

Field Study Courses: Its Effect to the Practice Teaching Performance of the Bachelor of Elementary Education Student Teachers

¹Necy Cesaria Vaquilar-Romo, Ed.D. and ²Laura Dane Rabena Rafanan, RPT

^{1,2} University of Northern Philippines
Corresponding Author E-mail: necyromo@yahoo.com

Received: February 2, 2019; **Accepted:** February 9, 2019; **Published:** February 13, 2019

Abstract: This research is intended to reveal the effect of Field Study Courses to the Practice Teaching Performance of the Bachelor of Elementary Education Student Teachers. The researcher used the descriptive correlational method. Descriptive method was used to gather and analyze data regarding the teaching performance pointed out by the student teachers. Mean, Percentage and frequency counting. Pearson Product Moment of Correlation was also used to find out the relationship between field study courses to the practice teaching performance of the student teachers. After the study was conducted, it was exposed that the level of the BEED student teachers' performance in terms of the field study courses is VERY GOOD. The level of the BEED student teachers in their academic teaching performance OUTSTANDING. The level of the BEED student teachers' scholastic rating along practice teaching is SUPERIOR. There is an inverse significant relationship between their field study courses performance and their practice teaching performance while their field study courses performance is not significant with their academic teaching performance. It is recommended therefore that Field Study teachers must provide more practice and more time on the different activities of teaching and well-facilitated also by the teacher to have a sounding teaching and learning process. Their communication skills should be improved. They should be helped in articulating their ideas and thinking process. Professional subjects anchored in the different field study courses must be empowered to have a better performance in their practice teaching. More time should be allotted in their practice teaching especially in the In-Campus training so that they will be ready when exposed to public or other schools. Another study is suggested, correlating their teaching performance and their performance in the Licensure Examination for Teachers (LET).

Citation: Necy Cesaria Vaquilar-Romo and Laura Dane Rabena Rafanan. 2019. Field Study Courses: Its Effect to the Practice Teaching Performance of the Bachelor of Elementary Education Student Teachers. International Journal of Current Innovations in Advanced Research, 2(2): 1-14.

Copyright: This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. **Copyright©2019;** Necy Cesaria Vaquilar-Romo and Laura Dane Rabena Rafanan.

Introduction

Teaching, the noblest profession created by God and He is known to be the Greatest Rabbi. As known by everybody, no other professional will make it if there is no teacher. Teachers

are the creators of the future, once a teacher desired to destroy it, it will happen. It is something that has to be earned for it is a fruit of a long time sacrifices. Preparing pre-service teachers is not that easy task. It needs a lot of training and exposure to teaching. Different subjects are offered to mold these future teachers like Field Study Courses.

Field Study Courses are part of the curriculum which the pre-service teachers need to take up. It is an experiential learning subject which is offered from the first year of learning to the very last year according to the need of the learners. Field Study courses stressed personal experiences gained by working with real world activities and challenges. The student teachers have to face real settings in the teaching and learning process wherein the learned theories, principles, techniques, methods and strategies are brought to life. These first-hand experiences of the students enhance and improve learning, increase understanding and knowledge. Students have regular orientations that are being done at the very first day of class regarding on the work Professional Teachers are dealing with every day specially on values enhancement to improve students' attitudes and behavior for better performance.

Wilson (2011) stated that field studies and field activities give the students a chance to see the world (its cultures, diversity and realities) for themselves. As they work as a group, they share what they are experiencing with the others. Instead of simply watching an image on the screen or listening to the experiences of others, they are personally experiencing the environment, interacting with it directly, engaged in the activities at the site, working with the processes to be studied, and observing first-hand the learning that each new location can provide.

Seeing life and the world first-hand promotes a clearer understanding of world, its workings and relationships. It reinforces previous classroom lessons and brings a higher level of "realism" and "believing". How would one understand or be expected to understand without being exposed directly to the manifestations of concepts and ideas. Only by being immersed within an environment or practical activity can one "feel" its importance, its impacts, and its dynamics with your senses of touch, hearing, smell and sight. As a living and thinking organism, one uses their senses to make comparisons, discover similarities and differences and to observe the specific relationships in the world.

