

Field Study Courses and Internship as Practical Work Approach: Determinants of Licensure Examination for Teachers' Performance

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Abstract

This study determined the effects of Field Study Courses and Internship as practical work approach to the Performance of the Teacher Education graduates of DLSL school year 2014-2015 on the Licensure Examination. There were 32 out of 43 student teacher education graduates participated in the study. Survey questionnaires on the Field Study courses were distributed and answered during the scheduled mock board exam sponsored by the institution in preparation for the actual examination day. Grades in their Internship course were also used. Descriptive – correlational was utilized. This method gauged the determinants of the performance on Licensure Examination for Teachers such as Field Study Courses and Internship. Frequency, percentage and weighted means were employed in depicting the performance level of the teacher education graduates in LET scores. Evaluation of the Field Study courses on the degree of implementation in the Teacher Education graduates in DLSL in terms of Curriculum, Management and Attitude and the skills developed among student teacher on Field Study based on the National Competency-Based Teacher Standards (NCBTS) were also gathered. The study showed that Field Study Courses and Internship were statistically related to the LET performance. Using multiple regressions the results showed that one of the domains of the Field Study Course which is *professional growth and professional development* and Internship indicator *questioning* have significant effect on the performance of the Teacher Education graduates of DLSL school year 2014-2015 in the Licensure Examination for Teachers.

Keyword: Field Study Courses, Internship, Practical Work Approach, LET Performance

1. INTRODUCTION

The determination of rationalizing the undergraduate teacher education in the country is to keep bound with the demands of global competitiveness as stated on CHED Memorandum Order no. 30 which was promulgated on September 13, 2004. It was also noted that the field study courses are envisioned to offer students with concrete learning experiences in which they perceive, validate, reflect-on, in actual school settings. The experiences of the teacher education students will commence with field observation and gradually strengthen until they start practice teaching.

True to this call the goal of a teacher preparation education program is to provide the students with the experiences necessary to be effective classroom facilitators of teaching and learning. Thus, the field study program is designed to gradually immerse the pre-service teachers into the teaching profession through purposeful observation, participation and culminating in actual conduct of teaching-learning processes in the field during practice teaching. Experiential learning is an indispensable component of the New Teacher Education Curriculum per CHED Memo Order No 30. s; 2004. Field Study courses are required subjects in the pre-service education. These are intended to provide the students with rich practical learning experiences drawn out from actual learning environment. Through these courses, students can perceive, validate, reflect on and actually experience different mechanism of the teaching-learning processes in actual school settings.

Internship as stated in the study of D'Andrea(2005), Greifner (2007), Littke (2004) supports learners in preparing for their potentials and aids in transitioning them to post high-school life at college and the future workforce. They claimed that internship can change students' lives and provides invaluable experiences. In addition it was also mentioned that interning students can improve their self-confidence, increase the maturity levels and self-concepts. Moreover, internship not only benefits student teachers but also the administrations providing them and can concentrate on areas in which students can perform service and social-action assignments and also reinforce students' academic resumes on their college applications.

In the study of Wellington (1988) he stated that there are minimum of six kinds of activities that take place in school that could possibly considered all class as practical work. This includes teacher demonstrations as class practical, with all beginners on similar tasks, working in lesser groups, a variety of experiments with small groups involved in diverse activities circling in a carousel, investigations organized in one of the above two ways and problem-solving activities.

Scholars like Woolnough and Allsop (1985) suggested that exercises, experiences and investigations were the three classifications which might assists discussion about practical work. It was also mentioned in the study of Gott and Duggan (1995) that the different types of activity have different purposes however, Wellington (1998) pointed out that many experiments are nothing of the sort not least because no new knowledge is being made.

LET (Licensure Examination for Teachers) is a necessary legal requirement that the teacher graduates must meet readily after completing their program (Gonzales, 2005).

Marquez (2010) stated in his paper that LET result is truly a piece of concrete evidence that qualifies education graduates to become full-pledged members of the teaching community. He mentioned that no teacher gets hired without being licensed by the Professional Regulation Commission.

