

ISSN 0119-5107



**Philippine Normal University  
CENTER FOR RESEARCH AND  
DEVELOPMENT IN EDUCATION  
Manila**



# **RESEARCH SERIES**

---

**No. 103**

**September 2008**

---

## **FIELD STUDY PROGRAM OF THE PHILIPPINE NORMAL UNIVERSITY IN SY 2006-2007: AN ASSESSMENT**

**MARILYN U. BALAGTAS, JEAN B. BORLAGDAN,  
JOYCE V. LEVISTE, LOURDES L. NATAL  
AND DANILO K. VILLENA**

---

## FIELD STUDY PROGRAM OF THE PHILIPPINE NORMAL UNIVERSITY IN SY 2006-2007: AN ASSESSMENT

Marilyn U. Balagtas, Jean B. Borlagdan,  
Joyce V. Leviste, Lourdes L. Natal and Danilo K. Villena

### ***Background of the Study***

The school year 2005-2006 saw the first year of the implementation of the revised teacher education curriculum. One of the new features of this revised curriculum is the field study (FS) program component closely tied up with the professional education (Prof Ed) courses. This FS program aims “to provide students with practical learning experiences in which they can observe, verify, reflect and experience the different components of the teaching-learning process in actual school settings” [Commission on Higher Education (CHED), 2004]. All Teacher Education Institutions (TEIs) have been guided by CHED Memorandum No. 30. Under this program, as stipulated in the implementing guidelines, the teacher education students are required to take six FS courses aligned with some Prof Ed courses, which they have to take before their student teaching or practicum. Moreover, each of the six FS courses is given one unit credit apart from the six-unit student teaching course.

The FS program component of the revised teacher education curriculum was first implemented in SY 2006-2007, the second year of the implementation of the revised curriculum. Being a chartered institution, the Philippine Normal University (PNU) designed its own model without totally deviating from the CHED’s model in implementing FS program. It set its own neatly-packaged, field-based experiences called Developmental Field Study Program (DFSP) which includes four FS courses, namely, FS 1 (Observer), FS 2 (Participant), FS 3 (Student Teacher), and

---

with FS 4 (Intern) which serves as the practicum component and in effect, serves as the culmination of FS program.

Early immersion in the classroom, through FS courses, provides the prospective teachers with the experiential learning activities that are required in a cluster of Prof Ed courses. The students earn two units for each of the three FS which they have to take prior to their six-unit FS 4 or practicum course, making them earn a total of 12 units for their field studies.

Past practices showed that there were experiential activities required of the education students to undertake as entry requirements to the 12-unit student teaching. However, these experiences which were actually integrated in some Prof Ed courses had not been treated as separate courses until eventually, they became optional activities in the Prof Ed courses. This observation was found common among other TEIs, particularly those that lack or are without laboratory schools at all.

Realizing the importance of such experience accorded to the students, CHED standardized this practice among TEIs so that all students enrolled in teacher education degree programs would have FS as a required component in the revised teacher education curriculum currently being implemented. This standardized practice through FS program clearly provides an opportunity for prospective teachers to make the application of the theories learned in the classroom highly visible in the actual practice. The implementation of FSP, however, has posed challenges to TEIs, more particularly in the design and choice of an effective scheme.

Unlike other TEIs with no laboratory school and, therefore, have to send their FS students to the public or private schools, PNU has its own venue for the implementation of its FS program, i.e. the Center for Teaching and Learning (CTL). This center has preschool, elementary, and high school classes which could be

---

observed and studied by FS students for all teacher education programs offered in the University.

PNU, through the College of Education (CED), started implementing FS 1 during the first semester of SY 2006-2007. Labeled as "Observers", FS 1 students are expected to do actual field observations based on specific topics taken up in the first four Prof Ed courses, namely, Professional Education 01 (Foundations of Education); Prof Ed 02 (Child and Adolescent Development); Prof Ed 03 (Theories of Learning) and Prof Ed 05 (Guidance and Counseling). The first two courses were taken in the first quarter of the first semester while the last two courses in the second quarter of the first semester of SY 2006-2007.

Four schemes of implementation have been explored with both the public schools and the CTL as program sites. These are: 1) Scheme 1, CTL-based; 2) Scheme 2, Pilot schools-based; 3) Scheme 3, CTL then Pilot schools-based; and 4) Scheme 4, Pilot schools then CTL-based. The use and the involvement of public schools as program sites appear to be inevitable since CTL could not accommodate the big number of students taking FS, not to mention the on-campus student teachers of the old curriculum who are also at the CTL and, of course, the CTL students themselves. Therefore, the use of the four schemes in the implementation of FS 1 would prevent congestion which is obviously to the disadvantage of students being accommodated at CTL.

In the implementation of FS 1, some students were assigned to undertake their field observation at CTL and others in the pilot schools. Since these schemes were being explored for the first time, FS 1 was implemented as a trial run. To closely monitor and assess the initial implementation of FS 1, this study was conducted so that its results would provide solid grounds for the succeeding implementation of the other components of the FS

---

program and that more viable and stable schemes may be arrived at.

***Statement of the Problem***

This study aimed to assess the implementation of the first semester component of Field Study 1 of the Philippine Normal University. In particular, it sought to answer the following questions:

1. What is the profile of the course FS 1 (FS 1A and FS 1B) in terms of the given aspects below?
  - 1.1 Course Rationale
  - 1.2 Course Objectives
  - 1.3 Implementation Schemes
    - 1.3.1 Site of Implementation
    - 1.3.2 Students
    - 1.3.3 Faculty in Charge
    - 1.3.4 Activities
    - 1.3.5 Schedule of Activities
    - 1.3.6 Duration of Activities
    - 1.3.7 Materials Used
    - 1.3.8 Course Requirements
    - 1.3.9 Grading Procedure
    - 1.3.10 Faculty Loading
2. What is the attitude of the students toward FS 1 before and after its implementation?

---

## METHODS AND PROCEEDURES

### *Research Design*

Using the descriptive-comparative research method, the study described the process of the initial implementation of FS 1 in two sites: on-campus and off-campus. Comparably, it assessed the attitude of the on-campus and off-campus FS students toward FS program. It also examined the strengths and the weaknesses of the program implemented in different sites to determine the site that could have a greater positive impact on the FS learners.

### *Participants*

Two groups of respondents composed this study: the FS implementers and the students. Each group provided the data needed to answer a certain research question.

The first group served as the source of data to answer the first question. This group was constituted by those with direct involvement in the implementation of the FS program like the then Dean of the College of Education, Heads of the departments concerned and FS Coordinators. They provided the information that enabled the researcher to describe the implementation of FS 1. The faculty respondents in this study were only those with direct involvement in the program; they were interviewed and requested to fill out questionnaires that asked for necessary information on the implementation of FS 1. Likewise, the key persons in the implementation of FS in the two sites (i.e. those assigned at CTL and those assigned in the public school) acted as key informants in some aspects of the research.

The second group of respondents served as the source of data to answer research question no. 2. This group comprised second year students taking up Bachelor of Secondary Education (BSE). By using cluster sampling technique, two classes from

---

each of the three colleges (i.e. COS, CASS, CLLL), or six out of the 21 BSE classes taking FS 1, were randomly selected as respondents. These classes were pre-tested and post-tested when they took FS 1A and FS 1B. Their overall impression on FS was also solicited. Table 1 shows the college, class, and number of respondents from six sections that were randomly selected. As shown in the table, all the three colleges with classes enrolled in FS 1 in the first semester of SY 2006-2007 were represented. Sixty-three respondents came from CLLL, 28 from CASS, and 63 from COS for a total of 154 respondents for FS 1A and the same student respondents for FS 1B.

**Table 1**  
**Profile of Student Respondents**

| College                                                | Class/Section         | Field Study 1 |     |
|--------------------------------------------------------|-----------------------|---------------|-----|
|                                                        |                       | A             | B   |
| College of Languages, Linguistic and Literature (CLLL) | II- 8 BSE English     | 34            | 34  |
|                                                        | II-9 BSE English      | 29            | 29  |
| College of Arts and Social Sciences (CASS)             | II- 18 BSE STA        | 16            | 16  |
|                                                        | II-19 BSE Values Ed   | 12            | 12  |
| College of Science (COS)                               | II-27 BSE Mathematics | 36            | 36  |
|                                                        | II-29 BSE Physics     | 27            | 27  |
| Total                                                  |                       | 154           | 154 |

### ***Instruments***

To gather the data needed in this study, two instruments that were developed by the researchers themselves were used: the Likert Scale for the Students' Attitude toward FS and the

---

Open-Ended Questionnaire to gather data on the implementation of the program in two sites.

The Likert Scale for the Students' Attitude toward FS consisted of two parts. The first part required the student respondents for certain information which include the following: pseudonym or alias, class and section, Prof Ed course and professor, FS course and professor, date in accomplishing the form. The second part contained 20 item questions to measure students' attitude toward FS. There were two forms of this instrument and they only differed in the sequence of the items. The first form was used as the pretest instrument (see Appendix A), while the second form as the posttest instrument (see Appendix B). The additional component of the second form was the open-ended question for the respondents to give their general impression on the FS program. The respondents' responses were used to cross check the observation and the data gathered by the researchers during the interview.

The instrument was validated by the researchers themselves and by the Dean of the College of Education. Its reliability was also established using Cronbach Alpha with an internal consistency reliability coefficient of 0.88 indicating that all items agree with one another and can effectively determine the students' attitude toward the program.

To get data on how FS course was initially implemented by two groups of faculty—groups of professional education faculty and faculty of PNU-CTL—the researchers also made an open-ended questionnaire which contains item asking the faculty respondents to describe several aspects of the implementation of the program. The information required included the objectives of the course, implementation scheme, phases of implementation, students, faculty in charge, activities, schedule and duration of activities, materials used, course requirements, grading procedure, faculty loading, and professional education course.

---

### **Data Gathering Procedure**

To gather the data necessary in answering the research questions, the researchers examined various documents such as CHED Memo No. 30, Series of 2004; PNU Teacher Education Curriculum Framework, Concept Paper of the Developmental Field Study Program of PNU; University Registrar Schedule of Classes; FS Course Syllabus; Report on Loads; and the activity sheets prepared by the Department of Student Teaching and Center for Teaching and Learning. The researchers also attended meetings and orientations where the PNU-DFSP was discussed. An open-ended questionnaire was also given to some faculty and student respondents to be filled out after they conducted their field studies in the first quarter of SY 2006-2007 to find out how the program was actually implemented. To measure students' attitude toward FS before and after FS, a Likert scale was used.

To be more specific as to how these data gathering techniques were used in answering the research questions, the researchers followed the Context, Input, Process, Product Model of Daniel Stufflebeam in 1971. Figure 1 shows the model as applied in this study.

