

Perception towards Field Study Courses of Pre-Service Teachers

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Abstract: The off-classroom experiences of pre-service teachers emphasize the importance of understanding the complex work of the teacher in this era of globalization. Through the field study courses, students are encouraged to give meaning to the nature and context of educational changes that have impact on teacher education. Hence, this study determined the perception towards field study courses of teacher education students at Batangas State University JPLPC-Malvar. Specifically, this study sought answers to the following questions: How do the two-group of respondents perceive their field study courses? and, What is the implication of the findings of this study to field study instruction in the College of Teacher Education?

The study revealed that the respondents perceived the courses to be highly beneficial. With this, instruction in the College of Teacher Education should be closely monitored and intensified.

Considering the conclusions that were drawn out from the study, the researchers suggested that the faculty members of the College of Teacher Education be given sufficient time to work collaboratively in the effort to strengthen the skills and enhance the professional preparation of student teachers through the Field Study courses and student teaching. Nevertheless, the perception of the students could even be improved when further research is done to explore other possible variables that may relate to Field Study courses.

Keywords: Field Study Courses, Pre-Service Teachers.

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Introduction

Education is universally recognized as a fundamental building block for human development. It is considered as one of the strongest instruments for reducing poverty and the best way to attain the kind of society that the nation is aiming for. Education is necessary for the promotion and preservation of life. It is the acquisition of knowledge, skills and attitudes that make men do better. It is said to be the preparation for life because throughout life, man learns many things inside and outside the school system that makes his life better. Through education, people acquire the information about the past and are able to take part in the civilization of the present and contribute to the future. This is why the demand for quality education is most pursued.

In the present day society, an individual who can participate in the development and progress of the nation is a need that must be taken up without delay. Students must not only be prepared for today but for tomorrow.

This calls for a closer look whether proper preparation is given to the youth of today with the world being highly competitive and rapidly changing. Education should give the necessary prerequisites that will allow them to do better in profession and in life. Thus, the present system should not further heighten the alarming trends that the Philippines Education is already at display.

In the Pre–Service Teacher Education Curriculum, Field Study is a fundamental component that aims to expose the students to actual field experiences so that they can relate the theories learned inside the classroom with those experiences. These off–classroom experiences would emphasize the importance of understanding the complex work of the teacher in this era of globalization. Through the field study courses, students are encouraged to give meaning to the nature and context of educational changes that have impact on teacher education.

Anchored on the National Competency–Based Teacher Standards and the Competency Standards of CMO 30, s. 2004, the Field Study Courses are practical learning experiences which are aligned to the professional education courses. This feature of the new teacher education curriculum provides students with rich practical learning experiences which are drawn out from the actual learning environment.

This is basically the reason why this research was conceived. The researcher would like to determine the perception towards field study courses of Bachelor of Secondary Education and Bachelor of Elementary Education seniors with the end in mind of determining its implication towards Field Study instruction in the College of Teacher Education.

Objective of the Study

The study determined the perception towards field study courses of teacher education students at Batangas State University JPLPC-Malvar. Specifically, this study sought answers to the following questions: How do the two-group of respondents perceive their field study courses? and, What is the implication of the findings of this study to field study instruction in the College of Teacher Education?

Methodology

The study was conducted at Batangas State University JPLPC-Malvar with senior students from the College of Teacher Education, specifically Bachelor of Elementary Education (BEEd) students, and Bachelor of Secondary Education (BSEd) students as the respondents. The instrument used in this study was the researcher-made questionnaire. For the verbal interpretation of the gathered data, a 4-point scale was used with the following interpretation:

Scale	Mean Ranges	Interpretation
4	3.51 – 4.00	Strongly Agree/ Highly Beneficial
3	2.51 – 3.50	Agree/ Beneficial
2	1.51 – 2.50	Disagree/ Not Beneficial
1	1.00 – 1.50	Strongly Disagree/ Highly Not Beneficial

Results and Discussion

This part of the study determined the perception towards field study courses of teacher education students. The data were presented using mean.

1. Perception Towards Field Study Courses of the Respondents

This study determined the perception towards Field Study Courses of the two-group of respondents, the BEd and BSEd seniors of Batangas State University JPLPC-Malvar. This is found in Table 1.