Field Study teachers of the Bachelor of Elementary Education deploy the student teachers to the different classes of the Laboratory School of the University to personally experience the world of teaching. Students are there to observe the Learners Development and Environment for Field Study 1, Experiencing the Teaching-Learning Process in Field Study 2, Technology in the Learning Environment for Field Study 3, Understanding the Curriculum Development in Field Study 4, Learning Assessment Strategies in Field Study 5 and On Becoming a Teacher in Field Study 6. Each Field Study courses are anchored in the different professional subjects student teachers are taking up and focused to one specific area of teaching for a systematic process. Field Study 6 is the in-campus teaching experience of student teachers. In this field study, theories are put to practice. This step will also determine whether a student teacher is ready to be deployed outside the campus wherein they face more challenges.

Practical experiences are priceless to provide real and hands-on learning opportunities for its students. The researchers coined this study to uncover the effect of Field Study Courses in the practice teaching performance of the Bachelor of Elementary Education student teachers as they traverse their final teaching experience as pre-service teachers and as a great indication for their future reference.

Statement of the Problem

This study looked into the effect of the field study courses to the practice teaching performance of the BEED student teachers of the College of Teacher Education, University of Northern Philippines, School Year 2013-2014.

Specifically, it sought to answer the following questions:

1. What is the level of the BEED student teachers' performance in terms of the following field study courses:
 - a. Field Study 1;
 - b. Field Study 2;
 - c. Field Study 3;
 - d. Field Study 4;
 - e. Field Study 5; and
 - f. Field Study 6?

2. What is the level of the BEED student teachers in terms of the following academic teaching performance criteria:
 - a. Teacher's Personality;
 - b. Lesson Planning;
 - c. Content;
 - d. Teaching Methods;
 - e. Classroom Management; and
 - f. Questioning Skills?

3. What is the level of the BEED student teachers' scholastic rating along practice teaching?

4. Is there a significant relationship between their field study courses performance and their academic teaching performance?

5. Is there a significant relationship between their field study courses performance and their practice teaching performance?

Theoretical Framework

Studies related to the research work were the researchers' guideposts in undertaking this investigation. Magno and Sembrano (2007) in their research entitled "The Role of Teacher Efficacy and Characteristics on Teaching Effectiveness, Performance, and Use of Learner-Centred Practices" tested two models on the interaction of teacher variables using Structural Equations Modelling (SEM). The two models did not change on their measures of goodness of fit with a RMSEA of .045 indicating that both models have a rather good fit. It was found out that the teachers practicing learner-centred approaches used their self-efficacy in order to be effective in teaching, but it was also found that being effective does not result in high teaching performance ratings. The use of learner-centred practices is seen as effective but does not warrant having high ratings based on student assessment. Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analysing information, or describing their own observations. Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most students will not learn them or will learn them only minimally. And without curriculum-specific experience in using these processes and strategies, even fewer students will carry them forward into new and appropriate contexts.

In the study of Pinol (2000) on the determinants of BSE student teachers performance concluded that: Most of the student teachers have parents who did not finish higher education hence, they were engaged in blue collar jobs; Student teaching, both on-campus and off-campus, has more or less the same duration among the state universities of Region I and NCR except PNU; Student teaching practices like the actual number of teaching per week, actual number of observations, pre-conferences and post-conferences, field visits of supervising faculty differ from one institution to another; The student teachers had their performance of teaching duties at a Very Satisfactory level for knowledge of the subject matter, instructional competence, assessment competence, and professionalism except other duties to the school to the school and the community; The student teachers displayed a very high level of physical, social and leadership qualities; There was a Very Satisfactory level of performance of the high school students taught by the BSE student teachers; The student-related factors cannot give a significant effect on the student teachers' performance on teaching duties except when there is a combined effect of area of specialization, trainings attended, father's occupation, and mother's educational attainment; The student teachers' physical, social and leadership qualities could not be influenced significantly by the student teacher-related factors taken singly except when there is a combined effect of co-curricular activities participated in, parents' education and occupation, student trainings, scholarship enjoyed, membership in civic organization and area of specialization; The student teachers' performance of teaching duties and development of their physical, social, and leadership qualities differed significantly among the state universities of Region I and NCR.

Wheeler and Knoop (1982) on Self, Teacher and Faculty Assessments of Student Teaching Performance explored relationships of performance assessments for student teachers among three groups of raters. A 78-item evaluation instrument was administered to 47 student teachers and to their academic and field supervisors. Analysis of the seven subsections of the instrument revealed that student teachers' self-evaluations were significantly higher, for most categories, than either academic or field supervisors' ratings. The high degree of agreement between the two types of supervisory ratings on all categories suggests the presence of halo effects.

