

The Field Study Program of the College of Education, University of Eastern Philippines: An Evaluation

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Abstract—This study aimed at assessing the College of Education Field Study Program. It specifically looked into the profile of the field study resource teachers in terms of age, length of teaching experience, educational attainment, employment status, and their teaching position. Likewise, it also looked into the perception on the implementation of the field study program to both the resource teacher respondents and the field study students on its organization, preparedness and competency of the field study students and on its administration and supervision of the program. The researchers also hoped to be able to get the significant difference on the perception of both the resource teachers and field study students on the implementation of the field study program, as well as the relationship of the resource teachers' profile with their perceptions on the implementation of the FS program. The respondents of the study were the resource teachers in the Department of Education and the field study students in the College of Education. To gather the data needed in this study, a questionnaire was utilized. The weighted mean was utilized to find out the level of implementation of the FS program. To determine the significant difference on the perception of the resource teacher respondents on the implementation of the FS program, the t-test for the independent samples was used. Based on the data gathered, the following findings were yielded, first, on the profile of the resource teacher respondents, they were considered young in their profession, only few were taking graduate studies, however all of them were permanent and stable in their professions, but they are still teacher 1 in their teaching position, secondly, along the perception level on the implementation of the field study program, the respondents perceived it as implemented, thirdly, there is a significant difference in the level of perception of the resource teacher respondents and field study student respondents and lastly, with regard to the relationship between the resource teacher respondents profile and the perception level in the implementation of the FS program, it was found to be not significant. Based on the findings of the study it can be concluded that the resource teachers have higher expectations from the field study students on the implementation of the program. Moreover, the profile of the resource teachers has nothing to do on their implementation of the FS program.

Keywords—Field study program, resource teacher, field study student, classroom observation.

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I. INTRODUCTION

The field experience for pre-service teachers is clearly stipulated in the CHED Memorandum no. 30 (CMO 30) which was promulgated on September 3, 2004. The purpose of which is of rationalizing the undergraduate teacher education in the country to keep pace with the demands of the global competitiveness.

Article V, Section 13 of the said memorandum provides for the inclusion of field study courses in the Teacher Education Curriculum which intends to provide with students with practical learning experiences in which they observe, verify, reflect on, in actual school settings.

For five years, the College of Education has already implemented the Field Study Program which composes six Field Study courses.

However, there have been queries on how the staggered Field Study Program could effectively address the improvement done on individual as the observation are done even in the first year of Tertiary Education Curriculum. These observations may be forgotten in the time that student teaching will be in place for the students.

Hence, there is a need to assess the impact of the Field Study Program to address intervention schemes for the improvement of the program.

Objectives:

The study aimed to:

1. Determine the profile of the Field Study Resource teachers in terms of
 - 1.1 Age
 - 1.2 Length of teaching experience
 - 1.3 Educational attainment
 - 1.4 Employment status
 - 1.5 Teaching position
2. Describe the perception of the Resource Teachers on the implementation of the Field Study Program on:
 - 2.1 Organization, preparedness and competency of FS students
 - 2.2 Administration and supervision of the program
3. Describe the perception of the Field Study students on the implementation of the program on:
 - 3.1 Organization, preparedness and competency of FS students

- 3.2 On administration and supervision of the program.
4. Find out the significant difference on the perception of the resource teacher- respondents and the field study student- respondents on the implementation of the Field Study Program.
 5. Determine the relationship between the resource teacher-respondents profile and their perceptions on the implementation of the field study program.

II. METHODOLOGY

This study was conducted in Cawayan Integrated School, the central school for Catarman IV district and adjacent, to the University of Eastern Philippines. Cawayan Integrated School is the cooperating school of the UEP College of Education by virtue of Memorandum of Agreement.

For the elementary level, it has forty one (41) teachers with one principal and thirty one (31) teachers in the secondary level headed also by a principal. Thus, Cawayan Integrated School has seventy two (72) teachers and two (2) principals to manage the school. The respondents of this study were the seventy two (72) resource teachers in Cawayan Integrated School and the one hundred thirty (130) field study students who were BEEEd, BSEd, BSHE, BEEdHE, and BSIE FS students, presently enrolled this school year 2012-2013.

