

## PROBLEMS AND DIFFICULTIES ENCOUNTERED BY STUDENT TEACHERS OF PHILIPPINE NORMAL UNIVERSITY ISABELA CAMPUS

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**Abstract** *The research employed the descriptive-survey to gather and analyze the problems and difficulties the 100 BEd and BSEd students encountered during practice teaching. The data were collected during the school year 2008-2009. No sampling procedure was done because all student teachers were included as participants. The instrument used to gather data was questionnaire on problems and difficulties students encountered during practice teaching. This relates to personal problems, teacher's preparation problems, class participation problems, class management problems, instructional problems, problems on evaluation, emotional problems, and problems in adjusting to pupils/students. To arrive at the correct analysis and interpretation of data, frequency, percentage and rank were used.*

*Findings disclosed that the problems and difficulties encountered relate to homesickness, financial adjustment, learners, classroom management, communication skills, instructional skills, instructional materials and evaluation tools preparation and analysis of test results, different feelings and emotions, and on adjustment to the cooperating school as a whole.*

**Key Words:** *Difficulties, Problems, Practice Teaching, Prospective Teachers, classroom management, communication skills, instructional materials, evaluation,*

## **INTRODUCTION**

Teaching is a multi-faceted human activity. It involves a wide range of planning, strategies, interactions, organizational arrangement and material resources that take place in the teaching-learning process. Teaching requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the learner and be highly proficient in the skills necessary to carry out these tasks. Teacher education institutions are established to provide quality and holistic pre-service education to prospective teachers. They do not only impart theoretical knowledge but also practical knowledge and skills on pedagogy. At the end of all the sessions in the campus, the prospective teachers carry out their theoretical understandings and appreciations to the field through practice teaching.

Moreover, the practice teaching program is designed to prepare student teachers for the leadership role they are to perform as regular teachers. It enables them to have a genuine task on the nature of teaching experiences. It provides the link between practice teaching on campus and actual work they will do in the future. Practice teaching is really intended for student teachers to continue their introduction in the field of teaching with the goal of helping to educate the youth of today. Student teaching leads the future teacher to understand student teaching experiences as well as teaching itself which involves many challenging tasks, and require hard work. However, such difficult tasks are regarded of having rendered invaluable services in helping young children.

As the last field study course, the practice teacher should be given all the opportunities to bring out the best in him/her. This is necessary in order that he/she could fulfill his/her goals in the mastery of the competencies needed as clearly spelled out in the National Competency-Based Standards for Teachers (NCBTS) and CMO 30, s.2004 and its regional adaptation.

The internship program is a joint responsibility of Department of Education, teacher- education institutions, both public and private, cooperating school officials, cooperating teachers and college supervisors. They should endeavor to help prospective teachers obtain first-hand experiences in all aspects of teaching. Prospective teachers are challenged in knowing themselves better, in understanding the nature and aspirations of their students, and in acquiring the basic teaching skills in making a critical analysis of the various problems related to teaching. Their practice teaching experiences will help them develop their competencies in teaching as well as their social skills.

It is a known fact that student teachers lack the skills and capability to perform with success the role of a teacher. They experience problems and difficulties as regards instruction, classroom management, evaluating learning outcomes, school, learners, teachers and community adjustment and others. Problems which confront them require urgency and importance to minimize their prevalence to make them develop and sustain self-efficacy thus perform with quality and excellence.

Success in student teaching depends largely on the student teachers personal and social qualities (Beltran, 1992).The success also relies on how well cooperating teachers trained student teachers how to teach effectively, manage classroom discipline and other related functions. During the student teaching phase, the student teacher develops either a genuine love for or an aversion for teaching. This explains why cooperating teachers who are assigned to assist the student teacher should possess competencies that are necessary for developing the teaching skills of the student teachers (Laruan, 2006). Laruan (2006) has identified the problems and difficulties student teachers encountered during their offcampus. These are: personal problems, teacher's preparation problems, class participation problems, class management problems, instructional problems, problems on evaluation, emotional problems, problems on adjusting to pupils and students, problems with school adjustments, over extended and work load problems and problems in guidance.

It was the intention of this research to investigate and analyze the problems and difficulties encountered by students and synthesized findings that may guide and influence the performance of future student teachers while they are in their off-campus work. Likewise, the findings of this study may reveal the real situations of students during the student teaching period so that prompt and necessary remediation and resolutions will be planned and implemented.