Olstad (2006) on Pre-service Teaching Performance: A Search for Predictor Variables. Final Report sought to identify variables that might predict relative success in student teaching performance. University supervisors ranked program graduates on overall student teaching success after they had successfully completed all mastery criteria. The first study compared students on achievement test scores, grade point average (GPA), and mastery criteria to identify differences among program graduates ranked high, middle, and low on overall student teacher success.

Dela Rosa *et al.*, (2004) on Program Analysis of Student Teaching of the Central Luzon State University evaluated the student teaching program of the Central Luzon State University-College of Education during the second semester of SY 2002–2003. The student teacher respondents gave a Very Good on the fifteen parameters on orientation and Very Good on the eight parameters on supervision. On personal competencies, the cooperating teachers were rated excellent. Professional competencies were also rated excellent.

The student teacher respondents obtained excellent grade in student teaching, a clear evidence that they have mastered the competencies instilled by the program. Degree course of the student teacher respondents was found significantly related with professional competencies and with grade in student teaching. Sex and parents' educational attainment

were both significantly related with personal competencies, and the grade point average (GPA) before student teaching was found out highly significantly related with the grade in student teaching. The academic rank of the cooperating teacher was found out to be significantly related with personal competencies and the length of experience as cooperating teacher with the grade in student teaching. Supervision affected student teachers' performance in professional competencies. Majority had not encountered problem relative to orientation and cooperating teachers' competencies. Nearly one-half revealed that the number of visitations was insufficient. They suggested that at least 3 additional visitations be conducted during the student teaching activities.

Patan (2010) in her study Implementations of Field Study Courses in the Pre-Service Teacher Education Program in Selected Higher Education Institutions in Caraga showed that lack of orientation, does not follow schedule in the submission of reports, promptness in the submission of ratings in the Field Study courses, lacks consultation time for Field Study students and no quality time for mentoring, lacks time to prepare visual aids and instructional materials, interference of the school activities, unwillingness to assume classroom responsibilities, to comply with Field Study requirements, management and attitude are problems which the respondents institutions often met in the implementation of Field Study courses in terms of curriculum.

Romo (2014) in her study Practice Teaching Performance of 2014 BEEd Graduating Students of the University of Northern Philippines which exposed that there is a significant relationship between the academic performance which compose of their performance in the basic, major and professional subjects and the teaching performance of the BEEd Student teachers.

There are two criteria which determine the practice teaching performance of the student teachers. These are academic teaching performance and portfolio assessment. Her study revealed that both of the criteria used in determining the relationship have no significant relationship to their teaching performance.

Conceptual Framework

This study revolves on the following paradigm:

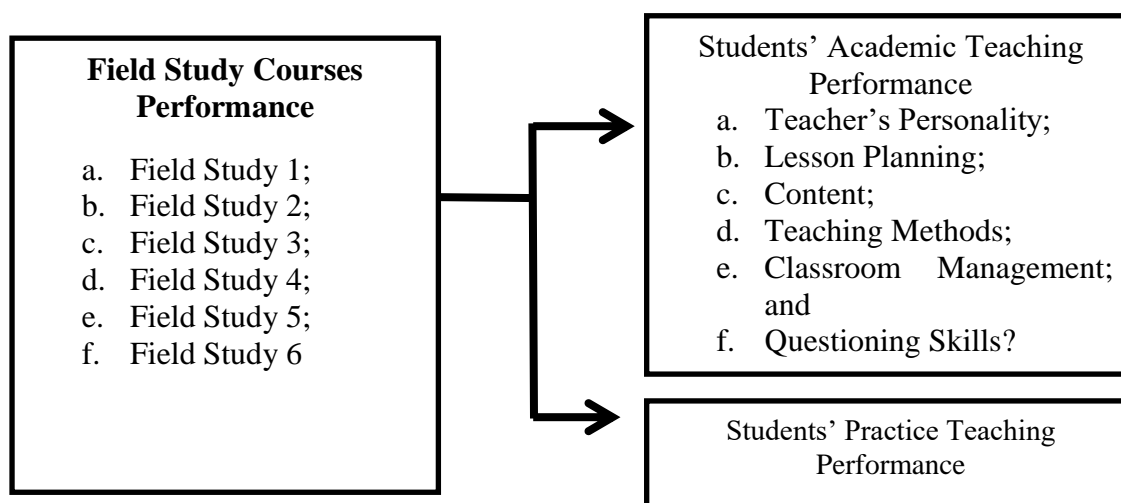


Figure 1. The Research Paradigm

Figure 1 shows that the field study performance of the BEED student teachers affects their academic teaching and practice teaching performance.

