# Familiarities and Trepidations of Student Teachers and Partner Agencies: Reflection, Exploration and Modelling

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***Abstract***

*The paper is an analysis of problems experienced by Student Teachers of a state university they complete student teaching .Parameters of the study were categorized according to a three-stage model of Teacher Concerns: concern with self, with task, and with impact. The study basically aimed to identify problems encountered by Students Teachers as they explore their field of work.*

*The results of the study reflects the fact that there are concerns that must be addressed and that not all essential activities are being experienced by student teachers as they engage themselves in Field Study and practice.*

*The findings of the study gave rise to a proposed model that speaks of three essential elements to make pre service education functional and realistic. These are Curriculum Enhancement and Institutionalization, Capacity Building of all concerned implementers, and well established Memorandum of Agreement. These three important elements once given the chance can produce a great difference in terms of the quality of program implementation.*

**Introduction**:

The paper is an analysis of problems experienced by student teachers of University of Rizal System as they complete student teaching from school year 2011-2013. Parameters of the study were categorized according to a model of teacher development based on Frances F. Fuller's (1969) three-stage model of Teacher Concerns: concern with self, with task, and with impact.

The study of problems faced by student teachers is important and warranted. The more known about the difficulties which student teachers encounter and the sources of their concerns, better  are the chances for eliminating the problems and enhancing every student teacher's chance for success (Roberson & Doebler, 1989). In addition, as cited by Goo (2011), many problems faced by student teachers could possibly be an omen of future conflicts. For the mentioned concerns, the researcher was prompted to define the problems of student teachers, determine recurring themes, synthesize findings, and categorize them according to an acceptable model of program implementation.

For almost four decades ago, Lock (1977) advocated that more consideration be given to the types of concerns student teachers face, which would help to boost the preparation of teachers. A decade later, Doebler and Roberson (1989) transcribed that not so much research had been conducted on the perceived problems of student teachers. Relatively, according to Watts, as

cited by Zeikner (1990), most of the research conducted on student teaching fails in terms of student teacher attitudes and personality characteristics, predictors of success in student teaching, the socialization of student teachers, interpersonal relationships in student teaching, and experimental attempts to modify student teacher actions and behavior. None of Watts' categories focus on the concerns or problems that student teachers encounter. Zemek (2008) cited Guyton and McIntyre's findings declaring that some research on student teaching have been of the black box variety. That is, data collected before and after student teaching are compared, without any information about what goes on during student teaching. Hence, this study will explore what really takes place during student teaching and a walk around with the problems that student teachers and partner institutions encounter.

The study took into consideration the cluster of University of Rizal System with Teacher Education as the flagship program as the endeavor hoped to come up with a diagnosis of existing student teaching concerns. Considering the 10% of the entire student and cooperating teacher population, the research employed the purposive sampling technique with 74 student respondents and 60 cooperating teachers of the Division of Rizal for the School Year 2011-2013.

The research employed the survey – descriptive approach of research that was complemented with documentary analysis. The quantitative research technique using Likert Scale was used to assess the extent of emerging problems experienced by student teachers. The instrument of B.O.Ogonor and M.M. Badmus in their research on  Reflective Teaching Practice among Student Teachers was adopted and enhanced by the researcher by way of consulting experts in  the field. The survey was complemented by guide questions for further validation of the written responses that was conducted in a form of a dialogue and triangulation. The study employed the purposive sampling technique with respondents coming from the Province of Rizal. To establish the profile of respondents, frequency and percentage were utilized. Perceptions of respondents were treated with weighted mean while T-test was utilized to establish the difference in perception of the respondents.

**Results and Discussion**

**Profile of the Selected Student and Cooperating Teacher Respondents:**

Table 1

Frequency and Percentage Distribution on the Profile of the Cooperating Teacher Respondents

| Teacher | | Frequency | % |
|---|---|---|---|
| Sex | Male | 11 | 18.33 |
| | Female | 49 | 81.66 |
| | Total | 60 | 100.0 |

