

## A REVIEW OF FIELD STUDY COURSES: BASIS FOR INTERVENTION STRATEGIES AND ACTIVITIES

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**Abstract:** The concern for the quality of field study courses is a relevant call of the time as it provides tertiary students an opportunity to acquire practical knowledge, skills, and desirable attitudes and values from public schools in the Philippines. Some of the problems encountered or experienced by students greatly affect their performance and the college in general. This study aimed to: review and describe the relevance of prescribed field study coursebook; determine the problems encountered; and propose intervention strategies and activities which can give social and practical implications. This study is a descriptive method of research participated by 70 third year students. A self-made questionnaire had been used to gather data. The following tools like mean and ranking were used employing a likert scale 1-4 for both the relevance of field study as a course and problems encountered by FS students. Findings show that students strongly agreed with some of the descriptions of FS courses. The respondents strongly agreed that they experienced problems as reflected to ambiguity and some content, practices and exercises of the book were out of context. They also found that there were limited time for consultation from the supervisors, as well as lack of experience and incompetence of the FS and cooperating teachers. This study proposed to have proper selection of: cooperating schools and teachers, field study books, additional discussion or insights for the FS book, time for regular monitoring, and some other legal obligations pertaining to field study courses and activities.

**Keywords:** Field study course, strategies, learning activities and competencies cooperating school and teacher, supervising school and teacher.

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### Introduction

The concern for the quality of field study courses is a relevant call of the time as it provides tertiary students an opportunity to acquire practical knowledge, skills, and desirable attitudes and values from public schools in the Philippines. Field study courses are aligned with the teacher education curriculum which can prepare and equip pre-service teachers with the knowledge and skills through observations and actual delivery of the concepts and skills learned from their classroom, cooperating, and supervising teachers.

The Commission on Higher Education (CHED) Memorandum Order No. 30, Series 2004 tackles about the revised policies and standards for undergraduate teacher education curriculum under Article I, Section 1. This states that quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, the pre-service preparation of teachers for the primary and secondary educational sectors is very important function and responsibility which has been assigned to higher education institutions (Lucas, 2007).

Field study courses have a big component of the new pre-service teacher education curriculum that gives the future teachers an actual classroom setting and scenarios. It also exposes students to the actual field experiences in which they can observe and relate different theories learned from their discussions with those of the concrete experiences in the field.

However, some of the theories are not reflected to the practices in terms of field study course book with its general and specific objectives, learning content and competencies, approaches and strategies, teaching-learning tasks, teaching-learning devices, and assessment and evaluation tools.

The conduct of this review is based on the preliminary observation and oral interview with some of the third year elementary education students that using their field study course book seems to be irrelevant, as well as their experiences in the classroom and during their actual observation and practice teaching.

Hence, this attempt is important for the students who take FS courses specifically on the use of the learning tool to become self-contained and well-organized for an effective and interdependent teaching-learning modes. Another reason is that the instructor or professor of FS should be well-oriented and equipped with the course, and must have the ability and competence to direct, assess, and evaluate the learning tasks and performance of individual FS students. Finally, the students and teachers must agree with the teaching-learning modality, like unifying daily time record, observation sheets, evaluation forms, and experiential learning course book.

### **Objectives of the Study**

This study aimed to review the field study courses, which would become the basis for possible intervention strategies and activities. Specifically, this study aimed to (a) describe the prescribed field study coursebook in terms of general and specific objectives, learning content and competencies, approaches and strategies, teaching-learning tasks, teaching-learning devices, and assessment and evaluation; (b) determine the problems encountered by the respondents regarding their field study; and (c) propose intervention strategies and activities that may address and solve the problems encountered in the conduct of field study courses.

### **Literature Review**

#### **Pre-service teachers and mentor teachers**

The study of Hennissen *et al.*, (2011) aimed to clarify how pre-service teachers perceive mentor teachers' use of mentoring skills. Sixty stimulated-recall interviews were conducted, each in connection with a previously recorded mentoring dialogue. A quantitative analysis showed that six types of mentoring skills appeared to be perceived by pre-service teachers as offering emotional support and five others as offering task assistance. After mentor teachers were trained in mentoring skills, shifts in their

frequencies of use of distinct skills, as observed by independent raters, corresponded to a considerable extent with shifts in frequencies of pre-service teacher perceptions of mentor teachers' mentoring behavior.