Education Department of De La Salle Lipa goes beyond the classroom learning. Real-world learning is a critical aspect of teacher education and frequently described internship as the highlight of their four years of college. The education students were exposed to different field study courses and spend one term on an off-campus internship and another one term on an in-campus. However, there was no research made yet in the institution that shows that field study courses and internship has a significant effect on the LET performance.

1.1 Research Framework

For the purpose of the study, John Dewey's "Learning by doing principle" was utilized. Knowledge from practices resulting directly from one's own activities are what learning by doing means, as compared with knowledge from observing others accomplish, understanding others' teachings or explanations or attending to others' teaching or lectures. Observing, understanding and listening are actions, but they are not the types of performances denoted to as learning by doing because they produce direct experience with demonstrations or descriptions of actions rather than with actions the learner actually performs. Direct experience in the present context means physical contact with the results of doing but according to classical psychology and its hangers-on Robinson (1930) stated that it means intellectual contact with mental phenomena by introspection.

Learn-by-doing, trial-and-error learning or discovery versus instruction, practical experience versus book learning, the practice-theory-practice dialectic, and proof upon practice were considered different forms of learning-by-doing principle which has been advocated widely. In the study of Keeling, Polacek, and Ingram (2009) it was discussed in the subsection of Learning to Ask Good Questions that the word practice in the last two of these versions is sometimes interpreted to mean repetition. This paper deals on the practical work approach which could be considered as a form of learning by doing principle.

The following is the research framework used in this study:

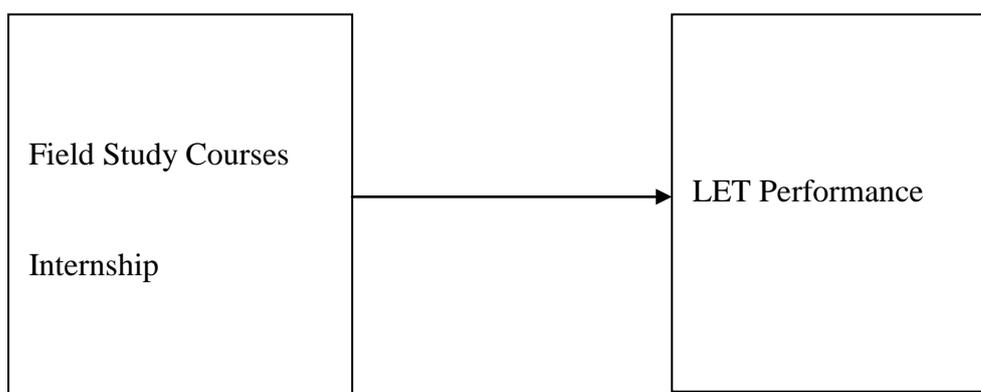


Fig.1

Figure 1 shows that the field study courses implementation and internship as practical work approach could lead to a possible significant effect on the LET Performance.

1.2 Objectives of the Study

This study aims to assess the Field Study Course and Internship as practical work approach to the Performance of Teachers of the Education graduates of DLSL school year 2014-2015 on the Licensure Examination. Specifically, it purports to answer the following questions:

1. to evaluate the Field Study courses implementation in the teacher Education graduates in DLSL in terms of the following domains:
 - a. Curriculum
 - b. Management
 - c. Attitude
2. to define the skills established among Field Study students based on the following learning indicators:
 - a. Social Regard
 - b. Environment
 - c. Diversity
 - d. Curriculum
 - e. Assessment
 - f. Community Linkages
 - g. Growth and Development
3. to determine Internship and LET performance of the Field Study and Intern students
4. to evaluate the association between the Field Study Courses implementation and Internship and the skills established among the Field Study and intern students to the LET performance.
5. to determine the effects of the Field Study Course implementation and Internship as practical work approach to the Performance of the Education graduates of DLSL school year 2014-2015 on the Licensure Examination for Teachers.