| Age | 19 years old and below | 1 | 1.7 |
| | 20 - 25 | 4 | 6.7 |
| | 26 - 30 | 10 | 16.7 |
| | 31 - 35 | 13 | 21.7 |
| | 36 - 40 | 11 | 18.3 |
| | 41 - 45 | 9 | 15.0 |
| | 46 - 50 | 3 | 5.0 |
| | 51 - 55 | 4 | 6.7 |
| | 56 - 60 | 5 | 8.3 |
| | Total | 60 | 100.0 |
| Highest educational attainment | Ph. D/ Ed. D/ DBA | 3 | 5.00 |
| | MA/MS | 17 | 28.33 |
| | Bachelor's Degree | 39 | 65.00 |
| | With units in MA/MS | 1 | 1.67 |
| | Total | 60 | 100.0 |
| No. of years in Teaching | Below 5 years | 17 | 28.33 |
| | 6 - 10 years | 16 | 26.67 |
| | 11 - 15 years | 12 | 20.00 |
| | 16 - 20 years | 4 | 6.67 |
| | 21 - 25 years | 5 | 8.33 |
| | 26 - 30 years | 1 | 1.67 |
| | 31 - 40 years | 4 | 6.67 |
| | 41 years and above | 1 | 1.67 |
| | Total | 60 | 100.00 |
| No. of years in handling student teachers | Below 5 years | 45 | 75.00 |
| | 11 - 15 | 9 | 15.00 |
| | 16 - 20 | 3 | 5.00 |
| | 21 - 25 | 3 | 5.00 |
| | Total | 60 | 100.0 |

The first table speaks of the frequency and percentage distribution of the teacher respondents' profile. Eighty one percent (81.66%) or forty nine (49) of the teacher respondents are female, twenty one point seven percent (21.7%)  or 13 respondents  falls within the age bracket of 31-35 years old. Thirty nine (39) or sixty five percent ( 65 %) have their bachelor's degree as the highest educational attainment and majority or twenty eight point thirty three  percent ( 28.33%) with less than five years teaching experience.  A bulk of seventy five percent (75%) or forty five teacher respondents handle student teachers with less than five (5) years experience.

Table 2

Frequency and Percentage Distribution of  the Profile of the Student Teacher Respondents

| Student | | Frequency | % |
|---|---|---|---|
| Sex | Male | 19 | 26.0 |
| | Female | 55 | 74.32 |
| | Total | 74 | 100.0 |
| | | | |
| Age | 18  years old and below | 2 | 2.7 |
| | 19 - 20 | 59 | 79.7 |
| | 21 - 22 | 5 | 6.8 |
| | 23 - 24 | 3 | 4.1 |
| | 25 - 26 | 2 | 2.7 |
| | 27 - 28 | 1 | 1.4 |
| | 29 - 30 | 2 | 2.7 |
| | Total | 74 | 100.0 |

The second table pictures the profile of student respondents in terms of sex and age. Seventy four point thirty two percent (74.32%) of the student respondents are female while seventy nine point seven percent (79.7 %) belong to age bracket of 19-20 years old.

It can be noted that a great majority of teacher and student respondents are female. The finding coincides with Acker's (1989) assertion that majority of  teaching force is female. The result in like manner gives the notion that teacher education in the Philippines best caters the female population.

**Professional Activities Experienced by Student Teachers on their Exposure in their Field Study Practice:**

Table 3
Professional Activities Experienced by Student Teachers on their Exposure to the
Field Study Practice

| Professional Activities | Yes | | No | |
|---|---|---|---|---|
| As a student teacher I... | f | % | f | % |
| share a hand in planning school time table | 0 | 100 | 74 | 100 |
| participate in club activities | 4 | 5.40 | 70 | 94.59 |
| guide students in the use of library | 30 | 40.54 | 44 | 59.45 |
| got a hand in record keeping | 74 | 100 | 0 | 100 |
| got  Involved in students' advisorship | 0 | 100 | 74 | 100 |
| develop/Organization of examination and administration | 74 | 100 | 0 | 100 |
| experience Involvement in Parents/Teachers activities | 0 | 100 | 74 | 100 |
| maintain discipline outside the classroom | 30 | 40.54 | 44 | 59.45 |

| | | | | |
|---|---|---|---|---|
| am given the opportunity to attend in Staff meetings | 14 | 18.91 | 60 | 81.08 |
| contribute to staff meetings | 0 | 100 | 74 | 100 |
| am given the chance to coach in school competitions | 4 | 5.40 | 70 | 94.59 |
| am given a hand in the preparation of promotional reports | 20 | 27.02 | 54 | 72.97 |
| was required to attend National Celebration ceremonies | 10 | 13.51 | 64 | 86.48 |
| Teach students | 74 | 100 | 0 | 100 |
| Experience in establishing community relations | 0 | 100 | 74 | 100 |

Table 3 speaks of the professional activities experienced by student teachers on their exposure to the Field Study Practice .

The opportunity to share a hand in planning school time table, attendance to staff meeting ,involvement student advsorship, opportunity to contribute to staff meetings, experience dealing with PTA activities, experience in establishing community relations received one hundred percent "No" response. While activities like teaching students, test construction and administration, and record keeping garnered 100% or 74 responses. It can also be noted that experiences like participation to school activities, attendance to staff meetings, serving as coach in school competitions and attendance to national celebrations were not actually experienced by student teachers as evident by the high frequency of " No" response.

