

The Career Factor-Importance and Career Factor-Experience of Student Teachers of IFSU-POTIA Campus

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Abstract

This study was designed to examine the insights of the education students on the career factor importance and experience in teaching industry. Descriptive research was utilized in this study at IFSU- Potia Campus during the first semester School Year 2017-2018. There were 258 respondents using Lynch formula. The exposure of the student teachers helps to master the subject matter and their field of expertise. Result revealed a highly significant difference on the mean of the responses of the students in terms of career factor experience, teaching as a career has its great implication in the development of the community, through field studies and practicum, and the practice teachers master their skills and competencies. The practice teachers have different perspective on career factor-importance. BSE student teachers' perception on career factor experience have greater impact on their exposure in the off-campus teaching, specifically, the BSE TLE, and greater awareness of the career factor experience. It is recommended that the college should introduce programs and activities related to teaching strategies to improve the abilities of the practice teachers, focus on the 21st century competencies, update the appraisal monitoring scheme about experiences of the practice teachers, and assign instructors related to their field of specialization.

Keywords: *career-experience, career-factor, career, practice teachers, specialization*

Introduction

Effective career experiences and giving importance of career is essential for creating an environment where students are ready to learn and able to work towards mastery of the skills they need to be ready for the job or a meaningful career when they graduate from college. Unfailing teaching experiences positively affects the student's performance in the field (Mordberg, 2011). The higher education performance depends upon the experiences that may affect the student's output during their on-job training.

According to Rakesh Ranjan (2013), practice teaching is an important component towards becoming a teacher. It provides experiences to student teachers in the actual teaching and learning environment. During teaching practice,

a student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. Student-teachers also know the value of teaching practice and they perceive it as the important aspect of their preparation for the teaching profession since it provides for the real interface between student hood and membership of the profession.

This study attempted to identify the value of the experiences and factors in the chosen career in teaching. It used to advance the knowledge about the career factor importance and career factor experience among the college instructors. Moreover, it encourages college heads and subordinates to give high emphasis on the value of the career experiences during the undergraduate level of the education graduates; and understand and share culture of career factor importance

and career factor experience among education students towards teaching industry.

This study would serve as baseline information to school administrators who are concerned with the improvement of the quality of instructions in their respective school assignments. It would indeed serve as an eye-opener to school administrators of Ifugao State University- Potia Campus specifically at College of Education to maintain or improve their leadership styles in pursuit to achieve the national goals of the present educational system in our country. Moreover, to the students who are dreaming and aspiring would-be teachers, this study would help them reflect on what is really an important to prioritize, if it is career factor experience or the career factor importance. Furthermore, this study would be useful for the supervising instructors and mentors of Ifugao State University. It would be effective to all the incoming pre-service teachers to know the essential effect of experience and importance in their career. Additionally, this study would give an entry point in the curriculum to integrate the level of importance and experience in the teaching field.

The result of this study would greatly help the mentors and supervisors in assisting the future teachers in the field of pre-service teaching. It will also be beneficial to the education students of Ifugao State University to identify the career factor experience and career factor importance. Finally, this study would help to reduce the anxiety of the pre-service teachers and would provide basis in identifying the value of career experiences and career importance in the teaching industry.

Literature Review

Moreover, Darling-Hammond (1997), stressed out that teachers in a society are thought to be agents of change as they are central to the delivery of quality education. Quality teachers are the greatest determinant of student achievement and their impact are greater than any other social factors, including class size, parent education, and income and language.

Teachers play an important role in shaping the future of individuals as well as of entire generations.