1.3 Scope and Limitation of the Study

Determining the Effects of Field Study Courses and Internship to the performance of Licensure Examination for Teachers, this study covered only the teacher education graduates of De La Salle Lipa School Year 2014-2015 of DLSL with regard to the six field study courses implementation and internship. The data was gathered from the 43 teacher education students who were enrolled in the said institution both in BSED and BEED program without considering their area of specialization. The scores on the General Education and Professional Subjects were not considered. However it focused only on the general average of the respondents on the Licensure Examination for Teachers.

1.4 Significance of the Study

The goal of this paper is to contribute on the improvement of the curriculum of the Education Department of De La Salle Lipa particularly on the Field Study Courses and Internship.

It aims to adhere on the standard set by the NCBTS on the Field Study courses implementation and Internship by coming up with specific and practical guidelines in providing quality education to student teacher that will lead to success of LET Performance.

1.5 Review of Related Literature

Field Study courses are aligned to the specific/identified professional education courses in order for the students to translate theories, concepts, methods/strategies learned into educational practice. It was supported by the study of Vilaythong (2011) which displays the gap that exists between planned and applied curricula.

According to Kennedy (1999), many teachers will attest that it describes their experience of learning to teach, and many studies of teacher education programs indicate that teacher education is indeed a weak intervention. Comparisons of teachers who have received different amounts or kinds of teacher education often indicate only slight differences between groups, thus suggesting that teachers are learning the things that matter most from either their liberal arts courses or their own experiences teaching.

In the study of Reddy & Botha (2011), the results point out that the cooperating teachers assessed the practice teachers positively in some knowledge areas but not as much of positively in other knowledge domains. He also added that in the undergraduate teacher education program reconsidering on the organization and sequencing of the curriculum must be included and differentiated approaches must be accommodated that would improve PCK development and would permit improved application of countless knowledge domains.

Moreover, Merritt (2008) mentioned that student internships were based on experiential learning represent a unique, innovative and nontraditional educational approach. He also added that internships can lead learners out into the community and the real world to internship locations for experiences in the field. It has many advantages and few disadvantages that are thought-provoking and high-grade that was recognized to be an effective and efficient method. However, in the study of Inkster and Ross (1998) internship was defined as a three-way association among the educational organization, the student teacher, and the society where the student teachers take on the task of a program of organized experiential learning. The student, the department chair, the teacher in charge and the cooperating teacher were typically the four major stakeholders in an internship program. Each of these partners gains significant benefits from internship programs.

In line with this, according to Patterson (1999) student teachers who have remained practicing from which to recruit for permanent employment gained real-life experiences, their educational programs' reputations nurture and employers gained a developed group of aspirants. Determining the most suitable evaluation that fulfils the requirements of all three partners, while reassuring reflection and integration of theory and practice, within the restrictions that results from the level of engagement of workplace supervisors and the ability of academic supervisors to become involved in the workplace are the ongoing challenge for internship programs (Patrick, Peach, Pocknee, Webb, Fletcher & Preto, 2008, p. 42). The current Internship component has been developed and refined with this three-way partnership in mind and the focus on experiential and blended learning. However, internship represents the bridge between professional practice and professional preparation and as sometimes called practicum which is the most momentous stage of the student's certification program.

The aim of internship is to make real world applications of knowledge, learning values, methods of teaching and to provide an opportunity for the student teacher. The student

teacher needs the chance to experience the heaviness of full-time teaching and the rewards that accrue. By definition, internship is an exceptionally vital element of the accreditation program and considered a period of guided teaching when the student teacher takes increasing obligations for leading the school experiences of a group of learners over a period time. The primary purpose is to put on anything that has remained learned in university courses to the professional setting (i.e., an actual classroom). In line with this Ganas (2014) recommended that there should have a one-semester practicum time frame.

