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## Implementation of Field Study Courses in Teacher Education Institutions (TEIs) in Oriental Mindoro

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### ABSTRACT

This study assessed the extent of the manifestation of the learning experiences. Specifically, it determined the extent of manifestation of learning experiences in the areas of observations of teaching-learning in the actual school environments, participation and teaching assistantship, and teaching internship and the differences in the assessments of students and teachers on the extent of manifestation of learning experiences. This research study used the descriptive design of research. The subjects of this study were 345 composed of 259 Field Study students and 86 faculty members of the education programs among TEIs in Oriental Mindoro. The researcher used a researcher-made questionnaire. The data collected were treated statistically using the most appropriate statistical methods. Descriptive statistics such as weighted mean, standard deviation and a four-point rating scale were employed in analyzing and interpreting the data gathered. Results revealed that the extent of manifestation of the learning experiences is lower in terms of participation and teaching assistantship compared to teaching internship, and observations of teaching-learning in actual school environment. Moreover, the assessment made by students and teachers on the extent of manifestation of learning experiences varies significantly. A proposed management plan may be developed and endorsed to the administrators of TEIs in Oriental Mindoro for further checking and validation. The proposed management plan may be implemented by the Deans of Education programs of TEIs in Oriental Mindoro. Future researchers may replicate the study including the Baco Community College.

### INTRODUCTION

Teaching, often regarded as the noblest profession, plays a fundamental role in shaping the future of individuals and society. Educators have the power to ignite young minds, inspire lifelong learning, and create positive impacts that transcend generations. With such significance placed upon teaching, it becomes crucial to ensure that teachers are equipped with the necessary knowledge, skills, and experiences to excel in their profession.

In the realm of tertiary education, Teacher Education Institutions (TEIs) play a pivotal role in preparing future educators for the challenges and opportunities that lie ahead. TEIs serve as the training ground for aspiring teachers, providing them with the theoretical foundations, practical skills, and hands-on experiences necessary for their development. Among the various components of teacher education, field study courses stand out as a vital aspect, as they provide prospective teachers with the opportunity to apply their knowledge in real classroom settings.

College-level fieldwork courses are essential for giving pre-service teachers real-world teaching experience in a motivating and authentic setting. Field training's objectives include shaping and bolstering the fundamental teaching strategies and offering feedback. Before beginning a teacher preparation program, years of in-school experience begin the process of professional development. The foundation of professional development during teacher education is built on these encounters and associated memories. Future teachers form opinions about their skills based on

observations in the classroom and on the field.

The learning experiences of pre-service teachers is a crucial component of their professional identity and in their teaching careers. The sense of self and understanding of the role of teachers affects their teaching, professional development, retention in the teaching profession, and other aspects of their life outside of the classroom. It also influences individual teaching effects by influencing their concrete behaviors while teaching. The decisions that teachers make both now and in the future regarding pedagogy, assessment, and student learning are constrained by how they perceive themselves as teachers. The value of field experience in enhancing teaching abilities like lesson planning, classroom management, teaching strategies, and assessment strategies has been highlighted by numerous studies. Some of these skills were described as administrative, pedagogical, and technological skills. Field experience also improved the students' ability to plan lessons. Other studies have shown that field experience helped pre-service teachers develop their assessment abilities. For instance, Fan *et al.* (2019) specified that efforts of pre-service teachers from the United States and China were considered when using various assessment techniques and grading during pre-service teachers' focus groups. Formative assessment was used by pre-service teachers because it had a number of benefits, including increasing productivity and giving students the chance to develop their skills and knowledge. Field work courses are critical component of teacher

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education programs around the world, providing valuable opportunities for hands-on learning, exposure to diverse contexts, and professional identity development. By working in real-life classroom settings with diverse student populations, pre-service teachers can connect the theories and concepts they learn in the classroom with the practical realities of teaching. The said courses also offer opportunities for mentoring, feedback, and reflection on teaching practices. Ultimately, these experiences help pre-service teachers to develop the skills, knowledge, and professional identities required to become effective teachers who can make a positive impact on the lives of their students.

In the Philippines, field work courses are commonly known as practice teaching and are required for all education students. Practice teaching provides pre-service teachers with opportunities to apply the theories and concepts they learn in the classroom to real-life teaching situations. Pre-service teachers typically complete two practice teaching courses, each lasting for at least six weeks, in a variety of settings such as public and private schools, urban and rural areas, and different grade levels. However, there have been some challenges in implementing effective practice teaching programs in the country, including inadequate support and supervision for pre-service teachers, insufficient training for cooperating teachers, and limited resources for schools. These challenges highlight the need for ongoing efforts to improve the quality of field work courses and to ensure that pre-service teachers receive the necessary support and guidance to become effective educators.