They can also influence the economic dynamism of the country by imparting skills that translate into innovation and productivity in the workplace Goldhaber and Anthony, (2003). Because of the current changing and challenging world, teachers should be provided with a range of skills, knowledge, attitudes and relevant educational experience that enable them to cope up with the challenge. Education is expected to play several key roles in an effort of developing country socio-economic and cultural status. However, it is impossible to think of quality education without having academically qualified and professionally responsible teachers on the schools. Thus, for teachers to play their role effectively in schools there must be a well-designed and successfully implemented teaching practice program for student teachers that aims at producing teachers who are academically qualified, professionally skilled, and attitudinally and ethically committed to their profession. The teacher's character and quality competence are the most significant factors which influence the education quality and its contribution to national development (Kumar & Ratnalikar, 2003).

According to Tomporowski, et al. (2012) lot of studies have been conducted in the area of career factor and career experiences and these studies identify and analyze the number of styles and teaching management systems that affect the performances, experiences, and value of their chosen career at school, college, and even at university level. Previous researchers have examined education students within the teaching industry and education arena for many reasons. Students from specific higher education institutions and current students' perceptions and expectations of careers in education and teaching upon graduation definitely affects the performance of the education students.

Moreover, in an attempt to cope with the new needs in the teaching and learning process, teacher education has tried to adjust itself. Marais and Meir (2004) observed that despite the fact that university lecturers value teaching practice as the bridge between theory and practice, student teachers sometimes found it difficult to relate course content to everyday classroom practice.

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However, the nature of the practicum has also been found to matter when teacher competencies are the desired outcome. In a study by Beck, Kosnik, and Rowsell (2007), researchers identified the need for more focus in the practicum on practical issues related to the daily tasks of functioning in a classroom. In this study, teacher candidates identified six characteristics or skills needed to be provided and developed in their preparation programs to prepare them to teach, including: theoretical understanding, practical knowledge and skills, comprehensive program planning ability, knowledge of what must be done in the first few weeks of school, understanding and skill in assessment and evaluation, and knowledge of how to implement effective group work. It is interesting to note that five of these six characteristics relate to implementation practices that might be expected to develop in teacher candidates during their practicum placements, even though the participants in the study also identified the need to have theoretical understanding.

Theoretical Framework

Motivational theory is very essential in the career factors that influence students when choosing a particular career. If hospitality graduates are entering the industry without an accurate understanding of its peculiarities, they will soon leave it as they do not manifest any internal drive to love and to be with it. On the other hand, differences between pre- and post-entry job expectations of hospitality management students in the hospitality industry are not congruent in the sense that the experiences and factors are not really the same in the actual field.

Frederick Taylor developed the “scientific management theory” which espoused this careful specification and measurement of all organizational tasks. Tasks were standardized as much as possible. Workers were rewarded and punished. This approach appeared to work well for organizations with assembly lines and other mechanistic, routinized activities. Taylor wanted to create a mental revolution among the workers and management by defining clear

guidelines for improving production efficiency. He defined four principles of management which are: (1) Develop a science for each element of an individual’s work, which replaces the old rule of thumb method; (2) Scientifically select and the train, teach, and develop the worker; (3) Heartily cooperate with the workers so as to ensure that all work is done according to the principles of the science that has been developed; and (4) Divide work and responsibility almost equally between management and workers. Management takes over all work for which it is better fitted than the workers (Camphbell, et al., 2013).

Firstly, the Theory of Planned Behavior (TPB) predicts deliberate behavior. It suggests that a person’s behavior is determined by one’s intention to perform the behavior and that this intention is, in turn, a function of his/her attitude towards the behavior and his/her subjective norms. The best predictor of behavior is intention. Intention is the cognitive representation of a person’s readiness to perform a given behavior, and it is considered to be immediate antecedent of behavior. This behavior is determined by 3 things: their attitude towards specific behavior, their subjective norms, and their perceived behavioral control. The theory of planned behavior holds that only specific attitudes towards behavior in question can be expected to predict that behavior. In addition, measuring attitudes towards behavior is imperative to measuring people’s subjective norms – their beliefs on how people care about behaviors in question. To predict a person’s intentions requires knowledge on the person’s attitude. Finally, perceived behavioral control refers to people’s perceptions of their ability to perform a given behavior (Ajze, 1991). These predictors lead to an intention. As a general rule, the more favorable the attitude and the subjective norm is, the greater the perceived control on the person’s intention to perform the behavior in question.