It can be noted that there were activities mandated by the Commission on Higher Education Circular No.30, series of 2004 that were not given much attention in the Field Exposure of Student teachers. Based on the conducted interviews, student teachers were not made to attend staff meetings for the reason that they were made to teach and manage the class while their cooperating teachers are attending faculty meetings. They were also the ones handling the class while their cooperating teachers are attending to some functions like coaching competing students.

**Student Teachers' Performance during Field Study/Practicum:**

Table 4

Mean Results on Student Teachers' Performance during their
Practicum with Respect to Attitude

| Attitude | Teacher | | Student | | Overall | |
|---|---|---|---|---|---|---|
| | Mean | VI | Mean | VI | Mean | VI |
| 1. Ability to ask timely, relevant and substantial questions | 3.70 | VG | 4.33 | E | 3.88 | VG |
| 2. Ability to report to class on time | 4.11 | VG | 4.45 | E | 4.21 | E |
| 3. Ability to attend to class on a regular basis | 4.09 | VG | 4.64 | E | 4.25 | E |
| 4. Manifestation of courteous gestures | 4.07 | VG | 4.45 | E | 4.18 | VG |
| 5. Willingness to follow Instructions | 4.24 | VG | 4.68 | E | 4.37 | E |
| 6. Ability to employ completed staff work | 3.86 | VG | 4.33 | E | 4.00 | VG |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. Openness in accepting corrections | 4.00 | VG | 4.81 | E | 4.23 | E |
| 8. Competent in the values, attributes, ethics and abilities essential to        professionalism in upholding the professional ethics | 3.94 | VG | 4.30 | E | 4.04 | VG |
| **Average** | **4.00** | **VG** | **4.52** | **E** | **4.15** | **VG** |

Findings in table 4 asserts that both student and teacher respondents agree that practicumers are willing to follow instructions with 4.37 as the overall mean. It is followed by "ability to attend class on a regular basis " and "Openness in accepting corrections " with an overall mean of 4.25 and 4.23 respectively. On the other hand, the "ability to ask timely, relevant and substantial questions" ranked least and received the lowest mean of 3.88.

It can likewise be noted that based on the overall rating, the rating given by students to themselves is higher as compared with the rating of their cooperating teachers.

Table 5
Mean Results on Student Teachers' Performance during their Practicum
With Respect to Employed Teaching Methodologies/Techniques

| Teaching Methodologies/Techniques | Teacher | | Student | | Overall | |
|---|---|---|---|---|---|---|
| | Mean | VI | Mean | VI | Mean | VI |
| 1. Ability to utilize varied appropriate methods in teaching | 3.72 | VG | 4.05 | VG | 3.81 | VG |
| 2. Display of competence in articulation of instructional objectives | 3.53 | VG | 4.00 | VG | 3.66 | VG |
| 3. Ability to remind pupils of previous knowledge | 3.85 | VG | 4.40 | E | 4.00 | VG |
| 4. Adequacy of  knowledge of subject matter | 3.68 | VG | 4.10 | VG | 3.79 | VG |
| 5. Skill in developing/asking HOTS questions | 3.48 | VG | 3.80 | VG | 3.57 | VG |
| 6. Skill in constructing appropriate test /evaluation instruments | 3.48 | VG | 3.80 | VG | 3.57 | VG |
| Average | 3.64 | VG | 4.03 | VG | 3.74 | VG |

Considering the data of the fifth table, the " ability to remind pupils of previous knowledge" ranked first with an overall mean of 4.00 that is verbally interpreted as "very Good" while manifestation of "skill in developing and asking HOTS questions" and manifestation of "skill in constructing appropriate test/evaluation instruments" ranked least with an overall mean of 3.57 but still can be verbally interpreted as "Very Good".

Table 6
Mean Results on Student Teachers' Performance during their
Practicum with Respect to Class Management

| Class Management | Teacher | | Student | | Overall | |
|---|---|---|---|---|---|---|
| | Mean | VI | Mean | VI | Mean | VI |
| 1.  Able to motivate pupils to  answer questions | 3.60 | VG | 4.25 | E | 3.78 | VG |
| 2.  Ability to control class | 3.61 | VG | 4.10 | VG | 3.74 | VG |
| 3.  Manifest skill  in  chalk board use | 3.53 | VG | 3.84 | VG | 3.61 | VG |
| 4.  Manifest skill in Legible and correct  board writing | 3.43 | VG | 3.79 | VG | 3.53 | VG |
| 5.  Facility in maintaining updated bulletin Board | 3.29 | G | 3.00 | G | 3.21 | G |
| 6.  Skill in giving comments, praises to students | 3.81 | VG | 4.21 | E | 3.92 | VG |
| 7.  Competence in computing, giving student ratings | 3.57 | VG | 3.95 | VG | 3.67 | VG |
| 8.  Ability to control mannerisms | 3.42 | VG | 4.11 | VG | 3.59 | VG |
| 9.  Competent in areas relating to the school   and the education system | 3.55 | VG | 3.78 | VG | 3.61 | VG |
| 10. Competence in handling  problem  students  and students special needs | 3.40 | VG | 3.78 | VG | 3.49 | VG |
| 11. Competency in producing value laden students | 3.52 | VG | 3.83 | VG | 3.61 | VG |
| Average | 3.53 | VG | 3.84 | VG | 3.62 | VG |

