

Title: Field Study Program of the Philippine Normal University in SY 2006-2007:  
An Assessment  
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## Abstract

The Field Study (FS) Program is one of the new features of the revised teacher education curriculum which was implemented for the first time in school year 2006-2007. It is closely tied up with the professional education (Prof. Ed.) courses. The 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, 2004).

Being a chartered institution, The Philippine Normal University (PNU) designed its own model without totally deviating from the CHED’s model in implementing the FS program. It set its own neatly-packaged, field-based experiences called Developmental Field Study Program (DFSP), which includes four courses, namely: FS 1 (Observer), FS 2 (Participant), FS 3 (Student Teacher), and FS 4(Intern), which serves as the practicum component and, in effect, the culmination of the FS program.

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 following aspects: a. Course Rationale: b. Course objectives; and c. Implementation schemes (site of implementation, students, faculty-in-charge, activities, schedule of activities, duration of activities, materials used, course requirements, grading procedure and faculty loading); 2) What is the attitude of the students toward FS 1 before and after going through the course?

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. Comparatively, it assessed the attitude of the on-campus and off-campus FS students toward the FS program. It also examined the strengths and weaknesses of the program implemented in different sites to determine the site/s that could have a greater positive impact on the FS learners.

Two groups of respondents participated in this study: the FS implementers and the students.

## Results of the Study

1. The syllabus for FS 1 prepared by the PNU-CTL contains its rationale as a course “that enjoins field study students as observers of actual teaching and learning processes conducted in a natural school environment.” FS 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 the 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.
2. FS students are expected to acquire the following competencies: 1) demonstrate understanding of foundational questions in 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 the learners’ principles.
3. Six hundred forty (640) second year students, from 21 sections, enrolled in FS 1 during the first semester, 14 CTL faculty and 12 Professional Education faculty participated in the study. Of the 640 students, 142 had their FS on-campus, while the 498 other students had theirs off-campus. Both on-campus and off-campus were found to be effective sites for field studies.
4. The original plan that all FS classes would be conducted at PNU-CTL was not pushed through for the following reasons: 1) the big FS classes cannot be all accommodated at the CTL substandard classrooms, not enough room for the big FS classes; 2) there were too many BSE classes taking FS, and 3) there were not enough CTL faculty, professional education faculty were also assigned to handle FS classes.
5. The CTL and DST differed in activities, materials and grading systems for the FS 1 course.
6. The students coming from the same class differed in their schedule of FS 1 due to the difference in the sites of the implementation of their FS. Some students in a class had their FS on-campus while the others had theirs off-campus.
7. The on-campus FS students had more positive attitude toward the rationale of FS than those who had their off-campus FS after the actual field studies.
8. 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.
9. The attitude of the on- and off-campus FS students 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.
10. The on-campus FS students were more satisfied with the implementation of FS than the off-campus students.

11. The on- and off-campus FS students showed negative attitude toward the course activities and requirements before they had their FS but they developed a positive attitude after attending their FS.
12. The off-campus FS students were more satisfied with their relationship with their FS professors than the on-campus students.

The following were the conclusions of the study:

1. The 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 their initial exposure to the teaching and learning processes.
2. The course rationale elicits a positive response from 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.