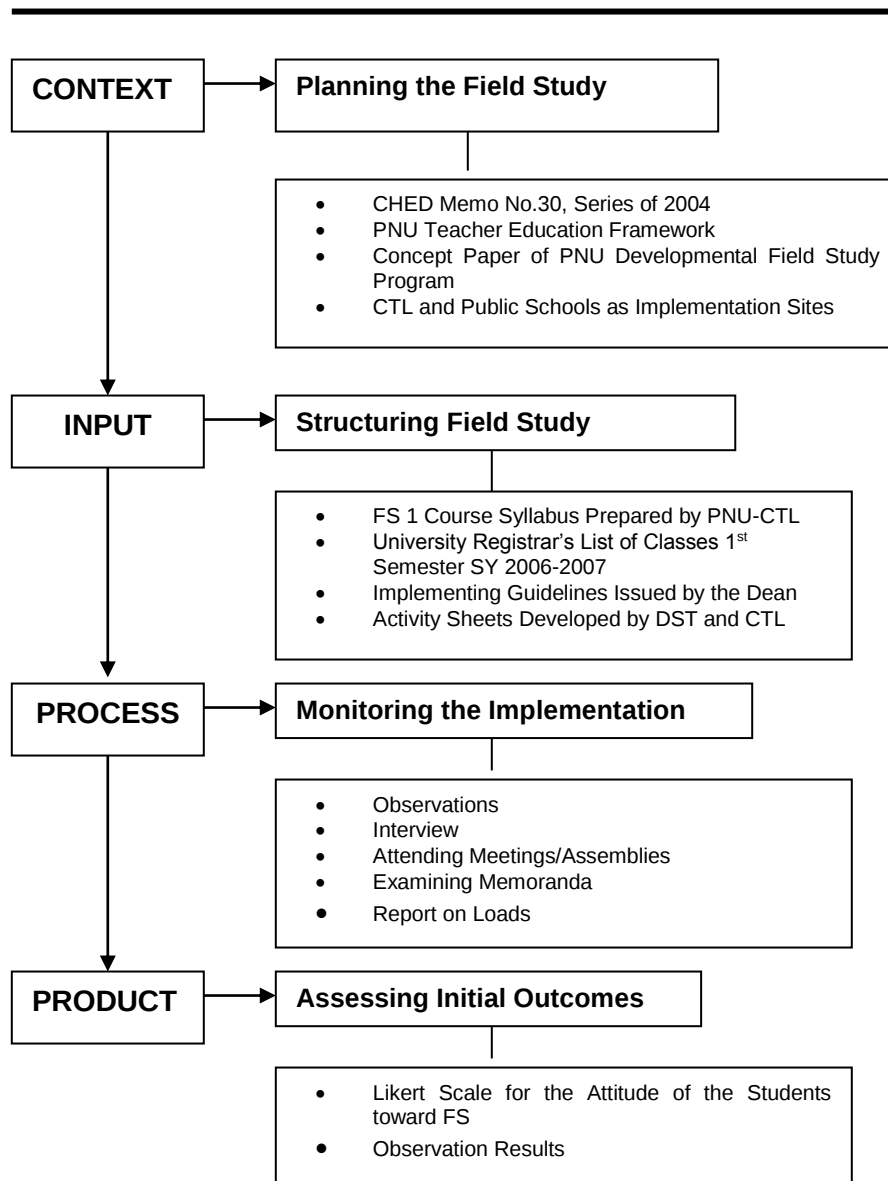


Fig. 1 Stufflebeam's CIPP Model for the Research Methodology

---

In the *Context Phase* labeled as *Planning the Field Study*, the researchers examined the documents that indicated how FS was conceived and planned for implementation in the University. The researchers analyzed PNU Teacher Education Framework not only to look for the nuances of the PNU Teacher Education Curriculum in all its programs but also to explore the concept paper of the PNU Developmental Field Study Program. The four FS courses were ladderized in design and CTL was considered as the FS site for the first three FS courses, while the public schools, for the last FS course. The CHED Memo. No. 30, Series of 2004 was also examined to find out how FS was conceived by CHED.

In the *Input Phase* labeled as *Structuring Field Study*, the researchers examined another set of documents to determine the intended implementation of the FS program in its pilot year. The documents included the FS 1 course syllabus prepared by PNU-CTL, University Registrar's List of FS classes for the first semester of SY 2006-2007, the implementing guidelines issued by the Dean of the College of Education, and the activity sheets prepared by CTL and the Department of Student Teaching (DST). The researchers also worked closely with DST as it was actually the department tasked by the former Dean of the College of Education to take care of the implementation of DFSP. DST planned the schemes for the implementation of the FS program: the on- and the off-campus FS. It also took care of the distribution of the FS students in the two implementation sites, determined the secondary high schools that served as off-campus FS sites, and designed the activity sheets and forms that the FS students have to accomplish when taking the course.

In the *Process Phase* labeled as *Monitoring the Implementation*, the researchers attended meetings and observed orientation programs organized for the FS faculty and students. They issued survey forms and conducted informal interviews to FS faculty and coordinators to describe the actual implementation

---

of FS in the two sites. They also surveyed the students' responses to know the students' attitude toward the program and to have some bases for validating the information gathered from different sources. They also examined the Report on Loads (ROL) of the faculty who took FS 1 load to determine the schedule of FS 1 course and how they claimed their pay as reported by the faculty themselves.

In the *Product Phase*, labeled as *Assessing Initial Outcomes*, the researchers assessed the attitude of the FS students toward the FS program before and after its implementation. A Likert scale was developed by the researchers to assess such attitude. The observation notes of the researchers were also used to compare the implementation of the program in the two sites.

### ***Data Analysis***

The research is a combination of quantitative and qualitative study. Quantitative data were analyzed using descriptive statistics (mean, frequency counts, percentages, correlation coefficient). The quantitative data that were analyzed were the data obtained using the 20-item Likert scale with four responses—strongly agree, agree, disagree, and strongly disagree.

To score the responses, items were first examined whether they were positively or negatively worded. As a result, three clusters of items were arrived at: positively worded statements regardless of the site of FS, negatively worded statements regardless of the site of FS, and either positive or negative depending on the FS site.

The *first* cluster had positively worded nine items whether the site of FS was at CTL or in public schools. These were items

---

5, 6, 8, 10, 13, 15, 16, 17, and 18 with four codings: 4 for *strongly agree*; 3 for *agree*; 2 for *disagree*; and 1 for *strongly disagree*.

The *second* cluster of five items was negatively worded whether the site of FS was at CTL or in public schools. These were items 3, 7, 11, 14, and 19 also with four codings: 1 for *strongly agree*; 2 for *agree*; 3 for *disagree*; and 4 for *strongly disagree*.

The *third* cluster of six items was interpreted with caution because they were worded either positive or negative depending on the site of FS or scheme of implementation. These items were 1, 2, 4, 12, 9 and 20. Items 1, 2 and 20 were worded in favor of on-campus FS so responses were coded as: 4 for *strongly agree*; 3 for *agree*; 2 for *disagree*; and 1 for *strongly disagree*. For the off-campus respondents, the coding was reversed. Items 4, 9 and 20 were worded in favor of off-campus FS. The responses of the off-campus FS students, therefore, were coded as: 4 for *strongly agree*; 3 for *agree*; 2 for *disagree*; and 1 for *strongly agree*. For the on-campus FS, the coding was reversed.

All the 20 items formed the seven dimensions in measuring attitudes toward FS. These dimensions and their corresponding items are shown in Table 2.

---

**Table 2**  
**Dimension of Attitudes and Their Corresponding Items**

| Dimension of Attitude       | Item Numbers      | Total of Items |
|-----------------------------|-------------------|----------------|
| 1. Rationale of FS          | 6, 16, 17, 18, 19 | 5              |
| 2. FS Objectives            | 15                | 1              |
| 3. Site of Implementation   | 1, 2, 9, and 20   | 4              |
| 4. Manner of Implementation | 3, 4              | 2              |
| 5. Course Requirements      | 10, 11            | 2              |
| 6. Course Activities        | 5, 7, 8           | 3              |
| 7. Course Professor         | 12, 13, 14        | 3              |
| Total                       |                   | 20             |

The interpretation of the overall mean per site of implementation for all the seven dimensions was based on the following:

- 1.00 – 1.49 – very negative attitude (VNA)
- 1.50 – 2.49 – negative attitude (NA)
- 2.50 – 3.49 – positive attitude (PA)
- 3.50 – 4.00 – very positive attitude (VPA)

Contrastingly, the qualitative data obtained from the open-ended questions were organized according to themes. Qualitative responses were also quantified by using frequency counts and percentages.

---

## RESULTS AND DISCUSSION

***Problem 1: What is the profile of the FS 1 course in terms of the given aspects below?***

### ***1.1 Course Rationale***

The syllabus for FS 1 prepared by the PNU-CTL for the first semester of SY 2006-2007 contains the rationale of FS 1 which clearly describes FS 1 as a course “that enjoins field study students as observers of actual teaching and learning processes conducted in a natural school environment.”

The PNU-CTL FS 1 syllabus (2006) spells out the rationale of FS 1 as follows:

“In adherence to the demands of the teaching profession, it is imperative that pre-service training provide opportunities to experience first hand the actualities in the field through early immersions. These activities must enable education students to acquire necessary tools to better equip and prepare them to become E-M-P-O-W-E-R-E-D teachers. As an integral part of the ladderized program of PNU dubbed as the Developmental Field Study Program, Field Study 1 contributes to the more comprehensive levels of field work by providing its students with immediate opportunities to purposely observe teaching and learning processes to better understand the varied factors that affect learners’ success and later formulate their own teaching philosophy” (CTL-designed syllabus of FS 1, 2006).

Notably, the rationale cited above conforms with CHED’s primary reason for requiring TEIs to have FS courses in their teacher education programs. Also, it makes clear that FS 1

---

course hopes to provide the pre-service teachers with first-hand experience in observing the actualities in the field particularly those that have to do with the teaching and learning processes, with the view that their observations could provide them with empirical data from which they could draw their own teaching philosophy.

At PNU-CTL, FS 1 students are expected to be provided with opportunities where they could (1) develop sound teaching philosophies to demonstrate understanding of the foundational questions of the field of education; (2) interpret learner's behavior utilizing principles in child and adolescent development when preparing anecdotal records and case studies; and (3) apply learning theories and educational principles in describing/interpreting/analyzing teaching-learning processes.

### **1.2 Course Objectives**

Various documents such as the concept paper of the Developmental Field Study Program of PNU, the course syllabus, the activity sheets prepared by the Department of Student Teaching and the Center for Teaching and Learning were used and examined for determining the FS 1 course objectives. This was augmented with the researchers' attendance to meetings and orientations on FS 1 matters.

While no clear statement of objectives appeared in any of the documents examined, there were statements of competencies. While FS 1 objectives had been articulated during some meetings and orientations, there was no clear statement of objectives determined from the various documents examined. Only statements of competencies were indicated.

Under the concept paper of PNU-DFSP, FS students have to develop two competencies: (1) apply learning theories and educational principles in describing/interpreting/analyzing

---

teaching-learning processes; (2) interpret learner's behavior utilizing principles in child and adolescent development when preparing anecdotal records and conducting home visitation (PNU Teacher Education Framework, 2005).

By contrast, in the syllabus of FS 1 prepared by CTL, students are expected to acquire the following six competencies: (1) demonstrate understanding of foundational questions of the field of education; (2) adhere to sound philosophy of education; (3) recognize consistencies and inconsistencies between the teacher's philosophy of education and the teacher's teaching practice; (4) engage in thoughtful and critical examination of the teacher's teaching practice; (5) show understanding of students' differences in intelligence, perception, and cognitive processes; and (6) identify pro-active measures to address student problems guided by the best interest of learners principles (PNU-CTL FS 1 syllabus, 2006).