On the above studies and literature field study courses and internship could be considered as a practical work approach and will serve as determinants to success in LET performance. Merritt (2008) cited that experiential-education programs have a positive impact on student participants which includes internships in government and business. Conrad & Hedin (1981) mentioned that the two factors which are the best predictors of personal growth are chances to act independently and to develop mutual relationships with adults. It was also noted that practical learning, such as internships, affects the social, psychological and intellectual growth of secondary-school students.

In addition, the Practical Work Approach is minds-on, hearts –on, hands-on method of teaching and learning. It proceeds from concrete (experiments, activities) to abstract (concepts); from familiar to unfamiliar. Some strategies used in PWA are: PROBEX, games, simulations, *field study*, laboratory, debate, panel discussion, role play, concept mapping, journal article writing, inter-active multi- media. Scholars have described that real work can enhance learners' motivation and sense of possession of their education (Johnstone & Al-Shuaili, 2001).

According to Lortie (1975 in Pepin, 1999), studies on the source of teachers' beliefs about teaching and learning—values, commitments, orientations, and practices—show that those beliefs are largely formed by their own school experiences as learners, where they spent thousands of hours observing how they were taught by their own teachers. The literature also reveals that despite the interventions implemented by teacher education institutions to subdue these established values and orientations, still they surface (Lacey, 1977 & Haggarty, 1995 in Pepin, 1999). Watson (2001) cited that when somebody asked on the usefulness of real work for learning it is just like asking whether students learn by reading. The response depends in the nature and contents of the activities and the goals which they are trying to achieve.

2. MATERIALS AND METHODS

The study utilized descriptive – correlational. This method assessed the determinants of the performance on Licensure Examination for Teachers such as Field Study Courses and Internship. Frequency, percentage and weighted mean were employed in depicting the performance level of the graduates in LET scores. The researcher used the adapted questionnaire on the paper of Dr. Juvy Patan entitled “Implementation of Field Study Courses in the Pre-service Teacher Education Program in Selected Higher Education Institutions in Caraga” which was based on the Revised Teacher Education Curriculum and the National Competency-Based Teacher Standards which were divided into two parts.

Part I focused on the Field Study courses implementation. Part II dealt on the Field Study skills developed among students based on the National Competency-Based Teacher

Standards. In rating the Field Study courses implementation and the NCBTS, Likert Scale will be used. The rating scale was 4 for great extent, 3 for some extent, 2 for moderate extent, and 1 for less extent. The instrument used for evaluating the Internship performance was also adapted from De La Salle Lipa, Education Department.

Correlation analysis was applied to evaluate the association between the performance on Licensure Examination for Teachers and the Field Study Courses implementation and Internship and the Field Study learning skills developed among intern students.

Multiple regressions was utilized to determine the effects of Field Study Courses and Internship as practical work approach to Performance of the Teacher Education graduates of DLSL school year 2014-2015 on the Licensure Examination for Teachers.

3. RESULTS AND DISCUSSIONS

The analysis and interpretation of data gathered from the respondents were presented and thoroughly analyzed to determine the effects of Field Study Course and Internship as practical work approach to the Performance of the Teacher Education graduates of DLSL school year 2014-2015 on Licensure Examination for Teachers.

Field Study courses implementation in the Teacher Education graduates in DLSL in terms of Curriculum, Management and Attitude, Internship and LET Performance were presented below.

Table 1 *Field Study Courses Implementation*

CURRICULUM	GREAT EXTENT	SOME EXTENT	MODERATE EXTENT	LESS EXTENT
Syllabus	69.23	30.77		
Course Requirements	69.23	30.77		
Deployment of FS Students	69.23	23.08	7.69	
Assessment	46.15	46.15	7.69	
MANAGEMENT	GREAT EXTENT	SOME EXTENT	MODERATE EXTENT	LESS EXTENT
Budget and Incentives	38.46	46.15	15.38	
ATTITUDE	GREAT EXTENT	SOME EXTENT	MODERATE EXTENT	LESS EXTENT
Promptness	61.54	30.77	7.69	
Personality Values	92.31		7.69	
	69.23	30.77		

The table above reveals that Field Study Courses were implemented to a great extent. Implementation of the curriculum as to syllabus, course requirements and deployment of Field Study Students and attitude as to values were monitored properly got 69.23 percent which means that 95 to 100 percent of the requirements were met.

