

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.

Keywords: Field study courses, learning skills, attitudes, problems, prospective teachers

INTRODUCTION

The need to parallel quality education with competencies and skills is basically essential for the development of prospective teachers. This can be done by providing them with the opportunity to keep pace with the changes in the society and the demands of global competitiveness. The development of quality prospective teachers demands ample time and preparations if the goal is to turn out successful would-be teachers. The goal can be achieved by providing prospective teachers with, not only pedagogical theories and principles but also the necessary skills and hands-on experiences that will allow them to relate, connect and apply learned theories in the context of teaching. Doing so will help them develop the skills necessary to become effective in their chosen profession (Experiential Learning Courses Handbook, 2009).

Today, quality teacher preparation programs provide students with a wide variety of early field experiences in a variety of settings to lay the foundation for and to supplement the capstone or culminating field experiences of student teaching (Huling, 1998). In fact, researchers agreed field experiences are the most powerful learning experiences for future teachers (Wasburn-Moses, Kopp, & Hettersimer, 2012) as well as personal experiences gained by working with "real" world activities and in "real" settings which can enhance and improve learning, and increase understanding and knowledge (Wilson, 2011). The variety of actual field experiences will enable these teachers-to-be to relate the theories learned inside the classroom with those actual classroom experiences (Lapingcao 2010; Lucas, de la Torre, Ouano and Salana, 2007) and for them to see the "big picture" of the teaching and learning process, to be with children and to be allowed to interpret that experience with guidance

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from an expert (Wilson et al., as cited by Moses, Kopp, & Hettersimer, 2012). Thus, provision of hands-on experiential learning that will contribute to the professional growth of prospective teachers, will basically help them grow and become highly competitive in their chosen field.

As such, many higher educational institutions preparing prospective teachers require students to take early field experiences before allowing them to take the final full time student teaching (Council Conclusions on Effective Teacher Education, 2014; Kelleher, Collins, Williams, 1995; Anderson, 1993). In the Philippines for example, for almost a decade, Field Studies have been made an integral part of undergraduate teacher education curricula to be taken prior to practice teaching. As prescribed by the Commission on Higher Education (CHED), six (6) Field Study (FS) courses were included in Professional Education intended to equip teacher education students with practical learning experiences where students could observe, verify, reflect on and experience different components of the teaching-learning process in actual classroom settings. These activities are done outside the traditional classroom settings where students can relate and take part with the learning activities and can gain knowledge, skills, and attitudes necessary for them to become effective teachers. These actual classroom experiences begin with field observations which gradually will be intensified until students undertake practical teaching (CMO No. 30, series 2004).

Framework of the Study

The theoretical framework of this study was anchored on Lewin's theory on attitudes which specifies the behavior of an individual is the joint function (f) of the person (P) and his environment E (Greewald, Brock and Ostrom, 2013). His proposition was symbolically expressed by the equation $B = f(P, E)$. This simply means that behavior has two classes of determinants, those unique to the individual and those contributed by the environment (Smith, 2001). Comparatively, in the present study, the students' outcome behavior expressed in terms of his FS learning skills could be determined from the simultaneous momentary conditions – constituting his attitudes and problems (individual person) and his resource teacher (the environment).

Figure 1 illustrates the possible relationships of the various factors that could possibly contribute to the students' FS learning skills. Adopting Lewin's symbolic representation, students' FS learning skills were be expressed as: $LS = f(S, T)$, which means that the students' learning skills (LS) can be explained in terms of the joint function of the unique factors / characteristics of the student (S) himself and the resource teacher (T).

