

## MENTORING PRACTICES OF ENGLISH COOPERATING TEACHERS IN PUBLIC SECONDARY SCHOOLS

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### ABSTRACT

This study aims to determine the competencies, attitudes, and interests of cooperating teachers as observed by the cooperating teachers, student teachers and school administrators. The extent of mentoring practices of English cooperating teachers in accommodation, orientation, observation, coaching and evaluation phases were also the concerns of the study. The descriptive method of research was used in the study with the questionnaire distributed to 360 respondents. The statistical tools were percentage, weighted mean, independent t-test and one-way analysis of variance. The revealed that the competencies and attitudes of a competent cooperating teacher were greatly manifested by the English cooperating teachers while interests were moderately manifested. Age which goes with length of service were found out to affect the attributes of competent cooperating teachers. Further, cooperating teachers, student teachers and school administrators had the same responses regarding the mentoring practices of the English cooperating teachers in the secondary schools in the province of Batangas, Philippines. The mentoring plan was the output of the study which addresses the needs of cooperating teachers as regard improving or enhancing the mentoring process. As expected results, cooperating teachers are enlightened and empowered, student teachers will be more confident and productive, and students will learn effectively.

**Keywords:** Mentoring practices, cooperating teacher, English, public secondary school, competence.