### **Statement of the Problem**

The study focused on the investigation and analysis of problems and difficulties encountered by students during practice teaching. More specifically, the study sought answers to the question:

1. What are the problems and difficulties encountered by the students in the following areas?
  - 1.1 personal problems;
  - 1.2 teacher's preparation problems;
  - 1.3 class participation problems
  - 1.4 class management problems;
  - 1.5 instructional problems;
  - 1.6 problems on evaluation;
  - 1.7 emotional problems; and
  - 1.8 problems on adjusting to pupils/students

## Conceptual Framework

Student teaching is designed to help the prospective teacher an opportunity for directed and guided participation in the major activities in the classroom. Through participation, the student teacher is expected to develop essential competencies and skills which are helpful to classroom work. It provides the first intimate contact to the real world of teaching.

The following are the problems and difficulties encountered by student teachers:

(1) **Teaching Challenges.** New faculty members face a number of challenges as they begin their role as an academic mentor. Talk with colleagues, check on campus policies, brainstorming with students, and be creative. Addressing challenges with a sense of humor helps place the challenges in perspective.

(2) **Resource Availability.** The availability of resources in institutions varies widely. The resources may include technology, space, laboratory supplies, library materials, support for writing/math technology skills, and many others. Know the budget available to support your teaching and how to order needed materials

(3) **Student Skills.** Being aware of the range and how to support students to help them each learn is a characteristic of an accomplished instructor. Some skills are discipline specific and need to be explicit.

(4) **Student Behavior.** Most often appropriate behavior is addressed in the form of policies outlined in the course syllabus and discussed when going over the syllabus. New faculty members are most successful when they have anticipated the possible issues, and determined a response in advance. This practice helps avoid many problems by clarifying expectations and consequences before an incident occurs.

(5) **Classroom environment.** College classrooms are shared by many people and this multi-use situation can cause challenges.

(6) **Issues of Difference.** This includes gender, race, ethnicity, sexual orientation, religion, urban/rural, or political commitments, among others. While typically, a university community better addresses these issues of difference than other settings, there remain some particular challenges for instructors, and these may be particularly acute for new faculty members. These situations are best addressed directly, openly and early on to minimize the impact on an individual's career (<http://teachingcommons.cdl.edu/cdip/facultyteaching/Overcomingteachingchallenges.htm>).

Briggs and Richardson (1992) have expressed that the problems faced by student teachers could possibly be an omen of future conflicts if not given due attention and resolution. The earlier and more known the problems and causes are, the better the chances are in minimizing or eliminating them in order to effect successful and meaningful student teaching program.

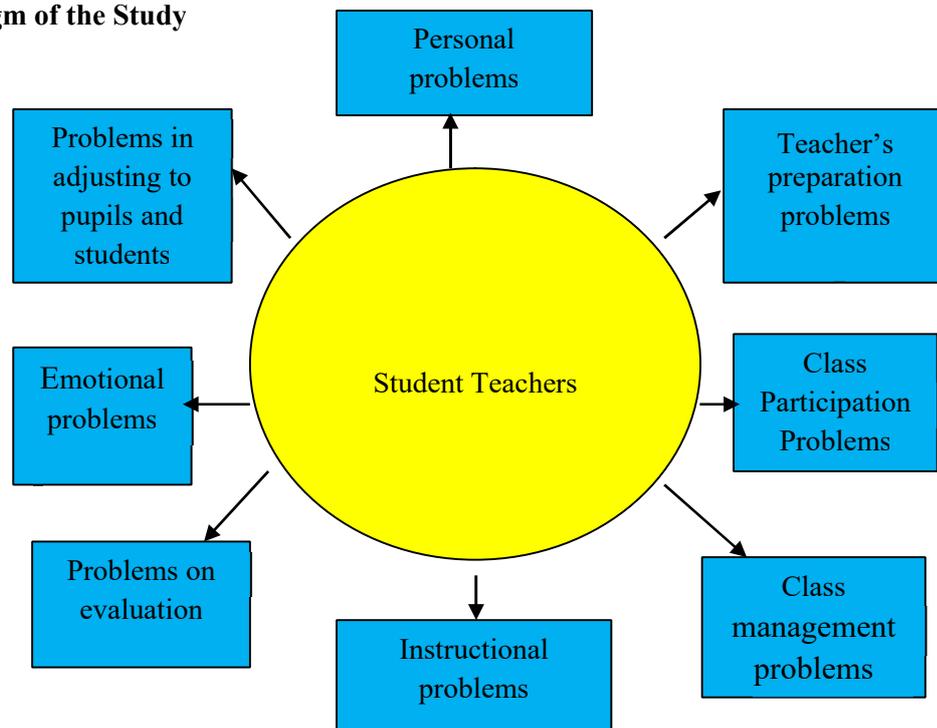
In the study conducted by Samson et al (2007) on the problems and difficulties encountered by the student teachers of Philippine Normal University, Isabela Campus, Alicia, Isabela; the findings revealed that the students met problems relating to personal problems, teachers preparation problems, class participation problems, class management problems, instructional problems, emotional problems, problems on adjusting to pupils/students, problems with school adjustment, problems arising from an over-extended Schedules/Workloads and problems in guidance.