The cited competencies of FS 1 are actually in support of the competencies that the students have to develop in four Prof Ed courses. Initially, FS 1 covers only three professional education courses namely: Prof Ed 1 "Foundations of Education"; Prof Ed 2 "Child and Adolescent Development"; and Prof Ed 3 "Theories of Learning" (PNU Teacher Education Curriculum Framework, 2005). However, Prof Ed 5, "Guidance and Counseling," was added by the proponents of the program from CTL as the fourth course covered by FS 1, which they presented during the meeting held on June 14, 2006 at the CED Educational Technology Unit with the Prof Ed professors. Thus, Field Study 1 was labeled as FS 1A, FS 1B, FS 1C, and FS 1D to represent the four foci of this FS course which were all aligned with the four covered Prof Ed courses.

---

### **1.3 Course Implementation**

#### **1.3.1 Site of Implementation**

Based on the concept paper of the PNU-DFSP, the first three FS courses are to be implemented on-campus at PNU-CTL while the fourth and last FS courses off-campus—in different public schools. The same document shows two clear schemes for implementation: on-campus (for FS 1 to 3) and off-campus (for FS 4). However, there was a change in the implementation schemes of FS 1 in the first semester of the SY 2006-2007 when it was first offered to 21 BSE classes with a total of 640 students in the first quarter plus 2 BECED and 4 BEED classes (total of 201 students) added in the second quarter. Instead of assigning all FS 1 students at CTL for their on-campus, the then Dean of the College suggested the on-campus and off-campus schemes due to the foreseen problem of overcrowding at CTL considering the fact that there are only two sections per level in the high school which obviously cannot accommodate all the 40 second year students taking FS 1. To confound the problem, there were also fourth year students expected to have their on-campus student teaching at CTL in the same semester.

To set guidelines for the implementation of FS 1, the Dean issued a memorandum for the CED faculty on June 16, 2006 stipulating that:

1. SY 2006-2007 shall be considered a pilot year for Field Study concerns. This means close monitoring and evaluation of the program.
2. The FS Program will be administered by the Department of Student Teaching in cooperation with the CTL Principal.

- 
3. FS students for the first and third quarter of SY 2006-2007 will be assigned in public schools. For research purposes, one or two classes may be assigned at CTL.
  4. FS students for the second and fourth quarters of SY 2006-2007 will be assigned at CTL. For research purposes, one or two classes that have started field study in the public schools may be assigned to similar public schools.
  5. Education 11 students will be assigned at CTL during the first and third quarter of SY 2006-2007.
  6. Research-related activities will be undertaken by CED.

In compliance with the Dean's memorandum, the Department of Student Teaching took charge of the implementation of FS in the first semester of SY 2006-2007. Two schemes were tried out: the On-Campus FS that was held at CTL and the Off-Campus FS that was conducted in 10 different high schools in NCR. (See Appendix C for the list of schools and the classes and faculty assigned to these schools for observation.)

### **1.3.2. Students**

Twenty-one II-BSE classes were enrolled in FS 1 during the first quarter of the SY 2006-2007 as shown in the table below:

**Table 3**  
**BSE Classes Enrolled in FS 1 in the First Quarter SY 2006-2007**

| <b>No</b> | <b>Class and Section</b> | <b>ON-Campus</b> | <b>Off-Campus</b> | <b>Total</b> |
|-----------|--------------------------|------------------|-------------------|--------------|
| 1         | II -8 English            | 10               | 25                | 35           |
| 2         | II-9 English             | none             | 35                | 35           |
| 3         | II-10 English            | none             | 33                | 33           |
| 4         | II-11 Filipino           | 10               | 19                | 29           |

---

| No           | Class and Section             | ON-Campus  | Off-Campus | Total      |
|--------------|-------------------------------|------------|------------|------------|
| 5            | II-13 History                 | 10         | 16         | 26         |
| 6            | II-14 Social Science          | 10         | 22         | 32         |
| 7            | II-15 Physical Education      | none       | 26         | 26         |
| 8            | II-16 Physical Education      | 10         | 17         | 27         |
| 9            | II-17 Music                   | 12         | none       | 12         |
| 10           | II-18 Speech and Theater Arts | 10         | 7          | 17         |
| 11           | II-19 Values Education        | 5          | 13         | 18         |
| 12           | II-20 BS Psychology           | 5          | 39         | 44         |
| 13           | II-21 BS Psychology           | none       | 43         | 43         |
| 14           | II-22BS Psychology            | none       | 43         | 43         |
| 15           | II-23 Biology                 | 5          | 34         | 39         |
| 16           | II-25 General Science         | 5          | 40         | 45         |
| 17           | II-24 Chemistry               | 10         | 10         | 20         |
| 18           | II-26 Home Economics          | 20         | none       | 20         |
| 19           | II-27 Mathematics             | 10         | 24         | 34         |
| 20           | II-28 Mathematics             | none       | 31         | 31         |
| 21           | II-29 Physics                 | 10         | 21         | 31         |
| <b>Total</b> | <b>21 classes</b>             | <b>142</b> | <b>498</b> | <b>640</b> |

It can be gleaned from the table that out of the 21 BSE classes enrolled in FS course, only 15 classes were represented at CTL and six were not. FS classes represented at CTL were the BSE major in English, Mathematics, Science, Filipino, History, Social Science, Music, Values Education, Psychology, Biology, General Science, Physics, Home Economics, and Physical Education. The FS classes not represented at CTL included those

---

that major in English, Physical Education, Psychology, and Mathematics. The lack of representation of some classes at CTL was due to mismatch in number of FS and CTL classes, that is, CTL classes were too few to accommodate FS classes.

Out of the 15 classes assigned at CTL in the first quarter, nine classes each with 10 students were randomly selected and assigned to one CTL-FS faculty. The other students of these nine classes had their FS in a public school identified by DST under the supervision of the faculty who handled the Prof Ed course covered by their FS course. Four classes, each with five students, were equally distributed to two CTL-FS faculty (10 FS students per faculty). The rest of the students in these classes were also handled by their own Prof Ed professor. One class with only 12 students was assigned to just one CTL-FS faculty. A total of 142 FS students were then assigned at CTL for the on-campus FS.

By contrast, 19 out of the 21 FS 1 classes had their FS 1 off-campus in 10 specific high schools assigned by the DST, with each class assigned to only one school. A total of 498 students had their FS 1 off-campus. The total number of FS students, therefore, was 640 to include both the on- and off-campus students.

As observed, there were some deviations from the implementing guidelines for FS issued by the Dean during the actual implementation of FS 1 in the first quarter. Instead of just assigning one or two classes at CTL for research purposes (guidelines 3 and 4) and the rest in public schools for the first quarter, there were actually 15 classes out of the 21 BSE classes assigned at CTL in the first quarter, with each class having a counterpart in public schools. Later on, six more classes were assigned in public schools with no counterpart classes at CTL.

Since BSE classes had different areas of specialization, increasing the number of classes to be assigned at CTL from 2 to

---

15 was deemed proper. The BSE FS students were then assigned to a CTL-FS faculty who taught in the discipline that the FS students also specialized in. Moreover, the change was in consideration of the design of this research that compared the impact of the sites of FS. It was believed that to get a significant number of respondents exposed to on- and off-campus coming from the same section, there should be an increase in the number of classes at CTL.

### **1.3.3. Faculty in Charge**

#### ***On-Campus***

A total of 14 regular CTL faculty supervising BSE students were involved in the FS 1A (see Table 4) and also in FS 1B (see Table 5) in the on-campus FS during the first quarter of SY 2006-2007. Eleven handled 10 FS 1 students, each from 11 different BSE classes with different specializations, one handled the whole class of BSE Music with only 12 FS 1 students, two faculty with the same specialization handled 10 FS students from the BSE Home Economics class.

Two BSE classes with different majorship in Science were under one CTL-FS faculty. Another two BSE classes, majoring in Values Education and Psychology, were with just one CTL-FS faculty. Eleven of the CTL- FS faculty had counterparts in the Prof Ed-FS faculty who were handling the other classmates of the 10 students. Three CTL-FS faculty did not have counterparts because they were handling all the members of the FS 1 class due to its small size. Interestingly, all FS students assigned at CTL were supervised by a faculty who specialized in the discipline related to or the same as the FS students'.

---

**Table 4**  
**On- and Off-Campus Field Study 1A**  
**Faculty and Number of Students Handled**

|    | Class/Section                 | On-Campus        |                         | Off-Campus                                          |                         |
|----|-------------------------------|------------------|-------------------------|-----------------------------------------------------|-------------------------|
|    |                               | Course Professor | No. of Students Handled | Course Professor in FS (Professor also in Prof Ed1) | No. of Students Handled |
| 1  | II -8 English                 | CTL-FS Faculty 1 | 10                      | Prof ED- FS Faculty 1                               | 25                      |
| 2  | II-9 English                  | none             |                         | Prof ED- FS Faculty 2                               | 35                      |
| 3  | II-10 English                 | none             |                         | Prof ED- FS Faculty 3*                              | 33                      |
| 4  | II-11 Filipino                | CTL-FS Faculty 2 | 10                      | Prof ED- FS Faculty 4                               | 19                      |
| 5  | II-13 History                 | CTL-FS Faculty 3 | 10                      |                                                     | 16                      |
| 6  | II-14 Social Science          | CTL-FS Faculty 4 | 10                      | Prof ED- FS Faculty 5                               | 22                      |
| 7  | II-15 Physical Education      | none             |                         | Prof ED- FS Faculty 6*                              | 26                      |
| 8  | 11-16 Physical Education      | CTL-FS Faculty 5 | 10                      | Prof ED- FS Faculty 7                               | 17                      |
| 9  | II -17 Music                  | CTL-FS Faculty 6 | 12                      | none                                                |                         |
| 10 | II-18 Speech and Theater Arts | CTL-FS Faculty 6 | 10                      | Prof ED- FS Faculty 8                               | 7                       |
| 11 | II-19 Values Education        | CTL-FS Faculty 8 | 5                       | Prof ED- FS Faculty 6 *                             | 13                      |

---

|              | Class/Section         | On-Campus          |                         | Off-Campus                                          |                         |
|--------------|-----------------------|--------------------|-------------------------|-----------------------------------------------------|-------------------------|
|              |                       | Course Professor   | No. of Students Handled | Course Professor in FS (Professor also in Prof Ed1) | No. of Students Handled |
| 12           | II-20 Psychology      |                    | 5                       | Prof ED- FS Faculty 3*                              | 39                      |
| 13           | II-21 BSP             | none               |                         | Prof ED- FS Faculty 9*                              | 43                      |
| 14           | II-22BSP              | none               |                         | Prof ED- FS Faculty 10                              | 43                      |
| 15           | II-23 Biology         | CTL - FS Faculty 9 | 5                       | Prof ED- FS Faculty 11*                             | 34                      |
| 16           | II-25 General Science |                    | 5                       |                                                     | 40                      |
| 17           | II-24 Chemistry       | CTL-FS Faculty 10  | 10                      |                                                     | 10                      |
| 18           | II-26 Home Economics  | CTL-FS Faculty 11  | 10                      | none                                                |                         |
|              |                       | CTL-FS Faculty 12  | 10                      |                                                     |                         |
| 19           | II-27 Math            | CTL-FS Faculty 13  | 10                      | Prof ED- FS Faculty 12                              | 24                      |
| 20           | II-28 Math            | none               |                         | Prof ED- FS Faculty 9*                              | 31                      |
| 21           | II-29 Physics         | CTL-FS Faculty 14  | 10                      | Prof ED- FS Faculty 6 *                             | 21                      |
|              | 21 classes            |                    | 142                     |                                                     | 498                     |
| <b>Total</b> |                       |                    |                         |                                                     | <b>640</b>              |

\*Course professor handles 2 or more classes

### ***Off-Campus***

For FS 1A, as shown in Table 3, 12 Prof Ed-FS faculty were assigned to handle 19 BSE classes taking this course in the first quarter of SY 2006-2007. Three handled two to three classes of FS 1A. Ten Prof Ed-FS 1A faculty had their counterparts at CTL who handled 10 students who belonged to their FS classes. Two FS 1A faculty did not have their counterparts at CTL because

---

there were not enough faculty at CTL whose majorships were in the area of the BSE FS classes they handled. Eight were new Prof Ed faculty and three also handled FS 1A (see Table 5).

