

## The Implementation of Field study Courses in Eastern Visayas State University

**Herminigildo S. Badion, Carmelito Nomer S. Abolencia, Irene Norma S. Abolencia,  
Elena E. Pastor, Carolina D. Carillo**

*Eastern Visayas State University, Faculty of College of Arts and Sciences, College of  
Education, Tacloban City  
E-Mail: n\_abo20@yahoo.com; Hbadion@yahoo.com*

---

### Abstract

Eastern Visayas State University (EVSU) is primarily committed to providing quality system of public education, hence the College of Education offers professional training known as Pre-service Education of Teachers (PET) and the In-service Education of Teachers (INSET) to bridge the growing gap between the needs and expectations of learners and the knowledge and skills of both new and old teachers. The researchers would like to find out whether the competencies provided in the National Competency Based Teacher Standards (NCBTS), through the CMO n30, s2004 were actually followed by the Faculty and Teacher education administrators of the different external campuses of EVSU as they implement the Field Study Courses reflected in their curriculum. The researchers would like to assess the level of awareness on the desired Learning Competencies of the Field Study Courses according to CMO No. 30 by the teachers and administrators of EVSU; the level of implementation perceived by the faculty; as well as the differences of perception of the respondents in terms of awareness and implementation of the Field Study Courses. A questionnaire was constructed by the researchers based on the competencies in CMO # 30 S, 2004 for the six Field Study Courses. The research instrument was divided into two parts; Part I contained the personal and professional background of the respondents where the name, age, sex, civil status, academic rank, major field of specialization, subject taught, department and campus were asked to be provided. On the other hand, Part II of the questionnaire composed of the competencies of the Field Study Courses where the respondents were asked to reveal their perceptions with regards to the extent of awareness and implementation of field Study Courses at Eastern Visayas State University. The study revealed the following: 1.) The level of awareness of the faculty-respondents about Field Study Courses was very high (fullest extent) was very high (fullest extent) in the five FS, while high (full extent) in FS 3. 2.) In terms of the perception of the respondents with regards to the implementation of FS Courses the study revealed a "full extent", which is high. 3.) There exist a significant difference of perception on the level of awareness and implementation of FS Courses on F 2 and 3, while the rest of the FS Courses did not obtained t- values which could be categorized as significant at .05 level. 4.) The respondents revealed a lot of problems on the implementation of FS Courses, however they offered significant suggestions to improve the course offering.

**Keywords:** Field Study Courses, Pre/in-service, Awareness

---

### 1. Introduction

In today's world, there are various educational thrusts that aim to align teacher education with the CHED prescribed curriculum. In line with the thrust of the Medium Term Philippine Development (MTPD) to reduce poverty through the provision of basic services, the Commission on Higher Education (CHED) identified Teacher Education as one of its priority disciplines in the Medium Term Plan for Higher Education 2005-2010. Towards this end, the CHED works with the Department of Education, the Teacher Education Council (TEC) and other government and non-government agencies.

In as much as the Basic Education Schools (BES) are the Primary recipients of graduates from our various Teacher Education Institutions, which include State Institutions, the Department of Education has been implementing initiatives that are geared towards the development of highly competent teachers, including the need to institutionalize a working continuum from pre-service teacher education to in-service training.

The Experiential Learning Courses (ELC) contains Field Study and Practice Teaching which are intended to link theory and practice. This provides students with actual learning experiences in a variety of school settings and is indispensable components of the New Teacher Education, under CMO No. 30 s2004 and CMO No. 52, s2007. This is pursuant to the Teacher Education and Development Program (TEDP) of the National Competency Based Teacher Standards (NCBTS).

The rationale of the CMO No.30 is to forge the nurturing and mentoring process in the development of effective teachers to institute a quality assurance mechanism for all "would be" and incoming teachers. In addition, through the CMO No. 30, the hearts and minds of our pre-service Teachers are needed to prepare them to meet the new National competency Based Teacher Standards (NCBTS).

The establishment of a set National Competency-Based Teacher Standard (NCBTS) is one key element in the Teacher Education and Development Program which seeks to conceptualize a teacher's career path as a continuum that starts with entry to a teacher education program and concludes when a teacher reaches retirement from formal service. In addition, the NCBTS seeks that teachers, pupils and parents are able to appreciate the complex behaviors, attitudes and skills that each teacher must possess, in order to carry out a satisfactory performance of their roles and responsibilities.

