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BEHAVIORAL PRACTICES OF TEACHER EDUCATION STUDENTS: BASIS FOR ENRICHING INTERNSHIP PROGRAM

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Abstract

Using two hundred (200) student-interns of the Urdaneta City University Urdaneta City, Pangasinan and ninety (90) cooperating teachers involved in the student teaching, the study aimed at determining the behavioral practices of the student-teachers. Specifically, the students sought to ascertain the extent of internalization of behavioral practices by the students as assessed by the cooperating teachers and the student-teachers themselves.

On the basis of the problems raised, the following were the findings: 1) The youngest student teachers was 19 years old and the oldest was 37 years old, majority of the student respondents were females, Roman Catholic, had an average monthly family income of above P11,000. Student's mothers (72 or 36 percent) and fathers (70 or 35 percent) were of the high school level of education; 2) All the values considered in the study, such as Punctuality, Love of Work, Respect for Authority, and obedience to Laws and Regulations Promulgated by the School Authority were assessed as "highly internalized" by both the cooperating teachers and student-teachers with mean rating broken down as follows: 1.63 and 1.58 for punctuality, 1.55 and 1.63 for love of work, 1.37 and 1.49 for respect for authority, and 1.35 for obedience to laws and regulations promulgated by the school authority;

The following recommendations are offered on the bases of the conclusions for possible course of action: 1) teacher education institutions particularly UCU should find a way to attract the male student teachers to enrol in the education program particularly by giving some kind of incentives like scholarships; 2) the school should endeavour to maintain their education program, particularly on the formation of good values in order for the students to also maintain their 'high' internalization of such values; 3) regular monitoring of student teachers should be done so that the students will feel the real importance of their actions. Possibly, seminars/workshops on interpersonal relationship should also be conducted to strengthen further the harmonious relationship between the cooperating teachers and the student teachers; 4) a similar study is recommended using other set of values to ascertain the extent of internalization by the student teachers.

Keywords: Behavioral Practices, Student Teachers, Internship Program

1. Introduction and Research Focus

Internship, which is commonly known as Practice Teaching or Student Teaching, according to Jimenez (2008) is a period/s during which a student receives guidance in learning to assume the major activities of teachers. She stressed that if student teaching is viewed as an internship in teacher education, emphasis will be placed upon creative application of fundamental principles, generalization from immediate involvement and continued exploration of varied possibilities for implementation. Thus, it is expected that the student teacher should be prepared for actual teaching situations during the internship. They likewise, shall have internalized the right and proper values and attitudes required for a teacher.

In the same line of thought, Arabit (2001) mentioned that the Internship Program is designed to provide the student-teachers opportunities to apply the principles and strategies of teaching-learning situations and the utilization of appropriate techniques and institutional materials. During this period, according to him, the student-teachers will be playing a dual role at the same time, that of a teacher or a student, for they will serve as an apprentice teacher wherein their first task and eventually start teaching with the help and guidance of the cooperating teachers. De Gracia (2001) mentioned that when values are successfully internalized, the student would be able to think, feel and act, as the society requires him only minimum of external discipline. Relative to the above statement, Dewey as cited by Andres (2000), emphasized that the student’s educational experience is not something that is given to him from the outside but something that he has to discover. Thus, he said that experience has within the values, which are to be discovered. Further, he mentioned that values are not something to be philosophized on, but rather, they are practical matters that are discovered by the student in his living experience.

2. Conceptual Framework

Within the context of the reviewed literature and studies, this study deemed it important that the behavioral practices of the teacher education students or student-teachers of Urdaneta City University are significant inputs in the development and enrichment of the Internship Program of the college.

