

Problems Met by the GSC Student Teachers During - their On and Off Campus Teaching

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ABSTRACT

This study aimed to identify the problems met by the student teachers in their in and off campus teaching. The respondents of the study were the 64 student teachers of GSC who underwent there in and off campus teaching second semesters SY 2004-2005. The descriptive method was used in this study. The data tabulated were statistically analyzed and interpreted using frequency count, percentage, mean, standard deviation, t-test and ANOVA.

The findings of the study revealed that the student teachers generally have not considered all the situations and activities in the areas of classroom management, instructional materials, communication skills, teaching strategies employed, relationship with cooperating teachers and student teaching supervisors and personal problems as hindrance for the effective delivery of lessons in the classroom. The GSC student teachers really felt the burden of lack of financial support. The differences in problems met by the student teachers during their in and off campus teaching varies as to age but no variation was observed when grouped according to sex, course, field of specialization and family income.

Introduction

Background of the study

Student teaching is an exposure to various ideas, forces and activities operating within the school that comprise two areas of experience- observation and participation and actual teaching on-campus and off-campus (Bustos, 1982). These areas of experiences are designed to equip student teachers for effective teaching. This is where student teachers are prepared in making their program, scheduling of initial activities.

and all other routine class activities. Student teaching will give the student teachers countless opportunities to experience the tasks that make the professional life of a teacher challenging. During the internship (in and off campus teaching) those student teachers gained knowledge of the problems of actual teaching, acquire an understanding of the fundamental teaching-learning process and master the skill of directing-learning. Fear and awkwardness are common to student teachers. According to Rivera and Sambrano, (1991), "the old in the job and the beginner alike -met problems because of the lack of social and teaching skills. Student teaching program is designed to provide the student teachers the opportunities to apply principles and strategies of teaching in actual learning-teaching situations.

As observed and learned from the past, many of teachers to be experienced various problems while in actual teaching not only because of themselves but because of some factors outside which in one way or the other affect their teaching performance. A practice that cooperating teachers left their classes to her/his student teacher alone most of the time causes inadequacy for a student teacher to impose discipline and classroom management. Another JS, there are students who enter student teaching programs unable to cope with the demands of teaching. When real problems occur, this can cause a good amount of tension and consume much time and energy on the part of the teacher-training instructors that may cause a problem in the part of a student teacher (Beltran, 1992).

Because of the above mentioned problems, the researchers concern is to identify the problems met by the student teachers during their in and off-campus teaching for the improvement of student teaching activities in this institution. Consequently, an identification of student teachers' problems would be potentially useful in order that we may discover the student strengths and weaknesses and therefore proceed to plan more effective teaching strategies prior to their student teaching schedule. Such identification would also be useful to the student teaching supervisors, instructors in the college of education and the administration; hence this study will be conducted.

The Problem

Statement of the Problem

The purpose of this study is to identify the problems of student teachers in their in and off-campus teaching. Specifically, it will seek to answer the following problems:

1. What are the problems met by student teachers in their in and off campus teaching?
2. Is there a significant difference in the problems met by the student teachers when they are classified according to age, sex, course, major field of specialization, and parents' monthly income?

Null Hypothesis

1 . There is no significant difference in the problems met by the student teachers when they are classified according to age, sex, course, major field of specialization and parents' monthly income.

Theoretical Framework

According to John Dewey, while learning must begin in experience, it must so be guided as to give a fuller, richer, and more organized form to experience. The more developed experienced accruing from the Wise educative use of it will approximate the form in which "subject matter is presented by the skilled mature person" (Butler, 1968).

This is further supported by Arends in his view that "effective teaching requires careful and reflective thought about what a teacher are doing and the effect of his or her action on students' social and academic learning". Though often times teachers engage in a systematic reflection on a lesson delivered selfevaluation of interpersonal behavior and/or' their interaction with students as part of the classroom management strategy is rarely done. Many teachers fail to realize that interpersonal relationship with students is as important as delivering a well-planned lesson if not more.

Furthermore, William Ragan said that "Teaching not only one of the most important professions from the standpoint of human welfare; it is also, when properly understood, one of the most technical and difficult" Lardizabal & Campos, 1999).