Consequently, the study of Hamel and Jaasko-Fisher (2011) argued that mentoring reflects a form of hidden labor within pre-service teacher education. Using Marx's concern for the ways in which aspects of an economic system are rendered invisible, the article draws on discussions from an American mentor teacher advisory council to illuminate otherwise marginalized aspects of mentors' work. Meeting data reveal challenging dynamics of initiative, complications in determining teaching opportunities, and unique positions taken up by mentors during transitions in authority. The authors argue for the creation of "intersection contexts" where the voices of various constituencies in the mentoring of pre-service teachers can be heard.

In an early study of Crasborn *et al.*, (2008), it stated that mentor teachers need a versatile supervisory skills repertoire. Besides taking the prevalent role of daily advisor and instructor, mentor teachers should also be able to stimulate reflection in student teachers. Video recordings of 60 mentoring dialogues were analysed, both before and after a mentor teacher training aimed at developing the encourager role. Mentor teachers' repertoires of supervisory skills were found to consist of an average of seven supervisory skills. After training, a shift was observed in the frequencies and duration with which supervisory skills were used. Although considerable inter-individual variability existed between mentor teachers, training positively affected the use of supervisory skills for stimulating reflection in student teachers.

### Field study as a course

The Commission on Higher Education emphasizes a strong belief to fulfill the mandates for the new teacher education curriculum, known as field study courses which have been classified into six components: (a) the learners' development and environment; (b) the experiences in the teaching-learning process; (c) technology in the learning environment; (d) exploring the curriculum; (e) learning assessment strategy; (f) on becoming a teacher.

Field study courses are designed to immerse students in significant learning environments to enable them to reflect on and synthesize the application of theories and principles of teaching and learning (Vega, 2008).

**General objectives:** In the Philippines, teacher education curriculum includes the field study courses which generally aim to: prepare students with learning experiences in which they can observe, verify, reflect on, and have an actual experience in a school setting; engage students in the field observations after having acquired the theories and concepts in the classroom so that they could be able to compare, evaluate, and synthesize different theories and actual practices; and expose them in actual practice teaching.

**Specific objectives:** Apparently, specific objectives are enumerated for each field study course. FS1 helps students to verify the behavior of the child in the actual learning environment, requires them to recognize feasible approaches to facilitate learning considering the learners' different phases of development and social environment, and helps students to identify the stage of the physical, motor, linguistic, literacy, cognitive, social, and emotional development of the children or adolescents as manifested in the classroom settings; FS2 provides students with opportunities to connect teaching-learning theories and principles which are discussed in Principles of Teaching 1 and 2, and helps

students to observe how the principles of teaching be applied by the resource teacher to make the teaching-learning process interactive, meaningful, exciting, and enjoyable; FS3 helps students to enrich their experiences in developing and utilizing appropriate technology to facilitate learning, and exposes students to and provides them hands-on opportunities in the use of information and communication; FS4 introduces students an effective curriculum design and assessment, and get students to be familiarized with contemporary curriculum policies and framework and their relevance on planning, pedagogy, and assessment in the classroom level; FS5 provides students with opportunities to attain an experiential understanding of the process of assessing, learning, and various strategies of assessment, helps students to observe how the principles and strategies of assessment be applied in the classroom, and allows students to have hands-on experiences to select, construct, evaluate conventional, authentic, and alternative assessment tools used in the learning environment based on the principles of testing; and FS6 orients and prepares students on the characteristics and nature, responsibilities and limitations, rights and obligations as exemplified in the teacher education and development map in the pre-service education.

### **Learning content and competencies**

Learning content refers to the focus or area that a student has to understand and perform in different levels guided by specific competencies. Learning competencies are the intended target of the course based on the learning content. The contents of field study are selected, organized, and sequenced based on the level and mode of acquisition in the context. In a course book, it is very important to possess the above criteria in order to achieve the ultimate goal of experiential learning.

### **Approaches and strategies**

Since a course book in this experiential learning is prescribed by most of the schools, universities, and colleges, approaches and strategies are important elements as to how the process will take place. This approach and strategy must be reflected in the coursebook which can serve as the bases or guides of the students towards their acquisition and learning stage. These two elements may provide clear concepts or ideas on how the observation and practice teaching begin or last. Thus, approaches and strategies tend to be the students' guiding principles along their actual practice teaching and other opportunities and challenges in the field.

