



## STUDENTS' ASSESSMENT AND EXPECTATIONS UPON THE RELEVANCE OF TEACHER EDUCATION STUDENT COUNCIL (TESC)

<sup>1</sup>MARY ANN M. BACAY, <sup>2</sup>KEILY ANN A. COMO, <sup>3</sup>HANNAH CARMELA V. MARQUEZ, <sup>4</sup>RAQUEL B. MATINING, <sup>5</sup>MARK REY B. OCAMPO, <sup>6</sup>AMIEL A. ABACAN

<sup>1</sup>maryannbacay.11@gmail.com, <sup>2</sup>annkei132@gmail.com, <sup>3</sup>channah945@gmail.com, <sup>4</sup>raquelmatining80@gmail.com, <sup>5</sup>ocampomarkrey@gmail.com

<https://orcid.org/0000-0003-3606-0657> <sup>1</sup>, <https://orcid.org/0000-0002-3736-5105> <sup>2</sup>, <https://orcid.org/0000-0001-7156-2316> <sup>3</sup>, <https://orcid.org/0000-0002-9585-7941> <sup>4</sup>, <https://orcid.org/0000-0003-4552-1232> <sup>5</sup>

<sup>1,2</sup>Batangas State University College of Teacher Education Pablo Borbon Main I, Batangas City Rizal Ave, Extension, Batangas, Philippines

### ABSTRACT

*This study determined the students' assessment and expectation relative to the activities of the student council, attitude of officers, and the Teacher Education Student Council's (TESC) support to the college. Furthermore, this study also ascertained if there are significant differences in the respondents' assessment and expectations when grouped according to profile variables. The descriptive research design was utilized in this research with a researcher-made questionnaire as the main data gathering instrument to gather pertinent data and information. The data gathered were analyzed using different statistical tools such as frequency, percentage, weighted mean, and rank and these were used to guide the researchers in the interpretation of results. The study found out that most of the respondents are female, second-year students specializing in Science and Mathematics Education. Moreover, the study revealed that the TESC's activities are necessary and relevant to the college and that officers show a positive attitude; while in terms of the support to the college, it was revealed that the TESC highly presents the vision and mission of the college, thus fully supporting the department. Further, there is a significant difference in the assessment for activities when grouped according to sex, and officers' attitude when grouped according to year level, activities, and support to college when grouped according to the field of specialization. The students expect that officers use their power to influence students in a good way. Thus, an action plan prepared by the researchers serves as the end-product of the study.*

*Keywords: Student Council, Assessment and Expectations, Teacher Education*

### INTRODUCTION

With the rapidly changing world, changes in the educational system are volatile, an increase in demand on the inclusion of student's ideas had been the great plea of many. The student council was the school's partner in an engaging manner of a structured partnership with teachers, parents, and students. The existence of an organization lead by the students promotes oneness and indicates unity that guides them throughout their stay on the campus. Student Organizations

function as social opportunities for students to network on college campuses and serve as a significant link for students to colleges or universities (Kuk and Banning, 2010).

The student council aims to allow students to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the student body's voice. They help share student

**P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | [www.ioer-imrj.com](http://www.ioer-imrj.com)**

BACAY, M, A.M., COMO, K.A.A., MARQUEZ, H.C.V., MATINING, R.B., OCAMPO, M.R.B., ABACAN, A. A.,  
*Students' Assessment and Expectations upon the Relevance of Teacher Education Student Council (TESC)*  
pp. 166 -173



ideas, interests, and concerns with the school's broad community. Furthermore, student organizations offer approaches to stimulate the learning experience beyond the classroom curriculum. They create networking opportunities among students with similar personal and professional interests and provide the probability of building networks to more prominent communities beyond an organization. (Hall, 2012).

Jared and Thinguri (2017) stated that student council can be a participatory form of governance where learners are given a democratic chance to make decisions on matters affecting their lives through elected student leaders of their own. Student council can be defined as the voice of students a body that exists in the school setting to enhance participatory leadership by empowering students to be responsible for controlling resources effectively, providing a room to be heard, building exchanges, and informing the students of their rights, resources, and opportunities. Student council is an official democratic body where students initiate their recommendation, usually providing a vehicle for student needs and shaping the institution community through collaborative, consultative leadership.

Higher Education Institutions (HEIs) in the Philippines address the students' educational needs by expanding their access to quality education, enhancing their competence, and upholding their ethical and innovative governance rights. According to CHED Memorandum No. 09 s. 2013, Higher Education must create a set of students who have potentials and skills that can help the faculty to cater quality education to students.