There are other main challenges encountered by student teachers during their practicum such as: overall ability with classroom management, teaching materials are often outdated, pedagogical organization of the school, (number of students per class), characteristics of students or milieu (multi-ethnic clientele, at-risk students, and underprivileged environment), and non-mastery of the teaching language, oral or written, within their teaching activities.

Virginia Commonwealth University has categorized problems met by interns/student teachers as follows: **1) Competing activities.** Such activity may take the form of a job, university class work, social activity or athletics. However, any activity which infringes upon a student teacher's performance should be discontinued or sharply modified during student teaching. The student teacher's primary responsibility is the students, parents, the cooperating teacher and the school. **2) Appearance.** Teaching is a professional role in which personal hygiene and appropriate dressing are expected. **3) Lack of understanding of tasks that are basic to teaching.** A partial list of these problems include: inability to maintain discipline or classroom control, not motivating learners, not being organized, incomplete planning, failure to budget time, lack of command of subject matter, and unethical behavior.

Once a problem is identified, the student teacher, cooperating teacher, and university supervisor should work together to remedy if not reduce into a lower extent the occurrence of problems. With this action, the student teacher would eventually be emancipated from any complications that impact a negative perception on student teaching.

## Paradigm of the Study



The figure above presents the nature of the study under investigation. The problems encountered by students relate to personal problems, teacher's preparation problems, class management problems, instructional problems, problems on evaluation, emotional problems, and problems in adjusting to pupils and students.

### Related literature

Practice teaching provides: 1) an opportunity to gain confidence; 2) chance to put theories into practice; 3) an opportunity to learn the skills and attitudes of a competent and effective teacher; 4) the chance to learn about children in real life; 5) an opportunity to improve the knowledge of subject matter; 6) the chance to gain from the benefits of constructive criticism; 7) an opportunity for self-evaluation and to discover strengths and weaknesses; and 8) an opportunity for the teaching institution to evaluate itself. Effectiveness in supervision will be facilitated if supervising instructors and cooperating teachers have knowledge of special and potential problems about student teachers. With it, they can be better prepared to guide student teachers and cope with possible conflicts or negative encounters with experienced teachers. Being aware of the types of problems student teachers encounter will be useful in making plans for remediation to reduce their anxieties. Teacher training instructors have noted that despite good programs of recruitment for education students, still, there are students who enter the student teaching program with many inadequacies causing them unable to cope with the demands of teaching. This causes a great amount of tension and stress which consume much the time and effort of teacher training instructors (Ornstein, 1992).

The following are the problems and difficulties encountered by student teachers: **(1) Teaching Challenges.** Talk with colleagues, check on campus policies, brainstorming with students, and be creative. Addressing challenges with a sense of humor helps place the challenges in perspective. **(2) Resource Availability.** The resources may include technology, space, laboratory supplies, library materials, support for writing/math technology skills, and many others. Know the budget available to support your teaching and how to order needed materials. **(3) Student Skills.** All faculty face students with a wide range of skills, abilities and experiences. Being aware of the range and how to support students to help them each learn is a characteristic of an accomplished instructor. Some skills are discipline specific and need to be explicit. **(4) Student Behavior.** Most often appropriate behavior is addressed in the form of policies outlined in the course syllabus and discussed when going over the syllabus. Many issues are appropriately addressed in the syllabus, and discussed at the beginning of the class. This practice helps avoid many problems by clarifying expectations and consequences before an incident occurs. **(5) Classroom environment.** College classrooms are shared by many people and this caused many challenges. **(6) Issues of Difference.** This may include gender, race, ethnicity, sexual orientation, religion, urban/rural, or political commitments, among others. While typically a university community better addresses these issues of difference than other settings, there remain some particular challenges for instructors, and these may be particularly acute for new faculty members. <http://teachingcommons.cdl.edu/cdip/facultyteaching/Overcomingteachingchallenges.html>.

Virginia Commonwealth University has categorized problems met by student teachers as follows:

a) **Competing Activities.** Such activity may take the form of a job, university class work, social activity, or athletics. However, any activity that infringes upon an student teacher's performance should be discontinued or sharply modified for the duration of student teaching.

**b) Appearance.** The teaching role is a professional role, one in which pertinent personal hygiene and appropriate dress are expected.