The Commission on Higher Education (CHED) Memorandum No. 30 s. 2004 provides guidelines for the implementation of field study courses in TEIs (Biong, 2013). It was stressed in Article I, Sec I of the said memorandum that the Philippine education is merely dependent on the proper preparedness of the teachers on the important roles and functions. Stated in Article IV of the said memorandum is for teachers to have deep and principled understanding of the learning process and how it will be transferred to their students. As support to such, implementation of this order aims to strengthen the integration of theory and practice in teacher education programs by providing opportunities for pre-service teachers to engage in meaningful field study experiences. Under this order, TEIs are required to offer field study courses as part of their teacher education programs. These courses are designed to provide pre-service teachers with opportunities to observe, participate in, and reflect on classroom teaching and learning activities in real-life settings. The courses also provide opportunities for pre-service teachers to interact with teachers, students, and other stakeholders in the education community.

The order also outlines the minimum requirements for field study courses, including the number of hours required, the minimum number of visits to schools, and the roles and responsibilities of the TEIs, schools, and cooperating teachers. The order emphasizes the importance of providing pre-service teachers with

guidance, feedback, and support during their field study experiences to ensure that they develop the necessary skills and competencies to become effective teachers. This also highlights the importance of field study courses in pre-service teacher education and provides guidelines to ensure that these courses are implemented effectively and contribute to the development of high-quality teachers in the Philippines.

Meanwhile, the CHED Memorandum No. 30 s. 2004 has served as the standard for all TEIs. The teacher education students in this program may complete six field study courses that are aligned with some professional education courses before beginning their student teaching or practicum, as stated in the implementing guidelines. Aside from the six-unit practicum course, each of the six field study courses receives one (1) unit of credit. In the second year of the revised curriculum's implementation, which begins way back academic year 2006–2007, the field study component of the curriculum was launched.

In implementing the program, TEIs may create their own models without entirely departing from the CHED model. The order specifies that field study courses should be offered as part of the teacher education program and should be designed to provide pre-service teachers with opportunities to observe, participate in, and reflect on classroom teaching and learning activities in real-life settings. The specific subjects to be covered in field study courses may vary depending on the TEI and the program, but they should be aligned with the curriculum and standards for teacher education in the Philippines. The order emphasizes that field study courses should be integrated with other courses in the teacher education program to ensure that pre-service teachers have a comprehensive understanding of teaching and learning practices. The courses should also provide opportunities for pre-service teachers to interact with teachers, students, and other stakeholders in the education community (Balagtas *et al.*, 2016).

During student internship, together with a mentor, also known as the cooperating teacher, the pre-service teacher, also known as an apprentice, student teacher, or intern, walks through the entire teaching process (Graves, 2010). Here, the pre-service teacher puts all of the lessons learned in theory and content courses into practice. They also test their understanding of pedagogical content from related courses before engaging in practice teaching. Both public and private basic education schools that are partners or cooperating with the institution hold practice teaching sessions.

The effective delivery of education at all levels continue in the face of pandemic that has drastically changed many facets of daily life. TEIs embraced the unique opportunity and challenge by offering courses in creative and adaptable ways that are appropriate for the context of educational institutions, teachers, and students. In accordance with CHED Memorandum Order No. 4, Section, the CHED recently published Guidelines on the Implementation of Flexible Learning. While DepED issued an order on the adoption of Basic Education Learning Continuity Plan

for School Year 2020–2021 in accordance with DepED order No. 12, s. 2020 to ensure continuity of learning at the tertiary level considering the Covid-19 public health index in 2020 (Ancheta & Ancheta, 2020).

CMO No. 4 denotes that the next batch of teachers must be adequately prepared by TEIs and Cooperating Schools to teach in the post-pandemic, new normal environment. Therefore, in addition to the current efforts being made to deliver courses using flexible modalities, it is also necessary to redesign the Field Study and Practice Teaching courses in a manner that is appropriate for the current context. To ensure the health, safety, and security of the teachers, students, pre-service teachers, and other stakeholders during the pandemic, it is essential to move away from residential or face-to-face teaching toward flexible learning in higher education and learning delivery modalities in basic education.

Further, in a joint policy known as Regional Memoranda No. 499, s. 2021, the Commission on Higher Education (CHED) and the Teacher Education Council Secretariat (TECS) of the Department of Education (DepEd) supported pre-service teachers' field study and teaching internships for improved experiential, developmental, and competency-aligned learning. In addition to ensuring and maintaining the teachers' effectiveness and efficiency, this is done to develop a new generation of teachers who will be able to teach in the post-COVID-19 learning environment. By utilizing a variety of new normal learning modalities, the joint policy seeks to make field study and teaching internships experiential, developmental through coaching and mentoring, and in line with the learning continuity plan and the Most Essential Learning Competencies (MELCs). Moreover, the Licensure Examination for Teachers (LET) serves as a predictor of performance of TEIs, as stipulated in RA 7836 (Amanonce & Maramag, 2020).