To clearly provide an idea about approaches and strategies that can be employed in the teaching and learning of field study as a course, as cited in Aceron (2013), Larsen-Freeman (2006) emphasized that suggestopedia is a teaching approach deals with the relationship between mental and learning efficacy and its main objective is to motivate more of students' mental potential to learn through suggestions and by means of loading the memory banks with desired and facilitating memories. Apparently, Murawski *et al.*, (2004), team teaching, co-teaching, or peer teaching is a strategy that can be employed in teaching ... by tapping the expert of two or more teachers in planning, teaching, and evaluating the learning of students.

The given approach and strategy are two related factors that can help promote the teaching and learning specifically by third year elementary education students on their observation course, which appears to be relevant on their actual practice teaching, and for their future teaching career.

### Teaching-learning tasks

Relevant to the progress and development of the teaching and learning process is that the need of clear and well-planned, organized, and selected tasks for both teacher and students. According to Acheron (2013), “The teaching and learning process takes place when both teacher and students understand the tasks expected among them”. He added that each task is based not only to how the teacher likes or prefers it, but rather it reflects to the needs of the students—where interests, values, beliefs, experiences, attitudes, behavior, individual differences, and culturally inherited traits are given utmost consideration.

The statement explains that, in a classroom setting, clarity of the task is necessary which can make the teacher facilitates the students in a reasonable learning, i.e., making a teaching-learning task enjoyable and interesting. In this manner, task-based learning approach helps promote the outcomes which are expected among the students according to their range and level of performance and understanding in the target domain. For the fact that the subject of this study centers to third year elementary teacher education students, the learning tasks that are expected for them to do are those that can prepare them into a real world of teaching in either in private or public schools, where the conditions, situations, and rampant issues can challenge them on how to prepare for their future teaching career.

Trask (1997) defined “task-based learning as a way of learning ... in which a number of learners perform activities that require them to interact with one another” (p. 218). Colinares (2010) stressed that at first hand, the teachers should be engaged in the curriculum organization, restructuring and enriching of the core curricula as they appear to be the immediate concerned in the teaching and learning process, such that they know the real classroom setting. This means that the tasks must be relevant and clearly stated for the pre-service teachers or interns what should be done during the observation stage, and eventually on the actual practice teaching.

On the other hand, the tasks must also be in order. It is necessary to have the sequence of tasks that would cater the needs, requirements, and processes starting with the planning the lesson, preparing the lesson, tapping expert to check the lesson plan (FS, cooperating, or supervising teacher), peer teaching/team teaching/co-teaching, conducting observation, narrating and reporting the experiences, demo-teaching, and other related tasks or activities as required by the program/course learning competencies.

FS teacher is expected to have full of experiences in terms of teaching and handling pre-service teachers. Another expectation is that he/she must be creative, innovative, and updated with the theories and practices, as well as the trends about curriculum, education, teaching-learning, approaches and strategies, rights and obligations, academic freedom, and many other issues that the 21<sup>st</sup> century tries to imply.

### Teaching-learning devices

With the fusion of traditional and modern approaches in the teaching-learning process, devices or the materials continuously evolve as they can be appropriate and relevant to the needs of both teacher and students. As the pre-service teachers prepare their lessons, probably they are influenced by the classroom culture or situation. Specifically, if an FS teacher prepares and employs less, i.e., inappropriate or less relevant, it will probably affect how the pre-service teachers prepare their lessons and materials. However, if an FS teacher prepares or employs more, i.e., appropriate or more relevant, it certainly



challenges the pre-service teachers to prepare not only what is appropriate and relevant, but also what is more challenging, responsive, and interesting for teaching and learning process.

The preparation and employability of the teaching-learning materials also depend on the capacity, capability, and economic stability of the teacher or even of the pre-service teachers. However, if there is a clear notion and purpose about teaching-learning materials, the core function and goals of the process can be best achieved without hesitation or regrets, but rather success and fulfillment can be found in both the teacher and students. Thus, facilitating the teaching-learning with adequate, relevant, and appropriate materials like LCD projector and screen, PowerPoint presentation, videos, karaoke, cassette, tape, cartolina, manila paper, blackboard, whiteboard, paper-pencil, globe, map, plants, animals, people, miniature, monographs, module, textbook, workbook/work text, manuals, newspaper, magazine, and journal can promote and achieve an active teaching-learning, which is life-long and progressive.