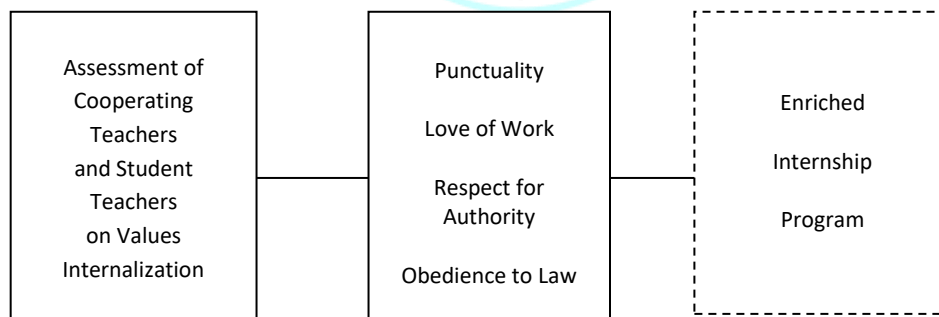


Figure 1: Paradigm Showing the Difference in the Assessment of the Values Internalization of Students

3. Research Methodology

The study made use of the descriptive-normative survey research designs. Such designs were used to determine the behavioral practices of the student teachers in Urdaneta City University. According to Parel et al., (1978), the purpose of the descriptive normative research is to determine the normal, typical condition or practices of a given population or an area of interest.

To describe the profile of the respondents, the frequency and percentage distribution were used. While in determining the extent to which the behavioral practices were internalized by the student teachers, the mean score point was used. (A - Highly internalized, B- Internalized; C- Moderately Internalized; D - Slightly Internalized and E - Not Internalized)

4. Description of Action and Results

Several variables related to the profile of the respondents are included such as age, sex, religion, family income and educational background of parents. Each of these variables are presented in tabular form and discussed alongside with the specific problems previously raised.

Based from the data gathered, as presented in Table 1, it could be noted that among the student-teacher respondents, the youngest was 19 years old, and the oldest was 37 years old. On the average however, the mean age of the student-teacher respondents was 21.1 years old. Findings show that the student teachers were generally on their proper age as interns. It can be considered as an age level where the student teachers had enough experiences to understand their behavioral practices as student teachers.

Table 1: Profile of the Respondents

Age	Student Teachers	Cooperating Teachers
youngest	19	20
oldest	37	57
Mean	21.2	42.33

Among the teacher-respondents, it could be noted from the same table that the youngest is 20 years old and the eldest is 57 years old. The mean age was 42.33 years old. Generally, the cooperating teachers were in their middle adulthood and mature enough to understand their students' attitudes, behaviors and values. It could be seen on Table 2 that majority of the student-teacher respondents were females (158 or 79 percent), while only 42 or 21 percent were male. On the other hand, cooperating teacher-respondents were also more females (88 or 97.8 percent) than males (2 or 2.2 percent)

Table 2: Profile of the Respondents

Profile	Student-Teachers		Cooperating Teachers	
sex				
male	42	21%	2	2.2%
female	158	49%	88	97.8%
religion				
Catholic	116	28%	59	65.6%
Non-Catholic	84	42%	31	34.4%
family income				
below P 4,000	78	39%	3	3.3%
P4,001-7,000	53	26.5%	17	18.9%
P7,001-11,000	36	18%	25	27.8%
above P11,000	33	16.5%	45	50%
parents' educational attainment				
mother: elementary level	55	27.5%	25	27.8%
teacher BS				

high school level	with MA units	72	36%	14	15.5%
BS degree holder	MA holder	36	18%	51	56.7%
with MA units	Ed.D./Ph.D.units	25	17.5%		
Ed.D./Ph.D holder	Ed.D./Ph. D. holder	2	1%		
father:	elementary level	33	16.5%		
	high school level	75	35%		
	BS degree holder	3	21.5%		
	MA degree holder	39	19.5%		
	Ed.D./Ph.D holder	15	7.5%		

Notably, the table reveals that majority of the students (78 or 39%) had a monthly family income of below P4, 000; student- respondents belonged to a low income profile. It must be noted that Urdaneta City University is a common institution which caters to students who cannot afford to go to bigger colleges or universities in the urban centers. In fact, it is an institution which collects fees lower than those in the urban areas, hence the result of the study. Among the teacher respondents, showed that one half of them (45 or 50%) belonged to the income bracket of above P11, 000 monthly. No one among the teacher-respondents had an income of below P4, 000 monthly.