The need for this study is evident. It seeks to address the gaps in knowledge and understanding of TEIs, the efficacy of field study courses, and the challenges faced during their implementation. By shedding light on these areas, it will be possible to identify areas for improvement, enhance the effectiveness of teacher education, and ultimately contribute to the development of highly competent educators. Being a professor in one of the TEIs in the province of Oriental Mindoro who has been handling field study courses, the researcher have observed that most of the pre-service teachers who have taken field study courses still lack learning experiences in terms of teaching skills that encourage students' involvement and enhance classroom interaction. Teaching skills refer to various kinds of processes that are used to share knowledge with students. The main objective of teaching skills is to facilitate student learning. This includes the creation of an environment, where students can get involved in learning in a manner that suits them.

In addition, though there were studies undertaken that focuses on field study course, still, only a few studies have inquired into the learning experiences of pre-service

teachers in field study courses and there has been no research published that assessed the implementation of field study courses in TEIs in Oriental Mindoro. Hence, this study assessed the extent of manifestation of learning experiences in the areas of observations of teaching-learning in actual school environment, participation and teaching assistantship, and teaching internship.

### **Objectives of the Study**

This study assessed the extent of the manifestation of the learning experiences. Specifically, it determined the extent of manifestation of learning experiences in the areas of observations of teaching-learning in actual school environments, participation and teaching assistantship, and teaching internship and the differences in the assessments of students and teachers on the extent of manifestation learning experiences.

### **METHODOLOGY**

This research study used the descriptive design of research. The subjects of this study were 345 composed of 259 Field Study students and 86 faculty members of the education programs among TEIs in Oriental Mindoro. The participating TEIs were chosen because they were the only TEIs in Oriental Mindoro which has huge population of students. The researcher used a researcher-made questionnaire. The data collected were treated statistically using the most appropriate statistical methods. Descriptive statistics such as weighted mean, standard deviation and a four-point rating scale were employed in analyzing and interpreting the data gathered.

#### **Weighted Mean**

This was utilized to describe the extent of manifestation of manifestation of learning experiences in the areas of observations of teaching-learning in actual school environment, participation and teaching assistantship, and teaching internship.

#### **Standard Deviation**

This was utilized to describe the spread of the respondents' responses on the extent of manifestation of manifestation of learning experiences in the areas of observations of teaching-learning in actual school environment, participation and teaching assistantship, and teaching internship.

#### **t-test**

This was used to test the significant differences between the assessments of the two groups of respondents on the extent of manifestation of manifestation of learning experiences.

#### **Scoring and Interpretation**

The assessment on the extent of manifestation of manifestation of learning experiences were reported using the 4-point Likert Scale as shown below:

**Table 1:** Four-Point Rating Scale

Option	Score Range	Interpretation
4	3.50 – 4.00	Great Extent
3	2.50 – 3.49	Moderate Extent
2	1.50 – 2.49	Slight Extent
1	1.00 – 1.49	Least Extent

**RESULTS AND DISCUSSIONS**

**Extent of Manifestation of Learning Experiences**

Learning experiences refer to the engagement or involvement of students in the classroom in order to obtain knowledge. In this case, the students learned from experiences and apply it in the actual classroom situation which can be facilitated by the teachers. The discussions present the gathered data from the students and faculty on the extent of manifestation of learning experiences in the areas of observations of teaching-learning in actual school environment, participation and teaching assistantship, and teaching internship, as shown in table 1 to 4.

**Observations of Teaching-Learning in Actual School Environment**

This refers to an act of watching a teacher’s performance in their classroom or learning environment. In this study, this refers to the extent of manifestation of learning experiences in the area of observations of teaching-learning in actual school environment under Field Study 1 among TEIs in Oriental Mindoro. Table 2 presents the extent of manifestation of learning experiences in the areas of observations of teaching-learning in the actual school environment.

**Table 2:** Observations Of Teaching-Learning in Actual School Environment

Item	Student			Faculty			Overall Mean		
	WM	SD	VI	WM	SD	VI	WM	SD	VI
1. Hold simulations in field study classes before the actual field study in schools.	2.99	0.63	ME	3.22	0.44	ME	3.11	0.54	ME
2. Check the lesson plans during the field study.	2.96	0.52	ME	3.13	0.49	ME	3.05	0.50	ME
3. Provide orientation on field study before the start of the actual field study courses.	2.88	0.69	ME	3.14	0.44	ME	3.01	0.56	ME
4. Look into the development and usage of av teaching aids during the field study.	2.97	0.51	ME	3.00	0.49	ME	2.99	0.50	ME
5. Observe classroom management and student participation reinforcement in the field study.	2.91	0.60	ME	3.00	0.49	ME	2.96	0.54	ME
6. Give feedback and insights during class observations	2.95	0.52	ME	2.97	0.49	ME	2.96	0.50	ME
7. Include detailed notes or comments and recommendations in the observation report	2.94	0.50	ME	2.95	0.45	ME	2.95	0.47	ME
8. Watch teacher’s performance as a part of a formal job performance evaluation	2.93	0.53	ME	2.90	0.49	ME	2.92	0.51	ME
9. Observe formative and summative assessments during the delivery of lesson	2.46	0.83	ME	2.59	0.49	ME	2.53	0.66	ME
10. Conduct an observation check on different key areas such as planning, teaching, techniques, and student-teacher relationships	2.33	0.76	ME	2.14	0.45	ME	2.24	0.60	ME
<b>Composite Mean</b>	<b>2.80</b>	<b>0.62</b>	<b>ME</b>	<b>2.84</b>	<b>0.47</b>	<b>ME</b>	<b>2.82</b>	<b>0.54</b>	<b>ME</b>