Secondly, the Theory of Reasoned Action (TRA) explicates how inner drives, as motivation, affects the action and intention of an individual. This further affects one’s performance and work-related behavior. This theory states that (1) the more favorable the attitude of an individual toward a behavior, the stronger will be the intention of the

individual to engage in the behavior; (2) the greater the subjective norm, the stronger the intention of the individual to perform the behavior; and (3) the stronger the intention of the individual to engage in a behavior, the more likely the individual will be to perform it. TRA has been successfully applied in many research studies in social psychology, knowledge management, medical studies, and IT adoption (Fishbein & Ajzen, 1975).

Knowing the usefulness and importance of Outcome-Based Education (OBE) greatly affects the extent of its implementation in an institution. If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving those outcomes (Bialobrzeska, 2006).

In international arena, Outcome-Based Education is applied to create a competitive advantage among other countries as early as 1980's. It is a process that involves reporting reaction in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits (Lee, 2007). This means that pre-service teachers should be focused on the practicum and field studies because their experiences in the field are genuine and first-hand experiences. To be able to cope with the international standards of foreign universities and colleges, higher education in the Philippines are seeking new ways of designing education to improve the existing educational system of the country as well as to prepare students in facing the challenges of the 21st century.

Research Questions

This study was designed to examine the insights of the Bachelor of Elementary and Secondary Education students on the career factor-importance and career factor-experience in the teaching during the First Semester School Year 2018-2019 at Ifugao State University-Potia Campus.

Specifically, it aimed to answer the following questions: (1) What is the profile of the respondents in terms of age, course, gender, area of residence, and field of specialization? (2) What is the

perception of student-respondents on the career factor-importance and career factor-experience in teaching industry? (3) Is there a significant difference on the perceptions of the respondents on the career factor importance and career factor experience of the teaching industry when grouped according to course and field of specialization?

Research Methodology

This section presents the research design, sampling, data collection and instrument, data analysis, and ethical considerations.

Research Design

The descriptive research design was utilized in this study as it tried to gather data on the perceptions of education students on the career factor importance and experience of their future career. This research design fits best in studies which aimed to describe the nature of situations as it existed at the time of the study and to explore the cause of a particular phenomenon. Quantitative was utilized to determine the insights of the BEE and BSE students about career factor-importance and career factor-experience in the teaching.

Sampling

The respondents of this study were the 110 BEE and 148 BSE students of College of Education, Ifugao State University- Potia Campus using the Lynch formula. This study was conducted at the College of Education, Ifugao State University-Potia Campus, Alfonso Lista, Ifugao during the first semester School Year 2018-2019.

Data Collection and Instrument

The instrument used in this study was an adapted questionnaire from the study of Brown (2011). Reliability of the instrument was established using Cronbach's alpha: $\alpha = .993$ Eminent researchers claimed that an alpha value that exceeds 0.6 signifies acceptable reliability. Hence, it was a valid and reliable instrument. Data were collected among the BEE and BSE students

of College of Education, IFSU-Potia Campus through a channeled internal communication to the college officials. This effort would be endeavored for academic purposes, so the respondents' identity had to be kept confidential. Approval was sought from the college dean. Data were tallied, treated, and analyzed to give shed on the formulated research problems.

Data Analysis

The frequency count and percentage were used to determine the profile of the respondents. The t-test and one-way ANOVA were used to determine the significant difference between the perceptions of the respondents on the career factor importance and career factor experience of the teaching industry when grouped according to their course and field of specialization.

Results and Discussion

Profile of the Respondents

Table 1 presents the profile of the respondents in terms of age, gender, and course of the students of College of Education. It shows that most of the students were 22 years old and above. It means that senior students dominated the enrollees of the CoE of IFSU Potia Campus. It further implies that the students were at age during their studies in the basic education.