**c) Lack of understanding of tasks that is basic to teaching.** A partial list of those problems includes: inability to maintain discipline/classroom control, not motivating pupil's interest, not being organized, incomplete planning, failure to budget time, lack of command of subject matter, and unethical behavior. Moreover, the following are the difficulties students meet during practice teaching ([www.psy.ilstu.edu/pte/353content/noviceprob.html](http://www.psy.ilstu.edu/pte/353content/noviceprob.html)<http://712educators.about.com/od/teachereducation/a/Student-Teachers-And-Stress.htm>):

Teachers-And Stress.htm):

1) feeling overwhelmed; 2) time management; 3) selection of course content from textbook, laboratory manual, syllabus, teacher guides and others; 4) understanding what should be taught; 5) need training in new science curricula; 6) need breadth and depth in subject matter background; 7) incompetence of skill of questioning; 8) need of training in using educational television programs, individualized instruction, and other new tools; 9) fear of performing experiments unless what should happen is known; 10) poor preparation in organizing work for single period, 5 days per week; 11) frustration when periods are cut short; 12) frustration of not knowing how to keep laboratory work moving; 13) need to know how to find equipment, how to improvise, how to meet emergencies; 14) need to know how to organize and manage an investigatory situation; 15) problems concerning evaluation: setting standards and assigning grades; 16) wondering what to do with pupils who just don't care and lack motivation; 17) discipline in the science classroom and laboratory; 18) how to deal with exceptional students- the very good, the disabled; and 19) how to deal with cultural differences.

Mongata (1984) conducted a research on the instructional difficulties of student teachers at Pangasinan State University. The nine highest difficulties encountered by student teachers are the following:

1) maintaining interest on the pupils; 2) asking questions that will direct pupils' thinking; 3) expressing oneself effectively in the medium of instruction; 4) sensing pupils' errors and weaknesses during class hours; 5) bringing out important points of subject matter of emphasis; 6) helping pupils state principles and rules learned; 7) involving more pupils to participate in the class recitation; and 8) determining what assignment activities and experiences to provide in order to meet individual and group needs of pupils. Mongata (1984) furthermore stated the following as major causes of instructional difficulties of student teachers in the order of their rank. 1) lack of mastery of subject matter; 2) lack of different motivation procedures and how to make use of them; 3) lack of sufficient instruction and practice of lesson planning; 4) lack of instruction and practice in giving assignment; 5) lack of knowledge of seeking questions in an organized manner; 6) lack of proficient knowledge of the medium of instruction; 7) lack of knowledge of the various ways of presenting a particular lesson due to inadequate knowledge and skills of selecting, preparing, utilizing teaching evidences; 8) failure to get a working knowledge of measurement and evaluation; and 9) lack of professional laboratory experiences.

The present study is similar to the researches conducted because it investigated on many difficulties encountered by practice teachers in carrying out the multifarious activities from lesson planning, selecting appropriate methods and strategies, preparing appropriate instructional materials, selecting appropriate assessment and evaluation tools, classroom discipline, communication skills. It is different in a sense that the result would be used to develop a plan to enable student teachers cope and manage the difficulties and problems encountered off-campus.

## **Methodology**

### **Research Design**

The descriptive –survey was used to gather problems and difficulties students encountered during practice teaching. Descriptive research describes and interprets what is. It is concerned with conditions of relationships that exist; practices that prevail; beliefs, processes that are going on; effects that are being felt, or trends that are developing (Calderon, 2013). The study focused on conditions going on during off-campus experiences of student teachers.

### **Research Respondents**

The participants were composed of 59 Bachelor of Elementary Education (BEE) and 41 Bachelor of Secondary Education student teachers who have undergone practice teaching during the first semester of school year 2008-2009. The BSEd are majors in English, Filipino, General Science and Physical Education. A total of 100 composed the participants of the study. In the choice of participants, no sampling technique was used because all the student teachers were included as participants of the study.

### **Instrument Used**

The instrument used to gather data was the instrument developed and used by Dr. Pacita L. Samson (2007) on the problems and difficulties encountered by students during student teaching. The instrument has undergone reliability test and validation by faculty with student teaching load. The instrument consists of two parts. Part I deals on personal profile. Part II relates to problems and difficulties met by student teachers such as personal problems, teacher's preparation problems, class participation problems, class management problems, instructional problems, problems on evaluation, emotional problems, problems in adjusting to pupils/students, problems with school adjustment, problems arising from overextended schedule/workload, and problems in guidance.

In the confinement of this study, the problem areas included are: personal problems, teacher’s preparation problems, class management problems, instructional problems, problems on evaluation, emotional problems and problems in adjusting to pupils/students.

