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Implementation of Field Study Courses in the Pre-Service Teacher Education Program in Selected Higher Education Institutions in Caraga

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Abstract - This study aimed to assess the extent of implementation of Field Study Courses in the Pre-Service Teacher Education Program in the Selected Higher Education Institutions in Caraga. Specifically, this study was conducted in the Teacher Education Institutions of Fr. Saturnino Urios University, Saint Paul University System, Surigao State College of Technology, and Surigao del Sur Polytechnic State College Academic Year 2009-2010. The respondents of this study were the HEI's deans and supervising deans; DepEd principals and field study resource teachers; and field study students in the selected HEI's in Caraga. The implementation of curriculum through course syllabus, requirements, deployment and assessment should be properly observed. There is a need to increase the honoraria of resource teachers to compensate their efforts in sharing inputs to the students of Field Study courses. Regular orientation and re-orientation should be done among the students of Field Study courses on work and values enhancement to improve students' attitudes and behavior for better performance.

Keywords - pre-service, teacher, higher education

INTRODUCTION

The teaching profession has been struggling to keep pace with the changes in society and the accompanying challenges of the technological world. Field Study is a component of the New Pre-Service Teacher Education Curriculum that aims to expose the students to actual field experiences so that they can relate the theories learned inside the classroom with those experiences, (Lucas, 2007).

Catolico (1993) stressed that the prime function of education is to prepare men and women for life and service. As such, it does not only develop the mental, moral, and spiritual faculties but also the physical powers of man. This is not an easy task for educators to perform.

Thus, experiential learning is a teaching methodology that uses meaningful practical experience to enhance the learning of abstract concepts.

Field experiences must be systematically evaluated in order to provide data that inform program and field experience improvement. Candidates provide data regarding the quality of their field experiences directly to the course professor and via course evaluators. They demonstrate their positive effect on student learning through portfolio that include varied experiences learning challenges, learning interests and learning style preferences (Kuhn, 2004). Bernardo (2005) emphasized that 23.6% of all Teacher Education Institutions just meet the minimum requirements for teaching staff and they were viewed as mere transmitters of knowledge and employ very conventional, didactic approaches in teaching.

Experiential learning is not new but there is a need to have a renewed look at the teaching-learning process in the classroom. It is on this premise that there is a need to evaluate how effective is the implementation of the Field Study courses under the Revised Teacher Education Curriculum, hence this study.

OBJECTIVES OF THE STUDY

This study assessed the extent of implementation of the Field Study courses in terms of the following specific objectives:

1. to determine the extent of implementation of the Field Study courses in the Teacher Education Institutions in terms of Curriculum as to syllabus, course requirements, deployment, assessment; Management as to resource utilization and budget; and Attitude as to promptness, personality, and values; and,
2. to determine the learning skills developed among Field Study students based on the National Competency-Based Teacher Standards (NCBTS); and,
3. to test the significant relationship between the extent of implementation of Field Study Courses and the learning skills developed among the Field Study students.

MATERIALS AND METHODS

The research used a descriptive method. The design incorporated fact-finding process of classifying, analyzing and interpreting data. The researcher-made instrument was based on the Revised Teacher Education Curriculum and the National Competency-Based Teacher Standards.

Part I dealt on the implementation of Field Study courses. Part II focused on the learning skills developed among Field Study students based on the National Competency-Based Teacher Standards. Part III concentrated on the problems encountered by all respondents.

In rating the extent of implementation of the Field Study courses and the NCBTS, the rating scale was 4 for great extent 3 for some extent, 2 for moderate extent, and 1 for less extent. For the problems encountered, the rating scale was 4 for Always, 3 for Often, 2 for Seldom, and 1 for Never

RESULTS AND DISCUSSION

Extent of Implementation of the Field Study Courses.