Table 6 reveals the computed weighted Mean on cooperating teachers' and administrators' observations on student teachers' performance during their practicum in terms of class management. "Skill in giving comments, praises to students" topped the responses with an average mean of 3.92 that can be verbally interpreted as " Very Good"  while "Facility in maintaining updated bulletin Board" garnered the lowest responses with an overall mean of 3.21 with a verbal interpretation of "Good".

Results in terms of "Class Management" reveals that students got high self concept as revealed by the higher scores they gave as compared with the scores given by their cooperating teachers.

Table 7
Mean Results on Student Teachers' Performance during their Practicum
with Respect to Lesson Presentation

| Lesson Presentation | Teacher | | Student | | Overall | |
|---|---|---|---|---|---|---|
| | Mean | VI | Mean | VI | Mean | VI |
| 1.  Ability to exercise appropriate  language fluency | 3.48 | VG | 4.06 | VG | 3.62 | VG |
| 2.  Competence in proper use of voice for emphasis | 3.46 | VG | 4.39 | E | 3.69 | VG |
| 3.  Ability to execute lesson plan | 3.70 | VG | 4.18 | VG | 3.81 | VG |
| 4.  Ability to conclude lesson in an appropriate manner | 3.60 | VG | 4.24 | E | 3.76 | VG |
| 5.  Display of  skill  in  carrying  out  of  Instructional Objectives | 3.65 | VG | 3.76 | VG | 3.68 | VG |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6.  Competence in developing Instructional materials for lesson enhancement | 3.70 | VG | 4.25 | E | 3.83 | VG |
| 7.  Able to employ varied and interesting drill exercises | 3.60 | VG | 3.94 | VG | 3.68 | VG |
| 8.  Able to employ multi intelligence activities | 3.41 | VG | 3.71 | VG | 3.49 | VG |
| 9.  Able to discuss lesson with certain and clarity | 3.54 | VG | 4.25 | E | 3.71 | VG |
| Average | 3.59 | VG | 4.13 | VG | 3.72 | VG |

Considering the responses in table 7, "Competence in developing Instructional materials for lesson enhancement" received the highest overall mean of 3.83 while "Ability to exercise appropriate language fluency" received the lowest overall mean.

It can also be noted that students gave higher scores as compared with their cooperating teachers.


Table 8

Mean Results on Student Teachers' Performance during their Practicum
with Respect to Lesson Planning

| **Lesson Planning** | **Teacher** | | **Student** | | **Overall** | |
|---|---|---|---|---|---|---|
| | **Mean** | **VI** | **Mean** | **VI** | **Mean** | **VI** |
| 1.  Able to write  well organized lesson plan/guide | 3.70 | VG | 4.11 | VG | 3.80 | VG |
| 2.  Familiarity with learning log format and execution | 3.50 | VG | 3.94 | VG | 3.61 | VG |
| 3.  Skill in planning of lesson and presentation | 3.60 | VG | 4.22 | E | 3.76 | VG |
| 4.  Manifest skill in legible and correctly styled hand writing | 3.62 | VG | 4.06 | VG | 3.73 | VG |
| 5.  Skill in formulating criterion reference plan | 3.42 | VG | 3.83 | VG | 3.52 | VG |
| 6.  Able to develop well structured objectives | 3.43 | VG | 4.00 | VG | 3.58 | VG |
| 7.  Able to inject varied, multi faceted activities | 3.40 | VG | 3.82 | VG | 3.50 | VG |
| Average | 3.54 | VG | 4.01 | VG | 3.66 | VG |

Table 8 reveals both perceptions of students and teachers in terms of lesson planning ability of student teachers. It can be noted that student teachers' mean in terms of "Skill in planning of lesson and presentation" received an excellent rating with a generated mean of 4.22. The criteria that speaks of the "Ability to write well organized lesson plan/guide"  ranked highest with an overall mean of 3.80 while "Able to inject varied, multi faceted activities" ranked least with an overall mean of 3.50  both with verbal interpretation of "Very Good".