Conceptual Framework of the Study

It is believed that teachers are confronted with problems such as pressures of work, time and other extra works. This concept is based on this belief that even regular teachers were confronted with the same problems how much more the student teachers wherein they are so novel or first -timer in the teaching job. The researchers believed that most of these student teachers would experience nervousness in dealing with their pupils or students and with their critique or cooperating teacher who are observing them.

Student teachers who are lax inside the classroom or any classroom routine will surely encounter difficulties both in handling the human, material or physical faculties of the classroom. It is a fact that human factor is one of the classroom assets, which is very difficult to handle, particularly when it comes to disciplinary measures. According to Cuison, (1987) student teachers find difficulties or problems in the actual teaching-learning task because of their inadequate exposure-to varied teaching-teaming experiences.

Discipline is difficult to maintain because in most cases a teacher must make an on the spot decision outcome to which he/she cannot predict. This could bring anxieties concerning student discipline and behavior to the teacher or student teacher.

Based on this concept, the researchers assumed that aside from the above factors that cause student interns problems there are other factors that could influence student interns like sex, major field of specialization and monthly income. The schematic diagram is shown in Figure 1.

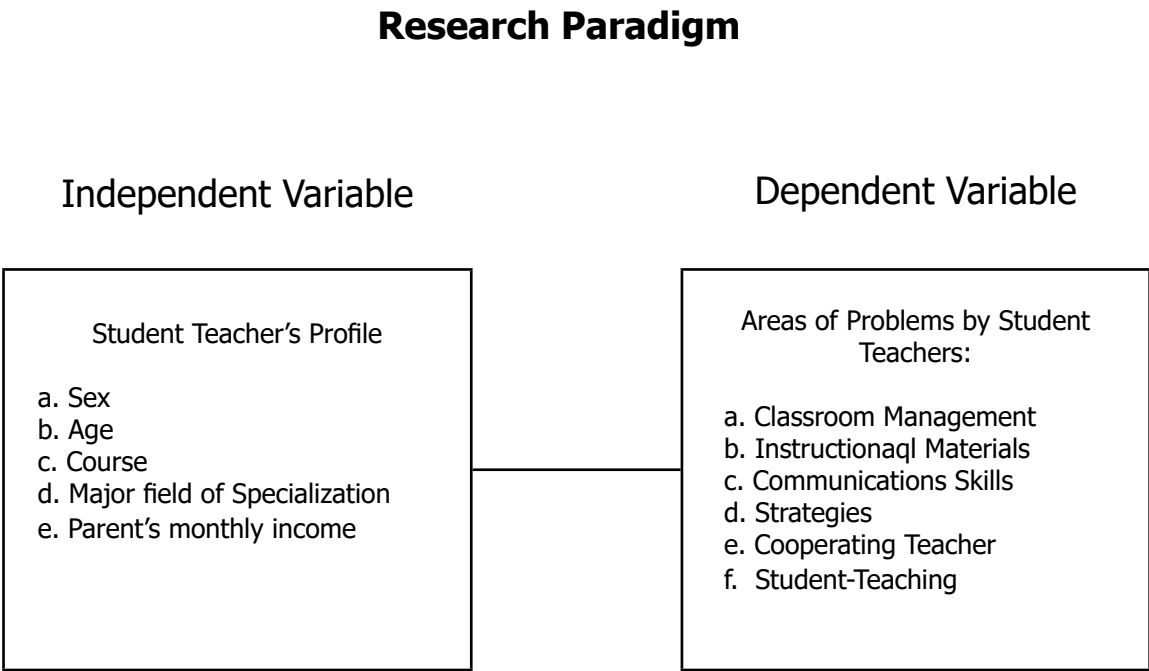


Fig. 1. Schematic diagram showing the relationship between the independent and dependent variable.

Methodology

The researchers used the Normative Survey Method. According to Good and Scates, the word "normative" is used because every survey are frequently made to ascertain the normal or typical conditions (or practice), or to compare local results with the national norms. The term "survey" indicates the gathering of the data regarding current conditions (Good and Scates, 1972)

The respondents of the study were the sixty four (64) student teachers who were able to answer the questionnaire given out. They comprised the student teachers from the three bachelor degrees of Guimaras State College, School Year 200-t-2005, namely: Bachelor of Science in Education (BSEd), Bachelor of Elementary Education (BEED) and Bachelor of Industrial Education (BSIE). The researchers used total enumeration because they believe that it is a workable size for the study.