The information cited and stated above is the reasons why the researchers conducted this study. Since the researchers were under the College of Teacher Education jurisdiction, the study was conducted to find out how the Teacher Education Student Council governs the college. Moreover, the researchers also desired to assess the effectiveness of the Teacher Education Student Council as the mother organization in the Batangas State University-College of Teacher Education relative to the activities they conduct, TESC officers' attitude and the Council's support to

the college. Lastly, the researchers also sought to determine the students' expectations from TESC so that the organization can better serve its purpose.

## OBJECTIVES OF THE STUDY

This study aimed to determine the students' assessment and expectations from Teacher Education Student Council.

Specifically, the study sought to fulfill following specific objectives:

1. Determine the profile of the respondents in terms of:
  - 1.1 sex;
  - 1.2 year level; and
  - 1.3 field of specialization.
- 2 Assess the Teacher Education Student Council relative to:
  - 2.1 activities;
  - 2.2 attitude of the officers; and
  - 2.3 support to college
3. Determine the significant differences in the assessment when grouped according to profile variables.
4. Determine the respondents' expectations from Teacher Education Student Council.
5. Propose an action plan based on the findings.

## METHODOLOGY

This study made use of a descriptive method of research. Often the best approach before writing the descriptive method was conducting a survey investigation (Calderon, 2008 & Alberto et al., 2011). The characteristics of this method have been used as a tool to determine the assessments of the students in the mother organization of the College of Teacher Education, which is the TESC, as well as to test the hypothesis or to answer questions concerning the current status of the subject of the study. The study participants were the 23 Elementary Education Students, 70 Science and Math Education Students, 42 Language Education students, and 44 Humanities Education students. Those 179 students were all from



Batangas State University, College of Teacher Education S.Y. 2019-2020. Students were selected through stratified sampling. Specifically, a survey questionnaire was used as the primary data gathering instrument to acquire the study's information. Statistical treatment such as frequency, percentage, weighted mean, and rank was used to guide the researchers in interpreting results.

**RESULTS AND DISCUSSION**

**1. Profile of the Respondents.** The study looked into the respondents' profile, which includes sex, year level, and field of specialization.

**1.1 Sex.** Table 1 presents the distribution of the respondents in terms of sex.

**Table 1**  
*Profile of the Respondents in terms of sex*

Sex	Frequency	Percent
Male	143	79.89
Female	36	20.11
<b>Total</b>	<b>179</b>	<b>100</b>

Table 1 displays the distribution of respondents according to their sex. Most of the respondents are female, with one hundred forty-three (143) or 79.89%. Male respondents were only thirty-six (36) or 20.11%. The data revealed that even to this date, the majority of those taking education are still female, notwithstanding that the number of male students is already increasing.

**1.2. Year Level.** Table 2 presents the distribution of the respondents in terms of year level.

**Table 2**  
*Profile of the Respondents in terms of Year Level*

Year Level	Frequency	Percent
2 <sup>nd</sup> year	137	76.54
4 <sup>th</sup> year	42	23.46
<b>Total</b>	<b>179</b>	<b>100</b>

Table 2 above shows the distribution of respondents according to their year level. Most of the respondents are dominantly second-year students who are consist of one hundred thirty-seven (137) or 76.54%, while the rest of the respondents are consist of the fourth year (4<sup>th</sup>) students who had forty-two (42) or 23.46%. Based on the data result, it reveals that most of the respondents in the study are from the second-year level. The research indicates that second-year students build most of the student population under the College of Teacher Education.

**1.2 Field of Specialization.** Table 3 presents the distribution of the respondents in terms of field of specialization.

**Table 3**  
*Profile of the Respondents in terms of Field of Specialization*

Field of Specialization	Frequency	Percent
Science and Mathematics	70	39.11
Humanities Education	44	24.58
Language Education	42	23.46
Elementary Education	23	12.85
<b>Total</b>	<b>179</b>	<b>100</b>

It can be deduced from Table 3 that the majority of the respondents are from Science and Mathematics Education with seventy (70) or 39.11% On the other hand, Elementary Education has the least number of students with only twenty-three (23) or 12.85%. In contrast, the rest of the fields, such as Language and Humanities Education, had almost the same number: forty-two (42) or 23.46% and forty-four (44) or 24.58%.