WM=Weighted Mean; SD= Standard Deviation; VI= Verbal Interpretation;; ME=Moderate Extent;

As assessed by students, holding simulations in field study classes before the actual field study in schools obtained the highest weighted mean of 2.99, with standard deviation of 0.63, described as moderate extent. On the other hand, conducting an observation check on different key areas such as planning, teaching, techniques, and student-teacher relationships obtained the lowest weighted mean

of 2.33, with standard deviation of 0.76, described as moderate extent.

The overall mean of 2.80, with standard deviation of 0.62, described as moderate extent, concluded that for students, the extent of manifestation of learning experiences in the areas of observations of teaching-learning in actual school environment is not at a great

extent, yet the students perceived that TEIs prioritizes holding of simulations in field study classes before the actual field study in schools. In contrast, less attention is given to conducting an observation check on different key areas such as planning, teaching, techniques, and student-teacher relationships.

This result is related to the statement of Corcoran and O'Flaherty(2018) that the teacher and principal effectiveness can be evaluated in terms of student achievement scores or assessment of teacher performance which requires pre-service teachers to demonstrate effective teacher behaviors in applied settings. Critics have however argued for process-based measures that evaluate directly what teachers do in the classroom. Classroom observations as rated by expert observers are often used as a way of assessing teacher performance, including during teacher preparation.

Meanwhile, as assessed by faculty, holding simulations in field study classes before the actual field study in schools obtained the highest weighted mean of 3.22, with standard deviation of 0.44, described as moderate extent. On the other hand, conducting an observation check on different key areas such as planning, teaching, techniques, and student-teacher relationships obtained the lowest weighted mean of 2.14, with standard deviation of 0.45, described as moderate extent.

The overall mean of 2.84, with a standard deviation of 0.47, described as a moderate extent, concluded that for faculty, the extent of manifestation of learning experiences in the areas of observations of teaching-learning in an actual school environment is not at a great extent, yet the faculty perceived that TEIs prioritizes holding of simulations in field study classes before the actual field study in schools. In contrast, the faculty also supposed that less attention is given to conducting an observation check on different key areas such as planning, teaching, techniques, and student-teacher relationships.

This result can be linked with the findings Pianta *et al.* (2012) who investigated the affective domain of teacher-student relationships. The findings showed that the core of strong teacher-student relationship revolve around how it influence the instruction and learning taking place in the classroom. Each contextual category developed because of this case study includes elements of the teacher and student interaction that have an actual impact on the learning environment in the classroom, as shown by student work samples and responses to teacher interaction. Finally, as assessed by both students and faculty, holding simulations in field study classes before the actual field study in schools obtained the highest weighted mean of 3.11, with a standard deviation of 0.54, described as moderate extent. It was followed by checking the lesson plans during the field study s with weighted mean of 3.05, with standard deviation of 0.50, described as moderate extent. Providing orientation on field study before the start of the actual field study courses gained the third highest weighted mean of 3.01, with standard deviation of 0.56, described as moderate extent.

Holding simulations in field study classes before the actual field study in schools is an effective way to prepare student-teachers for their upcoming teaching internship. It allows them to practice their teaching skills in a safe and controlled environment, where they can receive feedback from their mentors and peers. This method is based on the principle of experiential learning, which states that individuals learn best through hands-on experience and reflection. By simulating a classroom environment, student-teachers can develop their lesson plans, teaching techniques, and classroom management strategies. Additionally, they can identify areas for improvement and adjust their approach accordingly. Thus, holding simulations in field study classes is crucial in ensuring that student-teachers are well-prepared for their actual field study and can maximize their learning experiences.

On the other hand, conducting an observation check on different key areas such as planning, teaching, techniques, and student-teacher relationships obtained the lowest weighted mean of 2.24, with standard deviation of 0.60, described as moderate extent. It was followed by observing formative and summative assessments during the delivery of lesson with weighted mean of 2.53, with standard deviation of 0.66, described as a moderate extent. Watching teacher's performance as a part of a formal job performance evaluation gained the third lowest weighted mean of 2.92, with standard deviation of 0.51, described as moderate extent.

Conducting an observation check on different key areas such as planning, teaching techniques, and student-teacher relationships is critical to ensure the quality of the field study courses for student-teachers. However, in some cases, this area obtained the lowest weighted mean because of a lack of standardization in observation tools and criteria. This can lead to subjectivity and inconsistency in evaluating the performance of student-teachers. Additionally, the lack of training and support for cooperating teachers in conducting observation checks can also contribute to the low weighted mean in this area. Thus, it is essential to establish a standardized observation tool and criteria, as well as to provide adequate training and support to cooperating teachers, to improve the effectiveness and reliability of observation checks in field study courses.