For FS 1B of the eleven Prof Ed-FS faculty who handled the FS 1B classes in the same quarter, eight were new and three faculty (Prof Ed-FS Faculty 2, 4 and 8) also handled in FS 1A but for different classes. Out of the 11 Prof Ed FS 1B faculty, 10 (Prof Ed FS 1B Faculty 2, 4, 8, 13, 14, 15, 17, 18, 19, 20) had counterparts at CTL. Only Prof Ed FS 16 had no counter part at CTL.

Of the 20 Prof Ed-FS faculty handling FS 1 (A and B), only four were regular faculty of the Department of Professional Education who also handled the Prof Ed courses covered by FS 1A and FS 1B courses. One handled both FS 1A and FS 1B of the same section. The rest (16 professors) who handled the FS courses were part-time faculty of the department. They also handled the Prof Ed courses covered by the FS courses. Of the 16 FS faculty who taught part-time in the Professional Education Department, four were classified as part-time in the University because they were still connected with other institutions or retired from the service, one was a regular faculty from the Department of Library Science, and the rest were regular faculty from other academic departments in the College.

**Table 5**  
**On- and Off-Campus Field Study 1B**  
**Faculty and Number of Students Handled**

|    | Class/Section                 | ON-Campus         |                         | OFF-Campus FS1B                                      |                         |
|----|-------------------------------|-------------------|-------------------------|------------------------------------------------------|-------------------------|
|    |                               | Course Professor  | No. of Students Handled | Course Professor in FS (Professor also in Prof Ed 2) | No. of Students Handled |
| 1  | II -8 English                 | CTL-FS Faculty 1  | 10                      | Prof Ed-FS Faculty 13                                | 25                      |
| 2  | II-9 English                  | none              |                         | Prof Ed-FS Faculty 2 **                              | 35                      |
| 3  | II-10 English                 | none              |                         | Prof Ed-FS Faculty 4**                               | 33                      |
| 4  | II-11 Filipino                | CTL-FS Faculty 2  | 10                      | Prof Ed-FS Faculty 14*                               | 19                      |
| 5  | II-13 History                 | CTL-FS Faculty 3  | 10                      | Prof Ed-FS Faculty 15                                | 16                      |
| 6  | II-14 Social Science          | CTL-FS Faculty 4  | 10                      | Prof Ed-FS Faculty 14*                               | 22                      |
| 7  | II-15 Physical Education      | none              |                         | Prof Ed-FS Faculty 16                                | 26                      |
| 8  | 11-16 Physical Education      | CTL-FS Faculty 5  | 10                      | Prof Ed-FS Faculty 17                                | 17                      |
| 9  | II -17 Music                  | CTL-FS Faculty 6  | 12                      | none                                                 |                         |
| 10 | II-18 Speech and Theater Arts | CTL-FS Faculty 6  | 10                      | Prof Ed-FS Faculty 18                                | 7                       |
| 11 | II-19 Values Education        | CTL-FS Faculty 8  | 5                       | Prof Ed-FS Faculty 2**                               | 13                      |
| 12 | II-20 Psychology              |                   | 5                       | Prof Ed-FS Faculty 19*                               | 39                      |
| 13 | II-21 BSP                     | none              |                         | Prof Ed-FS Faculty 19*                               | 43                      |
| 14 | II-22BSP                      | none              |                         | Prof Ed-FS Faculty 19*                               | 43                      |
| 15 | II-23 Biology                 | CTL- FS Faculty 9 | 5                       | Pro. Ed-FS Faculty 20                                | 34                      |
| 16 | II-25 General Science         |                   | 5                       | Prof Ed-FS Faculty 8**                               | 40                      |
| 17 | II-24 Chemistry               | CTL-FS Faculty 10 | 10                      | Prof Ed-FS Faculty 20*                               | 10                      |

---

|       | Class/Section        | ON-Campus         |                         | OFF-Campus FS1B                                     |                         |
|-------|----------------------|-------------------|-------------------------|-----------------------------------------------------|-------------------------|
|       |                      | Course Professor  | No. of Students Handled | Course Professor in FS (Professor also in Prof Ed2) | No. of Students Handled |
| 18    | II-26 Home Economics | CTL-FS Faculty 11 | 10                      | none                                                |                         |
|       |                      | CTL-FS Faculty 12 | 10                      |                                                     |                         |
| 19    | II-27 Math           | CTL-FS Faculty 13 | 10                      | Prof Ed-FS Faculty 14*                              | 24                      |
| 20    | II-28 Math           | none              |                         | Prof Ed-FS Faculty 20*                              | 31                      |
| 21    | II-29 Physics        | CTL-FS Faculty 14 | 10                      | Prof Ed-FS Faculty 4*                               | 21                      |
|       | 21 classes           | Total             | 142                     | Total                                               | 498                     |
| Total |                      |                   |                         |                                                     | 640                     |

\*Course professor handles 2 or more classes

\*\* Course professor handles classes also in FS 1A

Tables 4 and 5 show that the Prof Ed-FS faculty handled more students than their CTL FS counterpart as evidenced by the figures shown in the tables where the number of FS students handled by CTL faculty ranged from 5 to 12, as contrasted to the number of FS classes handed by Prof Ed faculty that ranged from 7 to 43.

#### 1.3.4 Activities

Two sets of activities were implemented for the same FS 1 course. These activities were designed separately in two units: (1) the Center for Teaching and Learning for the on-campus FS (see Table 6) and (2) the Department of Student Teaching for the off-campus FS (see Table 7).

---

### On-Campus FS

As shown in Table 6, the on-campus FS 1 students' activities began with the plenary orientation where the CTL-FS Coordinator and CTL-FS faculty informed their FS students of the setup at CTL. The topics discussed during the orientation included the purpose of CTL and the objectives of FS at CTL. In the seminar-type plenary sessions, some CTL faculty served as resource persons for topics like "Making Reflective Journals" and "Developing Portfolios". Students' attendance was regularly checked to monitor their participation. After the plenary sessions, the students engaged in small group sessions (with 5 to 12 FS students) facilitated by the CTL-FS 1 faculty. These sessions took place before and after actual observation at CTL. Modular type worksheets provided to all the FS students at CTL required that they be accomplished during their observations, part of their portfolio, and a major requirement in the computation of their FS grades. These worksheets were prepared by CTL faculty themselves under the leadership of their FS coordinator.

**Table 6**  
**On-Campus Field Study Activities at CTL**

| <b>Activity No.</b> | <b>Activity</b>                                                                                     | <b>Facilitator</b>      |
|---------------------|-----------------------------------------------------------------------------------------------------|-------------------------|
| 1                   | Plenary Orientation                                                                                 | CTL FS Coordinator      |
| 2                   | Seminar-type Sessions for all FS students                                                           | Resource Persons at CTL |
| 3                   | Actual Visit of the class of their FS 1 faculty at CTL with modular-type worksheets for observation | CTL FS Faculty          |
| 4                   | Post-conference and discussions on worksheets                                                       | CTL FS Faculty          |
| 5                   | Developing Portfolio                                                                                | CTL FS Faculty          |

---

### Off-Campus FS

Before the activities, the Head of DST met first with the FS 1A and B faculty and oriented them about the off-campus FS implementation. They brainstormed about the course schedule, activities, grading system, requirements, and even possible problems. Then the Prof Ed FS faculty took over in orienting their own FS students during their Prof Ed course time.

The off-campus FS students engaged in the following activities: whole class FS Course orientation during their regular Prof Ed courses by their respective Prof Ed or FS 1A and B courses; actual visits and observations at the assigned schools; accomplishments of worksheets provided by the Department of Student Teaching; class post-conference regarding the school visits and observations; and submission of the requirements (see Table 7).

**.Table 7**  
**Off-Campus Field Study Activities in Pilot Schools**

| <b>Activity No.</b> | <b>Activity</b>                                                                                            | <b>Facilitator</b>                     |
|---------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 1                   | General orientation to all Prof Ed FS faculty                                                              | Head of DST and Faculty Representative |
| 2                   | Attending to In-class course orientation                                                                   | Prof Ed FS faculty                     |
| 3                   | Actual visit to a high school (once only) with worksheets for observations prepared by DST                 | Prof Ed FS faculty                     |
| 4                   | In-class post conference or discussion on the results of school and its relation to Prof Ed course content | Prof Ed FS faculty                     |
| 5                   | submission of the accomplished worksheets                                                                  | Prof Ed FS faculty                     |

---

To acquaint the students with their off-campus FS activities, the 12 FS faculty oriented their students about the course requirement/s during their Prof Ed course: the aims, schedules, activities (schedule and duration), requirements and grading procedure of FS. Likewise, the faculty entertained students' questions about FS and made it clear to them that they would only be allowed to go on immersion through actual school visitations to a public school once they have been clarified with the nature of the course. During the school visit, FS students observed the different components of education that their course professor assigned to them to focus on and had them reported in their accomplished worksheet. After the field observation, the course professor conducted an in-class discussion on the results of the FS observations and their relation to their Prof Ed course content. FS was then used by the Prof Ed faculty to link the theories or principles discussed in their Prof Ed courses with the actual practices in the field.

### **1.3.5 Schedule of Activities**

#### **On-Campus FS**

The FS 1 course had different schedules because of the differences in the sites of observation—mostly on Wednesdays and the actual days assigned by the University Registrar which was either on Mondays and Thursdays or on Tuesdays and Fridays.

#### **Off-Campus FS**

The off-campus FS 1 students, on the other hand, spent their Wednesdays for FS and were free during the non-Wednesday schedule assigned by the University Registrar for their FS.

---

### **1.3.6 Duration of Activities**

#### **On-Campus FS**

For the on-campus FS 1 at CTL, their exposure to one CTL-FS faculty was good for one semester. Three of their Wednesdays were spent for the whole-group, three-hour orientation at the University Auditorium (total of nine hours). Subsequent sessions focused on class observations under the supervision of their CTL-FS 1 professor and were conducted during the FS 1 class days scheduled by the Office of the University Registrar. The class observations centered on FS 1A (Foundation of Education), followed by FS 1B (Child and Adolescent Development). Each visit for class observation at CTL lasted for one and a half hours. Following the Office of the University Registrar's schedule, FS students were required to have their class observations twice a week, and each visit for class observation at CTL covered one and a half hours for a total of nine hours. Thus, the FS students assigned at CTL spent nine hours for plenary-type orientation and nine hours for actual class observation and post-conference with their CTL-FS faculty or for a total of 18 hours for FS 1A and FS 1B.