### Assessment and evaluation

In all classroom tasks or activities, assessment and evaluation have been considered as important way towards the realization of the theories and practices as reflected to the results or outcomes. Performance and learning, along with the skills, abilities, values, attitudes, and behavior, can be best described and measured through assessment and evaluation. Ebert and Culyer (2012) defined *assessment* as the means by which a teacher gathers information to make a variety of decisions. It may include paper-pencil activities, demonstrations, reports, teacher observations, projects, and so on (p. 447); while *evaluation*, according to him, is a process of placing a value (a grade) on a piece of student work (p. 450), task or activities.

### Intervention strategies and activities

After finding out the problems from the review and exploration, this paper considers that providing intervention strategies and activities seem to enhance and develop FS as a course, teachers and students, supervising and cooperating teachers, sending and delivering schools, during the observation and actual teaching process.

According to Ebert and Culyer (2011), “Intervention can be intended as a short-term remedy for a specific problem; it can also be a program added to a curriculum with a long-term perspective” (p.392). The statement explains that whatever enrichment or regular school program must remain intact for special opportunities available to all students, where experiences considerably affect their learning and goal career orientation. They added that intervention typically supplement rather than supplant. With this, intervention is classified as (a) curricular, (b) instructional, (c) and administrative and conceptual. *Peer teaching* or *team teaching*, as an example, is an intervention designed to supplement the curriculum with experiences, not addressed in the explicit curriculum. The curriculum remains intact, and strategies and activities integrated in the classroom, are well presented and discussed with the students. *Peer review/editing*, as an example of instructional intervention that is widely used either as a formal package or as a variation of it can promote mutual respect, self-evaluation, reflection, and self-initiative towards academic growth and development related to their goal career orientation. *Mentoring* or *coaching* is an example of administrative and conceptual intervention. Teacher-to-teacher mentoring falls to administrative intervention, while student mentoring falls to conceptual—that is, the focus is on socioemotional development rather than academic instruction.

## Methods and Materials

**Research Design:** This paper is a descriptive method of research both quantitative and qualitative to (a) describe the relevance the prescribed field study coursebook in terms of general and specific objectives, learning content and competencies, approaches and strategies, teaching-learning tasks, teaching-learning devices, and assessment and evaluation; (b) determine the problems encountered by the respondents regarding their field study; and (c) propose intervention strategies and activities that may address and solve the problems encountered in the conduct of field study courses.

To support the descriptive method of research, a meta-analysis, as another approach, is used to meet the standards of review and analysis of prescribed coursebook, other references, and the data collected from the survey and interview for FS students.

**Participants:** Third year elementary education students enrolled in FS course were the respondents of this study.

After their observation period in a semester, they enrolled for their fourth year level where actual observation, practice, and final demo teaching were parts of their FS as a course.

**Data Gathering Instruments:** To gather relevant data and information, this study made use of: self-made questionnaire, interview guide question, and FS coursebooks. A *self-made questionnaire* is a tool that consists of two parts, namely: relevance of FS as a course, and problems encountered in FS course.

The first part includes seven items focusing on general objectives, specific objectives, learning content and competencies, approaches and strategies, teaching-learning tasks, teaching-learning devices, and assessment and evaluation. The second part includes five areas of problems with five items per area. Specifically, areas are: course book, classroom management of FS teacher, actual observation in delivering school, actual practice teaching in delivering school, and legal matters.

*Interview Guide Question* is another tool used in this study to have a clear justification and clarification on the responses of the respondents as indicated in the survey questionnaire. This consists of three questions, namely:

- (a) Being enrolled in FS course, what do you consider the best teaching-learning practices?
- (b) As pre-service teacher, what approaches and strategies you consider you learned best from your FS, supervising, and cooperating teachers?
- (c) From your experiences, what do you consider the greatest and the worst/least?
- (d) What are your ways to cope up with the problems you encountered during classroom session with your FS teacher, observation, or actual practice teaching.

The term *Extract* is applied in the study to reveal the direct statement of FS students from the interview. From the sample population of the respondents, ten of them were purposively selected to answer the guide questions relevant to their experiences and

problems encountered in FS course. Then, nametags/codes are used to represent their responses for ethical considerations and privacy, i.e., FS StudA to FS StudJ.