As to gender, female dominated the enrollees with 230 or 89.15% while male obtained the frequency of 28 or 10.85%. This means that most female are interested in the teaching profession. In terms of the course, BSE obtained 148 or 57.36% while BEE obtained 110 or 42.64%. This means that the chosen courses under the College of Education obtained minimal difference. This implies that there is a slight difference between the enrollees of BEE and BSE.

Table 1. Profile of the respondents in terms of age, gender and courses

Age	Frequency	Percentage	Rank
below 18 years old	6	2.33	5
19 years old	56	21.71	4
20 years old	54	20.93	3
21 years old	60	23.26	2
22 years and above	82	31.78	1
Total	258	100.00	
Gender			
Female	230	89.15	1
Male	28	10.85	2
Total	258	100.00	
Course			
BEE	110	42.64	2
BSED	148	57.36	1
Total	258	100.00	

Table 2 presents the profile of the respondents in terms of area of residence and area of specialization. It shows that most of the students were living in the rural area with 244 or 94.57% while urban obtained 14 or 5.43%. It means that the students dwell in the urban areas. It implies that the students were staying in the municipalities. In terms of area of specialization, most of the BSED are taking English as their area of specialization. On one hand, TLE obtained 35 or 13.57%, PSED obtained 22 or 8.53% and Filipino obtained 21 or 8.14% frequency and percentage and obtained second, third and fourth rank respectively. On the other hand, mathematics and Science obtained 15 or 5.81% frequency and percentage and both obtained 5.5 rank, correspondingly.

Table 2. Profile of the respondents in terms of area of residence and area of specialization

Area of Residence	Frequency	Percentage	Rank
Rural	244	94.57	1
Urban	14	5.43	2
Total	258	100.00	
Area of Specialization			
PSED	22	8.53	3
English	40	15.50	1
Mathematics	15	5.81	5.5
<i>Continuation of Table 2</i>			
Filipino	21	8.14	4
TLE	35	13.57	2
Science	15	5.81	5.5
Total	258	100.00	

Career Factor Importance in Teaching

Table 3 presents the perceptions of the students in terms of career factor importance. The grand weighted is 4.15 which means "agree." Item 5, "A career that provides intellectual challenge obtained the highest mean of 4.51 while item 20, "A career that offers opportunities for further training,"

obtained the lowest mean of 4.01. This means that, in teaching as a career, it is very necessary that teaching provides a great challenge. It shows that through teaching, it needs a challenging task that need to motivate students to learn. All the indicators are relatively the same in terms of career importance.

On one hand, the respondents agreed that teaching career is secured, gives responsibility, respected, can use as a degree, with high quality resources and equipment, enjoyable, and has a good starting salary. Besides, teaching as career agreed by the respondents that it has a pleasant working environment, get along with colleagues, has good promotion prospects, can contribute in the society, gains transferable skills, has reasonable workload, opportunity to travel abroad and can easily be combined with parenthood. This means that teaching as a career has its multi-faceted tasks and varied roles for development and foster harmonious relationship in the community.

The result of the study coincided to the study of Parsa, et al. (2009) that examined the traditional method of measuring employee turnover and argued it does not take into account important factors, such as employee performance, tenure, and knowledge. This implies that in teaching, in terms of pre service training among the students, they should be exposed to the progressivist approaches not a traditional method.

Moreover, pre-service teacher preparation programs, also called initial teacher training or initial teacher education, vary greatly across countries. The structure, coursework, and field experiences of pre-service programs are important to consider when designing or reforming teacher training because they all contribute to the level of preparation. High-quality teachers need high-quality training, but many countries may need to consider cost-effectiveness in deciding on the specific combination of pre-service and in-service training experiences needed in order to deploy enough teachers for growing education systems (UNESCO, International Capacity Building, 2015). This means that career factor importance is very necessary to be developed during the pre-service training of the BEE and BSE students.