To gather the needed data in this study, the researchers used the researcher made questionnaire which is composed of two parts. Part 1 dealt with the personal data of the respondents and Part 2 was the main questionnaire. There were seven areas assumed to be the problems of the student teachers with ten questions each, namely: classroom management; instructional materials; communication skills; strategies; cooperating teachers; Student-Teacher Supervisor and personal problems. Data collection was done during the month of April 2005.

The responses for the corresponding areas of the questionnaire were accordingly scored to facilitate data handling and scaling. The data gathered were processed statistically using the SPSS software. The descriptive statistics used were frequency count, means, standard deviation and percentages. T -test and OneWay ANOVA were utilized for inferential statistics.

Results and Discussion

a. Personal Profile of the Respondents as to Age, Sex, Course, Field of Specialization and Family Income.

The data in table 1 present the personal profile of the respondents in each of the variables identified. It revealed that of the 64 respondents, 14 or 21.9% were females and 50 or 78.1% were males indicating that more females were enrolled in education courses at Guimaras State College than the males. The ages of the respondents were recoded to young and old. The average age of the respondents was 22 thus, ages 22 and below was considered as young and those respondents with ages above 22 was classified as old. Results showed that there were 49 or 76.6% who were considered as young and 15 or 23.4% who were classified as old. There were 25 or 39.1% BSEO respondents, 29 or 45.3% BEED and 10 or 15.6% BSIE. The fields of specializations of the respondents were varied. There were 9 or 14.1 English majors, 16 or 25% Filipino majors, 29 or 45.3% HELE majors, 3 or 4.7% each for Electricity and Industrial Arts majors, 2 or 3.1% Automotive majors, 1 or 1.6% each for the Electronics and Garments majors. The respondents' family income was classified into three levels. There were 54 or 84.4% of the respondents whose family income were below P5, 000.00, 8 or 12.5% whose family income ranges from P5, 001-P10, 000.00 and only two (2) or 3.15% whose family income were P10, 001.00 and above.

Table 1
Distribution of Respondents According to Selected Variables

Categories	Frequency (F)	Percentage (%)
1. Sex		
a. Male	14	21.9
b. Female	50	78.1
Total	64	100.0
2. Age		
a. Young	49	76.6
b. Old	15	23.4
Total	64	100.0
3. Course		
a. BSIED	25	39.1
b. BEED	29	45.3
c. BSIE	10	15.6
Total	64	100.0
4. Specialization		
a. English	9	14.1
b. Filipino	16	25.0
c. HELE	29	45.3
d. Electronics	1	1.6
e. Electricity	3	4.7
f. Automotive	2	3.1
g. Garments	1	1.6
h. Industrial Arts	3	4.7
Total	64	100.0
4. Income		
a. below 5,000	54	84.4
b. 5,001-10,000	8	12.5
c. 10,000- above	2	3.1
Total	64	100.0

Data in table 2 presents the problems of the students teachers on a per area basis. The student teachers considered the areas in classroom management, Instructional materials, and strategies employed as partly a problem in the course of the conduct of their in and off campus teaching. The respondents did not consider the areas of communication skills, personal problems, cooperating teachers, and student-teaching supervisor a problem

Table 2
Problems met by the Student Teachers on a
Per Area Basis

Categories	Mean	Description
Problem in Classroom Management	1.73	Partly a Problem
Problem with Instructional Materials	1.87	Partly a problem
Problem with Communication Skills	1.54	Not a problem
Problem in Strategies employed	1.68	Partly a problem
Problem with cooperating teachers	1.39	Not a problem
Problem with Student-Teaching Supervisor	1.66	Not a problem
Personal Problems of the Student Teachers	1.51	Not a problem

The researcher wanted to determine the significance difference in the problems met by the student teachers when they were classified according to selected variables.

The t-test for independent samples was used to find out the differences in the problems met by the student teachers when classified as to their age and sex during their in and off campus teaching.

All inferential statistics were set at 05. alpha level and computer-processed through the Statistical Package for the Social Sciences (SPSS) software.