*FS course books*, as part of a documentary analysis, are the prescribed book and the other existing FS books. FS course book and other existing FS books were critically reviewed and analyzed, and finally described.

**Research Procedures:** Preliminary observation was made prior the actual conduct of this study. This initiated the researcher to review the Field Study courses, considering the problems encountered by FS students during their observation and actual practice teaching, as well as the intervention strategies and activities. It was followed by reading literatures and studies which helped the researcher to find ways and techniques on how to conduct a review process of the FS course books. After reading relevant objectives from the past studies, the formulation of title, objectives, introduction, literature review, methodology and other subparts like survey questionnaire, and interview guide questions were made. Descriptive statistics were considered along with the constructions of items for the survey questionnaire and interview guide questions.

Educators, awardee for the practice teaching, statistician, and language expert had been consulted to validate the contents of both instruments and to ensure their clarity and reliability. Then, production and administration of the instruments were made to gather data. The retrieval of the questionnaire was immediately made for tallying, presentation. A follow, after the observation period of the semester, was done through interview with ten selected fourth year students who were the original respondents of this study. This approach seemed to be relevant on the presentation, analysis, and interpretation of data gather from the survey questionnaire. A formal interview was made to those third year students who became part of the respondents.

**Data Analysis:** Descriptive statistics used in this study are mean and ranking to determine the perceptions of third year elementary teacher education enrolled in FS course.

*Mean (Weighted Average)* is used to determine the perceptions of individual FS students about the relevance of FS as a course, and their problems encountered in the course.

To determine the mean (weighted average) from the responses of the respondents, Likert scale 1-4 for the relevance of field study as a course is used, where: 4 as Very Relevant, while 1 as Not Relevant. As to problems encountered in FS course, Likert 1-4 is also used, where: 1 as Almost Experienced, while 4 as Not Experienced.

*Ranking* is also used to indicate what variables or indicators do the FS students most perceived or believed relevant and/or experienced.

## Results and Discussion

This portion presents the results and discussion of the problems described and reviewed through survey questionnaire, and interview followed by focus group discussion. Specifically, this provides answers to the general and specific questions cited in the statement of the problem.

Table 1 shows the *relevance of prescribed field study coursebook*. As shown, the general objectives and specific purposes both ranked one and halves with mean of 3.22 as *very*



*relevant*. Dramatically, it can be found that least relevant on learning content and competencies which ranked three with a mean of 1.78; approaches and strategies which ranked four with a mean of 1.76 followed by the teaching-learning tasks and teaching-learning devices which both ranked five and halves with a mean of 1.55 respectively. Undeniably, it can be found that the assessment and evaluation is *not relevant* which ranked seven with a mean of 1.68.

**Table 1. Relevance of prescribed field study coursebook**

Field Study Coursebook	Mean	VI	Rank
1. General objectives	3.22	Very Relevant	1.5
2. Specific objectives	3.22	Very Relevant	1.5
3. Learning content and competencies	1.78	Least Relevant	3
4. Approaches and strategies	1.76	Least Relevant	4
5. Teaching-learning tasks	1.75	Least Relevant	5.5
6. Teaching-learning devices	1.75	Least Relevant	5.5
7. Assessment and evaluation	1.68	Not Relevant	7
<b>Composite Mean</b>	<b>2.17</b>	<b>Least Relevant</b>	

Legend: 4-Very Relevant, 3-Relevant, 2-Least Relevant, and 1-Not Relevant

The composite mean of 2.17 as *least relevant* indicates that there are problems based on the perceptions of the respondents as reflected to items three to seven in the table. Another observation based on this result is that there may be no clear content and competencies, approaches and strategies, teaching-learning tasks, teaching-learning devices, and assessment and evaluation as important components of the course book or work text. Notably, for some reason, there seems to have conflicts on the mode of delivery probably in terms of effective delivery of the learning content and competencies; lack of varying the suggested approaches and strategies in the course book or work text; inappropriateness, irrelevance, and inadequacy of learning tasks or activities; and inability of FS teacher on the employability of assessment and evaluation as to learning and performance are concerned in the course.