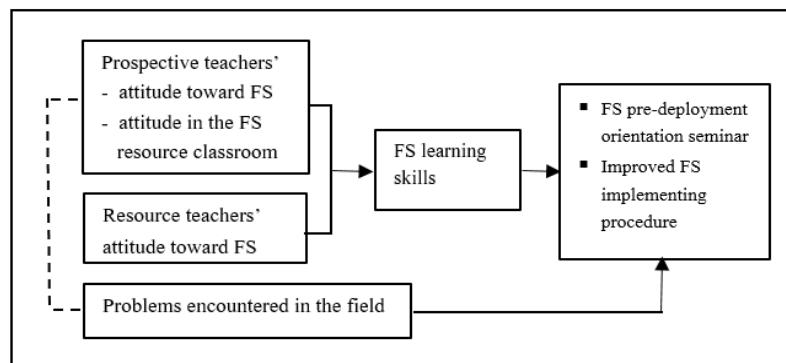


Figure 1. The schematic diagram of the study

LITERATURE REVIEW

Field Study is an educational technique that makes the educational process more active, helps the students work in real situations, and develops skills, competencies and positive attitudes (Vassala, 2006). Field studies are intended to provide students with practical learning experiences in the actual classroom settings (Lapingcao, 2010); provide them with the hands-on experiences, often seen as critical for skills development (McGuinness & Simm, 2005), and a link between theoretical and more pragmatic applied learning (Vaugeois and Maher, 2013). However, a number of research reports had stressed the need for some improvements in the preparations of teachers, particularly the field experiences (Wasburn-Moses, Kopp, & Hettersimer, 2012; Grieco, 2011; Lapingcao, 2010; Patan, 2010; Maxie, 2001). Further recommendations were given where there should be more rigorous preparations and more authentic experiences to enable prospective teachers to cope with the increasing complexity, challenges, and diversity of current schools and classrooms. It was also specifically pointed out the need to have more holistic conceptualization of the pre-service teacher experiences and increased collaborations between universities and public schools (Maxie, 2001; Guyton & Byrd, 1999; McIntyre, Byrd, & Foxx, 1996). For decades, researchers in the field of education have agreed field experience is the most powerful learning experience for future teachers (Darling-Hammond & Bransford, 2005; Moses, Kopp, & Hettersimer, 2012).

Research findings revealed field experiences persisted as an integral component of the curriculum of pre-service teacher preparations (Darling-Hammond & Cobb, 1996; McIntyre, Byrd, & Foxx, 1996). Though highly regarded in the education of teachers, field experiences had a controversial history, with respect to its impact on teacher learning (Zeichner, 1992). Further, previous studies on field experiences exposed a disconnection between teacher preparations and practical teaching and negative outcomes of field experiences, including changes in student teachers' attitudes (Mahan & Lacefield, as cited in Maxie, 2001). Likewise, while cooperating teachers provided a higher degree of support to the pre-service teachers, however, the support was mostly superficial in nature (Grieco, 2011).

While several researches on Early Field Experiences were conducted abroad, a limited number of this kind were conducted in this country, nevertheless, these researches shed insights on FS implementation relative to the common problems observed and experienced by the implementing partners, the Department of Education, and the Teacher Education Institutions (TEIs). The problems reported commonly included curriculum management in which FS is embedded; negative attitudes of the principals and resource teachers who were hesitant to accept FS students and FS coordinators and resource teachers who lacked the necessary knowledge and were not properly oriented on their expected roles in the FS implementation (Lapingcao, 2010; Patan, 2010).

Consequently, the Palompon Institute of Technology (PIT), being one of the Higher Education Institutions (HEIs) in the country that offers undergraduate teacher education programs had also experienced similar problems on its FS implementation. Issues regarding students' attitudes and FS dissatisfactions, student-resource teachers' indifferences were likewise reported. According to one PIT FS instructor, the objective of the FS course which was "to give students the opportunity to relate coursework so as to make FS more meaningful and to make students to relate theories to actual school settings". However, it was observed this objective was not fully realized as demonstrated in the various FS learning outputs of the students. Noting these issues and feedbacks, the researchers felt the need to conduct this study, to find out how students and resource teachers felt about FS subjects. Findings of which would hopefully shed light on the issues concerning the Field Study so that FS courses per se can be meaningful and purposeful to prospective teachers; it is also hoped that this study will provide insights not only to PIT-FS instructors and resource teachers but also to other HEIs implementing the program.

Objective of the Study

The main purpose of the study was to explore and describe the field experiences of the prospective teachers which include FS learning skills, attitude towards FS, students' behavior or attitudes displayed in the FS resource classroom, and problems encountered in the field. Likewise, the attitudes of the resource teachers towards FS were investigated.

Specifically, this study was guided by the following research questions:

1. Is there a significant relationship between FS learning skills with:
 - a) prospective teachers' attitudes toward FS;
 - b) prospective teachers' attitudes in the resource classroom;
 - c) the attitudes of the resource teachers toward FS?
2. What are the observed prevailing problems encountered by the prospective teachers during their field study?

Hypothesis

There is a significant relationship between FS learning skills and each of the following: a) students' attitudes towards FS; b) students' attitudes in the resource classroom; and c) attitudes of the resource teachers towards FS.