However, attitude as to personality has the highest percentage of 92.31 percent which only shows that the Field Study students exerted efforts in fixing themselves to appear pleasing before others, tries to socialize with the colleagues and shows one's emotional stability.

Personality under attitude was considered as very significant factors in the success of Field Study courses implementation. It was supported by the study of Conrad and Hedin (1981) which mentioned that the greatest predictors of personal development are opportunities to develop collegial relationships with adults and to act autonomously.

Table 2 *Developed skills among Field Study students*

DOMAINS	GREAT EXTENT	SOME EXTENT	MODERATE EXTENT	LESS EXTENT
Social Regard	56.25	37.50	6.25	
Environment	56.25	43.75		
Diversity	56.25	43.75		
Curriculum	68.75	28.13	3.13	
Assessment	59.38	37.50	3.13	
Community Linkages	34.38	62.50	3.13	
Growth and Development	71.88	25.00	3.13	

Looking at the result, the personal growth and professional development has the highest percentage of 71.88 percent which means that it meets the required mastery of 95 to 100 percent of Field Study learning skills. As stipulated on the NCBTS the Field Study students on the degree of the accomplishment of professional growth goals takes pride in the nobleness of teaching profession, forms professional links with colleagues and reflects to enhance practice teaching.

Among the given indicators with the 95 to 100 percent implementation of Field Study learning skills which is the community linkages that have the lowest percentage of 34.38 percent which according to NCBTS it establishes learning environments that responds to the aspirations of the community.

It was supported by Merritt (2008) who mentioned that student internships were based on experiential learning that represents a unique, innovative, nontraditional educational approach. Practicums yield learners out into the community and the real world to internship locations for experiences in the field. This only shows that more time should be devoted on this domain and it could be considered in the revision of the curriculum and in the formulation of guidelines in the Field Study Courses implementation.

Table 3 *Internship Performance*

INDICATOR	WEIGHTED MEAN	VERBAL INTERPRETATION
Planning and Organization	3.84	Exceeds the proposed

		standards
Teaching Strategies	3.82	Exceeds the proposed standards
Mastery of the Subject Matter	3.87	Exceeds the proposed standards
Integration Skills	3.56	Exceeds the proposed standards
Use of Instructional Materials	3.78	Exceeds the proposed standards
Communication Skills	3.77	Exceeds the proposed standards
Questioning Skills	3.71	Exceeds the proposed standards
Student Engagement	3.72	Exceeds the proposed standards
Classroom Management	3.79	Exceeds the proposed standards
Evaluation of Student Learning	3.75	Exceeds the proposed standards
Student Achievement	3.60	Exceeds the proposed standards
COMPOSITE MEAN	3.74	Exceeds the proposed standards

Among the Internship Performance indicator which exceeds the proposed standards is the mastery of the subject matter that has the highest weighted mean of 3.87. This means that the Field Study and Internship students presents substantial information and provides relevant and up-to-date examples about the topic.

The student teachers demonstrate required skills excellently and this is where the respondents excelled. Integration skill which is also an indicator of an Internship Performance has the lowest weighted mean of 3.56 but still implies that the students teachers effectively integrates lesson with other disciplines or real world issues, and an applicable component in the Lasallian Guiding Principles.

Based on the result it is where the education department must look into consideration in formulating guidelines for the Field Study Courses and Internship. This is in line with the study of Patterson (1999) which states that internship student's academic programs' reputations grow, they gain real-world experience and administrators increase a developed group of student aspirants who have been trained from which to train for permanent employment.

Moreover, student achievement also considered the lowest among the indicators with the weighted mean of 3.60. Students are active and involved in structured activities that call for making meaning and/or transfer. They are able to express themselves substantially and interact meaningfully with the teacher and other learners.

