit ang CP!"* (No, the CP might get mad if what was written is not good!)

Only one AC student said, *"Yes, kasi dito lang nasasabi ang damdamin ko."* (Yes, because this is only where I can express my feelings); and one alumnus commented, *"Pwede, okey lang na basahin n'ya."* (It's okay if she reads it.)

When asked if the CPs were evaluated by their own AC students just like any other teacher evaluation given towards the end of the school year, the LCs and the CPs said that this was not so although they were amenable to the idea.

*"Ok lang."* (It's just ok.) *"Yes, to give us feedback on our performance as CP."*

*"Yes, basta objective ang pag-rate nila."* (Yes, as long as they rate us objectively.)

*"I like being evaluated... It should be done ... for improvement.."*

*"Ok lang ma-evaluate para sa susunod na hahawak...kung may gustong baguhin..."* (It's ok to be evaluated for the next who will handle it... if there is anything to be changed...)

Only one CP remarked, *"No need kasi di naman palagian kaming nagkikita."* (Because we seldom see each other).

Meanwhile, majority of the AC students said they would also want to evaluate their CPs.

*"Yes, for awareness on the side of the CP."*

*"Yes, for them to have feedback."*

Only one commented, *"Di na kailangan kasi open naman ang communication namin."* (There is no need because we have open communication.)



### *Problems Encountered in the AC Program*

Three themes emerged from the data gathered on problems encountered by the AC students, CPs and alumni. These were (1) conflict in schedule between AC students and CPs which resulted to lack of communication; (2) inadequacy of assigned tasks and sharing of AC students among faculty members; (3) some CPs' lack of awareness of the goals and expectations of the work program and so some students felt they were given activities beyond the scope of the AC program; and (4) some AC students' lack of proper attitude and skills to cope with some of the tasks given them. Table 2 summarizes the problems encountered by the AC students, the causes of these problems, and how these were solved.

**Table 2. Students' Problems in the Assistance Component**

Students' Problem	Perceived Cause	Solutions
"Naghahabol ng oras." [Can't meet the required 30 hours of work]	<ul style="list-style-type: none"> <li>- CP forgot to leave activities</li> <li>- CP could not think of tasks to give the AC student because CP has a light load and a student teacher</li> <li>- CP went on leave</li> </ul>	<ul style="list-style-type: none"> <li>- Asked work from other teachers or staff members</li> <li>- CP gave take-home tasks/ assignments.</li> <li>- Student was assigned to another AC section.</li> </ul>
Difficulty in checking non-objective type of test (essay, problem solving,...)	<ul style="list-style-type: none"> <li>- Handwriting of students could not be read.</li> <li>- AC student found it hard to rate "creativity" and grammar.</li> <li>- AC student had to read the novel first before he could check the test.</li> <li>- CP did not give an answer key.</li> </ul>	<ul style="list-style-type: none"> <li>- Some CPs gave guide-lines on checking papers.</li> <li>- Conferred with CP on how to allocate partial points.</li> </ul>
Tardiness	Student activities overlapped with the AC time.	CP gave homework.
Lack of student's interest	AC section or CP was not his first choice.	
Cannot submit an assignment in the morning	AC was scheduled in the afternoon only.	
"Sobrang dami ang pinapagawa." (Too much work to be done.)	<ul style="list-style-type: none"> <li>- The AC Section had listed so many things for the students to do.</li> <li>- The periodic test was recently administered and CP handled many sections.</li> </ul>	

Students' Problem	Perceived Cause	Solutions
"Hindi ako nakakagawa nang maayos." (I cannot work well.)	"Sobrang dami, masikip ang kabinet." (Too many, the cabinet is full.)	The student did his best.
- Waste of time in going to elementary grounds especially during rainy days. - Danger in crossing the road.	Elementary and high school buildings are on separate grounds.	
AC student does not meet the CP regularly	- CP handled classes both in high school and elementary levels. - CP had administrative load.	- CP and AC student texted each other. - Take home assignments were given.
Difficulty in doing item analysis	- AC did not have a previous experience in doing item analysis. - Tallying of long test scores took time.	CP guided the AC students.
The feeling that some work were not within the scope of AC section	The activities within the bounds of AC program were not clear to the AC students.	

The Assistance Component has been implemented in UPIS for almost a decade and a half but some perennial problems were noted like "*naghahabol sa oras ang AC students*" (the AC students run after time [because they cannot complete the 30-hour requirement]), "*walang maipagawa ang mga CP*" (CPs ran out of tasks to assign), "*nanghihingi ng trabaho sa ibang teachers*" (they ask for work from other teachers), and "*wala ang CPs at walang trabahong iniwar*" (The CPs were not around and they did not leave any assigned work).