Eastern Visayas State University is primarily committed to providing a quality system of public education, hence, the College of Education offers professional training known as pre-service education of teachers (PET) and the In-service Education of Teachers (INSET) to bridge the growing gap between the needs and expectations of learners and the knowledge and skill levels of both new and existing teacher.

In view of the forgoing roles of State Institutions, researches on awareness of implementation of current thrust such as Field Study courses is deemed essential.

The study attempted to determine the level of awareness and implementation of the Field Study Courses in Eastern Visayas State University which is composed of the main campus and four external campuses. Namely: Burauen, Carigara, Ormoc, and Tanauan. It also looked into the difference between the level of awareness and implementation of the six Field Study Courses.

Specifically, it purported to answer the following questions:

1. What is the level of awareness on the desired Learning Competencies of the Field Study Courses according to CMO No. 30 by the teachers and administrators of EVSU?
2. What is the extent of implementation of Field Study Courses according to CMO no. 30 in the following campuses?
  - 2.1 Tanauan campus
  - 2.2 Dulag campus
  - 2.3 Carigara campus
  - 2.4 Burauen campus
  - 2.5 Ormoc campus
3. Is there a significant difference of the level of awareness on the desired competencies and the extent of implementation of Field Study courses in EVSU?
4. Is there a significant difference in the implementation of FS courses in EVSU as compared to the prescribed CMO no. 30.
5. What remedies/strategies could be proposed based on the results of the study?

## 2. Method

### Research Design

The study used the descriptive survey method of research since this was the most appropriate design since the investigation centered on the perception of the respondents about the implementation of the Field Study Courses at Eastern Visayas State University. This research design pertains to the description of the problem in the present condition as revealed by the group of respondents.

### Research of Respondents

This study involved the faculty members who had been teaching Field Study Courses 1 to 6 whether or not they are also assigned to teach the professional education subjects. A total of 35 respondents were identified, however, only 25 of them were able to return the questionnaires. These 25 faculty members of EVSU comprised 1 from Burauen, 1 from Carigara, 7 from Ormoc, 4 from Tanauan and 14 from Tacloban City campuses of the University.

### Instrument Used

In order to gather the needed data for the study, a questionnaire was constructed by the researchers based on the competencies in CMO # 30 S, 2004 for the six Field Study Courses. The research instrument was divided into two parts; Part I contained the personal and professional background of the respondents where the name, age, sex, civil status, academic rank, major field of specialization, subject taught, department and campus were asked to be provided.

On the other hand, Part II of the questionnaire composed of the competencies of the Field Study Courses where the respondents were asked to reveal their perceptions with regards to the extent of awareness and implementation of field Study Courses at Eastern Visayas State University.

**Method of Scoring and Interpretation**

The data gathered were segregated, tabulated and interpreted accordingly. To describe the profile of the respondents the following variables were categorized and interpreted using the appropriate measures and descriptions:

Age. The aged bracket of the respondents were categorized and interpreted as follows.

Age level	Interpretation
60 years and above	Retireable
50-59 years old	above middle age
40-49 years old	middle age
30-39 years old	below middle age
29 years old and below	young

Civil Status. The civil status of the respondents were grouped according single, married, and cordon or widower.

Academic Rank. The categories used to describe the academic ranks of the respondents were based on the position classification by the Department of Budget and Management as follows:

Instructor	1-3
Assistant Professor	1-4
Associate Professor	1-5
Professor	1-6

Level of Awareness and Implementation. To measure the perception of the respondents with regards to their level of awareness and implementation of Field Study Courses at Eastern Visayas State University, the scale and interpretation below were used:

Scale	Interpretation
4.51 - 5.00	Fullest Extent
3.51 - 4.50	Full extent
2.51 - 3.50	Average Extent
1.51 - 2.50	Lesser Extent
1.00 - 1.50	Least Extent

**Statistical Treatment of Data**

In order to have the exact measure of the data obtained as well as give the appropriate description and interpretation the following statistical formulas were used:

Percentages. To measure the distribution of the responses by the respondents the percentage was used with the following formula;

$$p = \frac{f}{n} \times 100$$

Where:

p = percentage f = Frequency

n = number of respondents 100 = constant

Item Mean. In order to reveal the level of perception by the respondents in each item, the following formula was used: Where:

$$i_m = \frac{fw}{m} \quad m = \text{item mean } f = \text{frequency}$$

w = weight

n = number of respondents

t-test. To measure the difference of perception by the respondents in terms in the level of awareness and implementation about the Field Study Courses, the t-test measure was used, with the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{D_1^2 + D_2^2}{n(n-1)}}$$

Where:

t = t-test

$\bar{x}_1$  = mean of first group

$\bar{x}_2$  = mean of second group

$D_1^2$  = squared deviations in the first group

$D_2^2$  = squared deviations in the second group number of respondents/cores

### 3. Findings

**Table 1.** Level of Awareness and Implementation on the desired Learning Competencies of the Field of Study Courses according to CMO No. 30

ITEM Field Study	AWARENESS		IMPLEMENTATION	
	Mean	Interp.	Mean	Interp.
1. Determine an environment that provides social, psychological and physical learning characteristics and needs.	4.41	Full Extent	4.00	Full Extent
2. Differentiates learners of varied learning characteristics and needs.	4.82	Full Extent	4.00	Full Extent
3. Manages time, space and materials resources to provide learning opportunities.	4.76	Full Extent	4.13	Full Extent
4. Recognizes multi-cultural background of learners when providing learning opportunities. Determines teaching approaches and techniques appropriate to the learners.	4.65	Full Extent	4.20	Full Extent
5. Determines, understands and accepts the learners' diverse background. Relates the learner's background to their performance in the classroom.	4.72	Full Extent	3.75	Full Extent
6. Reflects on the impact of home and family life to learner.	4.69	Full Extent	4.20	Full Extent
7. FS expound on one's understanding of the learning processes and the role of the teacher in facilitating these processes in their students. Accepts personal accountability.	4.75	Full Extent	4.36	Full Extent
Overall	4.69	Full Extent	4.09	Full Extent

**Table 2.** Level of Awareness and Implementation in the Desired learning Competencies of Field Study II

ITEM	AWARENESS	IMPLEMENTATION
------	-----------	----------------

Field Study II Experiencing the Teaching-Learning Process	Mean	Interp.	Mean	Interp.
1. Identifies varied methods and strategies, instructional materials and assessment tools used in the learning	4.69	Full Extent	4.29	Full Extent
2. Distinguishes general learning process as well as unique processes of individual learners. Identifies teachers' actions that demonstrate value for learning.	4.44	Full Extent	4.14	Full Extent
3. Establishes and maintains consistent standards of learners' behavior.	4.44	Full Extent	4.21	Full Extent
4. Creates healthy psychological climate for learners.	4.69	Full Extent	4.14	Full Extent
5. Determines, understands and accepts the learners' diverse background and experience. Develops and utilizes creative and appropriate instructional planning.	4.69	Full Extent	3.14	Full Extent
6. Develops and uses variety of appropriate assessment strategies to monitor and evaluate learning.	4.50	Full Extent	4.07	Full Extent
7. Demonstrates mastery of the subject matter.	4.50	Full Extent	4.07	Full Extent
Overall	4.56	Full Extent	4.15	Full Extent

Field Study 3. Table 6 advances the data on the perception of the faculty members handling FS in EVSU

Table 3. Extent of Awareness and Implementation of Field Study III

ITEM Field Study III	AWARENESS		IMPLEMENTATION	
	Mean	Interp.	Mean	Interp.
1. Identifies and classifies resources that facilitate teaching and learning process.	4.29	Full Extent	3.42	Average Extent
2. Appraises the effectiveness of displays as learning resources	4.34	Full Extent	3.92	Full Extent
3. Designs a bulletin board displays	3.75	Full Extent	4.00	Full Extent
4. Determines the appropriateness of teaching aids to learning tasks.	4.50	Full Extent	4.00	Full Extent
5. Prepares instructional materials that are appropriate to the learning content.	4.57	Full Extent	4.00	Full Extent
6. Develops and utilizes materials which involve students in meaningful learning.	4.36	Full Extent	3.92	Full Extent
7. Recognizes strengths and weaknesses of slide presentations in facilitating the teaching-learning progress.	4.21	Full Extent	3.85	Full Extent
8. Determine the appropriateness of the internet resources to the learning tasks.	4.07	Full Extent	3.54	Full Extent
Overall	4.26	Full Extent	3.83	Full Extent

Field Study 4. The perception of the faculty handling FS 4 about their awareness and implementation of the said subject is presented in Table 7.