Methodology

This section includes the research design, population of the study, data gathering instrument, and statistical treatment.

Research Design: The study made used of the descriptive survey method of research. This was used to describe and analyze the BEED student teachers' performance of the College of Teacher Education of the University of Northern Philippines, Vigan City, Ilocos Sur, Philippines.

Population and Sample: The 116 Bachelor of Elementary Education (BEED) student teachers were the respondents of the study.

Data Gathering Instrument: The main instrument that was used by the researchers in this study is the Pre-Service Teachers Actual Teaching Evaluation Checklist adopted from the NCBTS manual. These student teachers were rated by their cooperating teachers along their student teaching performance. Their practice teaching performance were graded by their practice teaching advisers based from the overall grade given by their cooperating teacher, principal and the grade from them.

The information regarding the teaching performance of the student teachers were based from the following scale.

Range of Scores	Descriptive Rating
4.50-5.00	Outstanding
3.50-4.49	Very Good
2.50-3.49	Good
1.50-2.49	Poor
1.00-1.49	Needs Improvement

Their academic performance was based from the following scale also.

Range of Scores	Descriptive Rating
1.0	Excellent
1.1-1.50	Superior
1.51-2.00	Very Good
2.01-2.50	Good
2.51- 3.00	Passing
3.01-4.00	Conditioned Failure
4.01-5.00	Failure

Statistical Treatment: Mean was used to describe the level of teaching performance of the student teachers on their actual student teaching.

Pearson Product Moment of Correlation: was used to determine the relationship between the field study performance and teaching performance; the field study performance and academic performance; and the academic performance and teaching performance. The significance of the correlation coefficients was tested at the .05 probability level.

Results and Discussions

The data gathered were presented in tabular form, analyzed and interpreted in this section

Table 1. Item mean ratings of the BEED Student Teachers in Terms of their Field Study Courses Performance

Field Study Courses	GE		ECE		Overall	
	X	DR	X	DR	X	DR
Field Study 1	1.91	Very Good	1.99	Very Good	1.93	Very Good
Field Study 2	1.81	Very Good	2.08	Good	1.85	Very Good
Field Study 3	1.51	Very Good	1.60	Very Good	1.52	Very Good
Field Study 4	1.60	Very Good	1.74	Very Good	1.63	Very Good
Field Study 5	1.84	Very Good	2.03	Good	1.87	Very Good
Field Study 6	1.58	Very Good	1.47	Very Good	1.56	Very Good
Overall	1.71	Very Good	1.82	Very Good	1.73	Very Good

It can be noted on the table that the BEED student teachers have a “Very Good” academic performance as described by their mean rating of 1.73. The differences in the grades between the student teachers major in general education and those major in early childhood education were too closed with each other. This could only mean that the student teachers are very dedicated in their studies. They tend to be better in their school work. Ramirez (1987), in her study aimed to identify the nature and method of adjustment with either good or poor academic performance. She reported that the study habits and attitudes, family relations, emotional stability, mode and leadership maybe considered as predictive factors in academic achievement. The aforementioned study is different from this study due to the fact that their teaching performance was correlated with their academic performance and not with the other factors.

Table 2. Item Mean Ratings of the BEED Student Teachers in their Teaching Performance

Teaching Performance	General Education		Early Childhood Education		Overall	
	X	DR	X	DR	X	DR
I. Teacher's Personality						
a. The teacher is neat and well-groomed.	4.90	O	5	O	4.95	O
b. The teacher is free from mannerisms that tend to disturb the student's attention.	4.83	O	4.70	O	4.77	O
c. The teacher's personality is strong enough to command respect and attention.	4.61	O	4.85	O	4.73	O
d. The teacher shows dynamism and enthusiasm.	4.74	O	4.80	O	4.77	O
e. The teacher has well-modulated voice.	4.73	O	4.85	O	4.79	O
Total	4.78	O	4.84	O	4.81	O
II. Lesson Planning						
a. Lesson plan is well-prepared.	4.68	O	4.85	O	4.77	O