Table 9
Mean Results on Student Teachers' Performance during their
Practicum with Respect to Physical Appearance

| Physical Appearance | Teacher | | Student | | Overall | |
|---|---|---|---|---|---|---|
| | Mean | VI | Mean | VI | Mean | VI |
| 1. Pleasant personality | 4.27 | E | 4.56 | E | 4.34 | E |
| 2. Able to dress appropriate for the profession | 4.35 | E | 4.56 | E | 4.40 | E |
| 3. Able to act according to the profession | 4.12 | VG | 4.50 | E | 4.21 | E |
| 4. Able to exchange ideas in accordance to the would be profession | 4.02 | VG | 4.61 | E | 4.17 | VG |
| Average | 4.19 | VG | 4.56 | E | 4.28 | E |

Table 9 speaks of the cooperating teachers' and administrators' observations on student teachers' performance during their practicum with respect to physical appearance.

Data reveals that student teachers are "Able to dress appropriate for the profession" as asserted by an overall mean of 4.40 that can be verbally interpreted as "Excellent".

Findings of table 9 are consistent with the description of the previous tables that students rate themselves higher as compared with their cooperating teachers.

Table 10
Composite Table on Student teachers' Performance during their Practicum

| Student teachers' Performance | Teacher | | Student | | Overall | |
|---|---|---|---|---|---|---|
| | Mean | VI | Mean | VI | Mean | VI |
| Attitude | 4.00 | VG | 4.52 | E | 4.15 | VG |
| Teaching Methodologies/Techniques | 3.64 | VG | 4.03 | VG | 3.74 | VG |
| Class Management | 3.53 | VG | 3.84 | VG | 3.62 | VG |
| Lesson Presentation | 3.59 | VG | 4.13 | VG | 3.72 | VG |
| Lesson Planning | 3.54 | VG | 4.01 | VG | 3.66 | VG |
| Physical Appearance | 4.19 | VG | 4.56 | E | 4.28 | E |
| **Overall** | **3.75** | **VG** | **4.18** | **VG** | **3.86** | **VG** |

Table 10 is about the cooperating teachers' and administrators' observations on Student teachers' performance during their practicum considering attitude, teaching methodologies, class management, lesson presentation, lesson planning and physical appearance of student teachers in its composite format.

It can be gleaned from the table the student teachers physical appearance is excellent with the highest rating of 4.28 while "class management" scored 3.62 , the least that is verbally interpreted as " Very Good".

It can also be noted that student teachers in terms of their attitude, teaching methodologies, class management, lesson presentation, lesson planning and physical appearance are doing well as revealed by the result of the study. However, it can also be noted that students got higher perceptions of themselves as compared with their teachers rating.

**Test Result on the Performance of Student Teachers in the Field Study Practice :**

Table 11
T-test Results on the Performance of Student Teachers as Perceived by Cooperating Teachers and Student Teachers Themselves in the Field Study Practice

|  | Respondents | Mean | Sd | t | df | Sig | $H_O$ | VI |
|---|---|---|---|---|---|---|---|---|
| Attitude | Cooperating Teachers | 4.00 | 0.53 | 3.974 | 74 | .000 | R | S |
|  | Student Teachers | 4.52 | 0.46 |  |  |  |  |  |
| Teaching Methodologies/ Techniques | Cooperating Teachers | 3.64 | 0.70 | 2.208 | 72 | .030 | R | S |
|  | Student Teachers | 4.03 | 0.56 |  |  |  |  |  |
| Class Management | Cooperating Teachers | 3.53 | 0.73 | 1.701 | 72 | .093 | A | NS |
|  | Student Teachers | 3.84 | 0.49 |  |  |  |  |  |
| Lesson Presentation | Cooperating Teachers | 3.59 | 0.76 | 2.700 | 70 | .009 | R | S |
|  | Student Teachers | 4.13 | 0.66 |  |  |  |  |  |
| Lesson Planning | Cooperating Teachers | 3.54 | 0.71 | 2.370 | 70 | .021 | R | S |
|  | Student Teachers | 4.01 | 0.73 |  |  |  |  |  |
| Physical Appearance | Cooperating Teachers | 4.19 | 0.66 | 2.180 | 68 | .033 | R | S |
|  | Student Teachers | 4.56 | 0.45 |  |  |  |  |  |

Table 11 shows that it was statistically found out that there is significant difference between the perception of cooperating teachers and student teachers in terms of student teachers' performance considering attitude, methodologies, lesson planning and physical appearance as reflected with their computed p-values of .000, .03,.009,.021 and .033 respectively that are all less than 0.05 level of significance.

As cited by Choo (2008), results of the study gives support to the findings of  Kalwant Kaur in his study on Pre service Teachers' Appraisal of their teaching Performance during Practicum since it documented the fact  that pre service teachers believe they have the ability to teach and that they attribute their performance to supervision and personal effort.