Table 3. The Weighted Mean of the Career Factor Importance in Teaching

A career...	Mean	Description	Rank
1 that I find enjoyable.	4.12	Agree	7.5
2 with colleagues that I can get along with.	4.10	Agree	10.5
3 with a pleasant working environment.	4.03	Agree	18.5
<i>Continuation of Table 3</i>			
4 that is secure.	4.50	Agree	2.5
5 that provides intellectual challenge.	4.51	Agree	1
6 that has good promotion prospects	4.08	Agree	13.5
7 which gives me responsibility	4.50	Agree	2.5
8 with high earnings over length of the career.	4.08	Agree	13.5
9 where I contribute to society	4.10	Agree	10.5
10 where I can use my degree.	4.15	Agree	5
11 where I gain transferable skills.	4.10	Agree	10.5
12 that is respected.	4.16	Agree	4
13 that has a reasonable workload.	4.10	Agree	10.5
14 with high quality resources and equipment.	4.13	Agree	6
15 with the opportunity to travel abroad.	4.03	Agree	18.5
16 with career mobility - easy to get a career anywhere	4.06	Agree	15
17 that can easily be combined with parenthood.	4.02	Agree	19
18 that has a good starting salary.	4.12	Agree	7.5
19 where I can care for others.	4.06	Agree	16
20 that offers opportunities for further training.	4.01	Agree	20
Grand Weighted Mean	4.15	Agree	

Teaching Career Experience Factor

Table 4 shows the grand weighted mean of the perception of the education students in terms of teaching career experience factor. It presents that the weighted mean is 4.23 which means “agree.” It reveals that through experience in pre-service teaching, teacher demonstrates mastery of subject matter which obtained the highest mean of 4.58. On the other hand, through pre-service teaching, “A student teaching experience helps me to teach considering that learning is different kinds “obtained the lowest mean of 4.02. This means that the exposure of the student teachers helps them to master the subject matter. Moreover, through field studies, the students could probably help them master their nature of work in the future. Besides, the students can master their field of specialization.

While internships will give the students the experiences they need, there are only a certain number of jobs they can experience. Bujisic, et al. (2014) argued having specific topic-based courses, such as event management, club management, or casino management, would allow students to get a more rounded education and be able to experience portions of the hospitality industry they do not during their internships. These statements supported the result of the study that through pre-service training, the students will obtain authentic knowledge and specific skills related to their

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chosen career. This also implies that topics will be mastered through pre-service training.

Similarly, most restaurant owners may lack the necessary prior business experience to manage their restaurants. Lack of prior experience in a related field makes new restaurateurs more vulnerable to failures (King, 2002). This implies that even with the other institution and industry experiences play a significant role in order to avoid failure. Truly, experiences among the trainees must be completed in the practice teaching of the education students with the full support and proper monitoring of the supervising instructors.

Table 4. Weighted mean of the perception of the education students in terms of teaching career experience factor

A student teaching experience helps me to...	Mean	Description	Rank
1 demonstrate values for lifelong learning.	4.02	Agree	20
2 teach considering that learning is of different kinds.	4.05	Agree	17
3 create an environment that is safe and conducive for learning	4.05	Agree	17
4 communicate higher learning expectations to teach learners.	4.03	Agree	19
5 accept learners' diverse knowledge and experiences.	4.11	Agree	13
6 Demonstrate mastery of the subject matter.	4.58	Agree	1
7 make use of allotted instructional time.	4.51	Agree	3
8 recognize that each learner is unique.	4.52	Agree	2
9 demonstrate skills in the use of technology.	4.05	Agree	17
10 develop and use appropriate instructional plan.	4.50	Agree	4
11 develop and use variety of instructional and support material	4.48	Agree	5
12 develop and use a variety of appropriate assessment strategies	4.47	Agree	6
13 communicate promptly to learners, parents and superiors about learners' progress.	4.06	Agree	15
14 take pride in the nobility of the profession	4.10	Agree	14
15 enhance myself through developing my chosen profession	4.13	Agree	12
16 develop my skills in teaching.	4.24	Agree	8
17 work harmoniously with my co-interns	4.16	Agree	11
18 enrich my knowledge about the nature of work as a teacher.	4.26	Agree	7
19 develop my potential in engaging community activities.	4.18	Agree	9
20 decide an appropriate decision if problems may arise.	4.17	Agree	10
Grand Weighted Mean	4.23	Agree	