Table 4. Extent of Awareness and Implementation of Field Study IV

ITEM	AWARENESS	IMPLEMENTATION
------	-----------	----------------

Field Study IV Understanding Curriculum	Mea n	Inter p.	Mean	Interp.
1. Communicates' clear learning goals that are learners.	4.64	Fulle Exte	4.38	Full Extent
2. Develops and uses a variety of appropriate assessment strategies to monitor and evaluate learning.	4.43	Full Extent	4.15	Full Extent
3. Establishes learning environments that respond to the aspirations of the community.	4.36	Full Extent	4.15	Full Extent
4. Creates healthy psychological climates for learners.	4.50	Full Extent	4.15	Full Extent
5. Selects teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson.	4.57	Fulle st Extent	4.23	Full Extent
6. Teachers' actions demonstrate value for learning.	4.73	Fulle st	4.08	Full Extent
7. Determine, understand and accepts the learners' diverse background and experience.	4.43	Full Extent	4.08	Full Extent
8. Develops and utilizes creative and appropriate assessment strategies to monitor and evaluate learners.	4.38	Full Extent	3.92	Full Extent
9. Develops and uses variety of appropriate assessment strategies to monitor and evaluate learners.	4.50	Full Extent	4.08	Full Extent
10. Demonstrates mastery of the subject matter.	4.64	Fulle st	4.23	Full Extent
11. Makes good use of allotted instructional time	4.57	Fulle st	4.00	Full Extent
12. Select teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to objectives of the lesson.	4.54	Fulle st Extent	4.00	Full Extent
13. Demonstrates that learning is of different kinds and of different curricular design.	4.57	Fulle st	4.15	Full Extent
Overall	4.53	Fulle st	4.12	Full Extent

Field Study 5. The level of awareness and implementation of FS 5 as perceived by the faculty members handling the course is revealed in Table 5.

**Table 5.** Extent of Awareness and Implementation of Field Study V

ITEM	AWARENESS		IMPLEMENTATION	
	Mea n	Inter p.	Mean	Interp.
Field Study V Learning Assessment Strategies				
1. Provides meaningful and comprehensive knowledge about different assessment tools.	4.67	Fulle st	4.00	Full Extent
2. Applies a wide range of teaching process and skills in educational assessment.	4.50	Full Extent	4.09	Full Extent
3. Compare the uses of authentic assessment tools to other assessment	4.58	Fulle st	4.00	Full Extent
4. Applies a wide range of teaching-learning process skills in educational assessment.	4.58	Fulle st	4.09	Full Extent
5. Creating a product oriented alternative assessment tools.	4.45	Fulle st	4.20	Full Extent
Overall	4.56	Fulle st	4.08	Full Extent

Field Study 6. Table 6 shows the data on the level of awareness and implementation of FS 6 as perceived by the faculty members handling the said course.

**Table 6.** Level of Awareness and Implementation of Field Study VI

ITEM	AWARENESS		IMPLEMENTATION	
	Mea n	Inter p.	Mean	Interp.
Field Study VI On becoming a Teacher				
1. Identifies personal qualities of good teachers through survey.	4.60	Fulle st	3.67	Full Extent
2. Uses non-traditional assessment techniques.	4.50	Full Extent	4.00	Full Extent
3. Creates a healthy and free expression of ideas.	4.60	Fulle st	4.11	Full Extent
4. Provides timely and accurate feedback to learners for them to reflect on.	4.50	Full Extent	4.11	Full Extent
5. Discusses the learning processes and the role of the teacher in the school.	4.60	Fulle st	4.20	Full Extent
Overall	4.56	Fulle st	4.02	Full Extent

#### 4. Discussion

This investigation used a researcher-structured questionnaire based on the desired learning competencies of the Field Study Courses. The study utilized a descriptive survey method with the faculty handling FS Courses as respondents. This study also included casual interview with the respondents and administrators and made some documentary inspection, especially with regards to the subject checklists.