#### **Off-Campus FS**

Equally, the off-campus FS students had their orientation and post-conference during their class time for the Prof Ed course covered by FS 1A. After which, they had their observation in the field for one Wednesday (a total of nine hours for all the FS 1A activities). The same arrangement was done for FS1B (for another nine hours for all the FS 1B activities); however, FS 1B students went to a school they were not assigned to during their FS 1A.

---

### **1.3.7 Materials Used**

#### **On-Campus FS**

The on-campus and the off-campus FS 1A and B students used different sets of FS materials.

The CTL-FS students used worksheets. These worksheets that cost PhP70.00 consisted of loose modular materials that were developed by CTL-FS faculty members for FS courses.

#### **Off-Campus FS**

The off-campus FS 1A and FS 1B students used the materials prepared by DST. Since the students were not obliged to buy the materials, they were asked to voluntarily donate PhP10.00, a very minimal amount, to cover FS 1A and FS 1B guide for field observations (see Appendix E for the sample materials).

### **1.3.8 Grading**

#### **On-Campus FS**

On-campus FS students were graded using the following grading system set by the CTL-FS faculty: *final portfolio* (40%); *weekly outputs* (25%), *involvement* (25%), *attendance and punctuality* (10%). Attendance in plenary and small group class observations was checked by the CTL-FS faculty assigned to each FS class. The grading system was applied to the whole FS 1 course to include all the Prof Ed courses covered.

#### **Off-Campus FS**

By contrast, the off-campus FS 1 students were graded by their own Prof Ed courses professors. Since there were four Prof Ed courses covered by FS 1, each course professor only gave 25% of the final grade of the students in FS 1. The grade of FS 1

---

course was then finalized after the FS students had taken all the four components of FS 1, two of which were offered in the first quarter and the last two in the second quarter. The grades of the students were based on their *accomplished worksheets*, their *participation during actual school visits* and *post-conferences* or *in-class discussions*. The final grade then of the students in FS 1 course was the average of the grades given by the FS professors in four FS 1 components namely FS 1A (25%); FS 1B (25%); FS 1C (25%); and FS 1D (25%). The professors who handled FS 1 course components had to submit the grades of the students to the office of DST that took care the computation of the final grade of FS students.

### **1.3.8 Faculty Loading**

#### **On-Campus FS**

Each CTL-FS faculty with 5 to 12 FS students claimed two hours a week for a total of 18 hours for FS 1A and FS 1B. A faculty then claimed 36 hours for the whole FS 1 course (FS 1ABCD) for one semester. This load was reflected as FS course in the faculty's ROL.

#### **Off-Campus FS**

The Prof Ed-FS faculty, on the other hand, claimed nine hours for each class they handled regardless of the number of FS 1A students in a class, which could be as few as seven or as many as 43 students. Since there were faculty who handled two or three classes in FS 1A, they claimed nine hours per class. Another nine hours per class was claimed, if the same faculty also handled FS 1B. All the FS 1 loads were also reflected in the ROL of the off-campus FS faculty.

---

***Problem 2: What is the attitude of the on-campus and off-campus FS students toward FS 1 before and after its implementation?***

The results of the 20-item-four-point Likert scale that measured FS students' attitude toward FS administered to FS students before and after they took FS 1 were analyzed. These items were classified by the researchers according to their focus that consisted of seven dimensions: (1) attitude toward the rationale of the program, (2) its objectives, (3) site of its implementation, (4) manner of implementation, (5) course requirements, (6) course activities, and (7) the course professor. The FS 1 students' general impressions of their experiences based on the open-ended questionnaire were also analyzed and used to support the results of the Likert scale. Details of the results are as follows:

**2.1 Attitude toward the Course Rationale**

Table 8 shows the attitude of the on- and off-campus FS students toward the course rationale before and after taking FS. Five items in the Likert scale—items 6, 16, 17, 18, and 19—measured this particular dimension. It can be gleaned from the table that the overall attitude of both on- and off-campus FS students toward the course rationale of FS was positive before and after taking FS. However, the data indicate that the on-campus FS students were more positive in their attitude toward the rationale of FS than those who had their off-campus FS after the actual field studies. This implies that on-campus FS students were more convinced of the need to undergo field studies than their off-campus FS counterparts. Nevertheless, it would be worthy to examine the responses to each item to have a better understanding of their attitude. It can also be viewed from the table, with reference to item 6 where the students were asked if they like to observe learners in the classroom, the evidently dramatic shift from the negative attitude of the students before

---

they took FS to the positive attitude after they took it. This attitude is held true to both on- and off-campus FS students which clearly implies that requiring the students to undergo FS 1, where they were regarded as “observers”, was an activity that the students actually liked doing. A stronger feeling was expressed by on-campus students toward the need to observe classes in FS 1A, but not in FS 1B, as evidenced by the students “strong agreement” in item 6 for FS 1A and just plain “agreement” in the same item for FS 1B. This phenomenon could be explained by the newness of the experience to the on-campus FS students when they conducted their FS 1A before FS 1B. This particular situation was the reverse for the off-campus FS students who expressed stronger feeling toward the need to observe classes in FS 1B but not in FS 1A, as evidenced by their “strong agreement” in item 6 for FS 1B, and just plain “agreement “ in the same item for FS 1A. This means that the desire to observe actual learners in the classroom was high among off-campus FS than among those who had their on-campus FS after FS 1B. The consistently high desire to observe classes from the off-campus FS students could be due to the fact that they visited different schools in their FS 1A and FS 1B. This result was consistent with the findings of a group of researchers mentored by one of the researchers in this present study. Agat, et al. (2006) also investigated the attitude of FS students toward FS after taking the course using the same instrument developed by the researchers of this study. They found out that the second year BSE students respondents responded “*strongly agree*” to the same item. Both on- and off-campus FS students involved in the survey enjoyed doing “*observation*” in the classroom as the main activity of FS.

**Table 8**  
**Mean Score of the Items Measuring FS Attitude toward the**  
**Rationale of FS 1A and FS 1B**

| Items                                                                                              | FS 1 Component      | On- Campus (34)     |                            | Off- Campus (120)  |                    |
|----------------------------------------------------------------------------------------------------|---------------------|---------------------|----------------------------|--------------------|--------------------|
|                                                                                                    |                     | Pretest             | Posttest                   | Pretest            | Posttest           |
| I like to observe actual learners in the classroom. (#6)                                           | FS 1A               | D<br>2.29           | SA<br>3.53                 | D<br>2.33          | A<br>3.25          |
|                                                                                                    | FS 1B               | D<br>(2.33)         | A<br>(3.45)                | D<br>(2.27)        | SA<br>3.53         |
|                                                                                                    | <b>Mean</b>         | <b>D (2.31)</b>     | <b>A (3.49)</b>            | <b>D (2.3)</b>     | <b>A (3.39)</b>    |
| The field study course is a necessary component of professional education courses. (#16)           | FS 1A               | SA<br>3.56          | A<br>3.44                  | A<br>3.45          | A<br>3.10          |
|                                                                                                    | FS 1B               | A<br>3.43           | A<br>3.35                  | A<br>3.42          | A<br>3.35          |
|                                                                                                    | <b>Mean</b>         | <b>A (3.49)</b>     | <b>A (3.39)</b>            | <b>A (3.44)</b>    | <b>A (3.23)</b>    |
| The field study course helps me understand my future role as a teacher (#17)                       | FS 1A               | A<br>3.15           | SA<br>3.59                 | A<br>3.02          | A<br>3.27          |
|                                                                                                    | FS 1B               | <u>A</u><br>3.23    | <u>SA</u><br>3.65          | <u>A</u><br>2.87   | <u>A</u><br>3.41   |
|                                                                                                    | <b>Mean</b>         | <b>A (3.19)</b>     | <b>SA (3.62)</b>           | <b>A (2.95)</b>    | <b>A (3.34)</b>    |
| The field study course helps me understand the learners that I will deal with in the future. (#18) | FS 1A               | SA<br><u>(3.62)</u> | SA<br><u>(3.65)</u>        | A<br><u>(3.33)</u> | A<br><u>(3.30)</u> |
|                                                                                                    | FS 1B               | A<br>(3.48)         | <u>SA</u><br><u>(3.65)</u> | A<br>(3.25)        | A<br>(3.41)        |
|                                                                                                    | <b>Mean</b>         | <b>SA (3.55)</b>    | <b>SA (3.65)</b>           | <b>A (3.29)</b>    | <b>A (3.36)</b>    |
| I find the field study course useless. (#19)*                                                      | FS 1A               | D<br>(2.68)         | SD<br><u>(3.50)</u>        | D<br>(2.98)        | D<br>(3.09)        |
|                                                                                                    | FS 1B               | D<br>(3.45)         | SD<br>(3.63)               | D<br>(3.04)        | D<br>(3.31)        |
|                                                                                                    | <b>Mean</b>         | <b>D (3.07)</b>     | <b>SD (3.56)</b>           | <b>D (3.01)</b>    | <b>D (3.2)</b>     |
| Total                                                                                              | <b>Overall Mean</b> | <b>PA (3.12)</b>    | <b>VPA (3.54)</b>          | <b>PA (3.00)</b>   | <b>PA (3.30)</b>   |

---

\* The item is negative and so the scoring and interpretation of the responses were reversed. Legend: 1.00 – 1.49 – very negative attitude (VNA); 2.50 – 3.49 – positive attitude (PA); 1.50 – 2.49 – negative attitude (NA) 3.50 – 4.00 – very positive attitude (VPA)

Moreover, the table reveals that both the on- and off-campus FS students showed a positive attitude toward the course rationale before and after taking FS, as evidenced by their responses to item 16, *“the field study course is a necessary component of professional education courses.”* This means that the students also liked the idea of taking FS to help them understand what they learn from their FS courses.

In terms of how the FS students see if the FS course is helpful in making them understand their future role as a teacher (item 17), both on- and off-campus FS students were found to have a positive attitude before and after taking FS; however, when asked if FS helped them understand the learners that they would deal with in the future (item 18), on-campus students expressed *“strongly agree”*, unlike the off-campus students who only *“agreed”* to this item. It appears that the impact of FS in understanding the learners is better among on-campus than off-campus FS students. This could be explained by the longer time spent by the on-campus FS students with the learners they observed at CTL than the time spent by the off-campus FS students with the students in the field.

In item 19, where the FS students were asked if they found FS course useless, both on- and off-campus FS students expressed disagreement to the item. However, on-campus FS students expressed strong disagreement to the statement compared to the off-campus FS students. It can be inferred from this particular finding that on-campus FS students appreciate more their FS experience than those in the off-campus.