This was supported by Patrick (2008) which says that determining the best suitable evaluation that fulfills the necessities of all three partners while boosting reflection and incorporation of theory and practice within the limitations that result from the level of engagement of workplace supervisors and the ability of academic supervisors to become involve in the workplace were the ongoing challenge for internship programs.

Table 4 *LET Performance of the Field Study and Intern students*

GENERAL AVERAGE	FREQUENCY	PERCENTAGE
75 – 79	13	40.6
80 - 84	19	59.4
TOTAL	32	100.0

Table 4 shows that more than half of the total respondents LET general average ranges from 80 – 84 which comprise 19 respondents. There were 13 respondents who got a score ranges from 75 – 79 which is 40.6 percent of the total respondents. This conveys that no respondents got higher than 84 percent.

De La Salle Lipa, Education Department has its long term goal of reaching the ideal 100% of the passing rate for both BEED and BSED program. It was mentioned on the paper of Marquez (2010) that it was recognized that preparation for this requirement starts from the freshmen’s rigid admission policy to their exposure to excellent instruction and challenging academic learning environment to selecting their majorship, much less than review for the LET.

Table 5 *Effects of Field Study Course Implementation to the Performance of the Teacher Education graduates of DLSL School Year 2014-2015 on the Licensure Examination for Teachers*

INDICATOR	R	Adjusted R ²	LET Performance			Interpretation
			Unstandardized Coefficients (Beta)	t-value	p-value	
Constant			76.903	5.714	.005	S
Syllabus			-.715	-.089	.933	NS
Course requirements			-.884	-.472	.662	NS
Deployment of FS students	.673	.453	-.501	-.114	.915	NS
Assessment			-1.588	-.329	.759	NS
Budget and incentives			.081	.047	.964	NS

Promptness	3.332	.525	.628	NS
Personality	2.890	.713	.515	NS
Values	-1.511	-.188	.860	NS

The table shows that the eight indicators on the extent of implementation of Field Study courses have no significant effects on the LET Performance with the p-value that are greater than .05. There were other variables that were not involved on the Field Study courses implementation that significantly affects the Performance on the Licensure Examination for Teachers based on the result of the p-value which is greater than .05.

The r value of 0.673 represents the simple correlation and it indicates a very high correlation. In the above given indicators it can be explained that the Performance on the Licensure Examination for Teachers indicates how much was the total variation was presented. In this case, 45.3% can be explained, which is considered medium.

Table 6 *Effects of the Skills of Field Study Course to Performance of the Teacher Education graduates of DLSL School Year 2014-2015 on the Licensure Examination for Teachers*

DOMAIN	R	Adjusted R ²	LET Performance			Interpretation
			Unstandardized Coefficients (Beta)	t-value	p-value	
Constant			82.946	22.316	0.001	S
Social Regard for Learning			-0.779	-0.857	0.400	NS
Learning Environment			-0.039	-0.032	0.975	NS
Diversity of Learners			0.441	0.612	0.547	NS
Curriculum	0.456	-0.023	-2.492	-1.598	0.123	NS
Planning, Assessing and Reporting			-0.380	-0.319	0.752	NS
Community Linkages			-0.565	-0.650	0.522	NS
Personal Growth and Professional Development			2.933	2.103	0.046	S

Table 6 reveals that among the given domains of Learning skills, personal growth and professional development has statistically significant effect on the LET Performance with the p-value that is less than .05. It could be noted that there were other variables not included on the study that also has a significant effect on the Performance of the teacher education students on the Licensure Examination based on the result of the p-value opposite on constant which is greater than .05. The result of *R* value of 0.456 represents the simple correlation which indicates a very low correlation. It shows in the table that there is a negative total variation of 2.3%.

It was supported by the study of Conrad (1981) which states that chances to perform independently and to improve mutual interaction with the students are the best predictors of personal growth. Similarly student teacher takes pride in the nobleness of teaching as a profession, forms professional links with colleagues to enhance teaching practice and reflects on the extent of the attainment of professional growth goals in personal growth and professional development. This domain has 95 to 100 percent have mastered the Field Study Learning skill.

