

Level of Satisfaction of Pre-Service Teachers in their Off-Campus Practice Teaching Experiences



Ferdinand I. Alcantara

ABSTRACT: The study attempted to determine the extent of satisfaction of the student with regards to the services given by the student teaching office of the Bulacan State University Hagonoy Campus and their experience in their off-campus practice teaching during the academic year 2017-2018. The study made use of descriptive-survey method for the sample of 56. A questionnaire with a Fivepoint Likert scale was asked for the student teachers for them to complete; the data gathered were analyzed and treated statistically. Weighted mean was computed and determined the significant relationship of the level of satisfaction of the students to the services given by the student teaching office and the level of satisfaction in their internship experiences using the Pearson R correlation. Both the level of level of satisfaction to the services given by the student teaching office and the level of satisfaction to their internship experiences both registered a very much satisfaction on the part of the respondents. There is a very weak linear relationship between the level of level of satisfaction to the services given by the student teaching office and the level of satisfaction to their internship experiences both registered a very much satisfaction on the part of the respondents with a computed t-value of 0.218.

KEYWORDS: Internship, Off-campus Practice Teaching, Cooperating School/Teacher

INTRODUCTION

The institution of Higher Learning requires the college degree and student's internship are important requirements for the new graduates' employment. As defined by Hergert (2009) internship as an important part any business school curriculum. He also stated that it plays a crucial role in aiding the students to connect their traditional coursework and the actual workplace. Internship, as defined by YIU (2015) is the advantage mechanism for the students to develop their skills. While Simons et al., (2012) stated that internship can be synonymously related to experiential learning as it enhances student' individual, civic, and professional growth.

In the Philippine setting, internship is commonly incorporated to the curriculum of the college students as mandated by the Commission on Higher Education (CHED). It is an opportunity to practice the actual setting in the school where they will undergo their practice teaching. The CHED promulgate a list of guidelines for students' internship program. As the objectives were stated in the CHED Memorandum Order No. 23, series of 2009, the internship program aims to offer college students enrolled in Higher Educational Institutions (HEIs) in the country the chance to obtain practical knowledge and skills, as well as positive attitudes and values from reputable establishments in the country. A recent study concluded that one of the two most effective experiential learning experiences is through internships (Green et al., 2012), the other one is through live-case projects.

Every Higher Education Institution in the Philippines have developed their own career and internship office services to assist the students in the placement for their internship site or better known as "cooperating school". The Bulacan State University – as one of the institution that caters education students had established its own student teaching or internship office. The office as stipulated in the CHED Memo is aimed at developing strong partnerships with the various schools situated along or near the vicinity of the university not limited for the purpose of internship but also to probable employment of the graduates. In the study conducted by Yiu (2012), he stated that it is deemed necessary to establish an internship coordinator in order to facilitate communication and assist the students and the cooperating school with the information and guidelines and to, intervene when different issues arise. According to Chi (2008) the requirements in order to attain the success of the internship office are mentoring and preparing students for the interview process, reputation and a high quality of education program, internship experience and quality of students' education curriculum and the course taught in the Education Department of the school. All of which are believed to be addressed by the internship of the HEI stated.

Level of Satisfaction of Pre-Service Teachers in their Off-Campus Practice Teaching Experiences

Studies exploring the internship programs are highly essential (Koc et al., 2014). According to the study of Yiu (2012) about the Hospitality and Tourism internships, she suggested that direct experience of working in the hospitality and tourism industry may actually cause students to feel negatively about pursuing a career in this field. It is also concluded in a related study that different types of internship experience have different effects on the students' level of satisfaction (Chen et al., 2011) Therefore, this study shall exhibit the measurement of the level of the students' satisfaction in terms of the service rendered by the Hagonoy Campus Student Teaching Office and the actual experiences at the cooperating school of the pre-service teachers. It is indeed an obligation of the researcher to determine how the students reacted on their internship experience most importantly on their level of satisfaction. The purpose of the study is to help student teaching office of the Bulacan State University Hagonoy campus Student teaching office and the cooperating school on the possible necessary adjustments to be done in assisting the pre-service teachers in their internship. The students' insights will play a vital role in guiding the institution for the improvement and sustainability of the internship program of the campus.

Statement of the problem

The general problem of the study is "What is the level of satisfaction of the pre-service teachers in their student teaching experience? Specifically, the sought seek answer to the following questions:

1. How may the profile of the pre-service teachers be described in terms of:
 - 1.1 age.
 - 1.2 sex; 1.3 course; and
 - 1.4 major?
2. To what extent is the level of satisfaction of the pre-service teachers to the services given by student teaching office?
3. To what extent is the level of satisfaction of the pre-service teachers on their experience at the cooperating school?
4. Is there a significant difference between the level of satisfaction of pre-service teachers to the services given by the student teaching office and their experiences in their cooperating school?
5. What intervention program may be crafted after conducting this study?