The responses showing positive attitude of the FS students toward the course rationale, as measured by the five Likert scale items, were supported by their responses in the open-ended

---

questionnaire. The following are their unedited general impressions on their FS experience:

- *My FS course is great! It helped me a lot in understanding the roles of a teacher (Hilahil Lumo-Dusa).*
- *It's really helpful (Azie).*
- *I found FS as a way to explore actual classroom situation and discover and experience the life of a teacher (Reine).*
- *I have nothing against Field Study program. It helped us teacher to be more effective someday and it opened us the feelings of being with the students in the near future (Same).*
- *The FS program is (I think and I believe) so very useful. I know it would help a lot in my training as an education student (Hottie).*
- *FS program will help me to understand the attitude of the students inside the classroom and because of this, it will help me to become a good role model for the future student I will teach (Ning).*
- *I find field study something new and useful in the world of learning. It is a great help for us future teachers (Donkey Chang).*
- *It will help us prepare for the career and guide us in finding new and better techniques in teaching (Chie).*
- *I think this program is very essential for a teacher. I wish that this program be given emphasis (Ulrick Cadwa Lader).*
- *My FS course is great! It helped me a lot in understanding the roles of a teacher (Hilahil Lumo-dusa).*
- *Field Study course is very necessary to help me understand my future role as a teacher (Pam).*
- *The Field Study program helped me understand some of the qualities of the students that I will teach in the future. This greatly helped me to realize what I need to do and to possess in order to be an effective teacher to them (Pauleen Grace).*
- *The program is useful that is able to show us the typical classroom setting and the characteristic of the individuals we are going to handle when we are already in the profession (Ice).*
- *My general impression on the program is good. I get to know some of the students in others school (Humphry).*
- *I find FS very important (Etten).*

- 
- *The program will really help us, as a future teacher, to know our roles, understand the learners that I will deal with in the future. It will help me to be prepared in the future (Ben).*
  - *I find it a bit difficult because of the time but I know it is necessary to my future profession (Ab Initio).*
  - *The Field Study program is very essential to us, future teachers. Through this, we are able to know and understand the real environment in a classroom. It teaches us on how we are going to deal with the problems we might encounter in the future (Aliens).*
  - *The program is necessary and vital in developing the students taking education as a profession (Elizabeth Swan).*
  - *The program helps me get to know the different kinds of students here (Chie).*
  - *Field Study is a very worthwhile course. This exposure is very important for us, future teachers. It will help us understand the real teaching situation. This is a good start for our teaching experience (Your Royal Highness).*
  - *FS helps me to understand my role as a teacher (Kikay).*
  - *I find my FS inspiring and useful. Inspiring, because I was able to know the student's emotions and feelings (Jur Gensen).*
  - *The Field Study course gives me benefit. From this program, I have learned of what kind of students I am going to deal with in the future. I have seen the material needed for effective teaching. I just hope that we will visit more schools so that we can observe more/ different learners (Battosai Himura).*
  - *The Field Study course indeed helped me to understand my future role as a teacher. I have seen the real situation of the education system in our country and it made me feel a bit disappointed (Lian).*

The data obtained from the five-point Likert scale presented in Table 8 that were analyzed and interpreted subsequently, as well as the unedited impressions given by the student respondents, generally reveal the significance accorded to FS by the would-be teachers, regardless of its site of implementation. The results of this study were consistent with the findings of a similar study conducted by Agat, et al. (2006) during the second quarter of SY 2006-2007 where they found out that FS

---

1 course was perceived as a necessary course in the teacher education curriculum of PNU.

### **2.12 Attitude toward the Course Objectives**

Table 9 shows the attitude of the on- and off-campus FS students toward the objectives of FS as measured by item 15. It can be deduced that on-campus FS students were more positive in their attitude toward the objectives of FS 1A and B before going through the field experiences than after taking it. They expressed that the objectives of FS were very clear at the start, as evidenced by a mean of 3.65. However, after taking the FS, the students showed a diminished positive attitude, as shown by a mean of 3.2.

Off-campus FS students, on the other hand, were consistent in saying that the FS objectives were clear before and after their FS. It can be gleaned in the table, however, that the degree of clarity of the objectives for this group also decreased, as indicated by a change in the mean score from 3.42 (agree) to 2.87 (agree). Although the interpretations of the mean scores were the same, the computed values obviously went down in the posttest indicating the diminishing clarity on the objectives of FS after their actual field experience.

The change in attitude toward the objectives of FS among on- and off-campus FS students could be explained by a particular response in the open-ended questionnaire in a pen name of TOA that said *"Well, I find the aim of the program good. But, it needs some polishing to be organized well"*. Another response said *"Field Study is somehow disorganized during this semester, however, I find it interesting in its view or objectives"* (Gutierrez, Karlfried). Therefore, it is safe to say that the objectives of FS were clear but the activities through which they could be attained needed improvement.

---

**Table 9**  
**Mean Score of the Items Measuring FS Attitude toward the Course**  
**Objectives of FS 1A and FS 1B**

| Items                                                                | FS 1<br>Component | On- Campus<br>(34)  |                    | Off- Campus<br>(120) |                    |
|----------------------------------------------------------------------|-------------------|---------------------|--------------------|----------------------|--------------------|
|                                                                      |                   | Pretest             | Posttest           | Pretest              | Posttest           |
| I am very clear about the objectives of my field study course. (#15) | FS 1A             | SA<br>3.59          | A<br>3.09          | A<br>3.46            | A<br>2.81          |
|                                                                      | FS 1B             | SA<br>3.70          | A<br>3.30          | A<br>3.38            | A<br>2.92          |
|                                                                      | <b>Mean</b>       | <b>VPA<br/>3.65</b> | <b>PA<br/>3.20</b> | <b>PA<br/>3.42</b>   | <b>PA<br/>2.87</b> |

Legend: 1:00 – 1.49 – very negative attitude (VNA); 2.50 – 3.49 – positive attitude (PA); 1.50 – 2.49 - negative attitude (NA); 3.50 - 4.00 – very positive attitude (VPA)

### 2.3 Attitude toward the Site of Implementation

Table 10 presents the attitude of the on- and off-campus FS students toward the site of implementation before and after taking FS. Four items in the Likert scale, namely, items 1, 2, 9 and 20 measured this particular dimension.

Analysis of the data shows that at first, FS students did not want their FS 1A to be held at CTL, but after their FS 1A at CTL, they learned to appreciate having their FS at CTL. This is evident in their responses to item 1, “*I prefer doing observations at the Center for Teaching and Learning.*” This attitude was supported by their response in item 20, where they also expressed their preference to have their FS at CTL. On the other hand, the off-campus FS students were consistent in their response before and after taking FS that they liked to have their FS at CTL (item 1). However, when their response to item 20 was examined, they

---

were consistent in their preference to have their FS also at CTL but still wanted to visit schools outside PNU. This positive attitude of the students toward having their FS at CTL could be explained by their response in item 2 where they expressed that conducting their FS outside PNU is expensive. Notably, however, while some students wanted their FS to be held at CTL (items 1 and 20), because they did not want to spend for the conduct of FS (item 2), both on- and off-campus FS students actually wanted to visit as many schools as possible (item 9).

The data presented in Table 10 is supported by the unedited comments of FS students through an open-ended questionnaire designed to determine the attitude of FS students toward the site of implementation of FS.

- *I like observing children in CTL, it is very inspiring and very organized (Wea Lynne).*
- *At first, I thought it would be boring but when we started to go to CTL and observed the students there, I had a lot of fun. I just hope that our next Field Study will be organized specially the permit, I hope it will be fixed.*
- *I don't like to go out because we have already our own PNU students for us to observe, what's the purpose of observing others? (Joupay).*
- *So hard for us to have our FS at CTL because sometimes our schedule does not match with the schedule of our FS professor. We don't have enough time for our FS (Galatea).*
- *I prefer to observe schools outside PNU if possible as many as I can. There must have a fixed schedule without conflicting the regular classes. Like for example to what happened to us, there is no fixed schedule for field study. It always postponed. I suggest 2 or three months before the field study, the school which we are going to observe should be available so that when the time of field study comes, no schedule of mine will be disturbed (Felicity).*
- *I like to visit as many schools as possible (Siera).*
- *I really want to do this field outside the university. Because I think that it is better to observe the students outside (Rachelle).*

**Table 10**  
**Mean Score of the Items Measuring**  
**Students' Attitude towards the Site of Implementation**  
**of FS 1A and FS 1B**

| Items                                                                          | FS 1<br>Component | On- Campus<br>(34)           |                              | Off- Campus<br>(120)         |                              |
|--------------------------------------------------------------------------------|-------------------|------------------------------|------------------------------|------------------------------|------------------------------|
|                                                                                |                   | Pretest                      | Posttest                     | Pretest                      | Posttest                     |
| I prefer doing field observation at the Center for Teaching and Learning. (#1) | FS 1A             | <u>A</u><br>2.65             | <u>A</u><br><b>2.94</b>      | <u>D</u><br>2.50             | <u>D</u><br>2.62             |
|                                                                                | FS 1B             | <u>D</u><br>1.93             | <u>A</u><br>2.85             | <u>A</u><br>2.21             | <u>A</u><br>2.25             |
|                                                                                | Mean              | <u>D</u><br><b>2.29</b>      | <u>A</u><br><b>2.90</b>      | <u>A</u><br><b>2.36</b>      | <u>A</u><br><b>2.44</b>      |
| I find it expensive to have my field experiences outside PNU.(# 2)             | FS 1A             | <u>D</u><br><b>2.29</b>      | <u>A</u><br><b>2.62</b>      | <u>D</u><br><b>2.56</b>      | <u>A</u><br><b>2.43</b>      |
|                                                                                | FS 1B             | <u>D</u><br>2.30             | <u>A</u><br>2.68             | <u>D</u><br>2.60             | <u>A</u><br>2.31             |
|                                                                                | Mean              | <u>D</u><br><b>2.30</b>      | <u>A</u><br><b>2.65</b>      | <u>D</u><br><b>2.58</b>      | <u>A</u><br><b>2.37</b>      |
| I like to visit as many schools as possible. (#9)                              | FS 1A             | D<br>2.62                    | A<br>1.94                    | D<br>2.49                    | A<br>2.84                    |
|                                                                                | FS 1B             | D<br>2.55                    | A<br>2.28                    | A<br>2.54                    | A<br>2.78                    |
|                                                                                | Mean              | D<br>2.59                    | A<br>2.11                    | A<br>2.52                    | A<br>2.81                    |
| I prefer doing field observation in schools outside PNU. (#20)                 | FS 1A             | <u>SD</u><br><b>3.53</b>     | <u>A</u><br><b>2.41</b>      | <u>D</u><br><b>1.71</b>      | <u>A</u><br><b>2.88</b>      |
|                                                                                | FS 1B             | <u>SD</u><br><b>3.63</b>     | <u>D</u><br><b>2.60</b>      | <u>D</u><br><b>1.69</b>      | <u>A</u><br><b>2.75</b>      |
|                                                                                | Mean              | <u>SD</u><br><b>3.58</b>     | <u>D</u><br><b>2.51</b>      | <u>D</u><br><b>1.7</b>       | <u>A</u><br><b>2.82</b>      |
| Overall Mean                                                                   |                   | 0 <u>PA</u><br>1 <b>2.69</b> | 2 <u>PA</u><br>3 <b>2.54</b> | 4 <u>NA</u><br>5 <b>2.29</b> | 6 <u>PA</u><br>7 <b>2.61</b> |

---

Note:

For items 1 and 2, the coding of the responses of the on-campus FS students is 4 - strongly agree; 3 - agree; 2 - disagree; and 1 for strongly disagree. The coding for the off-campus was reversed for the same items.