Table 7 *Effects of the Internship to the Performance of the Teacher Education graduates of DLSL School Year 2014-2015 on the Licensure Examination for Teachers*

INDICATOR	R	Adjusted R ²	LET Performance			
			Unstandardized Coefficients (Beta)	t-value	p-value	Interpretation
Constant			82.235	12.773	0.001	S
Planning and Organization			0.591	0.402	0.692	NS
Teaching Strategies			0.400	0.152	0.880	NS
Mastery of the Subject Matter			-1.458	-0.822	0.421	NS
Integration Skills	0.715	0.242	-1.077	-1.120	0.276	NS
Use of Instructional Materials			-1.990	-0.869	0.395	NS
Communication Skills			-0.834	-0.617	0.544	NS
Questioning Skills			4.246	3.228	0.004	S
Student Engagement			-2.144	-1.255	0.224	NS
Classroom Management			-0.713	-0.380	0.708	NS

Evaluation of Student Learning	0.597	0.331	0.744	NS
Student Achievement	1.976	1.570	0.132	NS

Among the indicators of Internship Performance, only questioning skills has a significant effect to the Performance of the Teacher Education graduates of De La Salle Lipa school year 2014-2015 on the Licensure Examination for Teachers. The table shows that the other indicators have no significant effect to the Performance on Licensure Examination for Teachers with the p-value that is greater than .05. The *R* value which is 0.715 represents the simple correlation which implies a high correlation.

In line with the results above, in questioning techniques the student teacher employed effective questioning techniques, processed student responses well and encouraged students to think critically.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the results, there was a great extent of the Field Study courses implementation in the Teacher Education graduates in DLSL in terms of Curriculum, Management and Attitude. However, it is the personality under the attitude component that has the highest percentage of 92.31 percent.

All the skills developed among Field Study students based on the National Competency-Based Teacher Standards (NCBTS) were fully mastered and it is the Personal Growth and Professional Development that has the highest percentage of 71.88 percent. The LET performance of the Field Study and Intern students shows that more than half of the total respondents LET general average ranges from 80 – 84 which comprise 19 respondents. There were 13 respondents who got a score ranges from 75 – 79 which is 40.6 percent of the total respondents. This conveys that no respondents got higher than 84 percent.

The Internship performance in terms of planning and organization, teaching strategies, mastery of the subject matter, integration skills, use of instructional materials, communication skills, questioning skills, student engagement, classroom management, evaluation of student learning and student achievement all exceeds on the proposed standards. There is a significant relationship between the Field Study Course implementation and Internship and the skills developed among the Field Study and intern students to the LET performance.

Personal growth and professional development under Field Study Course and questioning under Internship as practical work approach has a significant effect to the Performance of the Teacher Education graduates of DLSL school year 2014-2015 on Licensure Examination for Teachers.

De La Salle Lipa, Education Department always aiming of reaching the ideal 100 percent passing rate both for BEED and BSED program and producing topnotch. Hence, it is recommended that the teacher in charge of the field study courses and internship must give proper attention on the competency skills prescribed in the National Competency Based Teacher Standards (NCBTS). To further enhance the degree of performance in the Licensure Examination for Teachers, the success indicators in the Field Study Courses implementation

must be considered particularly the Curriculum, Management and Attitude.

For the Field Study Courses and Internship students to successfully cope not only with the demands of the curriculum, the Education Department must work on the possible problems faced in the Field Study courses implementation and internship such as lacks consultation time with the cooperating teacher, too many requirements as student teacher, not enough time to construct visual aids or instructional materials, lacks interest to improve teaching skills, does not observe proper grooming, irregular attendance and lacks commitment to accept classroom activities. In line with this, the researcher proposes an intervention model for the extensive implementation of field study courses and internship for DLSL graduates that will lead to success of LET performance.

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