Methodology

The study utilized the descriptive-correlation research method. As cited by Sevilla, et.al. (1992), the descriptive method of research is designed for the researcher to gather information about the present existing condition. Hari-Bernabe (2012) in relation with the study of Fox (1960) it cited that the descriptive correlation research helps in determining the extent of which different variables may be related to each other. The study attempted to describe measure and analyzed the data to find out the significant difference between the level of satisfaction of pre-service teachers to the services given by the student teaching office and their experiences in their cooperating school.

The main respondents of the study are the students of the Bulacan State University Hagonoy Campus for the calendar year 2017-2018. Included in the study are fourth year students who finished their pre-service internship program in their respective cooperating school namely: Bachelor in Elementary Education, the Bachelor in Secondary Education major in Mathematics and English.

A locally made constructed questionnaire was developed by the researcher in order to gather data.

The questionnaire constructed by the researcher used the CHED Memorandum Circular no. 23, series of 2009, or the set of guidelines for the institutions of higher learning for the internship program of the students. The draft of the questionnaire was submitted for critiquing and validation of some experts for the enhancement of the research questions.

After the final draft has been validated the researcher do the final print out and personally administered the questionnaire to the respondents. The respondents were given an ample time to answer the two-part questionnaire. The first part is the level of satisfaction of pre-service teachers to the services given by the student teaching office and the second part is the level of satisfaction of pre service teacher in their experiences to their cooperating school.

In order to administer the questionnaire, the researcher seek permission to the Dean of the campus to administer the survey. Upon the approval of the dean, the research personally administered the survey and waited for the respondent to answer the two-tart questionnaire independently.

After the respondent finished answering the survey, the researcher collected and tabulated the data.

The data collected to the respondent were tabulated and manually computed by the researcher with the help of a statistician. The profile of the respondents was treated using the frequency and percentage count.

The level of satisfaction of pre service teacher given by the student teaching office and the level of satisfaction of pre service teacher in their experiences to their cooperating school were treated using frequency counts as well as mean.

Level of Satisfaction of Pre-Service Teachers in their Off-Campus Practice Teaching Experiences

The relationship between the level of satisfaction of pre-service teachers to the services given by the student teaching office and their experiences in their cooperating school were treated using Z-test or test of two sets of mean.

A z-test is a statistical test used to determine whether two population means are different when the variances are known and the sample size is large. The test statistic is assumed to have a [normal distribution](#), and nuisance parameters such as [standard deviation](#) should be known in order for an accurate z-test to be performed (Salkind, 2010)

Results and discussions

Table one presents the demographic profile of the respondents according to their major of specialization.

Table 1. Demographic Profile of the Respondents by Gender

Course	Gender				Total Frequency	Total %
	Male	%	Female	%		
BEED	4	19.05	17	80.95	21	100
BSED Math	4	26.67	11	73.33	15	100
BSED English	6	30.00	14	70.00	20	100
Total	14	25.00	42	75.00	56	100

As further glean in the table, it shows that out of 21 BEED respondent, four respondents are male which occupying some 19.05 percent and the 17 female respondents are occupying the 80.95 percent.

For BSED Math respondents which comprises of 15 respondents in total, four respondents are male and 11 are female which has 26.67 and 73.33 percent respectively.

BSED English majors having 6 male and 14 female respondents has its percentage of 30 and 70 percent with a total of 20 respondents.

In summary, 14 male respondents or 25 percent and 42 out 56 or 75 percent are occupying the whole 100 percent of the total population.

This only mean that majority of the respondents are female which only proved that the education courses are manipulated and chosen mostly by female.

Table number two presents the demographic profile of the respondents according to their age.

Table 2. Demographic Profile of the Respondents by Age

Age	BEED	Math	English	Total	%
19-20	8	11	10	29	51.79
21-22	8	2	8	18	32.14
23-24	3	2	2	7	12.50
25-26	0	0	0	0	0.00
27-28	0	0	0	0	0.00
29-30	2	0	0	2	3.58
Total	21	15	20	56	100.00

As shown in the table, 51.79 percent of the total respondents has an age range of 19-20 years of age. Among them are the eight respondents from the BEED, 11 from the BSED Math, and 10 from the BSED English.

It also shows in the table that some eight respondents from BEED, two respondents from BSED Math, and eight respondents from BSED English occupies the 32.14 percent of the total population whose age ranges from 21-22 years of age. As further glean in the table, only 3.58 percent or two respondent from the BEED occupies the lowest age range of 29-30 years among the 56 total student respondents.