The overall mean of 2.82, with standard deviation of 0.54, described as moderate extent, concluded that for faculty, the extent of manifestation of learning experiences in the areas of observations of teaching-learning in actual school environment is not at a great extent, yet both students and faculty perceived that TEIs prioritizes holding of simulations in field study classes before the actual field study in schools. In contrast, both students and faculty also supposed that less attention is given to conducting an observation check on different key areas such as planning, teaching, techniques, and student-teacher relationships.

This result can be linked with the findings of Cook *et al.* (2018) that despite studies showing the value of student-

teacher relationships for student functioning, little is known about the best ways to foster these connections, especially in secondary education.

**Participation and Teaching Assistantship**

This refers to an activity that allows a preservice student to take part in and help with a small number of actual teaching-learning tasks related to learning assessment,

creating instructional materials, creating bulletin boards, and other classroom procedures. In this study, this refers to the extent of manifestation of learning experiences in the area participation and teaching assistantship under Field Study 2 among TEIs in Oriental Mindoro. Table 3 presents the extent of manifestation of learning experiences in the areas of participation and teaching assistantship.

**Table 3:** Participation and Teaching Assistantship

Item	Student			Faculty			Overall Mean		
	WM	SD	VI	WM	SD	VI	WM	SD	VI
1. Ensure warm accommodation of host school during assistantship work of student-teacher	2.89	0.37	ME	3.06	0.37	ME	2.98	0.37	ME
2. Conduct pre and post conference after class observation of the student-teacher.	2.92	0.37	ME	3.02	0.37	ME	2.97	0.37	ME
3. Show student-teacher how the lesson plans are prepared.	2.90	0.37	ME	2.97	0.37	ME	2.94	0.37	ME
4. Supervise student-teacher during actual Field Study and in the actual classroom observations.	2.83	0.72	ME	3.05	0.37	ME	2.94	0.55	ME
5. Stimulate student-teacher to participate and assist in actual teaching-learning activities	2.93	0.76	ME	2.91	0.76	ME	2.92	0.76	ME
6. Provide outcome-based experiential tasks, such that the pre-service student go through increasing opportunities for experience.	2.90	0.57	ME	2.90	0.57	ME	2.90	0.57	ME
7. Encourage student-teacher to conduct action research	2.83	0.48	ME	2.88	0.48	ME	2.86	0.48	ME
8. Encourage student-teacher to provide class activities that are related to the lessons, contextualized to the needs of the learners, and aligned with Most Essential Learning Competencies (MELCs)	2.41	0.76	SE	2.56	0.76	ME	2.49	0.76	SE
9. Require student-teacher to have a portfolio that contains sample lesson on learning plans and demonstration training	2.23	0.48	SE	2.20	0.48	SE	2.22	0.48	SE
10. Allow student-teacher to experience directly or vicariously classroom teachings before they finally go to the field to teach	1.98	0.57	SE	1.94	0.57	SE	1.96	0.57	SE
<b>Composite Mean</b>	<b>2.59</b>	<b>0.62</b>	<b>ME</b>	<b>2.63</b>	<b>0.57</b>	<b>ME</b>	<b>2.61</b>	<b>0.59</b>	<b>ME</b>

WM=Weighted Mean; SD= Standard Deviation; VI= Verbal Interpretation; GE=Great Extent; ME=Moderate Extent; SE= Slight Extent

As assessed by students, stimulating student-teacher to participate and assist in actual teaching-learning activities obtained the highest weighted mean of 2.93, with standard deviation of 0.76, described as moderate extent. On the other hand, allowing student-teacher to experience directly or vicariously classroom teachings before they finally go to the field to teach obtained the lowest weighted mean of 1.98, with standard deviation of 0.57, described as slight extent.

The overall mean of 2.59, with standard deviation of 0.62, described as moderate extent, concluded that for students, the extent of manifestation of learning experiences in the areas of participation and teaching assistantship is

not at a great extent, yet the students perceived that TEIs prioritizes stimulating student-teacher to participate and assist in actual teaching-learning activities. In contrast, less attention is given to allowing student-teacher to experience directly or vicariously classroom teachings before they finally go to the field to teach.

This result is related to the findings of Korucu Kış (2021) who investigated whether exposing student teachers to critical incidents through Kolb’s experiential learning cycle could result in meaningful learning. The findings showed that the intervention process had the qualities of being active, constructive, authentic, intentional, and collaborative, and that it also improved the domain-

specific knowledge and skills of practicum students. The practicum students reported that this experience supported them during remote practicum and positively impacted their development, despite a few concerns raised that will be used to improve the future implementations of the first action plan. Several justifications for the use of virtual vicarious experiences of critical incidents during Covid-19 and beyond are provided, drawing on the study's findings.

Meanwhile, as assessed by faculty, ensuring warm accommodation of host school during assistantship work of student-teacher obtained the highest weighted mean of 3.06, with standard deviation of 0.37, described as moderate extent. On the other hand, allowing student-teacher to experience directly or vicariously classroom teachings before they finally go to the field to teach obtained the lowest weighted mean of 1.94, with standard deviation of 0.57, described as slight extent.