**Data Collection Process**

The participants were informed of the purpose of the research in writing. They were convened in one venue during their vacant period for one shot floating of the instrument and to expedite retrieval. The directions were read and explained to avoid any problems or questions that may arise during the answering of the instrument.

**Statistical Tests**

To derive comparisons from the responses of the participants and arrive at the correct analysis and interpretation of data, frequency, percentage and rank were used.

**RESULTS AND DISCUSSION**

Problem 1. What are the problems and difficulties encountered by the students in the following areas?

**Table1.** Personal Problems

Personal Problems	Frequency	Percentage
Transportation	35	9.04%
Board and lodging	32	8.26%
Clothing	6	1.55%
Cooperating School Expenses	40	10.33%
Involvement in social activities in the cooperating school	15	3.87%
Not well poised	6	1.55%
Not properly groomed	4	1.03%
Poor diction	5	1.29%
Has mannerisms	39	10.07%
Not creative	8	2.06%
Not resourceful	16	4.13%
Being away from parents, siblings and other relatives	23	5.94%
Being away from spouse	4	1.03%
Being away from children	3	0.77%
Marital problems	3	0.77%
Not enough time for the family	41	10.59
Identifying misbehaving pupils and students	53	13.69%
Getting even with misbehaving pupils and students	43	11.11%
Not meeting the same obligations and expectations that cooperating teachers expect	11	2.84%
<b>TOTAL</b>	<b>387</b>	<b>100%</b>

Table 1 displays the personal problems of the respondents. It is evident that most of the student teachers have encountered problem on identifying misbehaving pupils and students with 53 or 13.69%; followed by getting even with misbehaving pupils and students with 43 or 11.11% and not enough time for the family with 41 or 10.59%. The problems met with the least frequency are being away from children and marital problems which show frequency of 3 or 0.77%. Being away from spouse and not properly groomed likewise pose as problems with 4 or 1.03% each. It can be inferred that the respondents’ personal problems relate to classroom discipline, finances, family, personality, and adjustment to the cooperating school as a whole.

**Table 2. Teacher's Preparation Problems**

Teacher's Preparation Problems	Frequency	Percentage
Making mistakes in front of the class	37	17.05%
Forgetting or not knowing what to say	20	9.21%
Not knowing how to answer students'/pupils' questions	13	5.99%
Being unprepared	33	15.20%
Poor command of English and Filipino languages	17	7.83%
Superficial or shallow grasp/ understanding of the subject/ subject matter	11	5.06%
Instructional materials not well prepared	19	8.75%
Inability to write lesson plan based on the teacher's guide	8	3.68%
Not having sufficient lesson activities so pupils/ students are not doing anything	9	4.14%
Not providing a variety of activities	8	3.68%
Board work not well-written	15	6.91%
Printing of letters and numbers are not standard	11	5.06%
Not well-planned strategies, i.e. methods do not fit the content to be taught	9	4.14%
Lack interest in teaching	7	3.22
TOTAL	217	100%

It can be noted that making mistakes in front of the class is the problem most practice teachers encountered with 37 or 17.05%. The problems on being unprepared and forgetting or not knowing what to say rank second and third with 33 or 15.20% and 20 or 9.21% respectively. There are also 19 or 8.75% with problem on preparing their devices and have poor command of English and Filipino languages. Few prospective teachers encountered problems on not having sufficient lesson activities so pupils/students are not doing anything and not well planned strategies or methods that do not fit content to be taught with 9 or 4.14% each. Inability to write lesson plan based on the teacher's guide and not providing a variety of activities disclose a frequency of 8 each or 3.68%. Finally, lack interest in teaching is noted to have been the least problem met by the student teachers.

It can be affirmed that students have inadequacies on good communication skills, lack of understanding on the principles of material development, and prerequisite knowledge, skills and good attitude towards teaching. These setbacks might have been caused by limited understanding of theories and principles learned, the significance and applications of experiential learning courses are not deeply seen and imbibed as well as little appreciation of the teaching profession.

**Table 3. Class Participation Problems**

Class Participation Problems	Frequency	Percentage
Pupils/Students are not attentive and responsive	41	33.88%
Pupils/Students are not active and responsive	29	23.96%
Little evidence of teacher-pupil/student interaction	30	24.79%
Little evidence of pupil/student interaction	21	17.35%
TOTAL	121	100.00%

The Table reveals the problems encountered by students on the extent of pupils' and students' participation in the class' activities. It shows that largely, the student teachers are confronted with the pupils' and students' inattentiveness and not so responding behavior with 41 or 33.88%. Likewise, there is little evidence of teacher-pupil and student interaction with a frequency of 30 or 24.79%. The other problems the students experienced are some pupils and students are not so active and responsive during class discussions and in other related tasks with 29 or 23.96%. Lastly, the Table expresses a little evidence of pupil and student interaction which gets a frequency of 21 or 17.35%.