The data gathered were segregated, tabulated, scored and analyzed using appropriate statistical tools in order to have adequate interpretation and in order to answered the questions posed in the study.

The study came up with the following major findings:

1. The respondents of the study were composed of seven male and 18 female faculty members teaching Field Study Courses distributed in the four external campuses and the main campus of Eastern Visayas State University. There were 17 respondents who were married and seven single faculty members with one who did not indicated marital status. Majority of the faculty respondents were still instructor or assistant professors as evidence by eight instructors and seven professors.
2. The level of awareness of the desired learning competences of the six Field Study Courses were perceived by the faculty members handling FS courses as “fullest extent”, except for FS 3 as indicated by the overall mean scores of 4.69 for FS 1; 4.56 for FS 2, FS 5 and FS 6; 4.53 for FS 4 and 4.26 for FS 3 interpreted as “full extent”.
3. With regards to the level of implementation, the faculty respondents perceived it to be at the level of “full extent” as evidenced by the overall mean scores of 4.15 for FS 2 ; 4.12 for FS 4 ; 4.09 for FS 1 ; 4.08 for FS 5 ; 4.02 for FS 6 and 3.83 for FS 3.
4. On the differences of perception of the respondents in terms of awareness and implementation of the Field Study Courses, the computed t-test values indicated that there exist a significant differences at .05 level of significance in the Field Study Courses 2 and 3, while there is no significant difference in the either Field Study Courses.
5. There were a lot of problems that were raised by the respondents concerning the implementation of Field Study Courses, there were significant suggestions that were offered as well.

Problems Met and Suggestions Offered by the Respondents.

In the implementation of FS Courses there were problems met by the school, faculty and students. There were also suggestions offered by these faculty handling the FS Courses. The Table that follow (Table 12) contains all these data and information.

**Table 12.** Problems and Suggestions on the Implementation of FS Courses

Problems Met	Suggestions
1. Some teachers do not feel comfortable with the presence of FS students 2. No available references 3. No laboratory school for students to facilitate FS subjects	1. Experienced and seasoned teachers should be assigned to handle FS courses 2. Provide references 3. Established a laboratory in each campuses in order not to disturb DepEd 4. Orientation is necessary or retooling
4. Some FS assigned was given to faculty with inadequate information for the course 5. Field Study courses in the main campus did not follow the GES as defined in the CMO No. 30 s. 2004 6. Mastery of the subject is not observed from the teachers especially that they are overloaded with subjects 7. Less priority is given to the subject by the students due to the overcrowded curriculum considering that the subject credit is 1 unit only 8. The subjects requires varied activities yet little time is allocated 9. Some students are not aware of their tasks during classroom observations 10. Professional Education teachers do not handle appropriate FS Courses. There is no consideration of students' learned concepts to what is being observed 11. About 90% of faculty members are not familiar with Field Study Courses since only few were sent to attend seminars and workshops 12. Students are not prepared to take FS 2 because they are taking FS 1. They are having difficulty in both subjects 13. On Field Study I, the main problem of the students is on the observation of pre-school and elementary pupils, because there are no such kind of students in the campus 14. The Dean does not allow the students to observe outside the university, where the students are deprived of the opportunity to observe and experience the real world of teaching elementary in the DepEd schools 15. FS 4 & FS 6 on Assessment and Research should not be focused, the tasks are gargantuan, while the terms is very limited	should be done 5. Revision of FS courses should be done immediately according to what is prescribed in CMO 30, s. 2004 6. FS 1 & 2 should not be offered simultaneously 7. Trainings and workshops should be provided to teachers 8. Re-alignment of the curriculum needs to be taken consideration 9. Facilities and areas that support learning need to be given attention 10. Teachers teaching the subject should have mastery of the FS courses 11. Teachers teaching conduct orientation to concerned students 12. The office of the Dean/Head should conduct seminars or symposia regarding FS courses as well as updates from DepEd and PRC 13. Teachers should monitor the performance of students during classroom observation 14. BT-HELE students should not be assigned to observe high school students



## 5. Conclusions

In the light of the findings of the study, the following conclusions were reached.