The difference in the problems met by the student teachers during their in and off campus teaching when classified as to age and sex is shown in table 9. The t-test computations revealed significant differences in problems met by the students when grouped according to age.

The obtained t-probability, $t(61) = 2.72, p = .009$ was significant at .05 level of significance when respondents was categorized as to age. This means that the null hypothesis that there is no significant

difference in the problems met by the student teachers when they will be classified according to age was rejected. This result can be attributed to the fact that the outlooks in life of more matured persons differ from those who were a little bit younger.

However, the t-test computation for the problems met by student teachers when classified according to sex did not yield significant results, $t(61) = 0.572$ $p = .610$, thus, the null hypothesis is accepted. This result implies that the sex or gender of the respondents did not affect the attitude of student teachers with regards to the problems met during their in and off campus teaching.

Table 3
t-test Results for the Problems Met by the Student Teachers When Grouped According to Selected Variables

Compared Groups	Df	Mean	SD	t-ratio	t-probability (two tailed)	Remarks
Age Young Old	61	2.02 1.87	.1862 .1541	2.72	.009	Significant
Sex Male Female	61	2.00 1.97	.1928 .1885	.513	.610	Not Significant

Data in table 4 reflects the computed f-ratio value (0.709, 0.514 and 0.626) was not significant at .05 level of significance when respondents were categorized as to course, field of specialization and family income. That means that the null hypothesis that there is no significant difference in the problems met by the student teachers when they will be classified according to course, field of specialization and family income was accepted. This implies that the respondents' view on the difficulties encountered during their in and off teaching was not affected by their course, field of specialization and family income.

Table 4
computed F-Ratio for the One-Way ANOVA on the
Problems Met by the Student Teachers When Group
According to Selected Variables

Source of Variation	ss	DF	MS	F-Ratio	Significance
Course					
Between Groups	5.08	2	2.54	.709	Not Significant
Within Groups	2.15	60	3.58		
Total	2.19	82			
Field of Specialization					
Between Groups	.135	7	1.93	.514	Not Significant
Within Groups	2.06	55	3.75		
Total	2.19	62			
Family Income					
Between Groups	4.49	2	2.25		Not Significant
Within Groups	2.15	60	3.59		
Total	2.19	62		.626	

Conclusions

In view of the findings of the study, the researcher draws the following conclusions:

1. The majority of the GSC student teachers for SY 2004 - 2005 were female (78.1%); the courses were BSIED, BEED and BSIE.
2. The student teachers generally have felt difficulties in the situations and activities in the areas of classroom management , instructional materials and teaching strategies employed, which partially hinder the effective delivery of lessons in the classroom as proven by the moderate or partly a problem result in the evaluation of problems met. That the respondents did not feel that classroom situations in the areas of communication skills, relationship with cooperating teachers and student teaching supervisors and personal problems as a problem. The respondents really felt the burden of lack of financial support (H=2.43). Majority of the respondent's family income was below the poverty threshold level which P11 , 553.00 is (NEDA Report, 2000).

3. The problems met by the student teachers during their in and off campus teaching varies according to age. This result can be attributed to the fact that the outlook in life of more matured persons differs from those who are a little bit younger. However, their outlook on the different problems met during their in and off campus teaching were not influenced by sex, course, field of specialization and family income.

Recommendations

Based on conclusions, the offered: the foregoing findings following recommendations and were offered:

1. That areas which have a rating of moderate or partly considered a problem and those with a rating of high or a problem should be given enough attention by the College of Education and course this through the office of the guidance counselor so that appropriate actions will be done to avoid problems like this to occur in the future.

2. That a copy of these study together with the report on the highlights will be provided to the student teaching supervisors and to the dean of the college of education so that they will be aware of the problems of their student-teachers during this school year and they will have basis on how to handle future student-teaching activities;

3. That the college of education should give more focus on the orientation seminars of the student teachers so that preparations on the part of the student teachers in terms of their financial and emotional capabilities will be addressed. They should be well informed of the expected financial expenses and other constraints that might be encountered during actual practice teaching;

4. A follow-up study to this effect will be conducted three years after to associate the differences in problems met with the passing of years. This will also serve as a measure of the improvement of the college itself.

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