**2. Student's Assessment of Teacher Education Student Council.**

**2.1 Activities.** The respondents' assessment of the activities conducted by the Teacher Education Student Council. The respondents agreed that the activities conducted by TESC are relevant to timely events (e.g., buwan



ng Wika, Mr. CTE, etc.), which got the highest mean of 3.45. This implies that TESC makes sure they have specific activities to commemorate celebrating certain significant events in the country. However, promoting equality and diverse culture got the lowest weighted mean of 3.30, though also agreed by the respondents. This implies then that there is a need for TESC to inject gender and development concepts in the conduct of their activities to make it more inclusive and non-discriminatory. The composite mean of 3.40 implies that TESC has relevant activities that are helpful to the students, especially to the development of their certain skills, talents, and attitude.

**2.2 Attitude of the Officers.** A good leader is someone the team could look up to for answers or solutions. Great leaders know that when it comes to their company or workplace, they need to take personal responsibility for failure. A good leader does not make excuses; they take the blame regardless and then work out how to fix the problem as soon as possible. Responsibility is a key leadership attribute, Clarke (2019).

The respondents' assessment of Teacher Education Student Council in terms of the attitude of its officers. The attitudes that gained the highest weighted mean of 3.35 were being innovative in creating activities that will help improve the department and is committed to serving for the betterment of the students and the department itself. The respondent agreed to this because they knew that it underwent planning and brainstorming before any activity was conducted. From there, officers tried to be as innovative as possible to bring something new and exciting to their fellow students. They were also said to be committed because they can see how they extended their time and doubled their efforts every time they needed to prepare for an activity or the event. However, being consistent in making decisions got the lowest assessment as shown in the weighted mean of 3.06, they also agreed by the respondents. This could be due to being so democratic of the organization that there were times when they tended to consider everyone's opinion even at the expense of following their own established policies

or rules, thus affecting their decisions' consistency. The composite mean of 3.25 indicates that officers of TESC showed a positive attitude towards the authorities, fellow students, and the college as a whole.

**2.3 Support to college.** The respondents agreed that TESC exercises the department's main objectives, which got the highest mean of 3.52. This is followed by the indicator referring to executing the department's mission and vision through their platforms with a mean value of 3.47. These suggest that the TESC helped provide students with meaningful learning experiences that can develop their knowledge and skills as future educators. These findings suggest that TESC shared the same goal of capacitating every student with the necessary competence to pass their licensure examination and be effective and efficient professional educators.

The students also agreed that the TESC officers support the department by empowering them by acting as their voice and influencing them to do good deeds to cope with the college's standards, ranging from 3.41- 3.44. These imply that TESC endeavored to provide quality service to the department by promoting and executing the department's main objectives, encouraging CTE students to do good deeds, and respect the department's internal policies and regulations.

On the other hand, creating a visible project that manifests the primary objectives of the College got the lowest mean of 3.37. This implies that the respondents were looking for tangible projects from TESC; these projects could be simple purchases of instructional materials, books, and other tangible materials that students can manipulate and interact with.

This result relates to that of Bok (2016) which stated that the Student Council does not only promote leadership; the Council also supports further development of democracy as a way of life by involving students in meaningful, purpose-oriented activities. By helping each student develop sincere regard for law and order appropriate to this democratic society and leading everyone to develop a sense of personal responsibility and earned self-respect.





### 3. Differences in the assessment when grouped according to profile variables

**3.1 Sex.** Table 4 presents the differences in the assessment when grouped according to the respondents' sex.

**Table 4**  
*Differences in the Assessment when grouped According to Sex*

Variable	t-value	p-value	Decision on H <sub>0</sub>	Interpretation
Activities	2.131	0.034	Reject	Significant
Attitude of the officer	1.961	0.051	Do not Reject	Not significant
Support to college	0.928	0.355	Do not Reject	Not significant

Table 4 shows that only on activities where the respondents had a difference in their assessment were grouped according to sex.

This is evident in the p-value of 0.034, which is less than 0.05 level of significance, thus rejecting the null hypothesis of no significant difference. This could have been because there were activities that were highly participated by males and some that were highly participated by females, hence leading to their different assessment.

This relates with what Lawrence Sheriff School Rugby (2014) stated that all students should be given equal opportunity to participate regardless of their sex. Its role includes helping the school serve its students as effectively as possible, making students aware of broader issues, and playing an essential role in establishing links with the community.

**3.2 Year Level.** Table 5 presents the difference in the assessment of the respondents when grouped according to year level. Table 5 shows that only on officers' attitude that students had a significant difference in their assessment when grouped according to year level. This is evident in the p-value of 0.09, which is less than 0.05 level of significance, thus rejecting the null hypothesis of no significant difference.