This study employed the descriptive-correlation research design. This research design looked into the independent variable which is presumed to have some influence on the implementation of the field study program in the College of Education in consonance with its organization, preparedness and competency of FS students as well as the administration and supervision of the program. This study used two sets of questionnaires; the first set was answered by the resource teacher respondent which is composed of two parts. Part I is on the profile of the respondents in terms of age, length of experience, educational attainment, employment status and teaching position. Part II of the same questionnaires contained only the indicators on the perception of the implementation of the field study program in the College of Education which were answered by both resource teachers and FS student respondents.

III. RESULTS AND DISCUSSION

Profile of the Field Study Resource Teacher

It was noted that out of twenty-nine (29) field study resource teacher-respondent 4 or 14% were at age 50 above; 8 or 28% were at age bracket 41-49; 8 or 28% also were aged 31-40 and 9 or 30% were aged 21-30. The data implies that many of the field study resource teacher-respondents in Cawayan Integrated School were considered as young in the service despite their number of years of existence, since birth. On the other hand, it was found out that 15 or 52% were in the teaching profession for at least 10 years; 8 or 28% were teaching for 11 to 20 years; 3 or 10% were also teaching for 21 to 30 years; 2 or 7% had been teaching for 31 to 40 years and 1 or 30% had been with the teaching profession for 41 years or more. This finding implies that many of the teachers

are still young in the teaching profession. Moreover, as far as the educational attainment of the field study resource teacher-respondent is concerned the findings revealed that 12 or 41% were Bachelor's degree holder; 10 or 35% were having masteral units; 3 or 10% are master's degree holder; 2 or 7% with PhD or EdD units and 2 or 7% are Doctoral degree holders. It could be gleaned from the result that many were still bachelor's degree holders while the rest were moving towards earning graduate studies and ultimately earned the doctoral degree. Likewise, looking into the employment status of the respondents the study revealed that 23 or 79% were permanent; 4 or 14% were temporary and 2 or 7% were probationary status as teacher in the Department of Education. The data implied that majority of them were permanent, stable in their profession. In like manner, teacher's position or academic rank is concerned, among the field study resource teacher-respondents there were 19 or 66% were teacher 1; 1 or 3% Teacher 2; 6 or 21% Teacher 3; 2 or 7% were Master Teacher 1 and only 1 or 3% was Master Teacher 2. It could be gleaned from the data that majority of the respondents were Teacher 1 and only 1 teacher respondent is Master Teacher 2, which implies that there is a need for the teachers to grow and develop professionally.

A. Perception on the Implementation of the Field Study Program by the Resource Teacher-Respondents

The data revealed that, as far as the organization, preparedness and competency of Field Study students, it got a sub mean of 3.80%, which means that the field study program was highly implemented in their school. The Teacher-Respondents noted that the schedule of the field study students in their observations of classes was not in conflict with regular academic courses, hence, such indicator got 4.21% which mean the students. In like manner, on the administrators and supervision of the program, the data revealed that it has a sub mean of 3.76 percent which means, that the administration and supervision of the field of the study program was highly implemented. It was again highly perceived by the teacher-respondents that the supervising faculty was able to connect theories of professional subjects with field study courses having a mean of 4.21 percent. Thus, the field study teacher respondents in Cawayan Integrated School highly implemented this field study program as far as organization, preparedness, competency of FS students as well as in the administration and supervision of the program is concerned as implicated in its grand mean of 3.78

B. Level of Perception on the Implementation of the Field Study Program (Student-Respondent)

The data revealed that on organization, preparedness and competency of field study students, they implemented the program with a sub-mean of 3.79. It further revealed that the grouping of students for their observation phase is very much implemented and is ideal having a mean of 4.59. Likewise, the number of students assigned per class was ideal, hence it was very much implemented with a mean of 4.44. More so the scheduling of their classes was not in conflict with regular

academic courses which they found it implemented having a mean of 4.36. Talking about proper decorum and behaviour among FS student and or competent to do their observation, it was found to be very much implemented with a mean of 4.37 and 4.49 respectively.