For items 9 and 20, the coding of the responses of the off-campus is 4 - strongly agree; 3 - agree; 2 - disagree; and 1 for strongly disagree. The coding for the on-campus was reversed for the same items.

Legend: 1:00 – 1.49 – very negative attitude (VNA); 2.50 – 3.49 – positive attitude (PA); 1.50 – 2.49 - negative attitude (NA) 3.50 - 4.00 – very positive attitude (VPA)

As a whole, a positive attitude was shown by the on- and off-campus FS students toward the site of implementation of their FS. On campus FS students were satisfied for having their FS conducted at CTL just like the off-campus FS students who had their FS in other schools outside PNU. However, both on- and off-campus FS students wanted to have exposure in different schools including CTL.

## **2.4 Attitude toward the Manner of Implementation**

Items 3 and 4 in the Likert scale measured the dimension of the attitude of FS students toward the manner of implementation of FS program.

Table 11 clearly shows that as regards item 3, *“I find the implementation of the field study course disorganized,”* FS students found the implementation of FS program organized before and after taking FS. Off-campus students, by contrast, found the implementation of FS program organized before they took FS but disorganized after they took FS. This particular finding is consistent with what most of FS students expressed in the open-ended questionnaire that asked them of their impressions on the manner of implementation of FS program.

The following were their unedited general impressions on the manner of implementation of FS:

- 
- *I think field study is enjoyable if it is well organized and the students were well oriented about the class that they were asked to observe (Yhanku Mie).*
  - *Most of my answers are SD because our schedule for the Field Study is always postponed ( Kikay).*
  - *It is helpful for the future but it is disorganized (Edu).*
  - *The program is disorganized sometimes we don't know if we have FS classes. The trips to other schools were always cancelled (Atchi).*
  - *I was quite disappointed for the reason that we never had a chance to observe a school since we had this problem dealing with the administrators of the school where we were assigned. I am hoping that next time FS would be further organized and well planned (Javen).*
  - *Actually, I find the program really disorganized and it's somewhat an added burden to the students (Saeng Lee).*
  - *The implementation of FS is disorganized (Reign).*
  - *The program is still disorganized that leads FS students to confusion. True, that this course will really help us to understand our role as future teachers but the course really needs to be fixed/ organized first (Reyca).*
  - *Honestly, it was disorganized. I was looking forward and excited before but I was disappointed because they didn't plan it well and properly (Lois Lane).*
  - *I think this Field Study is very impractical. I see it also as disorganized (Zkylet).*
  - *It was hard because we honestly have a strict schedule so we find it hard to squeeze in these activities. It was quite disorganized.*
  - *Field Study should improve the following: schedule, the school (should be CTL), organization and requirements (Shrek).*
  - *The implementation of the Field Study course is disorganized. I suggest that before having this Field Study, everything should be organized (Magicpink).*

The same table shows that as regards item 4, *"I like that FS course be taken after my professional education course,"* on- and off-campus FS indicated "agree" which is just logical, considering that FS provides the experiential component of the theories and principles discussed in the Prof Ed course. To the

---

on-campus FS students, the result implies that they disliked the setup in the on-campus FS because their FS and Prof Ed courses were taken concurrently. To off-campus students, the result means that they liked the manner of implementation of FS 1, because they took first their Prof Ed course before they had its experiential component in FS.

As a whole, the on-campus FS students were more satisfied with the implementation of FS than those in the off-campus FS students who claimed that their FS was poorly organized.

**Table 11**  
**Mean Score of the Items Measuring**  
**Students' Attitude toward the Manner of Implementation of FS 1A**  
**and FS 1B**

| Items                                                                                    | FS 1<br>Component | On-Campus<br>(34)        |                          | Off- Campus<br>(120)     |                          |
|------------------------------------------------------------------------------------------|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                                                                          |                   | Pretest                  | Posttest                 | Pretest                  | Posttest                 |
| I find the implementation of the field study course disorganized (item #3).              | FS 1A             | <u>D</u><br><u>2.97</u>  | <u>A</u><br><u>2.38</u>  | <u>D</u><br><u>2.96</u>  | <u>A</u><br><u>2.32</u>  |
|                                                                                          | FS 1B             | <u>D</u><br><u>3.00</u>  | <u>D</u><br><u>2.88</u>  | <u>D</u><br><u>2.78</u>  | <u>A</u><br><u>2.02</u>  |
|                                                                                          | Mean              | D<br>2.98                | D<br>2.63                | D<br>2.87                | A<br>2.17                |
| I like that field study course is taken after my professional education course(item#4)*. | FS 1A             | <u>A</u><br><u>2.41</u>  | <u>A</u><br><u>2.41</u>  | <u>A</u><br><u>2.59</u>  | <u>A</u><br><u>2.66</u>  |
|                                                                                          | FS 1B             | <u>A</u><br><u>1.93</u>  | <u>A</u><br><u>2.45</u>  | <u>A</u><br><u>2.66</u>  | <u>A</u><br><u>2.61</u>  |
|                                                                                          | Mean              | <u>A</u><br><u>2.17</u>  | <u>A</u><br><u>2.43</u>  | <u>A</u><br><u>2.63</u>  | <u>A</u><br><u>2.64</u>  |
| Overall Mean                                                                             |                   | <u>PA</u><br><u>2.58</u> | <u>PA</u><br><u>2.53</u> | <u>PA</u><br><u>2.75</u> | <u>NA</u><br><u>2.41</u> |

---

\* For off-campus, the coding is 4 –Strongly agree; 3 – agree; 2 –disagree; 1 – strongly disagree. For on-campus, the coding is reversed.  
Legend: 1:00 – 1.49 – very negative attitude (VNA); 2.50 – 3.49 – positive attitude (PA); 1.50 – 2.49 - negative attitude (NA) 3.50 - 4.00 – very positive attitude (VPA)

## **2.5 Attitude toward the Course Requirements**

To measure the attitude of FS students toward the course requirement, the researchers used the items 10 and 11 in the Likert scale.

Indicated in Table 12 are the results showing that as far as item 10 is concerned, the on- and off-campus FS students found the requirements “reasonably attainable” before and after taking FS. In item 11, however, the FS students initially found out that FS course requirements were “impractical” but after the experience, the change in the perception on the importance of FS course requirements became positively noticeable. As a whole, the on- and off-campus FS students had a negative attitude toward FS course requirements before the conduct of FS but positive after taking FS. Such attitude change may be attributed to the acceptability of course requirements such as accomplishing the field observation guides, writing reflective journals, and developing FS portfolios.

**Table 12**  
**Mean Score of the Items Measuring FS Attitude toward the**  
**Course Requirements of FS 1A and FS 1B**

| Items                                                                         | FS 1<br>Component | On- Campus<br>(34)                  |                                     | Off- Campus<br>(120)                |                                     |
|-------------------------------------------------------------------------------|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
|                                                                               |                   | Pretest                             | Posttest                            | Pretest                             | Posttest                            |
| I find the requirements of my field study course reasonably attainable. (#10) | FS 1A             | <u>A</u><br>2.97                    | <u>A</u><br>2.97                    | <u>A</u><br>2.95                    | <u>A</u><br>2.79                    |
|                                                                               | FS 1B             | <u>A</u><br>3.1                     | <u>A</u><br>2.95                    | <u>A</u><br>2.92                    | <u>A</u><br>2.96                    |
|                                                                               | <i>Mean</i>       | <u>A</u><br>3.03                    | <u>A</u><br>2.96                    | <u>A</u><br>2.94                    | <u>A</u><br>2.875                   |
| I find the requirements of the field study course impractical. (#11)*         | FS 1A             | <u><del>A</del></u><br><u>2.00</u>  | <u><del>D</del></u><br><u>2.91</u>  | <u><del>A</del></u><br><u>1.90</u>  | <u><del>D</del></u><br><u>2.71</u>  |
|                                                                               | FS 1B             | <u><del>SA</del></u><br><u>1.48</u> | <u><del>D</del></u><br><u>2.88</u>  | <u><del>A</del></u><br><u>1.99</u>  | <u><del>D</del></u><br><u>2.92</u>  |
|                                                                               | <i>Mean</i>       | <u><del>A</del></u><br><u>1.74</u>  | <u><del>D</del></u><br><u>2.895</u> | <u><del>A</del></u><br><u>1.945</u> | <u><del>D</del></u><br><u>2.815</u> |
| Overall Mean                                                                  |                   | <u><del>NA</del></u><br><u>2.39</u> | <u><del>PA</del></u><br><u>2.93</u> | <u><del>NA</del></u><br><u>2.44</u> | <u><del>PA</del></u><br><u>2.85</u> |

\* Coding was reversed

Legend: 1:00 – 1.49 – very negative attitude (VNA); 2.50 – 3.49 – positive attitude (PA); 1.50 – 2.49 - negative attitude (NA) 3.50 - 4.00 – very positive attitude (VPA)

## 2.6 Attitude toward the Course Activities

Table 13 shows the result of the study as regards attitude of the on- and off-campus FS students toward their FS 1 course activities, as measured by items 5, 7 and 8. It should be recalled that FS 1 focused on classroom observations. The focus of FS 1A was on the application of the different philosophies that they have learned from their professional education course (Prof Ed 1). The focus of FS 1B was to see the characteristics of children that were

discussed in their Prof Ed course on Child and Adolescent Development (Prof Ed 2).

**Table 13**  
**Mean Score of the Items Measuring FS Attitude toward the Course**  
**Activities of FS 1A and FS 1B**

| Items                                                                                                             | FS1<br>Component | On- Campus<br>(34)        |                          | Off- Campus<br>(120)     |                          |
|-------------------------------------------------------------------------------------------------------------------|------------------|---------------------------|--------------------------|--------------------------|--------------------------|
|                                                                                                                   |                  | Pretest                   | Posttest                 | Pretest                  | Posttest                 |
| I hope my time for field study activities is longer than the time I have for professional education courses. (#5) | FS1A             | <u>D</u><br><u>1.94</u>   | <u>A</u><br><u>2.76</u>  | <u>D</u><br><u>2.10</u>  | <u>A</u><br><u>2.66</u>  |
|                                                                                                                   | FS1B             | <u>D</u><br><u>2.18</u>   | <u>A</u><br><u>2.70</u>  | <u>D</u><br><u>2.12</u>  | <u>A</u><br><u>2.79</u>  |
|                                                                                                                   | mean             | <u>D</u><br><u>2.06</u>   | <u>A</u><br><u>2.73</u>  | <u>D</u><br><u>2.11</u>  | <u>A</u><br><u>2.725</u> |
| I find doing field studies boring. (#7)*                                                                          | FS1A             | <u>SA</u><br><u>1.35</u>  | <u>D</u><br><u>2.94</u>  | <u>A</u><br><u>1.67</u>  | <u>D</u><br><u>2.80</u>  |
|                                                                                                                   | FS1B             | <u>SA</u><br><u>1.40</u>  | <u>D</u><br><u>3.18</u>  | <u>A</u><br><u>1.73</u>  | <u>D</u><br><u>2.99</u>  |
|                                                                                                                   | mean             | <u>SA</u><br><u>1.375</u> | <u>D</u><br><u>3.06</u>  | <u>A</u><br><u>1.7</u>   | <u>D</u><br><u>2.895</u> |
| I think the field study course is easy. (#8)                                                                      | FS1A             | <u>D</u><br><u>1.97</u>   | <u>A</u><br><u>2.71</u>  | <u>D</u><br><u>1.95</u>  | <u>A</u><br><u>2.61</u>  |
|                                                                                                                   | FS1B             | <u>A</u><br><u>2.45</u>   | <u>A</u><br><u>2.73</u>  | <u>D</u><br><u>2.0</u>   | <u>A</u><br><u>2.6</u>   |
|                                                                                                                   | mean             | <u>D</u><br><u>2.21</u>   | <u>A</u><br><u>2.72</u>  | <u>D</u><br><u>1.975</u> | <u>A</u><br><u>2.605</u> |
| Overall Mean                                                                                                      |                  | <u>NA</u><br><u>1.88</u>  | <u>PA</u><br><u>2.84</u> | <u>NA</u><br><u>1.93</u> | <u>PA</u><br><u>2.74</u> |