Table 1. Perception towards Field Study Courses of BEd and BSEd Students

Statements	BEd Students		BSEd Students	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
The field study courses...				
1. help me become aware of the nature of the learners whom I will deal with in the future.	3.84	Strongly Agree	3.92	Strongly Agree
2. assist me to realize the physical, emotional, social and cognitive needs of the learners.	3.77	Strongly Agree	3.78	Strongly Agree
3. provide varied enrichment activities to nurture my desire for further learning.	3.74	Strongly Agree	3.64	Strongly Agree
4. aid me to encourage learners to ask questions.	3.39	Agree	3.46	Agree
5. provide me with a variety of teaching-learning experiences.	3.84	Strongly Agree	3.89	Strongly Agree
6. help me determine the appropriateness of the internet resources on the learning tasks.	3.48	Agree	3.53	Strongly Agree
7. aid me to identify, classify and create resources that facilitate teaching-learning processes.	3.55	Strongly Agree	3.82	Strongly Agree
8. help me explain learning goals, instructional procedures and content clearly and accurately to students.	3.71	Strongly Agree	3.71	Strongly Agree
9. help me identify teaching-learning difficulties and possible causes and takes appropriate action to address them.	3.58	Strongly Agree	3.67	Strongly Agree
10. assist me in engaging and	3.68	Strongly Agree	3.89	Strongly Agree

sustaining learner's interest in the subject by making content meaningful and relevant to them.				
11. provide timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth.	3.52	Strongly Agree	3.60	Strongly Agree
12. assist me to use different assessments and interpret results to improve teaching and learning.	3.81	Strongly Agree	3.78	Strongly Agree
13. help me realize my future role as a teacher.	3.93	Strongly Agree	3.85	Strongly Agree
14. help me improve my teaching performance based on feedbacks from students, peers and superiors and cooperating teachers.	3.84	Strongly Agree	3.89	Strongly Agree
15. assist me to recognize and enhance one's strengths and correct one's weaknesses by using self- evaluation.	3.81	Strongly Agree	3.85	Strongly Agree
Composite Mean	3.70	Highly Beneficial	3.75	Highly Beneficial

It can be observed in Table 1 that the BEEd seniors strongly agreed to almost all items. The highest mean of 3.93 was obtained by the item help me realize my future role as a teacher which somehow depicts that students find these courses useful as they prepare for the actual teaching. As for BSEd seniors, the highest mean of 3.92 was acquired by the item help me become aware of the nature of the learners whom I will deal with in the future. The table also revealed that the statement which garnered the least rank was aid me to encourage learners to ask questions with a mean rating of 3.39 and 3.46 respectively.

All in all, the items garnered a composite mean of 3.70 and 3.75, both interpreted as highly beneficial. This implies that the respondents considered field study courses very helpful since they were not just observing. They experience how it feels and how it looks like when in front of the learners. These experiences give them the opportunity to enrich one's understanding of theories and principles learned in the classroom (Marasigan, 2018). According to Wilson (2011), field study programs help increase writing and communication skills, let students undergo enjoyable learning experiences and permit them to appreciate the beauty of the world in which future teachers are involved.

2. Implication of the Findings to Field Study Instruction in the College of Teacher Education

This study was conducted to determine the perception towards Field Study Courses of Teacher Education seniors. Knowing their perception could somehow give Teacher Education instructors enough information on the areas which must be given emphasis in the implementation and monitoring of Field Study courses.

Since the respondents perceived the Field Study courses highly beneficial, it is necessary that the instructors monitor closely the field activities and give the students a chance to see the world where culture, diversity and reality are realized. They must be given a chance to work as a group and share what they experience with others. As they engage in the activities, first hand learning is acquired.

Conclusion and Recommendation

This study unveiled the senior students' perception towards Field Study courses. The findings revealed that the respondents perceived the courses to be highly beneficial. With this, instruction in the College of Teacher Education should be closely monitored and intensified.

Considering the conclusions that were drawn out from the study, the researchers suggested that the faculty members of the College of Teacher Education be given sufficient time to work collaboratively in the effort to strengthen the skills and enhance the professional preparation of the student teachers through the Field Study courses and student teaching. Nevertheless, the perception of the students could even be improved when further research is done to explore other possible variables that may relate to Field Study courses.

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