

Exploring Field Study Experiences: Learning Skills, Attitudes and Problems of Prospective Teachers

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Abstract:

The main purpose of this paper was to explore and describe the field study (FS) experiences of prospective teachers; their learning skills, attitudes and problems. Participating schools were the cooperating schools of the College of Education of Palompon Institute of Technology, consisting of secondary and elementary schools of the Department of Education. Descriptive-correlational research design was employed, with questionnaires and interview guides as data gathering tools. The study involved two groups of population, the prospective teachers and FS resource teachers. Data were analyzed using the mean, standard deviation, and Pearson r statistics. Descriptive findings revealed prospective teachers had good FS learning skills, favorable attitudes towards FS; and exhibited acceptable attitudes in the FS resource classrooms. While FS resource teachers showed favorable attitudes towards FS, some expressed negative views because of the bulk of work they had in schools. Final analysis revealed a significant relationship between FS learning skills and attitudes towards FS Courses. Three main categories or issues emerged in the FS students' problems, these were: a) pupil/learner behavior, b) FS student issues, and c) resource teachers' attitude issues. The salient findings implied the need to thrash out problems encountered by FS students, thereby increasing their opportunity to cultivate positive attitudes towards FS, intensify learning skills, and eventually, make them realize the true essence of Field Study Courses in the development of prospective teachers.