It could be noted that generally, the mothers (72 or 36 percent) of the student respondents were of the high school level. Although, notably, too, there were 35 or 17.5 percent of the students whose mothers were of the bachelor's degree with MA /MS units and fifteen (15 or 7.5%) were Ph.D. or Ed. D. holders. Among the student –teacher respondents' fathers, it could also be noted from the data that there were 70 or 35 percent who belonged to the high school level of educational attainment. Interestingly, however, there were 39 or 19.5 % of the student's fathers with MA/MS units and 15 or 7.5 percent were Ph.D or Ed.D. holders. One half (51 or 56.7%) of the teacher respondents were BS degree holders with MA/MS units; twenty five or 27.8% were BS degree only, 14 or 15.5 % were MA degree holders.

Table 3: Extent of Internalized Behavioral Practice on Punctuality

Punctuality	Descriptive Equivalent			
	ST	HI	CT	HI
1. Always come on time	1.41	HI	1.41	HI
2. Train self to work with a purpose for wholesome result	1.48	HI	1.44	HI
3. Work hard to attain success	1.43	HI	1.28	HI
4. Helpful and dependable	1.49	HI	1.45	HI
5. Serve as good model to everyone	1.43	HI	1.40	HI
6. Prompt in meeting all professional obligations	1.49	HI	1.51	HI
7. Attend school activities on time	1.41	HI	1.32	HI
8. Submit required reports on time	1.52	HI	1.34	HI
9. Report to school assignment on time	1.44	HI	1.21	HI
Overall	1.45	HI	1.37	HI

Legend:

Mean Scale Value	Descriptive Equivalent	
1.00-1.80	Highly Internalized	(HI)
1.81 -2.60	Internalized	(I)
2.61-3.40	Moderately Internalized	(MI)
3.41-4.02	Slightly Internalized	(SI)
4.03-5.00	Not Internalized	(NI)

The table showed that all the indicators of punctuality were assessed by both the cooperating teachers and student-teachers as “highly internalized”. As student-teachers, they are most often exposed to experience which contribute to their total wholesome development. The findings showed that the student-teachers of Urdaneta City University highly internalized the behavior indicators as mentioned. That is, the student-teachers are mindful and aware of their time schedule as manifested in their prompt and always on time attendance to school activities. According to a study conducted by Germans (2008), the virtues which the teachers and parents should emphasize in childhood must be developed in terms of their honesty and punctuality. This trait mentioned alongside with some more virtues identified should be developed when the child is still young because as a child, he does not possess an innate sense of behavior. These are formed as he grows. From this premise, it might have been that the value on punctuality had been given emphasis even during the early years of the interns in school, hence the result of the study. There must be a carryover of character education to the home and community so that the virtues are further strengthened. Following the aforementioned premises, the “highly internalized” rating of the behaviors on punctuality may be attributed to the carryover of behavior formation of the students in their elementary school years up to their internship days.

Table 4: Extent of Internalized Behavioral Practice on Love of Work

Love of work	Descriptive Equivalent			
	SY		CT	
1. Take negative feedback as a challenge	1.60	HI	1.84	I
2. Analyze first the problem before taking any action	1.59	HI	1.36	HI
3. Confident in oneself	1.60	HI	1.51	HI
4. Productive citizens	1.52	HI	1.65	HI
5. Help in improvement in and outside the community	1.39	HI	1.59	HI
6. Use persuasion and diplomacy in dealing with others	1.42	HI	1.60	HI
7. Ask others to do one’s work	2.14	I	2.65	MI
8. Serve as good model to everyone	1.40	HI	1.35	HI
9. Make use of talent for the welfare of everybody	1.43	HI	1.49	HI
10. Devoted to work at all times	1.40	HI	1.30	HI
Overall	1.55	HI	1.63	HI

Legend:

Mean Scale Value	Descriptive Equivalent	
1.00-1.80	Highly Internalized	(HI)
1.81 -2.60	Internalized	(I)
2.61-3.40	Moderately Internalized	(MI)
3.41-4.02	Slightly Internalized	(SI)
4.03-5.00	Not Internalized	(NI)

Another behavioral practice on Love of Work was found to be “highly internalized” by both student –teachers and cooperating teachers respondents except the indicator on “ask others to do one’s work” with a mean rating of 2.14, interpreted as “moderately internalized”. Findings show that the student interns as assessed by their cooperating teachers seemed to have been really working hard in their studies as they do not largely depend on others to do their work. Further, the cooperating teachers observed their student-teachers as “devoted to their work at all times” and “serve as good model to everyone” with the same descriptive equivalent of 1.40 “highly internalized”. Likewise, the indicator, “help in the improvement in and outside the community” with 1.39 as descriptive equivalent. Results showed that the students manifested their

behavioral practices for “love of work” to high extent. Both of the group of respondents assessed the extent of the students’ internalization of behavioral practices on love of work as “highly internalized” with mean rating of 1.55 and 1.63 respectively. According to Garcia, when values are internalized, the students would be able to think, feel and act as the society requires him only a minimum of external discipline. Thus, as would-be teachers, the student teachers should internalize the behavioral practice on love of work as early as their internship stage because it is one important behavior of a good teacher.

Table 5: Extent of Internalized Behavioral Practice on Respect for Authority

Respect for Authority		Descriptive Equivalent			
		ST	HI	CT	HI
1.	Respect decision of others	1.33	HI	1.27	HI
2.	Take criticisms calmly and good naturedly	1.41	HI	1.80	HI
3.	Voice out honest opinion and frank at all times	1.51	HI	1.64	HI
4.	Respect the rights of others	1.34	HI	1.27	HI
5.	Treat other people with concern and justice	1.37	HI	1.44	HI
6.	Observe etiquette in social activities	1.29	HI	1.39	HI
7.	Submissive to superiors	1.42	HI	1.62	HI
8.	Perform duties and responsibilities	1.34	HI	1.34	HI
9.	Show importance of developing cordial relationships	1.36	HI	1.51	HI
10.	Hold temper when being embarrassed by superior	1.28	HI	1.65	HI
Overall		1.37	HI	1.49	HI

Legend:

Mean Scale Value	Descriptive Equivalent	
1.00-1.80	Highly Internalized	(HI)
1.81 -2.60	Internalized	(I)
2.61-3.40	Moderately Internalized	(MI)
3.41-4.02	Slightly Internalized	(SI)
4.03-5.00	Not Internalized	(NI)

The teachers and the student teachers assessed all the behavioral practices indicator of respect for authority as “highly internalized” with mean ratings of 1.37 and 1.49 respectively. Notably, the behavioral practices indicator with the highest mean rating was “hold temper” when being embarrassed by the superior (1.28). These observations by the teachers show that the student teachers had to really maintain their composure when in an embarrassing situation otherwise, the situation may get worse. More often than not, student-teachers are the entire losing end if they do not hold their temper during embarrassing situations by superiors, especially the supervisors and critic/cooperating teachers. Such a finding is reinforced by the rating of the teachers on “respect decision of others” with 1.33 descriptive equivalent. While student teachers had to hold their temper when being embarrassed by superiors, their respect of the decision of their superior is evident. Likewise, the indicator on “observe etiquette in social activities (1.29) is indicative of the student teachers’ respect for authority, particularly their superior.

It can be noted from the table that the extent of behavioral practice on obedience to laws and regulations promulgated by the school authorities is “highly internalized” with mean ratings of 1.25, 1.33 respectively. Surprisingly, both group respondents rated the indicator “have harmoniously and pleasant relationship with school officials and members” as the highest value internalized with the mean rating of 1.28 (cooperating teachers) and 1.23 (student teachers). Both the teachers and students assessed that the behavioral practice indicator was “highly

internalized". Findings showed that the students regard harmonious relationship with school officials and members to a high extent.