The overall mean of 2.63, with standard deviation of 0.57, described as moderate extent, concluded that for faculty, the extent of manifestation of learning experiences in the areas of participation and teaching assistantship is not at a great extent, yet the faculty perceived that TEIs prioritizes ensuring of warm accommodation of host school during assistantship work of student-teacher. In contrast, the faculty also supposed that less attention is given to allowing student-teacher to experience directly or vicariously classroom teachings before they finally go to the field.

This result can be linked with the findings of the study of Kwok (2021) that preservice teachers held contradictory opinions about the theories of classroom management that were developed as part of university coursework. Analyses showed a shift toward more teacher-centered beliefs and behavior after student teaching in settings with teacher-centered practices was complete.

Finally, as assessed by both students and faculty, ensuring warm accommodation of host school during assistantship work of student-teacher obtained the highest weighted mean of 2.98, with standard deviation of 0.37, described as moderate extent. It was followed by conducting pre and post conference after class with weighted mean of 2.97, with standard deviation of 0.37, described as moderate extent. Showing student-teacher how the lesson plans are prepared gained the third highest weighted mean of 2.94, with standard deviation of 0.37, described as moderate extent.

Ensuring warm accommodation of the host school during the assistantship work of the student-teacher obtained the highest weighted mean among the different areas evaluated in the study. This could be attributed to the fact that the success of the student-teacher's assistantship work heavily relies on the cooperation and support of the host school. A warm and welcoming environment can provide a positive atmosphere for the student-teacher to effectively learn and gain experience in the field. Moreover, the support and guidance of the

cooperating teacher can also greatly impact the student-teacher's performance and motivation. When the host school provides ample support and assistance to the student-teacher, they are more likely to have a fulfilling and successful field study experience. This can lead to better learning outcomes and ultimately, better-prepared teachers. On the other hand, allowing student-teacher to experience directly or vicariously classroom teachings before they finally go to the field to teach obtained the lowest weighted mean of 1.96, with standard deviation of 0.57, described as slight extent. It was followed by requiring student-teacher to have a portfolio that contains sample lesson on learning plans and demonstration training with weighted mean of 2.22, with standard deviation of 0.48, described as slight extent. Encouraging student-teacher to provide class activities that are related to the lessons, contextualized to the needs of the learners, and aligned with Most Essential Learning Competencies (MELCs) gained the third lowest weighted mean of 2.49, with standard deviation of 0.76, described as slight extent.

The strategy of allowing student-teachers to experience classroom teachings before they go to the field to teach obtained the lowest weighted mean in the study, which may be due to several reasons. Firstly, some teacher education institutions may not have enough resources and opportunities to provide direct or vicarious teaching experiences to their student-teachers. Secondly, some student-teachers may not see the value and importance of experiencing classroom teachings before going to the field to teach, as they may think that they can learn everything they need to know from their courses and readings. Thirdly, some student-teachers may prefer to learn through trial and error, rather than through pre-emptive experiences. Finally, some teacher education institutions may prioritize other strategies, such as simulations and pre/post-conferences, over providing direct or vicarious teaching experiences. Overall, while this strategy may have some limitations and challenges, it is still essential for TEIs to provide their student-teachers with as many learning opportunities and experiences as possible to help them become effective and competent teachers in the future.

The overall mean of 2.61, with standard deviation of 0.59, described as moderate extent, concluded that for faculty, the extent of manifestation of learning experiences in the areas of participation and teaching assistantship is not at a great extent, yet both students and faculty perceived that TEIs prioritizes ensuring of warm accommodation of host school during assistantship work of student-teacher. In contrast, both students and faculty also supposed that less attention is given to allowing student-teacher to experience directly or vicariously classroom teachings before they finally go to the field.

This result can be linked with the findings of Clark (2016) that at both the preservice and in-service teacher stages, student teachers generally report higher perceptions of their ability to carry out instructional tasks than interns do.

### Teaching Internship

This refers to a chance to apply the knowledge and abilities learned during the teacher education program in a middle or high school classroom and to further that knowledge through real-world experience working with students. In this study, this refers to the extent of manifestation of learning experiences in the area teaching internship among TEIs in Oriental Mindoro. Table 4 presents the extent of manifestation of learning experiences in the areas of teaching internship.

As assessed by students, providing the duration of the actual field study appropriate to develop teaching skills obtained the highest weighted mean of 3.87, with standard deviation of 0.83, described as great extent. On the other hand, showing the school forms and how they are prepared to the student-teacher obtained the lowest weighted mean of 2.19, with standard deviation of 0.72, described as slight extent.

The overall mean of 2.67, with standard deviation of 0.66, described as moderate extent, concluded that for students, the extent of manifestation of learning experiences in the areas of teaching internship is not at a great extent, yet the students perceived that TEIs prioritizes providing of the duration of the actual field study appropriate to develop teaching skills. In contrast, less attention is given to showing the school forms and how they are prepared to the student-teacher as well as serving as mentors to student-teacher.