**Student and Cooperating Teachers' Assessment on the Coverage of Assistance Provided by Partner Schools:**

Table 12

Mean Results on Student Teachers' and Cooperating Teachers' Assessments on the Coverage of Assistance Provided by Partner Schools in Terms of Various Activities

| Performance of Partnership Schools | Teacher | | Student | | Overall | |
|---|---|---|---|---|---|---|
| | **Mean** | **VI** | **Mean** | **VI** | **Mean** | **VI** |
| 1. Introduction of student teachers to head of department | 4.20 | E | 4.47 | E | 4.27 | E |
| 2. Introduction of student teachers to students' assembly (flag ceremony) | 3.28 | G | 2.22 | F | 3.00 | G |
| 3. Familiarization /orientation/induction of student teachers. | 3.69 | VG | 4.26 | E | 3.85 | VG |
| 4. Monitoring of assistance to STs to improve their teaching skills and strategies. | 4.06 | VG | 4.58 | E | 4.19 | VG |
| 5. Create a specific training program for student teachers | 3.28 | G | 2.22 | F | 3.00 | G |
| 6. Extends assistance in the organization of demonstration lessons | 4.06 | VG | 4.06 | VG | 4.06 | VG |
| 7. Provides raw materials for the construction of visual aids | 3.98 | VG | 3.63 | VG | 3.89 | VG |
| 8. Implementation of no stand alone student teacher practice (STs teaching even without the presence of cooperating teacher) | 3.28 | G | 2.22 | F | 3.00 | G |
| 9. Well oriented in handling student teachers | 4.17 | VG | 4.63 | E | 4.29 | E |
| 10. Staff, cooperating teachers are aware of their responsibilities | 4.26 | E | 4.74 | E | 4.39 | E |
| 11. Respect of student teachers' presence | 4.43 | E | 4.63 | E | 4.49 | E |
| Average | 3.99 | VG | 4.09 | VG | 4.02 | VG |

Table 11 speaks of the student teachers' assessments on the coverage of assistance provided by partner schools staff in terms of various activities.

It can be noted that student teachers hardly noticed the efforts being made by partner institutions in activities like flag ceremony introduction, presence of specific program of the partner institution to complement the student training and proper implementation of no standalone policy that not student teacher will be left unattended or teaching pupils without the presence of the cooperating teachers.

**T-test result on the Student and Cooperating Teachers' assessment on the coverage of assistance provided by partner Insitituions:**

Table 13
T-test Result between the Student and Cooperating Teachers' Perceived assessment on the
Coverage of Assistance Provided by Partner Schools

| | Respondents | Mean | Sd | t | df | Sig | H$_O$ | VI |
|---|---|---|---|---|---|---|---|---|
| Student and Cooperating Teachers' Perceived Assessment on the Coverage of Assistance Provided by Partner Schools | Cooperating Teachers | 3.99 | 0.70 | .577 | 71 | .565 | A | NS |
| | Student Teachers | | | | | | | |
| | | 4.09 | 0.55 | | | | | |

Table 13 shows that it was statistically found out that there is no significant difference between the perception of cooperating teachers and student teachers' perceived assessment on the coverage of assistance provided by partner schools as reflected with their computed p-values of .565 that is greater than 0.05 level of significance.

**Extent of the Encountered Challenges by Student Teachers as Perceived by Student Teachers and Cooperating Teachers during their Field Study Practice  Considering Various variables:**

Table 14

Mean Results on the Challenges Encountered by Student
Teachers during their Field Study Practice

| Challenges Encountered by Student Teachers | Teacher | | Student | | Overall | |
|---|---|---|---|---|---|---|
| | Mean | VI | Mean | VI | Mean | VI |
| 1.  Time and Schedule | 4.05 | VSC | 4.08 | VSC | 4.07 | VSC |
| 2.  Provision of basic material resources to student teachers  (chalk, eraser, materials in making bulletin boards) | 3.81 | VSC | 4.09 | VSC | 3.97 | VSC |
| 3.  Staff of partnership schools  attitude | 3.80 | VSC | 4.08 | VSC | 3.97 | VSC |
| 4.  Cooperating Teacher's attitude | 4.02 | VSC | 4.59 | ISC | 4.36 | ISC |
| 5.  Administrator's attitude | 3.98 | VSC | 4.39 | ISC | 4.22 | ISC |
| 6.  Curriculum (incongruence and inconsistencies) | 3.73 | VSC | 3.95 | VSC | 3.86 | VSC |
| 7.  Demonstration Teaching( schedule and financial allocation) | 3.85 | VSC | 3.93 | VSC | 3.90 | VSC |
| 8.  Bulk of requirements | 3.71 | VSC | 3.54 | VSC | 3.61 | VSC |
| 9.  Expenses during demonstration teaching | 3.69 | VSC | 3.40 | VSC | 3.53 | VSC |
| 10. Area of assignment | 3.79 | VSC | 4.00 | VSC | 3.91 | VSC |
| 11. School culture | 3.88 | VSC | 4.07 | VSC | 3.99 | VSC |
| Average | 3.85 | VSC | 4.04 | VSC | 3.96 | VSC |

Table 12 reveals the sentiment of the respondents in terms of the challenges encountered by Student Teachers in their Field Practice.