METHODOLOGY

This study utilized the descriptive-correlational research design (Burns, & Grove, 2007) which attempted to describe and explore the relationship that occurs naturally between and among variables. The study was conducted in Palompon, Leyte, Philippines, where the respondents were drawn from two groups of population: the pre-service teachers of the Palompon Institute of Technology (PIT) and the resource teachers from PIT Laboratory High School, Palompon National High School, Palompon South Central School, Palompon North Central School and Seaside Elementary School of the Department of Education (DepEd). The data gathering techniques employed were a questionnaire and semi-structured interview schedule. Stratified-random sampling

technique (proportional allocation) was used in determining the samples obtained from first year to fourth year elementary and secondary pre-service teachers presently taking Field Study Courses.

Research Instrument

The research instrument used were the survey questionnaire and the semi-structured interview schedule. The survey questionnaire consisted of two sets – one set for the student respondents and another for the FS resource teachers.

Questionnaire for prospective teachers. This questionnaire consisted of three parts: (1) FS Learning Skills questionnaire, (2) FS Attitude Scale, and (3) Problems Encountered in the field. Specifically, part (1) has 6 subscales (FS1 – FS6) intended to determine the expected learning skills developed by FS pre-service teachers. It was a likert type scale with values of 5 – very good; 4 – good; 3 – average; 2 – fair and 1 – poor. Part (2) is an attitude scale with 15 statements, designed to examine the students' attitudes towards the Field Study Courses with scale values ranging from 5 – strongly agree to 1 – strongly disagree. Part (3) problems encountered by the pre-service teachers during FS observations, with problem items adapted from the instrument used by Patan (2010).

Questionnaire for FS resource teachers. This questionnaire consisted of two parts, with part (1) probing teachers' attitudes towards the Field Study Courses; and part (2) information on the students' behaviors/attitudes in the resource classroom during FS observation. The statements were adapted from the instrument used by Anderson (1993), modified by the researchers to suit the present study. The above sets of questionnaires were subjected to a pilot test which was carried out on selected instructors / teachers and students who were not part of the respondents in the study, to determine the reliability and the their appropriateness. To supplement the data gathered through the questionnaires, semi-structured interviews were conducted to randomly selected FS students and resource teachers.

Interview schedule. Two sets of interview schedules were formulated for the two groups of participants in the study – the FS observers and the resource teachers. The first set was intended to solicit answers from FS observers on how they felt about FS, while the second set was for the students' to state problems encountered in the field. For the attitude interview schedule, the students were asked to reflect on how they felt about FS and to give answers on the positive and negative attitude issues. The students were to answer the first three problems they encountered in the field. On the other hand, the interview schedule for the FS resource teachers provided insights based on the teachers' views and opinions about FS and the teachers were also given the chance to give brief explanations. They were also asked on their observations of the attitudes or behaviors of the FS observers assigned to their classrooms. All the questions asked during the interview were to verify the responses given by both groups of samples regarding the attitudes of the participants in the study and problems faced in FS.

In as much as the items included in the questionnaires were adapted from learning skills specified in FS books and the attitude statements were self-written and adapted from various instruments used by other researchers who conducted similar studies, it is also important to conduct validity tests to ensure the suitability of the instruments so that they measured what they were supposed to measure. Thus, the three questionnaires were submitted to three experts and were pilot-tested on 10 elementary and 10 secondary pre-service teachers, who were not part of the actual respondents. The three experts were senior faculty members of the Institute and had been handling Professional Education subjects for at least ten years.

The data gathered were analyzed using the weighted mean, standard deviation, and Pearson Product Moment Correlation statistics. All statistical calculations were computerized. The hypotheses were tested at the 0.05 level of significance using the 2-tailed test. Data on the observed prevailing problems encountered by FS students in the field were simply ranked. To check the quantitative data on attitudes and problems obtained from the questionnaires, interviews were carried out on randomly selected samples from each group, six (6) from each of the elementary and secondary pre-service teacher respondents and four (4) FS resource teachers from each cooperating schools. Interview responses were carefully noted and analyzed; patterns were sought to determine how the two groups of samples felt about FS Courses, how the pre-service teachers behaved in their respective resource classroom, and the common problems encountered in the field. The responses were categorized and were used to verify the quantitative data derived from the questionnaires.

RESULTS

FS learning skills.