Table 1. Extent of Implementation of the Field Study Courses

CRITERIA	Extent of Implementation									
	Dean		Supervising Dean		Principal		Resource Teachers		Over-all Mean	Descriptive Rating
	Mean	Description ononoion	Mean	Description ononoion	Mean	Description ononoion	Mean	Description ononoion		
1. CURRICULUM										
1.1 Syllabus	3.3	GE	3.83	GE	3.35	GE	3.14	GE	3.41	GE
1.2. Course Requirements	3.5	GE	3.46	GE	3.26	GE	3.14	GE	3.33	GE
1.3. Deployment of Field Study Students	3.6	GE	4.00	GE	3.41	GE	3.12	GE	3.52	GE
1.4 Assessment	3.6	GE	4.00	GE	3.52	GE	3.25	GE	3.60	GE
2. MANAGEMENT										
2.1 Resource Utilization and Budget Incentives	2.9	SE	3.76	GE	3.06	GE	3.02	GE	3.19	GE

3. ATTITUDE										
3.1 Promptness	3.8	GE	3.88	GE	3.59	GE	3.12	GE	3.58	GE
3.2 Personality	3.7	GE	4.00	GE	3.57	GE	3.24	GE	3.64	GE
3.3 Values	3.8	GE	3.75	GE	3.70	GE	3.32	GE	3.63	GE

Legend: GE = Great Extent, SE = Some Extent, ME = Moderate Extent, LE = Less Extent

Data showed that all the Dean, Supervising Deans, Principals and Resource Teachers as respondents implemented to a great extent the Field Study courses. This means that 95 to 100 percent of the requirements in the implementation of the curriculum as to syllabus, course requirements, deployment of Field Study students and assessment were monitored by all the respondents.

The Dean respondents got to some extent in the implementation of Field Study courses in terms of management as to resource utilization and budget incentives while the Supervising Dean, Principal and Resource Teacher respondents got to a great extent. This implies that the Dean respondents had less involvement in the implementation of resource utilization and budget incentives since they had delegated this work to the Supervising Deans.

Data revealed that the Dean, Supervising Dean, Principal and Resource Teacher respondents implemented to a great extent the Field Study courses in terms of attitude as to promptness, personality and values. This implies that all the respondents considered these three criteria under attitude as very important factors in the successful implementation of Field Study courses.

Learning Skills Developed Among Field Study Students Based on National Competency-Based Teacher Standards (NCBTS)

Table 2. Extent of Implementation of the National Competency-Based Teacher Standards

CRITERIA	Extent of Implementation								Over-all Mean	Adjectival Rating
	Student Respondents									
	FSUU		SPUS		SSCT		SSPSC			
	Mean	Description onononion	Mean	Description onononion	Mean	Description onononion	Mean	Description onononion		
Domain 1: Social Regard for Learning	3.22	GE	3.35	GE	3.38	GE	3.22	GE	**3.29**	GE
Domain 2: Learning Environment	3.08	GE	3.14	GE	3.13	GE	3.14	GE	**3.12**	GE
Domain 3: Diversity of Learners	3.28	GE	3.33	GE	3.35	GE	3.29	GE	**3.31**	GE
Domain 4: Curriculum	3.21	GE	3.20	GE	3.22	GE	3.17	GE	**3.20**	GE
Domain 5: Planning, Assessing and Reporting	3.22	GE	3.00	GE	3.14	GE	3.17	GE	**3.13**	GE
Domain 6: Community Linkages	3.06	GE	2.94	SE	3.13	GE	3.09	GE	**3.06**	GE
Domain 7: Personal Growth and Professional Development	3.30	GE	3.20	GE	3.57	GE	3.17	GE	**3.31**	GE

Legend: GE = Great Extent, SE = Some Extent, ME = Moderate Extent, LE = Less Extent

The findings presented in Table 2 showed that all the respondent institutions rated great extent on the implementation of all domains of the learning skills developed among the Field Study students based on the National Competency-Based Teacher Standards. This means that all the Field Study instructors acted as positive role models for their students.

It implies that teachers have not only exerted to integrate the NCBTS in their teaching but have added a great extent to the "pool of knowledge". The researcher advocates that teaching-learning can be an avenue of gaining knowledge. The "pool of knowledge" can be used to propagate the best things to happen in the teaching and learning process.