b. There is congruence between: 1. objective and subject matter	4.83	O	4.85	O	4.84	O
2. objective and teaching procedure	4.81	O	4.95	O	4.88	O
3. objective and formative test	4.76	O	4.90	O	4.83	O
4. objective and assignment	4.77	O	4.75	O	4.76	O
Total	4.79	O	4.73	O	4.76	O
III. Content						
a. The teacher demonstrates in depth knowledge of the subject matter.	4.85	O	4.75	O	4.80	O
b. He/She is able to relate lesson to actual life situations.	4.73	O	4.75	O	4.74	O
c. Keeps abreast of new ideas and understanding in the field.	4.75	O	4.75	O	4.75	O
d. Gives sufficient and concrete examples to create meaningful learning experiences	4.65	O	4.75	O	4.70	O
Total	4.75	O	4.75	O	4.75	O
IV. Teaching Methods						
a. Method/s used was/were suited to the needs and capabilities of the students.	4.70	O	4.80	O	4.75	O
b. The teacher was creative enough to adapt his/her method to the students' capabilities.	4.77	O	4.70	O	4.74	O
c. Visual aids and other examples were used to illustrate the lesson.	4.77	O	4.75	O	4.76	O
d. The teacher made effective use of the formative test after teaching.	4.72	O	4.75	O	4.74	O
Total	4.76	O	4.75	O	4.76	O
V. Classroom Management						
a. The teacher had a systematic way of checking: 1. Attendance	4.75	O	4.95	O	4.85	O
2. Assignment/Homework/Agreement	4.78	O	4.60	O	4.69	O
3. Practice Exercises	4.72	O	4.80	O	4.76	O
4. Group work/projects	4.85	O	4.70	O	4.78	O
5. Passing in and out of the room	4.78	O	4.70	O	4.74	O
6. Concerning distributing, and collecting paper.	4.63	O	4.65	O	4.64	O
b. Order and discipline were present in the classroom.	4.70	O	4.75	O	4.73	O
c. Visual aids were within easy reach of the teacher during his/her teaching.	4.75	O	4.70	O	4.73	O
Total	4.75	O	4.73	O	4.74	O
VI. Questioning Skills						
a. The teacher's questioning skill stimulates discussion in different ways such as: 1. Probing for learner's understanding.	4.76	O	4.75	O	4.76	O

2. Helping students articulate their ideas and thinking process.	4.73	O	4.6	O	4.67	O
3. Promote risk-taking and problem solving	4.75	O	4.6	O	4.68	O
4. Facilitate factual recall	4.68	O	4.9	O	4.79	O
5. Encourage convergent and divergent thinking.	4.7	O	4.7	O	4.70	O
6. Stimulate curiosity	4.72	O	4.75	O	4.74	O
7. Helps students to ask questions.	4.72	O	4.75	O	4.74	O
Total	4.72	O	4.72	O	4.72	O
Overall	4.76	O	4.75	O	4.76	O

Legend: O-Outstanding; VG-Very Good; G-Good; P-Poor; NI-Needs Improvement

As presented in the table, the item with the highest mean of 4.95, “Outstanding” along teacher’s personality is the teacher is neat and well-groomed while the item with the lowest mean of 4.73, still “Outstanding”, is the teacher’s personality is strong enough to command respect and attention. This implies that to the student teachers, cleanliness is next to Godliness. It is their main priority to set good example of having a neat and clean body to the pupils. On lesson planning, item number 2, there is a congruence between objective and teaching procedure, got the highest mean of 4.88 and described as “Outstanding” and the item with the lowest mean of 4.76 described as “Outstanding” is number 4, there is congruence between objective and assignment. This directs that the student teachers give ample time in planning their teaching procedure rather that their assignment, being the last part of the lesson plan.

Along content, item number 1, the teacher demonstrates in depth knowledge of the subject matter, garnered the highest mean of 4.80 described as “Outstanding”. The item with lowest mean is number 4, gives sufficient and concrete examples to concrete meaningful learning experiences but still described as “Outstanding”. This points out that the respondents mastered their lesson before facing their pupils and discussed it. In line with classroom management, item number a.1, the teacher had a systematic way of checking attendance, has the highest mean of 4.85 with descriptive rating of “Outstanding” while Item number a.6, the teacher had a systematic ways of distributing and collecting paper, acquired a mean of 4.64 but described as “Outstanding” still. This suggests that distributing and collecting papers are not than in a very orderly manner such that nobody stands on their seat and silently passing their papers. On the last criteria which is questioning skills, item number 4 which is the teacher’s questioning skill stimulates discussion through facilitating factual recall has the highest mean of 4.79, “Outstanding” while the one with the lowest mean of 4.67 but still described as “Outstanding” is item number 2 which is helping students articulate their ideas and thinking process. As a whole, the group has a mean rating of 4.76 and described as Outstanding which implicates that the student teachers performed their best during their teaching performance.