In accordance with this, Zhao and Zhang (2017) discussed that students who participated in internships scored lower on the emotion dimension of professional identity than students who did not, which was possibly due to the students' emotional exhaustion during the internship. Undoubtedly, the differences between the pre-service teachers' professional identities before and after their internships were connected to various definitions of professional identity as well as to some elements of the teacher education process. The difficulty of the transition from student to teacher was lessened by providing support for pre-service teachers, such as mentoring new teachers during their first teaching assignments, integrating school culture, communicating lesson plans with experienced teachers, etc. According to a study on new teachers, their success and wellbeing were impacted by the encouragement and affirmation they received from their supervisors, assistants, and parents.

As assessed by faculty, allowing student-teacher at host school to become volunteer tutor as part of auxiliary service obtained the highest weighted mean of 2.84, with standard deviation of 0.90, described as moderate extent. On the other hand, showing the school forms and how they are prepared to the student-teacher obtained the lowest weighted mean of 2.30, with standard deviation of 0.90, described as slight extent.

The overall mean of 2.75, with standard deviation of 0.75, described as moderate extent, concluded that for faculty,

**Table 4:** Teaching Internship

Item	Student			Faculty			Overall Mean		
	WM	SD	VI	WM	SD	VI	WM	SD	VI
1. Provide the duration of the actual field study appropriate to develop teaching skills.	3.87	0.83	GE	2.77	0.90	ME	3.32	0.86	ME
2. Include activities in the actual field study helpful in developing teaching skills.	2.96	0.83	ME	2.83	0.90	ME	2.90	0.86	ME
3. Work with host school and teachers to ensure an appropriate placement for each student-teacher	2.96	0.54	ME	2.76	0.71	ME	2.86	0.63	ME
4. Allow student-teacher at host school to become volunteer tutor as part of auxiliary service.	2.85	0.83	ME	2.84	0.90	ME	2.85	0.86	ME
5. Work with Field Study coordinator to select and approve cooperating teacher(s) for each student-teacher	2.88	0.52	ME	2.77	0.72	ME	2.83	0.62	ME
6. Work with the Field Study coordinators and host school to resolve issues as needed	2.84	0.78	ME	2.73	0.74	ME	2.79	0.76	ME
7. Provide a balance between theory and actual field study in the TEI pre-service teaching program.	2.53	0.54	ME	2.79	0.71	ME	2.66	0.63	ME
8. Delegate responsibility to the student-teacher	2.62	0.52	ME	2.64	0.72	ME	2.63	0.62	ME
9. Serve as mentors to student-teacher	2.28	0.78	SE	2.73	0.74	ME	2.51	0.76	ME
10. Show the school forms and how they are prepared to the student-teacher.	2.19	0.72	SE	2.30	0.90	SE	2.25	0.81	SE
<b>Composite Mean</b>	<b>2.67</b>	<b>0.66</b>	<b>ME</b>	<b>2.75</b>	<b>0.75</b>	<b>ME</b>	<b>2.71</b>	<b>0.71</b>	<b>ME</b>

WM=Weighted Mean; SD= Standard Deviation; VI= Verbal Interpretation; GE=Great Extent; ME=Moderate Extent; SE=Slight Extent

the extent of manifestation of learning experiences in the areas of teaching internship is not at a great extent, yet the faculty perceived that TEIs prioritizes allowing of student-teacher at host school to become volunteer tutor as part of auxiliary service. In contrast, less attention is given to showing the school forms and how they are prepared to the student-teacher as well as serving as mentors to student-teacher.

In accordance with this, Kim and Corcoran (2018) showed that persistence was weakly but positively correlated with campus environment engagement, higher grades were associated with persistence, and male and minority pre-service teachers had lower persistence rates. Implementing evidence-based programs to enhance the campus environment and support candidates who are at risk are among the implications.

As assessed by both students and faculty, providing the duration of the actual field study appropriate to develop teaching skills obtained the highest weighted mean of 3.32, with standard deviation of 0.86, described as moderate extent. It was followed by including activities in the actual field study helpful in developing teaching skills and working with host school and teachers to ensure an appropriate placement for each student-teacher with weighted mean of 2.90, with standard deviation of 0.86, described as moderate extent. Working with Field Study coordinator to select and approve cooperating teacher(s) for each student-teacher gained the third highest weighted mean of 2.86, with standard deviation of 0.63, described as moderate extent.

The high weighted mean obtained for providing the appropriate duration of the actual field study to develop teaching skills highlights the importance of allowing sufficient time for student-teachers to immerse themselves in the actual classroom setting. Teaching is a complex and dynamic profession that requires a wide range of competencies and skills. Providing an appropriate duration for the field study allows student-teachers to gain practical experience in applying the theories and concepts they learned in their academic courses. Through this, they can observe and analyze classroom dynamics, adapt to the learners' needs, and practice their teaching strategies. A longer duration also allows student-teachers to learn from a variety of experiences, work with different cooperating teachers, and encounter a wide range of teaching situations. This exposure to diverse teaching situations helps to develop their teaching skills, build their confidence, and prepare them for their future roles as educators. Overall, providing an appropriate duration for the actual field study is crucial in developing the necessary teaching skills of student-teachers.