Significance Difference on Perception of Respondents on career factor importance when Grouped according to Course

Table 5 shows the result of analysis using t-test on the perception of the respondents about the career factor importance when group according to their course. Result reveals a non-significant outcome when tested at 5% level of significance. This implies that the perception of BEED is not significantly different with that of the BSED group with -0.75 computed t-value. Thus, findings affirm the null hypothesis. The result is coincided with the study of Watt (2011) that there was no difference by course. It is quite that out of the total respondents investigated for this study, an overwhelming majority (79.5%) of them were BEED whereas about 20% were found to be BSED.

Likewise, regardless of the preferred course,

experienced teachers are on average more effective in raising student achievement than their less experienced counterparts. This happens not just because experienced teachers are more likely to work in schools and classrooms with more advantaged students (Ladd, 2013). This implies that more experienced teachers are, on average, more effective than teachers with fewer years of classroom experience.

Table 5. Significance Difference on Perception of Respondents on career factor importance when Grouped according to Course

Areas	PSED	English	Math	Filipino	TLE	Science	F-Comp	F-Tab
Career Factor Importance	4.87 Moderately Agree	4.36 Agree	4.33 Agree	4.39 Agree	4.36 Agree	4.47 Agree	4.83*	2.32

Significance Difference on Perception of Respondents on career factor importance when Grouped according to Field of Specialization

Table 6 presents the comparison among the BSE and BEE when grouped according to their field of specialization on their perception on the career factor importance. The PSED with weighted mean of 4.37 is far below the means of the other field of specialization. Analysis of Variance at 5% level of significance shows significant differences among the mean responses of the BEE and BSE students on their awareness on career factor importance in terms of their field of specialization. Thus, the research hypothesis is rejected at 5% level of significance.

The results suggest that supervising instructors and critic teachers should find new methods to increase education students' awareness on career factor importance and develop work context parallel to field of specialization. Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena. In a way, the response of an individual is likely to be determined by his field of specialization or expertise and therefore it becomes imperative to know the field of specialization of the respondents. The findings of the study proven by the study of Gurbuz (2007)

that there is a positive difference that was found between job satisfaction and career importance.

Table 6. Significance Difference on Perception of Respondents on career factor importance when Grouped according to Field of Specialization

Areas	PSED	English	Math	Filipino	TLE	Science	F-Comp	F-Tab
Career Factor Importance	4.87 Moderately Agree	4.36 Agree	4.33 Agree	4.39 Agree	4.36 Agree	4.47 Agree	4.83*	2.32

Significance Difference on Perception of Respondents on career factor-experience when Grouped according to Course

Table 7 presents the significance difference on the perception of the respondents on career factor experience when grouped according to their course. Findings disclosed that the course affects the perception of the respondents' perception on career factor experience.

BEE students have a significantly deeper awareness on career factor experience because they are more eager, high-spirited, idealistic, and ambitious. In this way, mingle with preschoolers and elementary grade pupils, thus, they work hard to be updated on their job and duties that includes career factor experience. According to Sagpaey (2012), BEE teachers or those who are new in the service are high-spirited and idealistic individuals.

On the other hand, BSE students are very much aware but at a lower regard as shown by their mean response of 4.32 compared to the BEE with a 4.52 weighted mean. This could be attributed to the ideas that they know already their job leaving the trainings and seminars to the high school students who are being more equipped and updated on their awareness to work that classroom management, teaching styles and other related works because they mingled with mature students compared to the elementary pupils.