Table 6: Extent of Internalized Behavioral Practice to Obedience to Laws Promulgated by School Authorities

Obedience to Laws Promulgated by School Authorities	Descriptive Equivalent			
	ST			CT
1. Can identify what is right and what is wrong	1.37	HI	1.27	HI
2. Observe proper language and right attitude	1.46	HI	1.31	HI
3. Observe and obey norms in the school	1.33	HI	1.30	HI
4. Loyal and devoted in rendering service in school	1.39	HI	1.49	HI
5. Morally upright	1.31	HI	1.28	HI
6. Have harmonious and pleasant relationship with school officials and members	1.27	HI	1.23	HI
7. Show professional courtesy and sympathy towards others	1.32	HI	1.33	HI
8. Wear proper uniforms	1.28	HI	1.28	HI
9. Follow instructions of higher authorities	1.32	HI	1.26	HI
10. Have complete materials/visual aids when teaching	1.46	HI	1.52	HI
Overall	1.35	HI	1.33	HI

Legend:

Mean Scale Value	Descriptive Equivalent		
1.00-1.80	Highly Internalized	(HI)	
1.81 -2.60	Internalized	(I)	
2.61-3.40	Moderately Internalized	(MI)	
3.41-4.02	Slightly Internalized	(SI)	
4.03-5.00	Not Internalized	(NI)	

As could be seen from the data, there are no significant differences noted in the assessment of the teachers and students on the extent of behavioral practices by the students. That is, all the behavioral practices herein under study like punctuality, love of work, respect for authority and obedience to laws and regulations promulgated by school authorities bear no significant differences in the assessment of the teachers and students in so far as the internalization of behavioral practices is concerned. This observation is supported by the statistical computation found in Table 7.

Table 7: Difference in the Assessment of the Teachers and the Students of the Internalization of Values

Respondents/ Behavioral Practices	Cooperating Teachers Mean	Student- Teachers Mean	Difference	t-value	interpretations
Punctuality	1.63	1.58	-0.05	-0.562	Ns
Love of Work	1.55	1.63	0.08	0.899	Ns
Respect for Authority	1.37	1.49	0.12	0.12	Ns
Obedience to Laws	1.35	1.33	-0.02	-0.225	Ns

The acceptance of the hypothesis is supported by the computed t-values which are less than the t-values of 1.96 with dfN-1. Further, the acceptance of the hypothesis means that both of the teachers and the students assessed the extent of internalization of the behavioral practices

identified by the students as almost the same. That is, both groups assessed the extent of behavioral practices internalization among the UCU student –teachers as “high”.

It must be pointed out that the task of developing in the students the desired behavioral practices and attitudes are under the auspices of the schools through the teachers. Based on the findings, it could be inferred that the high internalization of values by the UCU students could have been due somehow to the programs of the university. With the existing Internship Program of the university, the behavioral practices of the students must have been enhanced. As cited by Andres (2004), experience has within the values which are to be discovered. Further, he mentioned that values are not something to be philosophized on but rather, they are practical matters that are discovered by the child in his experience. With the experience integrated in the internship program, the students’ behavioral practices internalization could be enhanced.

Table 8: Problems Encountered by both the Teachers and the Students in the Internalization of Behavioral Practice by the students

Problems Encountered	ST		CT	
	frequency	rank	frequency	rank
1. Lack of oral communication	22	1	40	2
2. Don’t know how to make proper lesson plan	20	2	20	3
3. Lack self-esteem /confidence	18	3	18	4
4. Lack of classroom management	15	4	10	6
5. Interns do not have a chance to fill up uniforms and other school records	10	5	12	5
6. Do not experience shifting session during demonstration period	8	6	7	7
7. financial	7	7	93	1

Problems encountered by the teachers in the internalization of behavioral practices by the students was the “students do not know how to make lesson plans” as expressed by the twelve (12) of the teachers in the internship. Student-teachers still lack the knowledge in the preparation of proper lesson plans. This may be true as the student teachers were earlier found to be poor in their communication skills. It is also evident that financial surfaced as one of the problems assessed by the ten (10) teacher respondents. The teachers observed that most of the interns were financially hard up. According to the intern supervisors and critic readers, some interns could not even produce a good visual material as they lack the necessary finances. Nevertheless, the student-teachers tied their best to comply with the requirement of internship.