On the other hand, showing the school forms and how they are prepared to the student-teacher obtained the lowest weighted mean of 2.25, with standard deviation of 0.81, described as slight extent. It was followed by serving as mentors to student-teacher with weighted mean of 2.51, with standard deviation of 0.76, described as moderate extent. Delegating responsibility to the

student-teacher gained the third lowest weighted mean of 2.63, with standard deviation of 0.62, described as moderate extent.

Showing the school forms and how they are prepared to the student-teacher obtained the lowest weighted mean in the study. One possible reason for this is that the focus of the field study course may be more on the development of teaching skills and practical experience in the classroom, rather than administrative tasks. While it is important for student-teachers to be familiar with the school forms and how they are prepared, this may not be the most pressing concern during the limited duration of the field study course. Additionally, some teacher education institutions may have separate courses or modules dedicated to teaching the administrative aspects of teaching, which could explain why this area received a lower level of importance in the study. It is important to note, however, that familiarity with administrative tasks is still an essential aspect of being a teacher, and it may be beneficial for teacher education institutions to find ways to integrate this into the field study course in a way that is meaningful and relevant to the student-teachers' future teaching careers.

The overall mean of 2.71, with standard deviation of 0.71, described as moderate extent, concluded that for both students and faculty, the extent of manifestation of learning experiences in the areas of teaching internship is not at a great extent, yet the students perceived that TEIs prioritizes providing of the duration of the actual field study appropriate to develop teaching skills. In contrast, less attention is given to showing the school forms and how they are prepared to the student-teacher as well as serving as mentors to student-teacher.

This is associated to the results shown in the study of Zhao and Zhang (2017) that mentor support at field school promoted the development of pre-service teachers' professional identities. Specifically, compared to before the field teaching practice, intrinsic value identity, including work content, work pattern, etc., increased, and extrinsic value identity, including work environment, income, and social status, etc., did not significantly change after experiencing teaching practice.

### **Differences on the Assessments of the Two Groups on Learning Experiences**

Table 5 presents the significant differences between the assessment made of students and teachers on the extent of manifestation of learning experiences.

Table shows that the assessment made by students and teachers on the extent of manifestation of learning experiences is regarded statistically significant since the p values are 0.0005, 0.0001, and 0.0002, respectively. Hence, the null hypothesis is rejected. Based on the findings, it shows that the assessment made by students and teachers on the extent of manifestation of learning experiences varies significantly.

This indicates that the students and teachers have different perspectives on the extent of manifestation of learning

**Table 5:** Differences on the Assessments of the Two Groups on Learning Experiences

Respondents	Observation of Teaching-Learning in Actual School Environment						Participation and Teaching Assistantship						Teaching Internship					
	M	SD	t-crit	df	p	S	M	SD	t-crit	df	p	S	M	SD	t-crit	df	p	S
Students	2.8224	0.1441	1.6544	159	0.0005	S	2.601	0.1216	1.6537	173	0.0001	S	2.7973	0.4011	1.6595	105	0.0002	S
Faculty	2.9034	0.1762					2.7477	0.1752					2.7151	0.1366				

\*\*Significance level at 0.05\*\*

experiences varies significantly. The assessment made by students and teachers on the extent of manifestation of learning experiences may vary significantly due to various reasons. Firstly, students and teachers have different perceptions of what constitutes effective learning experiences. For example, students place more emphasis on hands-on activities and group work, while teachers may prioritize individual assignments and assessments. Students and teachers have different expectations of the field study course and its outcomes. For example, students may expect to gain practical teaching experience and develop classroom management skills, while teachers may expect students to demonstrate subject knowledge and mastery of teaching techniques.

Finally, the assessment also be influenced by external factors such as the quality of the host school and the availability of resources and support. Thus, it is important to consider these various factors when assessing the extent of manifestation of learning experiences in field study courses, and to engage in open and constructive dialogue between students and teachers to ensure that expectations and perceptions are aligned. The results may be parallel with the findings of the study of Zhang and Zhu (2023) that pre-service teachers would go through a complex transition of their professional identity during the teacher education stage because of the characteristics of their professional identity, which would involve constant negotiation, construction, and acceptance.

**CONCLUSIONS**

The extent of manifestation of the learning experiences is lower in terms of participation and teaching assistantship compared to teaching internship, and observations of teaching-learning in actual school environment. Moreover, the assessment made by students and teachers on the extent of manifestation of learning experiences varies significantly.

**Recommendations**

A proposed management plan may be developed and endorsed to the administrators of TEIs in Oriental Mindoro for further checking and validation. The proposed management plan may be implemented by the Deans of Education programs of TEIs in Oriental

Mindoro. Future researchers may replicate the study including the Baco Community College.

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