Statistical analysis shows that BEE students are significantly more aware than BSED students thus the null hypothesis is not affirmed.

Table 7. Significance Difference on Perception of Respondents on career factor-experience when Grouped according to Course

Areas	BEE	BSE	t-comp	t-tab	Interpretation
career factor experience	4.52 (VMA)	4.32 (VMA)	2.08	1.76	Significant

Significance Difference on Perception of Respondents on career factor experience when Grouped according to Field of Specialization

Table 8 presents the Analysis of Variance of the respondents' perception on career factor experience when grouped according to field of specialization. Result reveals a highly significant difference on the mean of the responses of the BEED and BSED students. It implies that BSED TLE students have a higher awareness on the career factor experience than those BEED-PSED, English, Math, Science and Filipino major. This could be attributed to the level of field of specialization that is directly associated to understanding duties and responsibilities in in the different areas. Since, BSE TLE majors have wide scope specialization compared to other field of specialization.

The result of the study is similar with the study of Masagca (2009) that there is a significant difference on field of specialization. Certain provisions for building upon the hard-earned achievement of these teachers teaching TLE through budget allocation for annual programs, trainings, exposure to the different field of teaching Technology and Livelihood Education are also suggested to enhance their skills and competencies.

Table 8. Significance Difference on Perception of Respondents on career factor experience when Grouped according to Field of Specialization

AREAS	PSED	English	Math	Filipino	TLE	Science	F-Comp	F-Tab
career factor experience	3.95 (MA)	4.16 (MA)	4.29 (VMA)	4.21 (VMA)	4.76 (VMA)	4.17 (VMA)	18.45 ⁸	2.45

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Conclusion

Most female are interested in the teaching profession compared to the male. Therefore, males are inclined to work in the industry rather than work in the teaching arena. Teaching as a career has its great implication in the development of the community. Also, teaching as a career has its multi-faceted tasks and varied roles for development and foster harmonious relationship in the community. In terms of career factor experience, the exposure of the student teachers helps them to master the subject matter and their field of expertise. Therefore, through field studies and practicum the BSE and BEE pre-service teachers master their skills and competencies in teaching. BEE and BSE pre-service teachers show significance difference on their awareness on career factor importance in terms of their field of specialization. Therefore, the pre-service teachers both BEE and BSE pre-service teachers have different perspective on career factor importance. They chose teaching as a profession for many reasons. Result reveals a highly significant difference on the mean of the responses of the BEE and BSE students in terms of career factor experience. Therefore, BSE student teachers' perception on career factor experience have greater impact on their exposure in the field study and off-campus teaching specifically the BSE TLE majors. BSE TLE students have a higher awareness on the career factor experience than those BEE-PSED, English, Math, Science, and Filipino majors. Therefore, the more scope of the

field of specialization the greater awareness of the career factor experience.

In the light of the findings and conclusions, the following are recommended: The College of Education (CoE) shall include technological courses with specialization in electronic, technology and other technical courses to encourage males to enter the teaching career and present in the academic council; The university shall introduce programs and activities related to teaching strategies, techniques and styles to improve the abilities and skills of the pre-service teachers in teaching. Likewise, the college should focus the 21st century competencies needed in teaching; The college should give an ample time the student teachers for field study and off-campus teaching. Moreover, the pre-service teachers must be deployed for practicum in the private schools to compare the teaching experiences in the public schools; The college should initiate action plans and monitoring scheme to determine the development of the pre-service teachers in the field of practice teaching. Additionally, the college should inform the pre-service teachers about the career factor importance; The College of Education should update the evaluation sheet and appraisal monitoring scheme about the experiences of the pre-service teachers during their off-campus pre-service teaching; and in order to increase the BSE major in TLE students about their field of specialization, the college should assign instructor related to technology, and livelihood education.

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