1. The faculty-respondents were composed of male and female who were mostly married above middle-age and having an academic ranks of instructor or assistance professor distributed in the five campuses of Eastern Visayas State University.
2. The level of awareness of the faculty-respondents about Field Study Courses was very high (fullest extent) was very high (fullest extent) in the five FS, while high (full extent) in FS 3.
3. In terms of the perception of the respondents with regards to the implementation of FS Courses the study revealed a “full extent”, which is high.
4. There exist a significant difference of perception on the level of awareness and implementation of FS Courses on F 2 and 3, while the rest of the FS Courses did not obtained t-values which could be categorized as significant at .05 level.
5. The respondents revealed a lot of problems on the implementation of FS Courses, however they offered significant suggestions to improve the course offering.

## 6. Recommendation

As revealed in the findings and advanced in the conclusions, the following recommendations are formulated:

1. Since most of the faculty-respondents were still instructors or assistant professor, but already in their middle age or above middle age, they should be encouraged to improve their academic ranks by working on their advanced degrees as well as attend seminars and trainings relevant to their job assignments. They should be encouraged to join professional organizations as well as conduct researches aligned to their major field of specialization.
2. Although the level of awareness of the faculty respondents were at the “fullest extent” to almost all the FS Courses, FS 3 was not perceived to be at the “fullest extent”. This FS is about Educational Technology. The administration as well as the FS teachers should look for means to improve the awareness as well as the provision of facilities needed by the students through solicitations from alumni or deliberate allocation of funds taken from SDF or laboratory fees of students.
3. It was revealed that the level of perception by the FS faculty members was at the “fullest extent”, there is a need to improve it to the “fullest extent”. This could be realized by revisiting the curriculum by complying the CMO 30, S. 2004. Core subjects with FS should really be followed in all education courses if EVSU.
4. The result of the study showed that there exist a significant difference of perceptions on the level of awareness and implementation of FS courses in EVSU specifically FS 2 and FS 3 which are experiencing...process and ED. Tech. These subject need to be given emphasis by both the administration and the faculty by providing proper trainings to the faculty members and facilities by the social administration.

## REFERENCES

- Bilbao, Punta P. 2013. Professionalism and Personal Welfare. *Teacher Education Council, Department of Education* Bucao-Jacolbia, Rowena 2010. The Philippine Educational System and Structure: Focus on Basic Education and Teacher Training, A Country Report. *Office of the Vice President for Research and Extension: Polytechnic University of the Philippines*. Issue no. 1, vol 3
- CHED MEMORANDUM ORDER 2004. NO. 30, Article V, sec. 13
- Christie, P. and B. Lingard 2006. *Teachers and Schooling Make a Difference*. Crows Nest, NSW: Allen Unwin.
- Experiential Learning Course Handbook. Teacher Education Council, Department of Education, Commission on

Higher Education. c2009

Gomez, Milagros 2010. Effective teaching Pattern. *Polytechnic University of the Philippines Journal. Series Education Review*. Issue no 1, vol 3.

[Http://www.psdn.org=ph/agenda21/pssd.htm](http://www.psdn.org=ph/agenda21/pssd.htm)

Mañas, Bella O. and Maria Pelogia Ditapat 2009. Philippine Curriculum Development.

PAFTE XI. 2009. Getting results of the implementation of FS Courses through research. *Social Hall of the southern Philippines*, Obrero, Davao City, Feb. 19-20,

Report of the Task Force on Education and Society 2002. "Higher Education in Developing Countries, Peril and Promise". Washington: World Bank.

Salandanan, Gloria G. 2007. Elements of Good Teaching. Quezon City: Lorina Publishing, Inc.

Teacher Education Council, Department of Education, Commission on Higher Education. 2009 *Experiential Learning Course Handbook*.

Eastern Visayas State University 2010. *University handbook*. EVSU: Tacloban City

Vega, Violeta 2004. *Psychological, Anthropological and Sociological Foundations of Education*. Makati City: Grandwater Publication.