In like manner, on the administration and supervision of the program, student respondents rated it as implemented having a mean of 4.02. Looking into the different indicators on administration and supervision of the program, it could be gleamed that what were very much implemented were on the awareness of the resource teacher, supervising faculty and FS students of the near future of the Teacher Education curriculum schools and Teacher Education Institution; that the resource teacher were fully aware of their respective roles and these resource teacher welcome the FS students to observe their classes, with a mean if 4.49, 4.39, 4.43, and 4.49 respectively. Likewise, the supervising faculty is ready to handle field study courses and is able to connect theory of professional subjects with FS as well as regularly coordinates with the cooperating school principal and resource teachers regarding the performance of students which were very much implemented with a mean of 4.43; 4.44 and 4.48 respectively.

On the other hand, the FS courses which were properly arranged with professional subjects and the orientation done by the cooperating school to FS students were considered as very much implemented having a mean of 4.55 and 4.47 respectively. Thus, as far as the student-respondents is concerned, their level of perception on the implementation of the field study program, it was implemented with a grand mean of 4.12

As far as the level of difference on the perception of the resource teacher-respondents and the field study student respondents on the implementation of the Field Study Program in the Department of Education, the data revealed that there is a significant difference, the fact that the significant value is less than 0.05. Hence, it implies that the perception of the teacher respondent on organization preparedness and competency of Field Study Student as well as on the administration and Implementation of the Program is higher compared to the perception of the student respondents; which is but normal for the present set up.

On the relationship Between the Resource teacher-respondents profile and the perception on the implementation of the Field Study Program, the data revealed that there is no significant relationship between the profiles of the teacher-respondents and their perceptions on the implementation of the Field Study Program. It implies that regardless of length of teaching experience, age, educational attainment, employment status and teaching position, the implementation of the program is not affected and it will be implemented as mandated in the CHED Memo no. 30, S. of 2004.

IV. CONCLUSIONS

The study on the evaluation of the College of Education Field Study Program employed a descriptive-correlations/ Research design which was conducted in Cawayan Integrated School. The study focused on determining the profile of the

field study resource teacher in terms of age, length of teaching experience, educational attainment, employment status and teaching position in the Department of Education. It also described the perception of both the resource teacher and the FS students on the aspect of implementation of the field study program in terms of its organization preparedness and competency of FS students as well as on the administration and supervision of the program. Likewise, the level of difference on the perception of both the resource teacher and field study students on the implementation of the FS program was also considered.

It could therefore be concluded that the relationship between the resource teacher-respondents profile and their perceptions on the aspect of implementation of the field study program was being looked into the result of the study revealed that the majority of the resource teacher respondents were considered young in the teaching profession, only few were undertaking graduate studies, however, they were all permanent and stable in their professions; but still as teacher in their respective teaching position. Likewise, on the perception level on the implementation of the field study program by the resource teacher-respondents, it was found out that the FS students were organized; prepared and competent enough in implementation of the program as well as on the administration and supervision of the program was found to be highly implemented. The level of the perception of the implementation of the FS program on the student's level it was found to be highly implemented by both on organization, preparedness, and competency and in the organization and supervision of the program. In like manner, the level of the difference on the perception of the resource teacher-respondents and FS student respondents was found to be significant. However, the relationship between the resource teacher-respondents profile and perception on the implementation of the FS program was found to be not significant.

Hence, it can be concluded that the resource teachers have higher expectations from the FS students on the implementation of the FS program which is fact normal in the system. On the other hand, the profile of the resource teachers has nothing to do on the implementations of the FS program. Hence, regardless of their educational attainment, status and position in their profession, the Field Study has to go on in its implementation.

V. RECOMMENDATIONS

1. The teachers should pursue graduate studies for their professional growth and further attend trainings and seminars to update themselves for educational purposes.
2. Though the implementation of the FS program was very highly implemented, still teachers and students should be more observant and make more insights and reflections on how they can improve their teaching performance in the future, noting that there is always a room for improvement.

3. Likewise, teachers should be articulate and innovative in the presentations of their lessons to enhance modelling in any teaching - learning process.

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