This was confirmed by one faculty member.

"...There are some things which should be considered to ensure the continued success of the program. I think one problem lies in the cooperating persons themselves, specifically on the amount of work they give the ACs. Most of the time, the students are left with nothing to do, they just stay idle and are sometimes tempted to roam around during working hours. ... The CPs tend to neglect them... and do not check the attendance and work done by the respective ACs, so that when the time comes for them to evaluate their assistants, they do not know what rating to give. ..These CPs cannot attend to these students all the time since they are also busy with their own work. They tend to take the students for granted, attending to them only when they need help on some tasks."

Table 3 presents the problems encountered by the CPs, the causes and solutions. It shows that the main problem was the irregularity of the attendance of AC students. The perceived causes were the conflict of schedules of students and CPs who had classes, students' flexibility of schedule, student's lack of interest in their work, and conflict of activities. Some students had irregular attendance because their CPs could not monitor them, resulting in non-compliance with the 30-hour requirement. In some cases, this was resolved by giving the students some homework.

**Table 3. Cooperating Persons' Problems**

CPs' Problem	Perceived Cause	Solution done
<ul style="list-style-type: none"> <li>- AC students did not report regularly.</li> <li>- AC students did not come on time.</li> <li>- Some students just logged in and left the work area.</li> <li>- AC student was not available when his services were needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Conflict of schedule of AC students and CP</li> <li>- Overlapping of activities (Linggo ng Wika, UPCAT, etc.)</li> <li>- AC student was not aware of the nature of tasks in a particular section</li> <li>- AC student was banking on the flexibility of their time.</li> <li>- AC student was not interested.</li> <li>- AC student was not focused. (He was busy courting another student.)</li> <li>- AC student was lazy to cross the road from the high school to the elementary campus and back.</li> </ul>	<ul style="list-style-type: none"> <li>- Gave take home assignment</li> <li>- [A CP suggested the improvement of AC schedule.]</li> <li>- [A CP suggested the AC students' advance visitation of the work area.]</li> <li>- [A CP suggested LC's proper monitoring of the AC students' attendance]</li> <li>- "Babaan ang (lower the) rating... give warning... give additional work."</li> </ul>
CP and AC students could not meet each other.	CP handled classes both at high school and elementary levels.	<ul style="list-style-type: none"> <li>- CP resorted to text messages.</li> <li>- CP gave take-home tasks.</li> </ul>
An AC student could not complete the required number of hours.	The AC student did not like to shelve the dirty books.	He was given the chance to render services during summer.
AC student did not produce quality work.	<ul style="list-style-type: none"> <li>- AC student did not do his best.</li> <li>- CP expected so much.</li> </ul>	CP did the work himself.
AC students did not accomplish the tasks on time.	AC students did not value punctuality.	CP did the work himself.
Some CPs were not aware of goals and expectations of the AC program.	CPs were not given an orientation on the rationale and goals of the AC program.	[A CP suggested that LC should orient CPs on the goals and objectives of the AC program.]
AC student did not experience actual teaching.	AC time did not coincide with the scheduled teaching load of some CPs.	[A CP suggested that the schedule be arranged so that the AC time and the CP class schedule coincide with each other.]
CP had no more work to assign to AC	CP had a light load and a student teacher at the same time.	Shared the services of AC student with other teachers.
Student's tasks could not be closely monitored by CP and LC.	Conflict of schedule between AC hours and CP classes.	Sometimes CP left notes regarding tasks to do.



Some CPs, particularly the junior faculty members, also admitted that they were not sure of the goals of the program since they were not given proper orientation about it. This led to some confusion on what tasks to assign to their AC students. As mentioned earlier, some students felt that they were made to do tasks outside the scope of the program such as covering the long table in the department area, doing errands for the teacher, doing test item analysis which they were not familiar with, and decorating bulletin boards for specific homerooms which they felt was the duty of homeroom class officers and members. Some CPs themselves even suggested that the learning coordinators should give them orientation on the goals and rationale of the program.

Aside from not being able to meet their AC students regularly, the CPs' main problem was the lack of proper attitude and skills among the students. Some CPs complained of the quality of work done by their ACs. "*Minsan inuulit ko pa!*" (Sometimes I had to redo their work). Other CPs experienced problems on the punctuality of their students. "*Parating late...minsan hindi sumisipot*" (Always late... sometimes he does not come).

The problems encountered by the alumni were similar to the ones listed in Table 3. Of special mention were the conflict in schedule especially when there were school activities and the difficulty of checking non-objective type of tests.