Table 2 presents the problems encountered in Field Study course. Specifically, the problems are classified into five, namely: course book, classroom management of FS teacher, actual observation in delivering school, actual practice teaching in delivering school, and legal matters. As can be found in the data, the respondents *almost experienced* the problems in the course book they used with a composite mean of 1.19 as rank one. In an interview, most of them revealed that the FS books they bought were not used regularly and even no formal checking of the activities. Consider Extract 1 from FS StudA:

*“Best teaching is learning on my own. I tried my best to learn from other people, which supposed to be from my FS teacher. Uhhh, my FS teacher looked like that ...did not know what to do for us. Instead of wasting my time, I personally asked for help from best teachers of other schools/universities, that is my teaching-learning practices are reflection of the people who supported me. Not our instructor/professor in [the] department”.*

On the other hand, Extract 2 from FS StudB:

*“How can I have the best teaching-learning practices if the concern of our teacher and the department is only salary, bonus, or income from the prescribed books. I am very sad to say why our instructor is given this kind of task to handle our group if we cannot meet our expectations that we can learn things for teaching”.*

In Extract 3, similar statement from FS StudC:

*“I and my classmates were obliged to buy the book because it is said compulsory. No book no activity or grade for exercises. But when we bought the book, our class find that the book is useless, we just wasted our money. Even our activities were not checked. No comments or remarks for improvement”.*

As can also be found in the table, it is clear that the respondents almost experienced the problems with a composite mean of 1.23 as rank two. The classroom management of their FS teacher appears to be ineffective, irrelevant, and inadequate as reflected to lack of experience and incompetence of the FS teacher.

**Table 2. Problems encountered in field study course**

Problems	Mean	VI	Rank
<b>Course Book- CM</b>	<b>1.19</b>	<b>Almost Experienced</b>	<b>1</b>
1. The book is not well-selected	1.23	Almost Experienced	
2. The book is expensive even it has few pages	1.00	Almost Experienced	
3. The content of the book is not in the context.	1.24	Almost Experienced	
4. Inappropriate use of activities, no clear approaches and strategies	1.27	Almost Experienced	
5. The book has no clear learning tasks, devices, assessment and evaluation tools for specific purposes	1.22	Almost Experienced	
<b>Classroom Management of FS Teacher- CM</b>	<b>1.23</b>	<b>Almost Experienced</b>	<b>2</b>
1. The teacher handling FS is not well-versed and prepared.	1.21	Almost Experienced	
2. The teacher has no mastery of the lesson or even prior knowledge, i.e., lived experienced	1.22	Almost Experienced	
3. No clear objectives set in the classroom to follow	1.21	Almost Experienced	
4. No strict implementation on checking of outputs, assignments, and other activities for feedbacks	1.24	Almost Experienced	
5. Lack of time to discuss relevant information before giving the tasks or activity	1.25	Almost Experienced	

<b>Actual Observation in Delivering School-CM</b>	<b>2.42</b>	<b>Experienced</b>	<b>4</b>
1. Cooperating school is not suitable for the pre- service teachers to conduct observations	2.53	Least	
2. Lack of coordination between the cooperating teachers and pre-service teachers	2.33	Experienced	
3. Cooperating teachers are new in the field of teaching and have limited knowledge and experience	2.45	Experienced	
4. Lack of coordination between the cooperating teachers and the supervising teachers	2.34	Experienced	
5. Lack of consultation between the supervising teachers pre-service teachers	2.44	Experienced	
<b>Practice Teaching in Delivering School-CM</b>	<b>2.39</b>	<b>Experienced</b>	<b>3</b>
1. No checking of lesson plans before teaching	2.42	Experienced	
2. No lesson plan prepared before teaching	2.51	Least	
3. No post conference after teaching	2.35	Experienced	
4. Incompetence and inability of the cooperating teachers	2.29	Experienced	
5. Negative attitudes and behavior of the clientele	2.38	Experienced	
<b>Legal Matters-CM</b>	<b>2.43</b>	<b>Experienced</b>	<b>5</b>
1. No copy of Memorandum of Agreement for Pre-service teachers	2.43	Experienced	
2. No consent from the pre-service teachers about the school they need to conduct observation and practice teaching	2.53	Least	
3. Lack of Orientation about the MOA	2.36	Experienced	
4.Lack of supervision from the sending and delivering schools	2.32	Experienced	
5.Informal endorsement of the pre-service teachers to the delivering school	2.52	Least	

Legend: 1-Almost experienced, 2-Experienced, 3-Least experienced, 4-Not experienced;  
Compositie Mean (CM)

Consequently, in Extract 4 from FS StudD:

*“What can I get if my cooperating teacher is not that giving the knowledge, styles, approaches, and strategies relevant to the challenges and in the context? It is a kind of teaching considering that my teaching is enough for their pupils”.*

In the same manner, in Extract 5 from FS StudE:

*“My cooperating teacher still practices approaches and strategies which are still traditional. But I tried my best to employ what I believe effective, new, performance-based, and output-based”.*

On the practice teaching of pre-service teachers (on their fourth year) in the delivering school, they experienced problems with a composite mean of 2.39 as rank three. This means that they really experienced teaching even their lesson plans were not checked by the cooperating or even the supervising teacher. This indicates that the pre-service teachers on their practice teaching were not properly guided and oriented as to how and what they need to do before and after the class session or meeting with assigned class or section (clientele’s). Such that, no post conference conducted by the cooperating and the supervising teachers. Incompetence and inability of the cooperating teachers were also observed by the respondents as they never find feedbacks, either negative or positive, an even suggestions or recommendations after class. It is also evident that the respondents experienced negative attitudes and behavior of the clienteles in terms of attendance, assignments, participation, group activity, and others.

Seemingly, in Extract 6 from FS StudF:

*“I feel bored when the teacher discusses the lesson. Not lively. More on reading, and writing on the board. Group work, and no opportunity for individual skill or ability to perform”.*

In Extract 7 from FS StudG:

*“The cooperating teacher never discuss or explain to me and my colleagues why she did or made that strategy in her class. No clarification or talk, even we wish to ask, but she is in rush to move to the next class or section”.*

With regard the actual observation in delivering school, the respondents experienced the problems with a composite mean of 2.42 as rank four. They believed that their delivering schools were not suitable for their actual observations because the following reasons such as lack of coordination between the cooperating teachers and pre-service teachers, cooperating teachers are new in the field of teaching and have limited knowledge and experience, lack of coordination between the cooperating teachers and the supervising teachers, and lack of consultation between the supervising teachers pre-service teachers.

Recent studies reveal that learning through observation plays an important role in practice teaching. In order to make the most of opportunities to observe classes taught by cooperating teacher or other teachers, there should have (a) clear focus for observation, (b) established suitable procedures to help pre-service teachers describe what they see, and (c) intact role as observer in the lesson and not an evaluator or a participant.

Moreover, in Extract 8 from FS StudH:

*“I and my fellow FS students were not given the opportunity to select the best performing school where we could learn the best from our cooperating teachers. We don’t have any idea about the school for our observation and practice teaching. No orientation and discussion about the agreement between us and the delivering school. We also found that our school/department had no formal endorsement and were not accompanied by our supervising teacher”.*

The composite mean of 2.43 which rank five means that the respondents *least experienced* the problems. The respondents perceived that they slightly experienced the problems about legal matters as they appeared to be were not aware of the standards, procedures, policy, rights, and obligations of FS students, sending school, delivering school, supervising teacher, and cooperating teacher.

Surprisingly, in Extract 9 from FS StudI:

*“I and my fellow FS students had our own individual ways or strategies that may help us to cope up with the problems and challenges. One way is helping each other, then trying to learn from each other”.*

In this situation, in Extract 10 from FS StudJ:

*“I believe that coping up with actual observation and practice teaching requires special skills and good intention to learn, which I and my colleagues need for future teaching career”.*

Table 3 presents the proposed intervention strategies and activities for field study courses. As can be gleaned in the table, areas of concerned, objectives, strategies, and activities are provided to enhance and develop a program or curriculum for FS course. This intervention program believes that enhancement and reinforcement of the strategies and activities can be made through utmost and holistic consideration of all the aspects needed in the course, specifically on the attainment of effective and successful actual observation and practice teaching. Areas of concerned in this intervention are: course books, course facilitator, supervising teacher, cooperating school, cooperating teacher, orientation procedure, actual observation and practice teaching, narrative reports, and assessment and evaluation.