Significant Relationship between Extent of Implementation of the Field Study Courses and the Learning Skills

Table 3. The significant relationship between the extent of implementation of the field study courses and the learning skills

Respondents	r	Adjectival Description	df	Table Value at 5%	Decision
Deans	-0.60	Negative Correlation	3	0.878	**
Supervising Deans	0.40	Low Correlation	3	0.878	**
Principals	0.80	High Correlation	3	0.878	**
Resource Teacher	0.20	Low Correlation	3	0.878	**
All Respondents	0.20	Low Correlation	3	0.878	**

Legend: * significant
**** not significant**

The findings presented in Table 3 failed to reject the null hypothesis since the computed r values of all respondents under study are less than the critical values as shown. This implies that there is no significant relationship on the implementation of the Field Study courses and the learning skills developed among Field Study students.

Problems Encountered by the Deans, Supervising Deans, Principals, Resource Teachers and Field Study Students

Table 4. Problems encountered by the deans, supervising deans, principals and resource teachers

CRITERIA	Extent of Implementation									
	Dean		Supervising Dean		Principal		Resource Teachers		**Over-all Mean**	**Descriptive**
	Mean	Description ononoion	Mean	Description ononoion	Mean	Description ononoion	Mean	Description ononoion		
1. CURRICULUM										
1. Lacks Orientation	1.75	S	2.00	O	2.08	O	2.25	O	2.02	O
2. Too many requirements with limited time	3.25	A	3.25	A	3.15	A	3.14	A	3.20	A
3. Does not follow schedule in the sub. of reports	2.75	O	3.25	A	-	-	-	-	3.00	O
4. Lacks financial support to comply requirements	3.00	A	3.25	A	-	-	-	-	3.12	A
5. Promptness in the submission of ratings	2.75	O	3.00	O	2.38	O	2.54	O	2.67	O
6. Lacks consultation time for FS students	-	-	-	-	2.08	O	2.47	O	2.27	O
7. No quality time for mentoring	-	-	-	-	1.69	S	2.38	O	2.04	O
Over-all Mean	2.7	O	2.95	O	2.28	O	2.56	O	2.62	O
2. MANAGEMENT										
1. No available appropr. tech. to facilitate learning	2.25	O	1.25	S	1.85	S	2.28	O	1.91	S
2. Too meager budget	2.75	O	1.50	S	-	-	-	-	2.12	O

3. Very low honorarium	2.75	O	2.00	O	2.69	O	2.24	O	2.17	O
4. Other incentives not provided like certificate of recognition, etc.	3.00	O	2.50	O	-	-	-	-	2.75	O
5. Unable to make use of the resources available in the school	2.00	O	2.75	O	2.25	O	2.11	O	2.28	O
6. Lacks time to prepare visual aids and instructional materials	-	-	-	-	1.92	S	2.32	O	2.12	O
7. Additional work to their usual teaching tasks	-	-	-	-	2.08	O	2.44	O	2.26	O
8. Lacks time to prepare appropriate technology to facilitate learning	-	-	-	-	1.85	S	2.45	O	2.16	O
Over-all Mean	2.55	O	2.01	O	2.11	O	2.31	O	2.22	O
3. ATTITUDE										
1. Irregular attendance of FS teachers and students	1.75	S	1.25	S	2.08	O	2.07	O	1.79	S
2. Does not observe proper grooming	1.75	S	1.50	S	1.54	S	1.92	S	1.68	S
3. Does not value time element	2.25	O	2.75	O	-	-	-	-	2.50	O
4. Non-observance of quality reports	2.00	O	2.25	O	1.47	S	2.00	S	1.93	S
5. Some resource teachers are not accommodating	3.00	O	2.25	O	-	-	-	-	2.203	O
6. Lacks interest to assist FS students	1.75	S	1.77	S	1.77	S	1.95	S	1.81	S
7. Lacks commitment to mentor the FS students	1.50	S	1.75	S	-	-	-	-	1.62	S
8. Lacks interest to improve teaching skills	-	-	-	-	1.62	S	2.06	S	1.84	S
9. Indifference of FS students	-	-	-	-	1.46	S	2.10	S	1.78	
10. Unwillingness to follow mentor's instructions	-	-	-	-	1.77	S	1.95	S	1.86	S
11. Lacks commitment of FS students to accept classroom responsibility	-	-	-	-	1.92	S	2.09	S	2.01	O
Over-all Mean	2.00	S	1.931	S	1.70	S	2.02	O	1.91	S