In this research, the sample of 165 student respondents consisted of 70 or 42% elementary and 95 or 58% secondary pre-service teachers. With regard to FS learning skills, overall the respondents showed 'good'

learning skills ($M = 3.89$, $sd = 0.51$). Moreover, taking into account the individual mean scores of the two groups, all respondents revealed ‘good’ learning skills, except for FS 2 ($M = 4.28$) and FS 6 ($M = 4.26$), the elementary group indicated ‘very good’ learning skills. In terms of score variability, both groups showed similar variability level as revealed in their respective standard deviation values.

TABLE 1
FS Learning Skills of the Prospective Teachers

FS Learning Skills	Elementary ($n = 70$)		Secondary ($n = 95$)	
	Mean	SD	Mean	SD
FS 1 - The learners' development & environment	3.85	0.52	3.92	0.45
FS 2 - Experiencing the teaching-learning process	4.28*	0.62	3.75	0.47
FS 3 - Technology in the learning environment	3.65	0.45	3.45	0.45
FS 4 - Exploring the curriculum	3.94	0.56	4.00	0.49
FS 5 - Learning assessment strategies	3.62	0.48	3.92	0.48
FS 6 - On becoming a teacher	4.26*	0.58	4.10	0.56
Total	3.93	0.54	3.86	0.48
<i>Overall: n = 165; M = 3.89, SD = 0.51 (Good)</i>				

*Very Good

Attitudes toward Field Study Courses

In this section, two separate analyses on attitudes towards FS were conducted: 1) prospective teachers’ attitudes and 2) resource teachers’ attitudes. Results showed the mean attitudes of each of the two groups of prospective teachers, were at a favorable level ($M_E = 4.05$, $sd_E = 0.48$; $M_S = 4.15$, $sd_S = 0.42$). Thus, as expected, the overall attitudes turned out to be at favorable level ($M_T = 4.10$, $sd_T = 0.45$).

TABLE 2
Prospective Teachers’ Attitudes toward Field Study Courses

Teacher Preparation	Mean	SD	Interpretation
Elementary Education	4.05	0.48	Favorable
Secondary Education	4.15	0.42	Favorable
Total	4.10	0.45	Favorable

To substantiate the foregoing data obtained from the survey questionnaires, interviews were conducted to randomly select the FS students. The student participants were required to give views on the positive and negative issues of FS, that is, how they felt about FS and the possible impact on future teachers. Common responses were grouped together and yielded the following responses:

TABLE 3

FS Students' Responses on Issues of how they felt about FS and / or Possible Impact on Future Teachers

Positive	Negative
Somehow, FS observations gave us the opportunity to take a look at the kind of pupils / students whom we will be dealing with someday.	Did not see new or challenging techniques of teaching from my FS resource teachers. They usually did 'conservative routines'.
It made us realize that teachers should also be compassionate with the learners.	FS class observation assignments should be based on our field of specialization.
FS exposed us to actual teaching-learning process.	I don't think I gained anything from my FS.
FS courses had really good points. These made us see the essential characteristics of a good teacher.	No, I couldn't see any connection between FS and the lessons / principles that we discussed.
FS is good if one is assigned to a good resource teacher, but if not... I'm sure its purpose is defeated.	I do not like FS especially when practice teachers handled the class; or when the subject observed is not in line with our field of specialization.

With respect to the teachers' attitudes towards FS, both groups (elementary and secondary resource teachers) were found to have favorable attitudes toward the FS Courses ($Me = 3.36$, $s.d. = 0.38$; $Ms = 3.28$, $s.d. = 0.40$). Evidently, the FS attitude mean scores of the two groups, differ only by 0.08 and were on the same category level (favorable). Correspondingly, their overall attitudes towards FS were found to be favorable ($M = 3.32$, $s.d. = 0.39$).

TABLE 4

Resource Teachers' Attitudes towards Field Study Courses

Resource Teachers	Mean	SD	Interpretation
Elementary	3.36	0.38	Favorable
Secondary	3.28	0.40	Favorable
Total	3.32	0.39	Favorable

Similarly, to supplement the preceding data, interviews were also conducted on randomly selected resource teachers. The teachers' responses to the questions were summarized as follows:

The secondary resource teachers said:

'FS courses helped improve teacher preparation'. 'Field observations allow future teachers to be exposed to actual classroom settings'. 'FS courses helped college students to relate theories learned in the classrooms, that is, if they (students) take FS observation seriously'.