Among the students, their expressed number one problem in the internalization of their behavioral practices is on financial aspect. They said that somehow, they were bothered and even disturbed when they lacked the needed amount for the production of visual aids materials in their practice teaching. They also expressed their problems as due to lack of facility of the English language. They admitted that they found difficulty expressing themselves in English language. The students also said that they had no adequate training on how to make proper lesson plans, hence a poor output in terms of lesson planning.

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Appendix A Letter to Float Questionnaire

Dr. Elizabeth A. Montero
University President

Dear Madam:

I have the honor to request permission to administer Questionnaires in Urdaneta City University on the topic, BEHAVIORAL PRACTICES OF TEACHER EDUCATION STUDENTS: BASIS FOR ENRICHING INTERNSHIP PROGRAM as part of my function as OIC in the Graduate Program.

Your favorable action regarding this matter will be appreciated.

Very truly yours,

(Sgd) Helen Frialde-Dupale, Ed. D.
Researcher



Appendix B: QUESTIONNAIRE-CHECKLIST

Part 1: Personal Demographic Variable

Direction: Please check the response that applies to you, or supply the necessary information on the space provided

Name: _____ (optional)
 age: (as of last birthday) _____
 sex: _____ male _____ female
 religion : _____ roman catholic _____ non-roman catholic
 monthly family income: _____ P 4,000 and below _____ P 4,000-7,000
 _____ P 7,001-11,000 _____ 11,001 and above

parents educational attainment:

mother _____ elementary graduate _____ high school graduate _____ vocational graduate _____ college graduate _____ others , pls specify _____	father _____ elementary graduate _____ high school graduate _____ vocational graduate _____ college graduate _____ others, pls specify _____
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Part II. Internalized Behavioral Practices

Direction: Below are some statements of perceptions, feelings, and beliefs. After reading carefully each item, please indicate your degree of internalization with each value by checking the number corresponding to your answer using the rating scales below:

- A - Highly Internalized
- B - Internalized
- C - Moderately Internalized
- D - Slightly Internalized
- E - Not Internalized

No.	Punctuality	A	B	C	D	E
1	Always come on time					
2	Train self to work with a purpose for wholesome result					
3	Work hard to attain success					
4	Helpful and dependable					
5	Serve as good model to everyone					
6	Prompt in meeting all professional obligations					
7	Attend school activities on time					
8	Submit required reports on time					
9	Report to school assignment on time					
10	Always come on time					
No.	Love of Work	A	B	C	D	E
1	Take negative feedback as a challenge					
2	Analyze first the problem before taking any action					
3	Confident in oneself					
4	Productive citizens					
5	Help in improvement in and outside the community					
6	Use persuasion and diplomacy in dealing with others					
7	Ask others to do one's work					
8	Serve as good model to everyone					
9	Make use of talent for the welfare of everybody					
10	Devoted to work at all times					
No.	Respect for Authority	A	B	C	D	E

1	Respect decision of others					
2	Take criticisms calmly and good naturedly					
3	Voice out honest opinion and frank at all times					
4	Respect the rights of others					
5	Treat other people with concern and justice					
6	Observe etiquette in social activities					
7	Submissive to superiors					
8	Perform duties and responsibilities					
9	Show importance of developing cordial relationships					
10	Hold temper when being embarrassed by superior					
No.	Obedience to Laws and Regulations Promulgated by School Authorities	A	B	C	D	E
1	Can identify what is right and what is wrong					
2	Observe proper language and right attitude					
3	Observe and obey norms in the school					
4	Loyal and devoted in rendering service in school					
5	Morally upright					
6	Have harmonious and pleasant relationship with school officials and members					
7	Show professional courtesy and sympathy towards others					
8	Wear proper uniforms					
9	Follow instructions of higher authorities					
10	Have complete materials/visual aids when teaching					