**Table 5**  
*Differences in assessment when grouped according to Year Level*

Variable	t-value	p-value	Decision on H <sub>0</sub>	Interpretation
Activities	0.698	0.486	Do not Reject	Not significant
The attitude of the officer	2.631	0.009	Reject	Significant
Support to College	1.633	0.108	Do not Reject	Not significant

This implies that students from different year levels also have different maturity levels, which affected their assessment. The supports the study of Hordon (2016) that the academic efficiency and maturity levels differ when it comes to the level of experience.

**3.3 Field of Specialization.** Table 6 presents the differences in the assessment when grouped according to the field of specialization.

**Table 6**  
*Differences on the Assessment when Grouped According to Field of Specialization*

Variable	t-value	p-value	Decision on H <sub>0</sub>	Interpretation
Activities	4.901	0.003	Reject	Significant
Attitude of the officer	0.425	0.735	Do not Reject	Not Significant
Support to College	3.182	0.025	Reject	Significant

Table 6 shows significant differences in the students' assessment in terms of activities and support for the college when grouped according to specialization. This is evident in the p-values of 0.003 and 0.025, respectively, both less than 0.05 level of significance, thus paved the way for the rejection of the null hypothesis. It implies that the students under the different CTE academic programs had different views regarding the support of TESC to the college. With this result, the TESC officers could provide more relevant activities to show that what they are doing supports the bigger



plans of the college for its students. This bears significance with Alviento (2018) study, which cited that Student Government also serves as an avenue to remove the gap between students and administration to build a strong and harmonious relationship. It is just that they need to hold regular leadership training seminars so that the students, especially the student leaders, would adequately learn how to become matured and effective leaders and how to manage their organization's affairs effectively. Creating a harmonious relationship between the students regardless of their field of specialization is a great responsibility of the student's bodies.

#### 4. Expectations from Teacher Education Student Council

As a result, the respondents strongly agreed that they expect TESC officers to use their power to influence students in a good way, which garnered the highest weighted mean of 3.58. This is followed by conducting activities to help the students' development with a weighted mean of 3.56, also strongly agreed with the respondents. It could be implied that CTE students had high regard for officers, that they expect them to model good attitudes and behavior to positively influence other students.

Correlated to this, the students also strongly agreed that they expect TESC to conduct and activities relevant to all the academic programs, maintain the peace and order under the College of Teacher Education, and remain honest and committed to the service that they pledge to account for with weighted means ranging from 3.46-3.51. However, the students show less expectation when it comes to the TESC officers to be more productive and effective in conducting their proposed platforms and consider the majority's ideas with a mean ranging from 3.31-3.44. The composite mean of 3.47 indicates that the respondents still hold many expectations from TESC; this further implies that the organization still has a lot of room for improvement.

#### 5. Proposed Action Plan

Education Student Council always fulfills its duties and responsibilities as the College of Teacher Education's mother organization. For the Council to continuously have a good relationship among the students, the researchers proposed an action plan containing all the suggested activities to address the study's findings. The researchers believe it would help the Teacher Education Student Council as it can serve as a guide to prepare and plan for the college's future activities.

#### CONCLUSIONS

Most of the respondents are female, 2nd-year level and from Science and Mathematics Education. The students under The College of Teacher Education agreed that TESC's activities were relevant, students' officers' attitudes were positive and supportive of the college's endeavors. There is a significant difference in the assessment for activities when grouped according to sex, officers' attitude when grouped according to year level, activities and support to college when grouped according to the field of specialization. The students expect that officers will use their power to influence students in a good way. An action plan serves as the end-product of the study, which intends to propose suggested activities as a guide of the TESC to prepare and plan for its future activities.

#### RECOMMENDATIONS

Student organizations take on a wide variety of responsibilities and obligations. A student government's role varies greatly depending on the university or departments needs and vision and students' participation in student government organizations make both parties to benefit for this experience is an opportunity that exposes students to a various range of personal and professional benefits and knowledge that would provide variety of opportunities in school and beyond its boundaries in the future that is why this



research allows other researchers to conduct a follow up study about how students assessed and expects the student organization to act in the university. However, the researchers shall consider using other approach for the total development of this research and thus somehow suggest implications that shall be considered in improving the governance of the student body.

### ACKNOWLEDGMENT

The researchers wish to extend their sincere thanks and appreciation to all those people who gave their assistance in the preparation and completion of the study, most especially to: God Almighty, for the knowledge, wisdom and all the countless blessings he had showered upon the researchers; to the researcher's parents, for their financial and moral support to the researchers.

To the research adviser, Mr. Amiel A. Abacan, for the bounteous advice, patience, and assistance in the preparation and completion of the study. To Dr. Bryan P. Manalo, for guiding the researchers in the computation of statistical treatment.