The data would mean that student teachers lack the interpersonal intelligence. They have little knowledge and understanding of pupils'/students' personality, psychological endowment and cognitive makeup. The teacher-pupil/student relationship is not so evident and not so established seriously may be because of the adjustments they are making with each other

**Table 4. Class Management Problems**

<b>Class Management Problems</b>	<b>Frequency</b>	<b>Percentage</b>
Handling disciplinary problems ineffectively	40	21.27 2%
Managing a classroom independently even without assistance from the student teachers and cooperating teachers	23	12.23.%
Preparing inadequately the day's learning activities	15	7.97%
Not starting activities promptly	8	4.25%
Inability to hold attention of pupils and students throughout the period of classes	21	11.17%
<b>Inability to perform effectively routine activities such as:</b>		
Checking of attendance	17	9.04%
Distributing and collecting papers, books, workbooks, etc	17	9.04%
Erasing the blackboard after using	19	10.10%
Structuring the classroom to enhance learning activities	8	4.25%
Passing of pupils/students in and out of the classroom	12	6.38%
Borrowing and returning laboratory/ instructional materials, books and manuals	8	4.25%
TOTAL	188	100%

Table 4 presents the problems and difficulties of prospective teachers on classroom management. It is interesting to consider that handling disciplinary problems ineffectively has been the most frequent problem with 40 or 21.27%; followed by managing a classroom independently even without assistance from the student teachers and cooperating teachers with 23 or 12.23%. Inability to hold attention of pupils and students throughout the period of classes comes third with 21 or 11.17%. The other problems encountered are inability to perform effectively routine activities such as: checking of attendance and distributing and collecting papers, books, and workbooks which both have 17 or 9.04%. There were eight (8) students whose concerns and problems lie on structuring the classroom to enhance learning activities; borrowing and returning laboratory/instructional materials; and not starting activities promptly.

It could be concluded that the respondents show deficiencies in the different aspects of classroom management ranging from discipline, democratic techniques, use and care of supplies and materials, the physical features of the classroom, general housekeeping and social relationships of pupils and students. It could also be inferred that they lack the necessary understanding and application of the different principles of teaching and learning, approaches of classroom management and insufficient actual classroom observation experiences before they had their practice teaching.

**Table 5. Instructional Problems**

<b>Instructional Problems</b>	<b>Frequency</b>	<b>Percentage</b>
Preparing visual aids and other instructional materials	32	6.00%
Selecting activities to carry out the different parts of the lesson	20	3.75%
Identifying technique to be employed in pacing the activities properly	18	3.37%
Individualizing instruction, i.e. providing activities to meet the needs of slow, average, and fast learners	26	4.87%
Using a variety of materials	21	3.93%
Maintaining interest of pupils and students	37	6.94%
Asking appropriate and different types of questions that will direct pupils/students thinking	19	3.56%
Making effective introduction and motivation	21	3.93%
Giving clear direction and logical explanation	13	2.43%
Distributing questions properly	22	4.12%
Providing varied learning tasks	15	2.81%
Giving incidental teaching when necessary	17	3.18%
Focusing students' attention to important points in summarizing	19	3.56%
Guiding students' attention to important points in summarizing	11	2.06%
Handling student's wrong answer tactfully	18	3.37%
Providing appropriate verbal and non-verbal reinforcements	7	1.31%
Presenting agreement properly	14	2.62%
Integrating government thrusts and moral values to lessons where feasible	8	1.50%
Teaching only a number of subjects one can handle, i.e. not teaching all the subjects	10	1.87%
Formulating behavioral objectives in the cognitive, affective and psychomotor domains of learning	21	3.93%
Inability to develop the lesson in relation to the objectives	6	1.12%
Lack of skills to relate the lesson to the development level of the pupils/students	12	2.25%
Lack of skills in preparing curriculum materials e.g. lesson plan or module	12	2.25%
Lack of skills in choosing the appropriate method and strategy of teaching in accordance with the ability of the class	15	2.81%
Inability to relate and coordinate the assignment with the previous and succeeding lessons	9	1.68%
Limited vocabulary in communicating ideas of pupils and students	22	4.12%
Inability to ask thought- provoking questions	15	2.81%
Disorganized presentations of the lessons	8	1.50%
Inability to stimulate and draw out correct responses from the pupils/students	6	1.12%
Lack of skills in formulating clear, simple and easily understood questions	6	1.12%
Lack of skills in directing appropriate questions to pupils and students of different abilities	4	0.75%
Ineffective use of multi-sensory aids	20	3.75%
Inability to summarize the lessons at the end of the period	8	1.50%
Inability to provide maximum involvement of pupils and learners in the learning activities	12	2.25%
Inability to note important details and key points of the lessons	9	1.68%
<b>TOTAL</b>	<b>533</b>	<b>100%</b>