'FS courses are good, but unfortunately, my classroom is congested with 60 to 70 high school students. Sometimes, FS students would just be standing at the back or at one corner of my room because we do not have enough chairs'.

While the secondary resource teachers expressed mixed insights about FS, elementary resource teachers unanimously revealed positive outlooks on FS; they also shared their varied experiences with FS observers in their respective classrooms. They said:

'FS is good'. 'Students learn many things from their actual class observations, like dealing with or interacting with diverse learners, gaining insights about the daily class routine, teaching techniques, etc.'

'Yes, FS helps in developing prospective teachers. However, my pupils' attention is usually distracted as FS observers come or go out from my room. This really bothers my classes'.

Classroom attitudes of FS students. As shown (Table 5), the attitude mean scores of the two groups of students differ slightly ($Me = 3.94$; $Ms = 3.96$), revealing a negligible mean difference of 0.04. Overall, they were rated by their resource teachers as having acceptable classroom attitudes ($Me = 3.95$; $SD = 0.55$).

TABLE 5
Classroom Attitudes of Prospective Teachers

Teacher Preparations	Personality	Promptness	Values	Mean	SD
Elementary	3.90	3.94	3.97	3.94*	0.54
Secondary	3.94	3.98	3.97	3.96*	0.57
Total	3.92	3.96	3.97	3.95*	0.55

Correlation Analysis. To determine the specific degree of relationship between FS learning skills and the other factors, Pearson r was employed. Table 6 shows that among the three pairs of variables, only FS learning skills and students' attitudes towards FS showed moderate and significant positive relationship ($r = 0.341$, $p < .05$). Consequently, the proportion of the total variability of students' FS learning skills that were accounted for or explained by the students' attitudes toward FS was 11.60%.

Additionally, shown in the same table are r and r^2 values, revealing low positive correlation ($r = 0.124$; $p > 0.05$ and $r = 0.156$, $p > 0.05$) for learning skills and attitudes in the classroom which were not significant at .05 level.

TABLE 6
Correlation between Learning Skills and Each of the Identified Variables

Variables	r	r^2	p-value
Students' learning skills & attitude toward FS	0.341*	0.116	0.001
Students' learning skills & attitude in the classroom	0.124	0.015	0.331
Students' attitudes in the classroom and teachers' attitude toward FS	0.156	0.024	0.218

*Significant, $p < 0.05$

Problems encountered by prospective teachers. The prevailing problems encountered by prospective teachers during their FS observations included the following: 'pupils / students' noise and attitudes in the resource classroom', 'naughty and did not listen to them'; 'the FS students themselves, their having a feeling of being ignored in the classroom'; 'FS resource teachers do not have quality time to mentor them', and 'too much FS requirements with limited time'. Other problems were related to 'lack understanding of accomplished FS learning episodes', 'large class size', 'overcrowded classroom', 'lack or no involvement in classroom activities', 'resource teachers lack skills in operating audio-visual equipment', and 'lack facilities or no appropriate instructional technology that help facilitate or promote learning'.

Summarizing the above prevailing problems, three major categories emerged, as follows:

- A. Pupil behaviour issues (classroom behaviour, noisy, restless / impulsive)
- B. FS student issues (feeling ignored in the classroom by the resource teacher and the pupils/students, too much FS requirements, lack of understanding of the FS episodes, and not being involved in the class activities)
- C. Resource teacher / classroom issues (no time for mentoring, lacking skills, overcrowded classrooms)

To supplement the foregoing data, informal interviews with FS students were conducted. Students' responses regarding their problems encountered during class observations affirmed the preceding data gathered from the questionnaires. The problems commonly mentioned by FS students were related to 'behavior issues of the pupils' in the resource classroom (especially those in the lower grades).

Comments of the elementary group of teacher education students are as follows:

'The pupils in my FS observation class are really super noisy and sometimes uncontrollable, especially when the resource teacher is out'. 'Whenever we tell the pupils to behave, they do not listen to us because they think we are not their teachers'. 'It's also true in the class I am observing, the pupils are noisy, and 'restless', they enjoy transferring from one seat to another'.

Moreover, when students were asked about what they did after their one-hour FS observation, they said, '*nothing, we only ask our resource teachers to sign our DTR (daily time record) and FS journal, after signing, we immediately leave the room and go back to the college for our academic classes*'.