Table 3. Summary of the Mean Ratings of the BEd Student Teachers in their Teaching Performance

Criteria	General Education		Early Childhood Education		Overall	
	X	DR	X	DR	X	DR
1. Teacher’s Personality	4.78	Outstanding	4.84	Outstanding	4.81	Outstanding

2. Lesson Planning	4.79	Outstanding	4.73	Outstanding	4.76	Outstanding
3. Content	4.75	Outstanding	4.75	Outstanding	4.75	Outstanding
4. Teaching Methods	4.76	Outstanding	4.75	Outstanding	4.76	Outstanding
5. Classroom Management	4.75	Outstanding	4.73	Outstanding	4.74	Outstanding
6. Questioning Skills	4.72	Outstanding	4.72	Outstanding	4.72	Outstanding
Overall	4.76	Outstanding	4.75	Outstanding	4.76	Outstanding

The overall mean rating of the student teachers in their academic teaching performance is 4.76 and described as “Outstanding.” Teacher’s personality has the highest mean rating of 4.81 and interpreted as “Outstanding.” On the other hand, Questioning skills got the lowest mean rating of 4.72 which described as “Outstanding,” still. This connotes that the BEED Student Teachers’ personality is given more importance than their questioning skills. Outer look is most likely to be observed first than their performance in teaching. This study has quite relevance with that of Dela Rosa, *et al.*, (2004) on Program Analysis of Student Teaching of the Central Luzon State University evaluated the student teaching program of the Central Luzon State University-College of Education during the second semester of SY 2002–2003. The student teacher respondents gave a Very Good on the fifteen parameters on orientation and Very Good on the eight parameters on supervision. On personal competencies, the cooperating teachers were rated excellent. Professional competencies were also rated excellent. The student teacher respondents obtained excellent grade in student teaching, a clear evidence that they have mastered the competencies instilled by the program. Both studied on the teaching performance of student teachers and found out to be “Outstanding.”

Table 4. Item Mean ratings of the BEED Student Teachers in Terms of their Scholastic Rating Along Practice Teaching

BEED Student Teachers	Scholastic Rating Along Practice Teaching	
	X	DR
General Education	1.43	Superior
Early Childhood Education	1.29	Superior
Overall	1.36	Superior

It can be seen on the table that the BEED student teachers have a “Superior” scholastic rating along practice teaching as described by their mean rating of 1.36. The differences in the grades between the student teachers of different majors were too closed with each other. This means that the student teachers are very committed to their studies and they give their very best in doing their school works as reflected in their grades.

Table 5. Correlation Coefficient Showing the Significant Relationship between the Field Study Courses Performance and the Academic Teaching Performance of the BEED Student Teachers

Field Study Courses	Teacher’s Personality	Lesson Planning	Content	Teaching Method	Classroom Management	Questioning Skills	Overall
Field Study 1	0.0148	0.0553	0.0232	0.0424	0.0607	-0.0824	0.0274

Field Study 2	-0.0234	-0.0339	0.0507	-0.0192	0.0040	-0.1086	-0.0372
Field Study 3	-0.0202	-0.0024	0.0166	-0.1012	-0.0854	-0.0791	-0.0763
Field Study 4	-0.0492	0.0262	0.0002	*-0.2060	-0.0424	-0.1231	-0.1063
Field Study 5	0.0876	-0.0942	0.0194	-0.0096	-0.1014	*-0.3127	-0.1231
Field Study 6	-0.1271	-0.0924	0.0044	-0.1586	*-0.2064	-0.0413	-0.1651
Overall	-0.0196	-0.0236	0.0191	-0.0754	-0.0618	-0.1246	-0.0801

LEGEND: *significant at 0.195

As manifested on Table 3, there is no significant relationship between the field study performance and academic teaching performance of the BEED Student teachers. This implies that the field study performance of these student teachers does not affect their academic teaching performance.

There are some students who do not excel academically but excellent in teaching. On the other hand, teaching methods is inversely significant with their Field Study 4. This signifies that the way they teach their lessons was affected by their understanding the curriculum development. The scope of their knowledge on the teaching methods was broadened since they were not only confined with the classroom but to the whole curriculum the school is using. This chance had enhanced and exposed these student teachers to more effective and efficient teaching methods appropriate for the lesson and the pupils.