Data asserts that Time and Schedule, Provision of basic material resources to student teachers (chalk, eraser, materials in making bulletin boards), Staff of partnership schools attitude, Curriculum (incongruence and inconsistencies), Demonstration Teaching( schedule and financial allocation), Bulk of requirements, Expenses during demonstration teaching, Area of assignment and school culture are very serious concerns and must be treated with enough seriousness and good sense of responsibility. Still on the same side of the coin, Cooperating Teacher's attitude, and Administrator's attitude concerns are rated "Intensely Serious Concern".

The information given by table 12 reveals that there are many angles of concerns that must be addressed both on the part of the student teachers and cooperating teachers as well.

**T-test Result Between the Extent of the Encountered Challenges by Student Teachers as Perceived by Student Teachers and Cooperating Teachers During the Field Study Practice:**

Table 15

T-test Results on the Extent of the Encountered Challenges of Student Teachers during their Field Study Practice

|  | Respondents | Mean | Sd | t | df | Sig | H₀ | VI |
|---|---|---|---|---|---|---|---|---|
| Extent of the Encountered Challenges of Student Teachers during their Field Study practice as Perceived by Student Teachers and Cooperating Teachers | Cooperating Teachers | 3.85 | 0.72 | 1.389 | 102 | .168 | A | NS |
|  | Student Teachers | 4.04 | 0.64 |  |  |  |  |  |

Table 15 shows that it was statistically found out that there is no significant difference between the perception of cooperating teachers and student teachers' on the extent of the encountered challenges of student teachers during their field study practice as reflected with their computed p-values of .168 that is greater than 0.05 level of significance.

**Other Concerns of Student Teachers that Need Immediate Attention:**

The following were the given concerns by student teachers as result of conducted interview on various occasions:

Table 16
Frequency and Percentage Distribution on Other Concerns of Student Teachers

| Other Concerns of Student Teachers | Student Teachers | | Cooperating Teachers | |
|---|---|---|---|---|
| | f | % | f | % |
| 1. Evaluation Anxiety | 74 | 100 | 60 | 100 |
| 2. Being observed by my peers | 70 | 94.59 | 10 | 16.67 |
| 3. Fear of failing the practicum | 74 | 100 | 17 | 28.33 |
| 4. Fear of using superior/inappropriate approaches | 60 | 81.08 | 7 | 11.67 |
| 5. Not regarded as real teachers | 74 | 100 | 0 | 0 |
| 6. The feeling that I am not in full control of class (unlike the regular teacher) | 57 | 77.02 | 18 | 30.00 |
| 7. Maintaining Discipline in the Classroom and Dealing with Pupils who oftentimes misbehave | 20 | 27.02 | 60 | 100 |
| 8. Making the lesson interesting and motivating for students | 25 | 33.78 | 57 | 95.00 |
| 9. Helping students with emotional/behavioral problems | 50 | 67.57 | 30 | 50.00 |
| 10. Getting excessive remarks about personal life and physical appearance | 30 | 40.54 | 16 | 26.67 |
| 11. Communicating with and relating to my supervisor | 20 | 27.02 | 10 | 16.67 |
| 12. Establishing rapport with my students | 25 | 33.78 | 17 | 28.33 |
| 13. Fear of not being able to finance the demonstration requirements | 45 | 60.81 | 10 | 16.67 |
| 14. Striking a balance between the practicum and personal commitments (e.g. family) | 27 | 36.49 | 25 | 33.78 |
| 15. Gender concerns | 25 | 33.78 | 30 | 50.00 |
| 16. Delayed deployment | 50 | 67.57 | 25 | 41.67 |

As noticed by the researcher during series of dialogues and triangulations that transpired for a period of two years, consistency was observed with the responses on the guide questions that pertains to other concerns that student and cooperating teachers perceived to need priority attention. Accordingly, evaluation anxiety, fear of failing in the practicum, not regarded as real teachers, consistently were mentioned by student respondents.