Likewise, secondary teacher education students said that 'noise' was also their common problem, especially when all the class students were present. They were also wondering why they only sat in the resource classroom, although they wanted to be involved in some classroom activities.

DISCUSSION

The findings of this study shed more light to professional literature related to the field study experiences of prospective teachers. More particularly, the results of the FS learning skills suggested the sample under study had not yet fully mastered the required learning skills in the field study courses. However and there are still rooms for improvement. Although the results indicated there were 'good' learning skills, yet there is a need to further improve and master the various learning skills as specified in each FS course. The FS learning skills are indispensable, a vital ingredient for teacher preparation.

With regard to students' attitudes towards FS, responses from the survey questionnaires revealed the sample under study had 'favorable' attitudes toward the FS courses. Clearly, this finding did not perfectly match with the findings obtained from the interviews conducted. As noted, interview responses revealed both positive and negative views of the students. These results suggested the sample of prospective teachers might have understood the importance of field studies in teacher development, but, several things related to FS need to be put in place, for example, those areas that were not clarified to them; the root causes of the problems encountered, or their being unable to relate or connect the necessary theories and principles to the real context of teaching. These factors could be contributory to the present results. Besides, there are still some aspects on what the students thought about FS need to be attended to for them to fully realize the real value of FS courses in the teaching preparation. At least, the students' favourable attitudes implied they had some positive insights about the FS subjects.

As to the classroom attitudes of the FS students, the current findings indicated the FS students displayed acceptable attitudes in their respective resource classrooms. This suggested that as far as students' attitudes are concerned, no negative issues were reported. This also suggested FS resource teachers did not have any problem with regards to FS observers. Interestingly, as noted earlier, resource teachers showed negative sentiments on FS (during interview), but somehow, their positive reports on FS students' attitudes revealed their negative views were not in anyway related to FS students' behavior, rather, it was due to the bulk of work they had in school, which means that mentoring FS students or extending extra time for them would be an additional burden to them and thus justifying their negative sentiments of having FS observers.

The significant findings between FS learning skills and students' attitudes towards FS implied that there was a positive connection between students' FS learning skills and attitudes. This affirmed Lewin's theory on attitude which specifies that the individual's behavior (the prospective teachers) is the joint function of his attitude and environment. That is, in the present study, the outcome behavior represented students' FS learning skills which were determined by the simultaneous momentary conditions – constituting the attitudes and problems. As such, nurturing one's attitude is a very important factor in intensifying learning skills.

CONCLUSION

Generally, the present prospective teachers were able to develop varied FS learning skills, however, they had not yet fully mastered all the required learning skills in all the FS courses; they possessed favorable attitudes towards FS, nevertheless, some expressed negative viewpoints which were justifiable due to some issues that needed to be put in place. The resource teachers on the other hand, observed their respective FS student observers to behave well in the resource classroom; they likewise possessed favorable attitudes towards FS. However, some had negative sentiments and sincerely expressed they were unable to exercise full support due to the bulk of work they had in school. A significant relationship was found between FS learning skills and attitudes towards FS. The prospective teachers encountered several problems while conducting their FS observations. Three common categories emerged from these problems, these were: a) pupil / learner related issues, b) FS student issues, and c) resource teacher issues.

Implications

The significant findings on the connection between prospective teachers' attitudes and FS learning skills suggest the important role attitude plays in enhancing the necessary skills of prospective teachers. Promoting positive

attitudes towards FS, for example, can be achieved by first having a holistic understanding of the FS program. By understanding fully the purpose and real essence of the programs will somehow unlock closed minds and thus eliminate or reduce negative views. This in turn helps enhance the necessary learning skills that prospective teachers need to develop. On the other hand, the revealed problems met by FS students in the field should also be considered and properly addressed. Otherwise, the following questions should be noted and reflected upon: ‘after taking the six (6) FS courses, what would these students become?’ Would these students become what they are intended to become? These are but few of the many questions to think about. It’s not just about FS courses offered to satisfy the CHED curricular requirements, but the impact of FS courses on the kind and quality of teachers that HEIs develop. In other words, unless the indicated problems are properly addressed, negative feedbacks on FS will still remain and thus achieving the goals and objectives of the FS program will be far from being realized. That is, by addressing these problems properly and coupled with appropriate solutions, the opportunity for success will be enhanced and thereby impacting a relevant and quality FS program.

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