The table only shows that the highest age range of 19-20 years of age stated that majority of the respondents are in the average age in the tertiary level.

Table number three presents the summary on the level of satisfaction of the students on the services given by the student teaching office.

Level of Satisfaction of Pre-Service Teachers in their Off-Campus Practice Teaching Experiences

Table 3. Summary on the Level of Satisfaction of Students on the Services Given by Student Teaching Office

Indicator	5	4	3	2	1	WA	VI
1. Orient students teachers regarding the policies of the Student Teaching Program of the University	32	24	0	1	0	4.50	VMS
2. Time allotment given to the students in preparing the necessary documents needed for the deployment	27	27	2	0	0	4.45	VMS
3. Assistance given to the students during the deployment in their cooperating school	25	23	8	0	0	4.30	VMS
4. Monitor students during the period of student teaching program	25	23	4	4	0	4.16	VMS
5. Update the students regarding the current issues and development in the program	28	23	4	1	0	4.38	VMS
6. Conduct meeting for the discussion of problems and concerns of the students	35	15	4	2	0	4.45	VMS
7. Assist students in solving the problems and issues encountered by them during the program	34	15	7	0	0	4.52	VMS
8. Coordinate with the cooperating school/teacher regarding the performance of the students	32	17	5	2	0	4.38	VMS
9. Assist students in preparing for their final demonstration teaching	31	23	2	0	0	4.52	VMS
10. Provides feedback to the students regarding the comments and observations of the cooperating school/teachers	36	16	4	0	0	4.57	VMS
Overall weighted average						4.42	VMS

Note: VMS-Very much satisfied WA-weighted average VI-verbal interpretation

As further presented in the table, it shows that it posted an overall weighted mean of 4.42 with a verbal interpretation of very much satisfied the respondents are, to the services given by the student teaching office. Moreover, indicator number 10 (provides feedback to the students regarding the comments and observations of the cooperating school/teacher) registered the highest weighted average of 4.57 which means that the respondents are very much satisfied, followed by indicator number seven (assists student teachers in solving the problems and issues encountered by the students) and nine (assists the students in preparing for their final demonstration teaching) which registered a weighted average of 4.52 in which the students are very much satisfied to the services they have received from the office.

Likewise, indicator number four (monitor student teachers during the period of student teaching program) registered the lowest weighted average of 4.16 but still there is a very much satisfaction of the part of the students to what they have received to the services given by the student teaching office.

In general, there is a very much satisfaction perceived by the students to the services given to them by the student teaching office of the Bulacan State University Hagonoy Campus.

Posted in Table number four is the summary on the level of satisfaction of the students to their internship experiences.

Table 4. Summary on the Level of Satisfaction of Students in their Internship Experiences

Indicator	5	4	3	2	1	WA	VI
1. Quality of directions received from the cooperating school/teacher when assign to a certain work	28	22	5	1	0	4.38	VMS
2. Implementation of internship plans in partnership in the Higher Educational Institutions	20	25	10	1	0	4.14	VMS
3. Encourage the students to develop their personality and professionalism as a teacher	37	15	3	1	0	4.57	VMS

Level of Satisfaction of Pre-Service Teachers in their Off-Campus Practice Teaching Experiences

4. Orientation of the teachers on the rules and regulations of the cooperating school	26	22	5	3	0	4.27	VMS
5. Provide practical training of work experiences in accordance with agreed internship plan and schedule of activities	27	18	7	4	0	4.21	VMS
6. Ensure that the students do and perform the task and duties of a student teacher	36	15	3	2	0	4.52	VMS
7. Coordinate with the student teaching supervisor the performance of the student teacher	32	15	6	2	1	4.34	VMS
8. Assisting the students in preparing the given task, eg., demonstration teaching	30	21	5	0	0	4.45	VMS
9. Monitor the progress of the student during internship	26	25	3	2	0	4.34	VMS
10. Amount of treatment of the other teachers/personnel in the cooperating school.	25	23	7	1	0	4.29	VMS
Overall weighted average						4.35	VMS

Note: VMS-Very much satisfied WA-weighted average VI-verbal interpretation

As shown in the table, an overall weighted average of 4.35 with a verbal interpretation of very much satisfied is perceived by the respondents showing of their satisfaction on the experiences they have got from their off-campus practice teaching. As further glean in the table, indicator number three (encourages the students to develop their personality and professionalism as a teacher) display the highest weighted average of 4.57 which means that the respondents are very much satisfied to the activity they have got from internship. It was followed by indicator number six (ensures that the students do and perform the task and duties of a student teacher) with a registered weighted average of 4.52 with a verbal interpretation of very much satisfied.

Likewise, indicator number two (implementation of internship plans in partnership with the higher educational institutions) registered the lowest weighted average of 4.14 but still there is a very much satisfaction among the student respondents.