Table 5 presents the problems on instruction met by student teachers. It is striking to note that maintaining interest of pupils and students has the greatest frequency of 37 or 6.94%. Come next are problems on preparing visual aids and other

instructional materials and individualizing instruction to meet the needs of different abilities of learners obtained a frequency of 32 or 6.00% and 26 or 4.87% respectively. Surprisingly, the students have limited vocabulary to communicate ideas to learners and are not efficient in distributing questions properly to all members of the class which both have a frequency of 22 or 4.12%.

Continuing on, the student teachers have inadequacies on how to develop the lesson in relation to objectives; lack of skills in formulating clear, simple, and easily understood questions; and inability to stimulate and draw out correct responses from learners.

The preceding data convey of the student teachers' not much integration and application of the basic principles of teaching and learning, nature of learners, theories of learning, guidance and counselling and other equally relevant areas of instruction. Perhaps they are confused when and how to apply these concepts and principles in different contexts during instruction. It is very crucial that these problems be discussed by the college supervisor and cooperating teacher to student teachers to minimize their influences and impact to both teacher and learners

**Table 6.** Problems on Evaluation

<b>Problems on Evaluation</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of skill in choosing appropriate activity in assessing pupils' and students' learning	20	20.40%
Lack of skill in constructing appropriate questions for appraising learners' understanding	11	11.22%
Difficulty in making different types of questions	18	18.36%
Lack of knowledge in creating a strategy to facilitate accurate correction of test papers	16	16.32%
Lack of skill in utilizing test results as basis for improving instruction	11	11.22%
Lack of skill in interpreting test results using simple statistics (eq. mean, median)	11	11.22%
Lack of skill in administering test effectively	11	11.22%
TOTAL	98	100%

The table shows the problems of respondents on evaluation. Based on the data, the problem and difficulty most of the respondents encountered is they lack skill in choosing appropriate activity in assessing pupils' and students' learning with 20 or 20.40%; followed by difficulty in making different types of questions with 18 or 18.36%; and lack of knowledge in creating a strategy to facilitate accurate correction of test papers with 16 or 16.32%. The other problems met rest on lack of skill in constructing appropriate questions for appraising learners' understanding; lack of skill in utilizing test results as basis for improving instruction; lack of skill in interpreting test results using simple statistics such as mean median ; and lack of skill in administering test effectively which all have 11 or 11.22 each.

The data imply that student teachers experience a variety of problems and difficulties in understanding and applying the principles of test construction and in analyzing test results. With this, they could not perceive the educational role and significance of evaluation in improving instruction and learning outcomes. Perhaps, they have not gained full understanding and appreciation of the course assessment and evaluation on the period they took it. There is a need for the student teachers to undergo an enrichment program on test construction and interpretation in order to acquire the necessary skills and competency in the said area of instruction.

Table 7. Emotional Problems

Emotional Problems	Frequency	Percentage
Excessive stress in doing the tasks	46	19.49%
Frustration over one's inadequacies	26	11.01%
Low self-esteem or not believing in one's capabilities	17	7.20%
Depression or feeling very low (eq. inability to sleep well, strong heart beat)	30	12.71%
High anxiety in working so hard at winning the pupils' and students' trust	13	5.50%
Undesirable development of a relationship between the student teacher and the pupils/students	13	5.50%
Difficulties in establishing desirable relationship with the principal, cooperating teachers and other school personnel	22	9.32%
Feeling of timidity	17	7.20%
Feeling of insecurity	9	3.81%
Feeling of immaturity	5	2.11%
Feeling scared or insecure of being a beginning student teacher	19	8.05%
Feeling inadequate and insecure in the presence of experienced teachers	19	8.05%
TOTAL	236	100%

The Table presents the problems on emotional aspects of student teachers. It reveals that they go through excessive stress in doing their tasks with a frequency of 46 or 19.49%. The students are also depressed or feel very low brought about by inability to sleep well and with strong heart beat posing 30 or 12.71%. Other problems they encounter are they get frustrated over their inadequacies and difficulties in establishing desirable relationship with the principal, cooperating teachers and other school personnel with 26 or 11.01% and 22 or 9.32% respectively. Continuing on with the problems are feeling scared or insecure of being beginning teachers; and feeling inadequate and insecure in the presence of experienced teachers which receive both 19 or 8.05%. The problems feeling of insecurity and immaturity are experience by only few student teachers.