Same is through between Field Study 5 and questioning skills of the student teachers, there is also an inverse significant relationship that appeared in the computation of data. This indicates that the student teachers were able to formulate and utilize higher order thinking skills type of questions in their discussions. This skill had been nurtured during their exposure to their field study 5 which is learning assessment strategies.

The use of HOTS in questioning cultivated the critical thinking ability of the pupils. There is also an inverse significant relationship between their Field Study 6 and classroom management. This connotes that their first-hand experiences in their Field Study 6 which is on becoming a teacher had a great impact on their classroom management. They managed to utilized the different effective routinely activities and preventive strategies to misbehaviours. The present study can also be related to Olstad (2006) on Preservice Teaching Performance: A Search for Predictor Variables. Final Report sought to identify variables that might predict relative success in student teaching performance.

University supervisors ranked program graduates on overall student teaching success after they had successfully completed all mastery criteria. Both studied on student teaching performance and found to have bearing with their academic performance. Patan (2010) in her study Implementations of Field Study Courses in the Pre-Service Teacher Education Program in Selected Higher Education Institutions in Caraga showed that lack of orientation, does not follow schedule in the submission of reports, promptness in the submission of ratings in the Field Study courses, lacks consultation time for Field Study students and no quality time for mentoring, lacks time to prepare visual aids and instructional materials, interference of the school activities, unwillingness to assume classroom responsibilities, to comply with Field Study requirements, management and attitude are problems which the respondents institutions often met in the implementation of Field Study courses in terms of curriculum.

The respondents of this study might have encountered the same reasons revealed in the present study of Patan during their Field Study Courses.

Table 6. Correlation Coefficient Showing the Significant Relationship between the Academic Teaching Performance and their Scholastic Rating along Practice Teaching of the BEd Student Teachers

Academic Teaching Performance	Scholastic Rating Along Practice Teaching
Teacher's Personality	-0.0128
Lesson Planning	-0.0922
Content	-0.1810
Teaching Method	*-0.2502
Classroom Management	-0.0692
Questioning Skills	*-0.2449
Overall	*-0.2218

LEGEND: *significant at 0.195

The table revealed that there is an inverse significant relationship between their practice teaching performance and their teaching methods. This simply means that the student teachers showed their mastery and familiarity to the teaching method they used during their practice teaching. They were able to show that there is a smooth flow of their lesson from the very start to the very ending. Same is through between their practice teaching and their questioning skills. The result reveals that the student teachers' questioning skills were enhance in their Field Study classes where they were used to convergent and divergent questions. Their higher order thinking skills were enriched in their day-to-day interaction with the teachers, classmates and with their pupils. As an overall result, there is an inverse significant relationship between the teaching performance of the BEd student teachers and their scholastic rating along practice teaching. The outcome proves that their field study courses had a great impact in their practice teaching performance. Their experiences in their field study courses were their foundation in dealing their current situations and in solving problems they've encountered. Romo (2014) in her study Practice Teaching Performance of 2014 BEd Graduating Students of the University of Northern Philippines where there is a significant relationship between the academic performance which compose of their performance in the basic, major and professional subjects and the teaching performance of the BEd Student teachers. Both study revealed the same result.

Table 7. Correlation Coefficient Showing the Significant Relationship Between the Field Study Courses Performance and the Scholastic Rating Along Practice Teaching of the BEd Student Teachers

Field Study Courses Performance	Scholastic Rating Along Practice Teaching
Field Study 1	-0.0126
Field Study 2	-0.0922
Field Study 3	-0.1810
Field Study 4	*-0.2502
Field Study 5	-0.0692
Field Study 6	*-0.2449
Overall	*-0.2218

LEGEND: *significant at 0.195

The table shows that there is an inverse significant relationship between Field Study 4 and their scholastic rating along practice teaching. This exposes that their Field Study subject Understanding the Curriculum which is anchored in the Professional subject Curriculum Development had provided them a wider understanding in the educational curriculum. This made them at ease in their teaching for whatever the lesson they need to teach, they can easily analyse it and provide much examples for better understanding of the pupils. There is also an inverse significant relationship between Field Study 6: On Becoming A Teacher and their practice teaching grade. It appears that their first hand experiences in their in – campus teaching made them used to the different situations they dealt during their off-campus teaching. Their confidence in socializing with other people was even boosted for them to successfully create a harmonious student– teacher relationship.