In totality, the students of the Bulacan State University Hagonoy campus is very much satisfied to what they have learned and experienced during their stay in their cooperating school.

Presented in table number five is the computation of Pearson R correlation between the level of satisfaction of the students to the services given by the student teaching office and the level of satisfaction of students during their internship experiences.

Table 5. Computed Pearson R Correlation

Computed value	Decision	Verbal Interpretation
-0.09319	Reject the alternative hypothesis	There is no significant relationship.

The table shows that that there is no significant relationship in the level of satisfaction of the students given by the student teaching office and the level of satisfaction of the students in their internship experiences.

The table prove this claim as shown in the table which the computed value of -0.09319, therefore it rejects the alternative hypothesis that there is a significant relationship in the level of satisfaction of the students to the services given to them by the student teaching office and the level of satisfaction of the students in their internship experiences.

Findings of the study revealed that the student are very much satisfied with the services given by the student teaching office of the Bulacan State University Hagonoy Campus. The findings also revealed that the students are very much satisfied with their experiences in their off-campus practice teaching or internship.

In conclusion, the student teaching office of the school are delivering and gives a satisfactory performance in their services given to the students. Feedback from the students stated that what they have experienced and learned from their cooperating school/teacher will surely a big help to them in the near future and prepare them in becoming the classroom teacher in the near future.

Feedback from the cooperating schools that the student teaching office must closely monitor the student teacher during their off-campus practice teaching to immediately respond to the concern both of the student teacher and the cooperating school/teacher.

Level of Satisfaction of Pre-Service Teachers in their Off-Campus Practice Teaching Experiences

Conclusion/implication

Since that the study shows a weak linear correlation between the level of satisfaction of the pre-service teachers to the services given by the student teaching office and their experiences to their cooperating school, the office of the of the student teaching must closely monitor the things happening to the students during their off-campus practice teacher for possible immediate actions to the problems encountered by the pre-service teachers.

Furthermore, strengthening the partnership with the cooperating schools and teachers must be considered in order to enhance the performance of the students.

REFERENCES

- 1) Alpert, F., Heaney, J., & Kuhn, K. (2009). Internships in marketing: goals, structures and assessment-student, company and academic perspectives. *Australasian Marketing Journal*, 17(1), 36-45. <http://dx.doi.org/10.1016/j.ausmj.2009.01.003>
- 2) Chambers, T. (2009). A continuum of approaches to service-learning within Canadian postsecondary education. *Canadian Journal of Higher Education*, 39(2), 77-100.
- 3) Chambers, T., & Chiang, C.-H. (2012). Understanding undergraduate students' experience: a content analysis using NSSE open-ended comments as an example. *Quality and Quantity*, 46, 1113-1123. <http://dx.doi.org/10.1007/s11135-011-9549-3>
- 4) Chen G. (2011). Opting Out of Internship: Perceptions of Hospitality, Tourism and Events Management Undergraduates at a British University. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 10(1), 106–113.
- 5) Chen, C., Hu, J., Wang, C., & Chen, C. (2011). A study of the effects of internship experiences on the behavioral intentions of college students majoring in leisure management in Taiwan. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 10(2), 61-73. <http://dx.doi.org/10.3794/johlste.102.294>
- 6) Commission on Higher Education (CHED) memo no. 23 series of 2009
- 7) Hergert, M. (2009). Students perceptions of the value of internships in business education. *American Journal of Business Education*, 2(8), 9-13. <http://dx.doi.org/10.19030/ajbe.v2i8.4594>
- 8) Hergert, R., Henry, J. S., Rehwaldt, S. S., & Vineyard, G. M. (2012). Congruency between Student Interns and Worksite Supervisors regarding Critical Elements of An Internship Experience. *Information Technology, Learning, and Performance Journal*, 19(1), 31–41.
- 9) Khalil, O.E.M. (2015). Students' experiences with the business internship program at Kuwait University. *The International Journal of Management Education*, 13, 202-217. <http://dx.doi.org/10.1016/j.ijme.2015.05.003>
- 10) Lee, C-S., & Chao, C-W. (2013). Intention to "leave" or "stay" – The role of internship organization in the improvement of hospitality students' industry employment intentions. *Asian Pacific Journal of Tourism Research*, 18(7), 749-765. <http://dx.doi.org/10.1080/10941665.2012.695290>
- 11) Maynes, N., Hatt, B., & Wideman, R. (2013). Service learning as a practicum experience in a pre-service education program. *Canadian Journal of Higher Education*, 43(1), 80-99.
- 12) Maskooki, K., Rama, D., & Raghunandan, K. (1998) Internships in undergraduate finance programs, *Financial Practice and Education*, Fall/Winter, 74-82.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.