Legend: A = Always, O = Often, S = Seldom, N = Never

Data presented in Table 4 indicated that in terms of curriculum, the respondents considered "too many requirements with limited time" and "lacks financial support to comply requirements" always encountered as problems in the implementation of the Field Study courses. While "lack of orientation", "does not follow schedule in the submission of reports" "promptness in the submission of ratings in Field Study courses", "lacks consultation time for Field Study students", and "no quality time for mentoring" are problems which the respondent institutions often met in the implementation of the Field Study courses.

In the second criterion on management, the data revealed that in the over-all result, all the respondent institutions had often met the problems on "no available appropriate technology to facilitate learning", "too meager budget", "very low honorarium", "other incentives not provided like certificate of recognition, etc." unable to make use of the resources available in the school", "lacks time to prepare visual aids and instructional materials", "additional work to their usual teaching tasks", and lacks time to prepare appropriate technology to facilitate learning".

In the third criteria on attitude, the data showed that in the over-all result, the respondent institutions had often met the following problems in the implementation of Field Study courses like, "does not value time element", some resource teachers are not accommodating", and lacks commitment of Field Study students to accept classroom responsibilities".

The foregoing data were substantiated by the actual interviews conducted to the respondent institutions.

The major problems encountered by the Deans of the Teacher Education Institutions in terms of curriculum, management and attitude were the following; "reluctance of DepEd Teachers to accept the Field Study students"," low honorarium", "interference of the activities of the cooperating schools", "conflict with the schedule of academic subjects taken in-campus", "attitude of Field Students like tardiness", "unwillingness to assume classroom responsibilities", and "unwillingness to comply with Field Study requirements". They said that if enough incentives will be provided to the implementers of the Field Study courses, it will encourage them to facilitate the effective

implementation of the Field Study courses.

The researcher had noted that some of the respondent institutions were not properly oriented with the program, and thought that the Field Study students should assume the responsibilities as prospective teachers not as mere observers.

Principals and Resource Teachers of the respondent colleges said that tardiness on the part of the Field Study students was often a problem. They confirmed that the task of being a resource facilitator is an additional work to their regular teaching tasks. They also lack time to prepare instructional materials and visuals aids, and the teaching-learning process was affected because of the financial problems experienced by the Field Study students, irregular attendance of Field Study students and low honorarium received.

Table 5. Problems Encountered by the Field Study Students

CRITERIA	Extent of Implementation									
	Student Respondents								Over-all Mean	Adjectival Rating
	FSUU		SPUS		SSCT		SSPSC			
	Mean	Description ononoion	Mean	Description ononoion	Mean	Description ononoion	Mean	Description ononoion		
1. CURRICULUM										
1. Too many requirements with limited time	3.125	A	3.065	A	3.848	A	3.825	A	3.466	Always
2. Lacks financial support to comply requirements	3.063	A	3.125	A	3.785	A	3.725	A	3.434	Always
3. Distance from home to school assignment	3.094	A	2.778	O	2.797	O	2.650	O	2.830	Often
4. Availability of transportation	2.844	O	2.667	O	2.671	O	2.375	O	2.639	Often
5. Very hectic schedule of classes	2.938	O	2.972	O	2.759	O	2.675	O	2.836	Often
Over-all Mean	3.013	A	2.921	O	3.172	A	3.05	A	3.041	Always
2. MANAGEMENT										
1. Very low honorarium	2.406	O	2.278	O	2.203	O	2.300	O	2.297	Often
2. Other incentives not provided like certificate of recognition, etc.	2.469	O	2.528	O	2.430	O	2.425	O	2.463	Often
3. No available appropriate technology in the school assigned to facilitate learning	2.438	O	2.333	O	2.418	O	2.425	O	2.404	Often