The fright of being evaluated every time they stand in front of the class, not only the fear of cooperating teacher's evaluation but the anxiety is likewise encroached on the fear of being evaluated by students, parents of students, peers, supervising teacher and school head as well. Items 1,2 and 3 speak of the fear in various angles. This fear in any form affects the student teacher that much that a danger of low self-concept might be the result if not appropriately processed. In like manner, fear of being regarded as not real teachers affects the performance and mind set of student teacher. This nature of fear wrong self-concept and low self-esteem is reflected on various gestures of the student teacher. The manner of delivery, the way they communicate to their superiors, to students and other clients are also affected. If this kind of fear

will not be addressed properly, the student teacher may experience demining situations due to lack of self-assertions. Items 4,5,6,7,8,9,10,11 and 12 are interrelated with one another in such a manner that student teachers must properly address her perceived sentiments for if not , it can build heightened emotional anxiety, leading to wrong self-concept and low self-esteem.

The manifestation of gender preference is a concern that must be addressed as well. As perceived by cooperating teachers, student teachers must exhibit at all times decency in handling their gender preference. It was also observed that 15 out of 19 male student teacher respondents exhibit female tendencies. In the same way, deployment of student teachers was one of the raised concerns by both student and cooperating teachers. As a result of process analysis, deployment schedule is dictated by several factors like availability of signatories, availability of cooperating teachers in the school, availability of the required specialization for appropriate experience, financial capability of the student teacher, academic preparation and eligibilities of the student teacher.

**Proposed model to further reinforce the relationship and collaboration between Teacher Education and Partner Institutions**

The proposed model speaks of the three very essential elements to make pre service education functional and realistic. The biggest circle represents the curriculum, its enhancement, institutionalization and standardization in terms of its implementation. The second circle stands for the capacity building of all concerned in the implementation of Field study courses specifically the cooperating teachers, teacher supervisors, the principals, including the dean of the College with the Program heads. The third circle speaks of a clear, enriched, well stipulated, well implemented, well respected and well recognized MOA. These three important elements once given the chance to be blended will produce a great difference in terms of the quality of program implementation and graduates.



Fig. I Field Study Implementation Model

**Findings and Conclusions and Recommendations:**

The study found out that majority of cooperating teachers is young in terms of their length of service, and equally young in terms of experience in handling student teachers. Both cooperating and student teachers manifest positive working relations as shown by very good evaluation of the Student Teachers' Performance. However, the results of the study reflects the fact that there are concerns that must be addressed and that not all essential activities are being experienced by student teachers as they engage themselves in Field Study and practice.

The study drives on the conclusions that there is significant difference between the perception of cooperating teachers and student teachers in terms of student teachers'
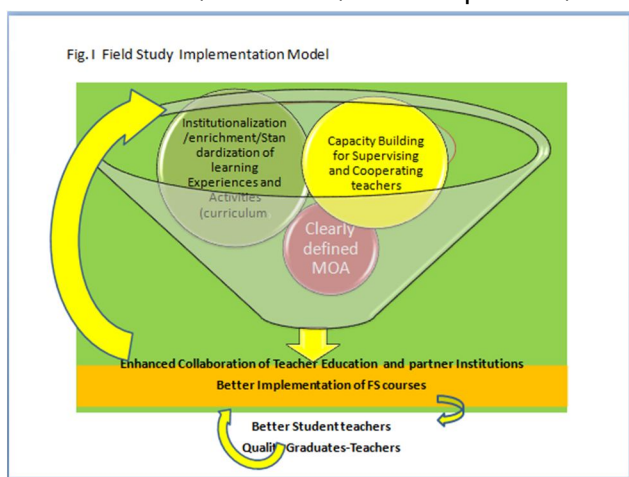
performance considering attitude, methodologies, lesson planning and physical appearance. Relative thereto, it can also be concluded that there is no significant difference between the perception of cooperating teachers and student teachers' perceived assessment on the coverage of assistance provided by partner schools as well as on the extent of the encountered challenges of student teachers during their field study practice.

In the light of the findings, the researcher recommends that administrators of teacher Education Institutions and Department of Education representatives create an avenue with a purpose of thoroughly evaluating the existing partnership, existing memorandum of Agreement and existing practices field study practices. Definite and consistent procedures maybe well specified in the Terms of Reference of Memorandum of Agreement between Teacher Education and partner Institutions on deployment schedule, cooperating teacher qualifications, intensity of activity exposure of student teachers. Further, for a more productive field study engagement, Capacity Building Activities is indispensable. These activities may be conducted to re orient the supervising teachers, administrators, cooperating teachers and school heads on the requisites of Field Study and practice. Anent thereto, cooperating teachers maybe invited by Teacher Training Institutions to get a firsthand feedback on the pre service training needs student teachers and to have a more comprehensive view of what is happening in the Field Study course implementation, studies similar in nature but covering different parameters maybe conducted.

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