Based on the overall result, there is an inverse significant relationship between the field study courses performance and the scholastic rating along practice teaching of the BEEd student teachers garnering -0.2218 surpassing $.195$ at $.05$ level of significance. The inverse relationship shows that the student teachers performance along Field Study courses is lower than their Scholastic Rating along Practice Teaching. Nevertheless, it has still a significant relationship. This explains that their experiential courses which are the field studies was of great help to their performance during their off –campus teaching. Adaptation to their new teaching and learning environment is easier since they were prepared to face different challenges whatever the situation is and they were exposed to the actual teaching and learning environment during their field study classes. It is like their off – campus teaching is an extension of their in–campus teaching covering a wider scope and interacting with other people who are individually different from each other.

In the study of Romo (2014), there are two criteria which determine the practice teaching performance of the student teachers. These are academic teaching performance and portfolio assessment. Her study revealed that both of the criteria used in determining the relationship have no significant relationship to their teaching performance. This is contrary to the revealed result of the present study wherein there is a significant relationship between the Field Study Courses and their Practice Teaching Performance.

Conclusions

Based on the findings, the following conclusions were drawn:

1. The level of the BEED student teachers' performance in terms of the field study courses is VERY GOOD.
2. The level of the BEED student teachers in their academic teaching performance OUTSTANDING.
3. The level of the BEED student teachers' scholastic rating along practice teaching is SUPERIOR.
4. There is no significant relationship between their field study courses performance and academic teaching performance.
5. There is an inverse significant relationship between their field study courses performance and their practice teaching performance.

Recommendations

Based from the aforementioned conclusions, the following recommendations are forwarded:

1. Field Study teachers must provide more practice and more time on the different activities of teaching like having their demo-teaching in the different subjects in the elementary level and well-facilitated also by the teacher to have a sounding teaching and learning process.

2. The teaching performance of the student teachers' questioning skills needs to be enhanced.
3. Their communication skills should be improved. They should be helped in articulating their ideas and thinking process. Promote risk-taking and problem solving. Encourage convergent and divergent thinking.
4. Their self-esteem should be uplifted or strengthen.
5. Professional subjects anchored in the different field study courses must be empowered to have a better performance in their practice teaching. The students must be exposed with the different methods, techniques and strategies being used in teaching. More practice in writing lesson plans should be done.
6. More time should be allotted in their practice teaching especially in the In-Campus training so that they will be ready when exposed to public or other schools.
7. Another study is suggested, correlating their teaching performance and their performance in the Licensure Examination for Teachers (LET).

References

1. Dela Rosa, Elmer D. Co-Author/s: Abon, Marilou G. 2004. Program Analysis of Student Teaching of the Central Luzon State <http://www.mesharpe.com> Publication Date: 2009-00-00 Pages: 13 Pub Types.
2. Magno, C. and Sembrano, J. 2007. The Role of Teacher Efficacy and Characteristics on Teaching Effectiveness, Performance, and Use of Learner-Centered Practices. *The Asia Pacific Education Researcher*, 16(1): 73-90.
3. Olstad, R.G. 1983. Preservice Teaching Performance: A Search for Predictor Variables. Final Report. Research Report No. 83-3.
4. Patan, J.P. 2010. Implementation of Field Study Courses in the Pre-Service Teacher Education Program in Selected Higher Education Institutions in Caraga. *JPAIR Multidisciplinary Journal*, 5(1), 1-1.
5. Pinol, G.N. 2000. Determinants of BSE student teachers' performance in SUCs of Region I and the National Capital Region. Doctorate. Thesis (D.Ed.). University of Northern Philippines, Vigan, Ilocos Sur, 248 pp.
6. Ramirez, M. 1987. The Nature and Method of Adjustment with their Academic Performance. Unpublished Master's Thesis, University of Northern Philippines.
7. Romo, Nedy Cesaria V. 2014. Practice Teaching Performance of 2014 BEEEd Graduating Students of the University of Northern Philippines. Unpublished Research, University of Northern Philippines.
8. Wheeler, A.E. and Knoop, H.R. 1982. Self, teacher and faculty assessments of student teaching performance. *The Journal of Educational Research*, 75(3): 178-181.
9. Wilson, J. 2011. Importance of field study programmes, *Journal of Sierra Collage Natural History Museum*, 4(1), Spring 2011. Retrieved last August 25, 2014. <http://www.sierracollege.edu/ejournals/jsnham/v4n1/importance.html>.