**Table 3. Proposed intervention strategies and activities for field study courses**

<b>Areas of Concern</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Activities</b>
1.Course books	To select a well-organized and sequenced FS book which is self-contained, flexible, and adaptive.	Independent selection of book; Upholding academic freedom; No university wide-selection, instead by campus needs to avoid commercialization and profit generation.	The professors from college must have the freedom to select their book for the course, noted by the head/campus dean and director.
2.Course facilitators	To select and assign FS facilitator according to standards, qualifications, experiences, and skills.	Conduct screening and selection of FS facilitator(s)	The associate dean, dean, director, vice president for academic affairs, and the president shall conduct the screening and selection procedure prior to approval and appointment.
3.Supervising teachers	To select and assign pre-service supervising teacher according to standards, qualifications, experiences, and skills.	In the absence of the dean, associate dean, there is a need to conduct screening and selection of pre-service supervising teacher(s)	To meet the standards, the associate dean, dean, director, vice president for academic affairs, and the president shall conduct the screening and selection procedure prior to approval and appointment.
4.Cooperating Schools	To ensure the mandates pertaining to the high performing school which can cater the needs for pre-service teachers to learn, practice, and experience the real world of teaching.	Proper selection of cooperating school as to the needs of the pre-service to learn and experience the real situation in the classroom is intended.	The principal from the delivering school shall select the cooperating teachers for the internship program of the students from the sending school/university.
5.Cooperating Teachers	To ensure that the cooperating teacher is a master teacher or has served in a	Proper selection of cooperating teacher with at least profile submitted to the	A Memorandum of Agreement must be understood and signed by the

	number of years where experiences, best practices and opportunities can be shared to the interns/pre-service teachers	sending school. A	sending and delivering school where conditions, rights and privileges, limitations, and obligations are stated.
6.Orientation procedure	To conduct an orientation procedure among the pre-service teachers where their duties and responsibilities in the intership are concerned	Orientation Program/Conference/Short Talks with the authorities (sending and delivering schools)	The sending and delivering schools must have at least one orientation program or arrangement with the pre-service teachers before the actual observation and practice teaching. They need to discuss the conditions, and other matters in the conduct of internship.
7.Actual Observation	To engage pre-service teachers in actual observation in the delivering schools where the cooperating teachers are masters in the fields, and served in a number of years	Learning log, preparing portfolio, using observation sheet, presenting and submitting daily/weekly narratives reports	The intern, cooperating, and supervising must have a daily and weekly talk, dialogue, interview, brainstorming, focus group discussion, or post conference, before or after the actual observation.
8.Practice Teaching	To engage pre-service teachers in a real world of teaching situations with their qualified cooperating teachers and supervising teachers	Actual Practice teaching and final demonstration, critiquing/giving feedback or remarks	The interns must adhere with the duties and responsibilities as practice teachers considering all pertinent papers, documents, plans, reports, accomplishments, etc.
9.Narrative Reports	To submit narrative reports another requirements in the	Submission of daily, weekly, and/or monthly	Practice Teachers are required to submit their lesson

	internship program.	accomplishment reports, etc.	plans, narrative reports, etc., that should be monitored, checked, and commented by the cooperating and supervising teachers.
10. Assessment and Evaluation	To provide an assessment and evaluation tool that can measure the output, performance and learning of the practice teachers	Having an assessment and providing evaluation tools like checklist, survey, rubrics, interview guide question, etc.	The FS teachers, and pre-service teachers shall be engaged to the development of evaluation tools; cooperating teachers, supervising teachers, and the interns must have a clear evaluation tool and procedures as these can guide each of them in the process and procedure, implementation, monitoring, and reporting results.

### **Conclusion and Recommendation**

After the review of field study courses, results show that the respondents described the prescribed field study course book appeared to be relevant in terms of general and specific objectives as mandates by CHED. On the other hand, the prescribed FS course book is found to be out of contexts in terms of approaches and strategies, learning content and competencies, teaching-learning tasks and devices, and assessment and evaluation. This problem seems to be a manifestation of inappropriate procedures, implementations, monitoring, assessment and evaluation followed by giving remarks or feedback which are important elements of any system, course or process. Finally, the pre-service teachers appeared to have experienced the problems during their field study course, from observation to actual practice teaching. With this findings and implications, the researcher is very confident to propose an intervention strategies and activities that can enhance and develop the system under Filed study courses indicated in the teacher education curriculum.

This study calls for further investigation or review of the FS Courses including the other factors that affect the performance and learning of pre-service teachers like comparing the views of both the pre-service teachers, FS teachers, cooperating teachers, and supervising teachers. Another consideration for future study is an in-depth analysis and review of all the existing FS course books to be compared to the prescribed FS course book which can deal with the integration of outcomes-based education, or if the course book complies with the standards or reform in the university.

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