It can be concluded that student teachers experienced diversified emotional problems brought about by personal and environmental training, experiences, and different personality traits and characteristics.

Table 8. Problems on Adjusting to Pupils and Students

Problem in Adjusting to Pupils and Students	Frequency	Percentage
How to be accepted by pupils and students	31	24.40%
Working effectively with different kinds of pupils and students	27	21.25%
Insecurity of student teacher in a class where pupils and students come from prominent families	14	11.02%
Superiority complex of student teachers over pupils and students belonging to lower stratum families	9	7.08%
Opposite sex attraction between mature pupils and students and young/immature student teachers	8	6.29%
Being unpopular to some students/ pupils	15	11.81%
Winning the esteem/respect of pupils and students	23	18.11%
TOTAL	127	100%

The table shows the frequency distribution of the problems and difficulties of the respondents on adjusting to pupils and students. It could be gleaned from the table that how to be accepted by pupils and student has been their greatest problem with 31 or 24.40%. Second is working effectively with different kinds of pupils and students with 27 or 21.25%; followed by winning the esteem/respect of pupils and students with 23 or 18.11%. The least problems lie on superiority complex

of student teachers over pupils and students belonging to lower stratum families and opposite sex attraction between mature pupils and students and young/immature student teachers with 9 or 7.08% and 8 or 6.29% respectively. The data uphold that respondents adjust differently to pupils and students. The adjustment problems are caused by factors such as personality, preferences, and potentials and value both the student teachers and learners uphold and practice.

### **Summary of findings**

#### **On Problems and Difficulties Encountered during Practice Teaching**

##### **Personal Problems**

Identifying misbehaving pupils and students is 53 or 13.69%; getting even with misbehaving pupils and students, 43 or 11.11%; not enough time for the family has 41 or 10.59%. Being away from children, marital problems, being away from spouse and not properly groomed are the problems encountered by very few student teachers.

##### **Teacher's Preparation Problems**

Making mistakes in front of the class has 37 or 17.05%; being unprepared is 33 or 15.20%; forgetting/not knowing what to say, 20 or 9.21%. Inability to write lesson plan based on the teacher's guide, and not providing a variety of activities, 8 or 3.68% both. And lack interest in teaching has 7 or 3.22%.

##### **Class Participation Problems**

Pupils/Students are not attentive and responsive, 41 or 33.88%; little evidence of teacher-pupil/student interaction, 30 or 24.79%; pupils/students are not active and responsive, 29 or 23.96%; and little evidence of pupil/student interaction is 21 or 17.35%.

##### **Class Management Problems**

Handling disciplinary problems ineffectively, 40 or 21.27%; managing a classroom independently even without assistance from the student teachers and cooperating teachers

##### **Instructional Problems**

The respondents had a great problem on maintaining interest of pupils and students with 30 or 28.57%; individualizing instruction, i.e. providing activities to meet the needs of slow, average, and fast learners has 28 or 26.67%. Another problem encountered was providing appropriate reinforcement, inability to develop the lesson in relation to the objectives; and lack of skills in preparing curriculum material, 3 or 2.86%.

##### **Problems on Evaluation**

The respondents had a great problem on creating different types of questions with 24 or 22.86%; followed by lack of skill in choosing appropriate activity in assessing pupils and students' learning with 19 or 18.10%. And constructing different types of questions has 24 or 22.86%.

##### **Emotional Problems**

Depression or feeling very low has 29 or 27.62%; excessive stress in doing the tasks has 27 or 25.71%. On the other hand, feeling of immaturity has 7 or 7.62%.

##### **Problems on Adjusting to Pupils/Students**

How to be accepted by pupils and student has 30.48% or 32. Second is working effectively with different kinds of pupils and students with 27 or 25.71%. On the other hand, insecurity of student teacher in a class where pupils and students come from prominent families with 7 or 6.67% and superiority complex of student teachers over pupils and students belonging to lower stratum families has 6 or 5.71%.

### **CONCLUSIONS**

The problems and difficulties encountered by student teachers relate to homesickness, financial, adjustment to learners, classroom management, communication skills, instructional skills, instructional and evaluation tools preparation. There is a need for the Department of Education to conduct orientation seminar on problem and conflict management to enable students teachers cope with problems and difficulties they would possibly encounter in the field or off-campus.

#### **Plans for future research**

1. The results of the study may be included as bases for curriculum planning and implementation.
2. The findings of this study should be disseminated to all education people so that immediate and proper remediation's measures will be done to reduce if not eliminate the problems.
3. The study can be replicated correlating the variables to the problems and difficulties encountered and on a wider scale to validate the findings.

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