#### *Evaluation of the AC Program by Respondents*

The AC students and alumni were asked to what extent has the AC Program attained its objectives in providing students with experiences that develop special interests, skills and desirable work attitude and values. All groups claimed that the program was generally successful in terms of learning gains. Table 4 summarizes the specific concepts/skills and work attitudes/values mentioned as having been developed by the program and what the CPS mentioned as having been emphasized to their students.

Among the concepts and skills developed among the AC students, interpersonal skills or establishing good relations was most frequently mentioned by the AC students and the CPs. Next to this, the AC students reported to have developed skills in checking papers, working systematically and managing time. Meanwhile, the CPs' second and third most frequent responses were the development of creativity and being accurate and systematic in work. It is quite noticeable that none of the AC students mentioned about the development of creativity, although two alumni mentioned it. The alumni also cited the development of their skills in checking test papers and being resourceful.

**Table 4. Learning Gains in Frequency of Responses**

Learning Gains	Student	CP	Alumni
<b>Concepts/Skills</b>			
Interpersonal skills	8	10	
Checking papers	5	1	1
Accuracy and working systematically	4	7	
Managing/budgeting time	4	2	
Doing item analysis	2	1	
Constructing and solving word problems	2	1	
Research skills	1	1	
Resourcefulness	1		1
Shelving and shelf reading	1	1	
Creativity/Critical thinking skills		8	2
Decision-making skills		3	
Constructing visual aids		1	
Classroom management		1	
None	2	3	
<b>Work Attitudes/Values</b>			
Patience	9	5	1
Being responsible	7	9	
Pakikisama (cooperation)	7	5	
Working hard/ giving your best/ diligence/ being industrious	6	7	
Perseverance/dedication	4	5	
Time consciousness/valuing time	3	8	
Discipline	3	7	
Honesty	3	6	
Obedience	3	3	
Understanding and respect for others	2	11	1
Appreciation of the work of teachers	2	7	
Self-reliance	1	3	
Commitment and love for work		9	
Punctuality/promptness		6	



As regards values developed, the most frequent reply from the students was patience. It was followed by "*pakikisama*" (cooperation) and being responsible. The CPs' top response was emphasizing understanding and respect for others; the second was helping the students to become responsible and to develop commitment and love for work. The alumni also reported having developed patience and understanding/ respect for others. It is interesting to note that punctuality/ promptness was never mentioned by the AC students nor by the alumni.

The students obviously gained many realization about the Assistance Component Program. Some AC students would even like to recommend the program to other students. When asked whether they would have enrolled in the program even if it were not required of them, many of the students replied that they still would.

The CPs also had varied views. To some, the AC Program was still worthwhile for the students to enroll in because it "exposes them to actual work; affects their values, and develops their self-confidence and personality." However, a few wanted to "abandon" the program "since its contribution to the student's growth is only on social relations or EQ (Emotional Quotient)." Others viewed it as irrelevant because for them, the program's primary goal is to prepare students for work after graduation but in reality, very few UPIS graduates go to work after high school. "...In fact, *lahat ay nag-e-expect na makapasa sa UPCAT* (UP College Admissions Test" (All expect to pass UPCAT). Other CPs suggested that the students focus more on their academics.

## Conclusion and Recommendations

This qualitative study on the UPIS Assistance Component of the Work Program showed that the program is generally successful in attaining its objective of providing students experience for the purpose of developing special interests, skills and values while rendering services to the school. All AC students agreed that the program was a learning gain for them. Their understanding of the program was manifested through their output and positive attitude towards the assigned tasks. Some students greatly enjoyed doing these tasks although a few experienced dissatisfaction.

The AC students, cooperating persons and alumni generally encountered the same problems. Conflict of schedule of the students and their CPs, lack of awareness of the goals and expectations of the Work Program among some CPs, and lack of proper attitude and prerequisite skills on the part of the AC students were the main problems.

Based on the preceding discussions, the researchers recommend the following, some of which are suggestions of the respondents: (a) proper orientation on goals and objectives of the AC program for AC students and cooperating persons and defining the roles of CPs and LCs; (b) arrangement of the AC schedule to coincide with the schedule of classes of CPs to enable the students to assist in the actual teaching-learning process; (c) shortening the number of hours for AC and reducing its credit units; (d) strict implementation of the policy on prerequisites of each AC section; (e) consultation with the different department chairs regarding the

number of AC students to be fielded and number of available CPs; (f) planning and working together of CPs and LCs to tackle issues and problems in the implementation of the AC program; (g) regular feedback of LCs to CPs about their AC students' activities and problems; (h) development of specific rubrics to measure the performance of AC students; and (i) AC students' evaluation of their CPs to give them feedback.

It is also recommended that AC students be given more exposure to actual work. They should not be confined to UPIS campus and Kitty-Cat experience only. The LCs and CPs can establish linkages with the other colleges of the UP System and with business companies for other AC venues.

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