### REFERENCES

Alviento S. G. (2018), Effectiveness of the performance of the student government of North Luzon Philippines State College. [https://www.researchgate.net/publication/326184706\\_Effectiveness\\_of\\_the\\_performance\\_of\\_the\\_student\\_government\\_of\\_North\\_Luzon\\_Philippines\\_State\\_College](https://www.researchgate.net/publication/326184706_Effectiveness_of_the_performance_of_the_student_government_of_North_Luzon_Philippines_State_College)

Blane School. (2014). Purpose of student council. <https://www.blaineschools.org/Page/1335>

Calderon (2008) as cited by Alberto et. Al. (2011), Effects of Teachers Teaching Strategies and the Academic Performance at Grade 12 Students. [www.slideshare.net](http://www.slideshare.net)

CHED Memo No. 09. S. 2019, Enhanced Policies and guidelines on students affairs and services, <https://ched.gov.ph/2019-ched-memorandum-orders/>

Clarke, L.(2019). Qualities that define a good leader (13 personal traits). <https://inside.6q.io/qualities-that-define-a-good-leader/>

DuBrin, A.J., (2013). Leadership: Research findings, practice, and skills, 7th Edition. Mason, OH: South-Western, Cengage Learning.

Gassman, J. (2015). Service-learning pedagogy: Understanding the impact of student breadth and depth of engagement in student organizations. In Jagla, V. M., Furco, A., Strait, J. R. (Eds.), Service-learning pedagogy,

Gassman, J., Reed, R., Widner, A. (2014). Student association activities contribute to leadership development of students in nonprofit management and leadership. <https://js.sagamorepub.com/jnel/article/view/5935/0>

Gomba, A. M. (2019). Cloze test pocket worksheet as aid to mastery of science concepts. *Journal of Education and Learning (EduLearn)*, 13(1), 125-130.

Hall, M. D. (2012). Using student-based organizations within a discipline as a vehicle to create learning communities. *New Directions for Teaching and Learning*, 2012, 71–84. doi: 10.1002/tl.20037.

Kent, OH. Bok, D. (2006). Our underachieving colleges: A candid look at how much students learn and why they should be learning more. Princeton, NJ: Princeton University Press.

Kuk, L., & Banning, J. (2010). Student organizations and institutional. *College Student Journal*, 44 (2). <https://eric.ed.gov/?id=EJ917226>

Obayan, I.(2015). Student Council Brings Self-Esteem Awareness Week to School. <https://thsoutlook.com/top-stories/2015/02/27/student-council-brings-self-esteem-awarenessweekschool/>

Jared, O. O. and Thinguri R. W. (2017) A critical analysis of effectiveness of student council leadership on learners discipline management in secondary schools in Kenya, <https://www.allresearchjournal.com/archives/2017>



Patterson, B. (2012). Influences of student organizational leadership experiences in college students' leadership behaviors. *E Journal of Organizational Learning & Leadership*, 10(1), 1-12.

Sheriff, L. Rugby (2015). Role of the Student Council within the School Community. <http://www.lawrencesherrifschool.net/community/student-council>

St. Scholastica's College (2014). Student activities, organizations, and discipline .2560 Leon Guinto Street Singalong, Malate, Manila Philippines. <http://ssc.edu.ph/ssc-tabcontent/college-student-activities-organizations-and-discipline/>

TASC State Officers and District Presidents. (2008). What is a student council? <https://www.tasconline.org/what-is-a-student-council->

Woods, W.(2013). "Student Council: A voice for students". 224 Templeogue Road, Dublin



Philippines

**Raquel B. Matining**, Bachelor of Secondary Education Major in Social Studies in Batangas State University, College of Teacher Education in Batangas City,



Philippines

**Mark Rey B. Ocampo**, a Bachelor of Secondary Education Major in Social Studies in Batangas State University, College of Teacher Education in Batangas City,



**Amiel A. Abacan**, a Professor in Batangas State University, College of Teacher Education, Batangas City, Philippines

## AUTHORS' PROFILE



Philippines.

**Mary Ann M. Bacay**, Bachelor of Secondary Education Major in Social Studies in Batangas State University, College of Teacher Education in Batangas City,



Philippines.

**Keily Ann A. Como**, Bachelor of Secondary Education Major in Social Studies in Batangas State University, College of Teacher Education in Batangas City,



Batangas City, Philippines

**Hannah Carmela V. Marquez**, Bachelor of Secondary Education Major in Social Studies in Batangas State University, College of Teacher Education in

## COPYRIGHTS

*Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).*