\*Coding was reversed

---

Legend: 1:00 – 1.49 – very negative attitude (VNA); 2.50 – 3.49 – positive attitude (PA); 1.50 – 2.49 - negative attitude (NA) 3.50 - 4.00 – very positive attitude (VPA)

In item 5, FS students did not like that their time for FS activities be longer than the time they have for Prof Ed courses in the pretest, however, this attitude became positive in the posttest where they expressed otherwise. In item 7, both on- and off-campus FS expressed agreement on the statement “*I find doing field studies boring*” in the pretest. However, they disagreed to the statement after FS, which implies that they enjoyed the FS that they experienced. This result was confirmed by the responses of some students in the open-ended part of the questionnaire asking for their impression on their FS. Below are some of their unedited responses with their pen name:

- *More than the experience in the outside school, I enjoy being with the HS students and see the reality in education’s situation (Mayumi).*
- *The program is really enjoying and I find the importance of it through our trip (Philo).*
- *Our Field Study course is interesting. I was happy that thru FS, I already observed how students performed in a classroom discussion (Jhanly).*
- *Field Study course is a very effective way of letting the future teachers see what is really happening outside. We did have a lot of fun and learning at the same time (Sleepless Vampire).*
- *It was a fun experience (Wild Ice).*
- *Our FS at CED was quite late but it is fun. Actually, we didn’t have the luxury of time to gather more information about the school. The students were cooperative. The program is very useful for our future profession because we can preview the classroom situation as early as this time (Snowwylou).*
- *I found the course interesting especially when visiting other schools (Midori).*

- 
- *I found FS very interesting (RC).*
  - *I find it very interesting. It helps me to understand the students and this course will surely help me in the future (Cherera).*

In item 8, the students expressed disagreement to the statement *"I think the field study course is easy"* in the pretest. However, their response after taking FS connotes that they found observing classes during field studies an easy task.

The overall results of the test of the students' attitude toward the course activities indicate a change from a negative attitude in the pretest to a positive attitude in the posttest. It can be inferred that although there was a negative attitude toward the organization of FS, as a whole, the students have appreciated their FS 1 activities.

## **2.7 Attitude toward FS Faculty**

On the attitude of FS students toward FS faculty, Table 14 indicates such attitude which was measured by items 12, 13, and 14 in the Likert scale. Data on Table 14 clearly show that on-campus FS students disagreed to the idea in item 12, *"I Like that my FS teacher is someone based in an elementary/high school"* in the pretest but agreed to the idea in the same item in the posttest. This means that they liked that their FS professor to be someone based in elementary or in high school like CTL faculty. The off-campus FS students, on the other hand, disagreed to the statement in the pretest but agreed in the posttest. Such change in the response of off-campus FS students connotes that they preferred that their FS professor, just like the FS professor of those who had their FS on-campus, were also based in the field.

In item 13, the on-campus FS students agreed in the pretest and posttest that their FS professor was inspiring. The off-

campus FS students, by contrast, disagreed to the idea in the pretest, but agreed to it in the posttest. This means that on-campus FS students were consistent in viewing that their FS professors as inspiring. In contrast, FS students were inspired of their FS professors only after FS.

**Table 14**  
**Mean Score of the Items Measuring FS Attitude toward the Course**  
**Faculty of FS 1A and FS 1B**

| Items                                                                                    | FS1<br>Component | On-Campus<br>(34) |                   | Off-Campus<br>(120) |                   |
|------------------------------------------------------------------------------------------|------------------|-------------------|-------------------|---------------------|-------------------|
|                                                                                          |                  | Pretest           | Posttest          | Pretest             | Posttest          |
| I like that my field study teacher is someone based in an elementary/high school. (#12)* | FS 1A            | <u>D</u><br>1.74  | <u>A</u><br>3.03  | <u>D</u><br>3.18    | <u>A</u><br>2.13  |
|                                                                                          | FS 1B            | <u>D</u><br>1.55  | <u>A</u><br>3.20  | <u>D</u><br>3.23    | <u>A</u><br>2.13  |
|                                                                                          | Mean             | <u>D</u><br>1.65  | <u>A</u><br>3.12  | <u>D</u><br>3.2     | <u>A</u><br>2.13  |
| I see my teacher in field study course inspiring (#13).                                  | FS 1A            | <u>A</u><br>2.59  | <u>A</u><br>3.09  | <u>D</u><br>2.47    | <u>A</u><br>2.87  |
|                                                                                          | FS 1B            | <u>A</u><br>3.13  | <u>A</u><br>3.18  | <u>D</u><br>2.48    | <u>A</u><br>3.11  |
|                                                                                          | Mean             | <u>A</u><br>2.86  | <u>A</u><br>3.14  | <u>D</u><br>2.48    | <u>A</u><br>2.99  |
| I see my teacher in field study difficult to deal with. (#14)                            | FS 1A            | <u>D</u><br>2.00  | <u>A</u><br>2.94  | <u>D</u><br>2.02    | <u>A</u><br>3.15  |
|                                                                                          | FS 1B            | <u>D</u><br>1.55  | <u>A</u><br>3.30  | <u>D</u><br>2.02    | <u>A</u><br>3.12  |
|                                                                                          | Mean             | <u>D</u><br>1.78  | <u>A</u><br>3.12  | <u>D</u><br>2.02    | <u>A</u><br>3.14  |
| Over-all Mean                                                                            |                  | <u>NA</u><br>2.1  | <u>PA</u><br>3.13 | <u>PA</u><br>2.57   | <u>PA</u><br>2.75 |

\* For on campus; SA -4, A-3; D-2; SD -1, for off-campus, the coding is reversed  
Legend: 1:00 – 1.49 – very negative attitude (VNA); 2.50 – 3.49 – positive attitude (PA); 1.50 – 2.49 - negative attitude (NA) 3.50 - 4.00 – very positive attitude (VPA)

---

In item 14, on- and off-campus FS students have the same impression of their professor before and after taking FS. They regarded their FS professor as easy to deal with before FS but difficult to deal with after FS.

Looking at the overall interpretation of the FS students' attitude toward their FS professor based on the three items, one can deduce that on-campus FS students have negative attitude toward their FS professor before FS, but had a positive impression after. Off-campus FS students have a positive attitude toward their FS professor before and after FS. This means that the off-campus FS students were more satisfied with their relationship with their FS professor than those on-campus. This result could be explained by the greater hour spent by the off-campus students with the Prof Ed-FS professor because they were also their teacher both in FS and in their Prof Ed course (54 hours for Prof Ed and nine hours for FS for one quarter), unlike the on-campus FS students who met their professors only for 18 hours per quarter. The result, therefore, implies that time is an important factor in establishing good relationship with the students.

In sum, the following are the results of the study:

1. PNUFS Program has a well-defined rationale that is aligned with the CHED's rationale for Field Studies in the Teacher Education Curriculum—to provide the pre-service teachers a firsthand experience to observe the actualities in the field particularly those that have to do with the teaching and learning processes.
2. The objectives of PNU FS 1 course reflected in various documents like the PNU Teacher Education Framework and the CTL Course Syllabus differ.
3. There were two sites for the implementation of FS: on-campus at CTL and off-campus in the basic education schools. Both were regarded as effective sites for field studies.

- 
4. The original plan for FS 1 course to be conducted at CTL was changed in the actual implementation due to some unforeseen factors like big number of FS classes that cannot all be accommodated at CTL and the substandard size of classrooms at CTL.
  5. There were too many BSE classes taking FS but only few classes can be accommodated for observation at CTL.
  6. The number of CTL faculty was not enough to handle a minimum of 21 BSE classes taking an FS course in one quarter. Assigning Prof Ed faculty to also handle FS loads was a big help.
  7. The CTL and DST differed in activities, materials, and grading system for FS 1 course.
  8. The students coming from the same class differed in their schedule of FS 1 course due to the difference in the sites of the implementation of their FS.
  9. The duration of FS 1 was the same regardless of the site of implementation.
  10. FS faculty claimed one FS load per class regardless of the number of FS students they handled which was as few as seven and as many as 43.
  11. The on-campus FS students were more positive in their attitude toward the rationale of FS than those who had their off-campus FS after the actual field studies.
  12. Both on- and off-campus FS students revealed positive attitude toward the objectives of FS although the off-campus students complained of the poor organization of the FS activities.
  13. The attitude of the on- and off-campus FS toward the site of implementation of FS was positive. On campus FS students were satisfied for having their FS conducted at CTL. Off-campus FS students, on the other hand, were satisfied that their FS was held in other schools outside PNU.

- 
14. The on-campus FS students were more satisfied of the implementation of FS than the off-campus students.
  15. The on- and off-campus FS students showed a negative attitude toward the course activities and requirements before FS but became positive after FS.
  16. The off-campus FS students were more satisfied with their relationship with their FS professors than the on-campus FS students.

## **CONCLUSIONS**

Based on the results of the study, the following conclusions were drawn:

1. FS course is an important component of the teacher education curriculum. The immersion of the pre-service students as early as in their second year provides an excellent medium for initial exposure to teaching and learning processes.
2. Course rationale elicits positive response for the stakeholders when presented soundly and clearly.
3. On- and off-campus sites are appropriate venues for the FS activities.
4. Challenging activities enhance the receptivity of the FS students to the program.
5. Careful planning, organization, implementation and evaluation of the FS course can lessen conflicts among professors and students.

---

## **RECOMMENDATIONS**

In light of the findings and conclusions drawn from the study, the following recommendations are given:

1. A manual be prepared to systematize the implementation of FS courses at PNU.
2. Proper orientation program be given to both faculty and students on FS course.
3. FS students be exposed to CTL classes and pre-identification of partner schools of PNU be done.
4. Common activities and grading system for both on- and off-campus FS course be utilized.
5. Partnership between CTL faculty and Prof Ed faculty be established to facilitate the FS experiences of students.
6. Regular monitoring and evaluation of the implementation of FS courses be conducted.
7. Specific Wednesdays be calendared exclusively for FS activities.
8. Mechanisms on FS concerns be disseminated properly.

## **References**

Agat, M.C. et al. (2006). Attitude toward PNU Field Study Program of On-Campus and Off-Campus FS Students: A Comparison, an undergraduate research submitted to the College of Education, Philippine Normal University

Commission on Higher Education Memo. No. 30, Series of 2004.

Philippine Normal University Teacher Education Framework, 2005