4. Unable to make use of the resources available in the school	2.313	O	2.389	O	2.367	O	2.525	O	2.399	Often
Over-all Mean	2.406	O	2.382	O	2.354	O	2.419	O	2.391	Often
3. ATTITUDE										
1. Irregular attendance of resource teachers	1.938	S	2.056	O	2.190	O	2.150	O	2.084	Often
2. Lack of cooperation of students in the classroom activities	2.125	O	2.444	O	2.354	O	2.200	O	2.281	Often
3. Indifference of resource teachers and students	2.188	O	2.194	O	2.278	O	2.275	O	2.234	Often
4. Resource teacher lacks time to share his teaching skills	2.000	S	1.928	S	1.962	S	2.000	S	1.998	Seldom
5. Resource teacher lacks time to assist mentee's needs	1.931	S	1.944	S	2.000	S	1.950	S	1.981	Seldom
Over-all Mean	2.036	O	2.113	O	2.157	O	2.115	O	2.116	Often

Legend: A = Always, O = Often, S = Seldom, N = Never

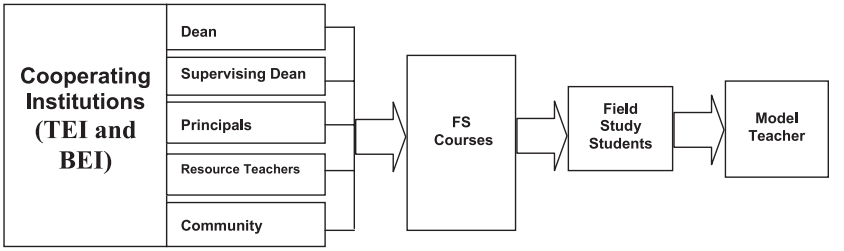
Data presented in Table 5 revealed that in terms of curriculum, all respondent institutions always monitor the first two problems, "too many requirements with limited time" and "lacks financial support to comply requirements". Likewise, "distance from home to school assignment", "availability of transportation", and "very hectic schedule of classes" are problems which are often encountered by the respondents.

In the criterion on management, all respondent institutions often experienced problems such as "very low honorarium", "other incentives not provided like certificate of recognition", "no available appropriate technology in the school assigned to facilitate learning", "and unavailability of the resources in the school".

In the third criterion on attitude, all respondent institutions often experienced problems on "Irregular attendance of resource teachers", "lack of cooperation of students in the classroom activities", and "indifference of resource teachers and students". However, the following problems are seldom encountered by them: "resource teacher lacks time to share his teaching skills and assist mentee's needs".

Based on the interview conducted to the Field Study students in the respondent colleges, they said that "lack of quality time for mentoring", "lack of consultation time for Field Study students", and "misunderstandings between Field Study students" were some of the problems which they encountered in the implementation of the Field Study courses in terms of curriculum, management and attitude.

Out of this study, a theory could be generated: JP's Theory of Learning espoused that "Field Study courses creates an opportunity for critical thinking and scientific inquiry for authentic learning." The model is presented below.



JP's Theory of Learning states that through the collaboration of the Teacher Education Institutions and Basic Education Institutions, the Dean, Supervising Deans, Principals and Resource Teachers work together in different areas of concern through Field Study courses to provide the Field Study students with observation in actual setting to train them how to focus on important details of the learning situation and perceive them with clarity and objectivity.

CONCLUSIONS

Based on the results, the following conclusions are presented:

1. There was a great extent in the implementation of the Field Study courses in terms of curriculum, management and attitude in the Teacher Education Institutions under study based on CMO 30, series of 2004, the Revised Teacher Education Curriculum.
2. All the learning skills of the National Competency-Based Teacher Standards have been fully mastered by the Field Study students.
3. There is no significant relationship between the implementation of Field Study courses and the learning skills developed among Field Study students.
4. The common problems which were experienced by all respondent institutions in the implementation of the Field Study courses were focused on curriculum and management.

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