



EXPERIENCES OF THE NDMU PRE-SERVICE TEACHERS DURING THEIR ONLINE TEACHING INTERNSHIP

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Abstract

Since the start of the COVID-19 pandemic, schools around the world have closed down to prevent the further spread of the virus. As a result, the rapid urgency to shift to online learning tested the existing infrastructure of schools, the ability to use technology in teaching and learning, and material resources readily available to teachers and students (Adedoyin & Sokyan, 2020). Notre Dame of Marbel University had been recently conducted the internship in virtual set up due to the shift to online teaching. In line with this, the descriptive qualitative research aims to describe the experiences of NDMU pre-service teachers who have undergone the online internship training experiences during the pandemic. Specifically, it aimed to determine advantages and opportunities, challenges, and coping mechanisms of the selected language PSTs during their online internship experiences. Based from the results, the researchers determined that utilization of variety of technology tools in the class, collaboration between the cooperating teacher and the PSTs, experiential teaching experience, and enhancement of the 21st century skills emerged as opportunities during the online internship. On the other hand, interaction in an online environment, technical difficulties, limited resources, and lack of time management emerged as the challenges during the online internship of the PSTs, while modeling strategies, asking assistance from cooperating teacher, being resourceful to the available instructional materials, scheduling as a strategy for managing time emerges as coping mechanisms emerged on the narratives of the PSTs. Given these insights, researchers implicated the fellow and the next pre-service teacher to be dedicated in teaching and embrace the new normal despite the current situation with the aid of technology and media tools for pedagogy. Hence, the institution should also recalibrate the online internship program the recognize the advantage and disadvantages of the online teaching internship.

Keywords: Covid-19, Experiential Learning, Notre Dame of Marbel University, Online Teaching Internship, Pre-service Teachers

INTRODUCTION

Studies on the impact of COVID-19 in different contexts have documented different adjustments and challenges faced by teachers in continuing teaching and learning (Adedoyin & Sokyan, 2020; Debrah et al., 2021; Donitsa-Schmidt & Ramot, 2020; Tarrayo & Anudin, 2021). Since the start of the COVID-19 pandemic, schools around the world have closed down to prevent the further spread of the virus. As a result, the rapid speed and urgency to shift to online learning tested the existing infrastructure of schools, the ability to use technology in teaching and learning, and material resources readily available to teachers and students (Adedoyin & Sokyan, 2020). Moreover, Kim (2021) observed that the shift to online learning has been driven out of necessity due to the restrictions imposed by the pandemic. In addition, the materials and lessons created because of this shift to online learning have not been crafted to suit maximizing teaching and learning opportunities. Rospigliosi (2020) maintained that the shift to online teaching has accelerated changes in the education sector. Specifically, while e-learning prepares future graduates for global changes brought about by the pandemic, challenges such as creating teaching and learning opportunities to maximize engagement remain to be a problem.

The Philippine educational system had to make significant adjustments in the delivery of educational instruction during the pandemic. Upon the declaration of the Philippine government of an enhanced community quarantine in March 2020, educational institutions were closed and have shifted to an online learning modality. Due to the unequal distribution of material resources in the country, schools that have invested greatly in digital infrastructure and had significant integration of technology use in professional development programs were able to shift quickly to emergency remote learning. However, schools from the public sector for instance have struggled in implementing distance learning programs due to the limited resources available. As a response to difficulties in implementing online programs, a flexible approach to learning was adopted where schools were empowered to formulate their teaching and learning schemes to accommodate diverse student needs (Tarrayo & Anudin, 2021).

In the similar way, the Commission on Higher Education (CHED) requires pre-service teachers (PSTs) to render direct teaching as the culminating stage where they experience teaching in actual classrooms. This internship is a significant stage involving the application of learning and teaching competencies that PSTs acquired from their teacher education program. This stage demands PSTs to connect theory into practice as they perform different responsibilities of a teacher. The internship is one of the essential aspects of becoming an effective teacher as it provides the opportunity of first-hand experiences of performing the duties and demands of a teacher (Mante-Estacio & Ugalingan, 2018). The internship fosters the development of PSTs belief and teacher identity as they acquire a more in-depth understanding of an actual classroom environment. This classroom teaching allows PSTs to recognize the realities of the teacher-student relationship and encourages them to shape and reshape their teaching and learning beliefs (Borg, 2003).

In the context, the Notre Dame of Marbel University had been recently conducted the internship among the PST students with its training center at NDMU Integrated Basic Education

Department. However, due to the shift to online teaching, NDMU internship programs also needed to adjust to accommodate changes brought about by the pandemic.

In line with this, the research aims to describe the experiences of NDMU pre-service teachers who have undergone the online internship training experiences during the pandemic. It is with great interest that the current researchers would like to study the internship experiences of the PSTs who undergone this online and the success narratives in the actual teaching and learning process. The result will give an overview and exploratory result of the emic experiences particularly the different challenges, preparations, coping mechanisms, and their insights to this online shift teaching and learning.

Statement of the Problem

This study aimed to describe the experiences of NDMU pre-service teachers during their online teaching internship in NDMU-IBED in school year 2021-2022.

Specifically, it answered the following questions:

1. What are the advantages of the online teaching internship to the NDMU PSTs?
2. What are the challenges encountered by NDMU PSTs?
3. How do NDMU PSTs cope with these challenges?

METHODOLOGY

Research Design

The researchers utilized a descriptive qualitative approach for this study. In this study, descriptive qualitative research design was employed to be able to describe the experiences of the NDMU PSTs during their online internship at NDMU IBED.

Site of the Study

The criteria that the researchers used for the site selection are related and appropriate for the research problem and purpose. The researchers will conduct the study at Notre Dame of Marbel University where the identified pre-service teachers attend school. The site of the study will also be convenient for the researchers for there is easy access to the participants and can conduct the face-to-face interview.

Participants of the Study

The main participants of the study are the language Pre-service teachers of the College of Education program that had recently finished their online teaching internship at NDMU – Integrated Basic Education Department Junior High School.

Research Instrument

The researchers conducted a one-on-one interviews with the participants and used a voice recorder so that the interviews could later be transcribed. In addition, the researchers utilized a self-made interview guide, semi-structured and open-ended interviews to inform the research questions and to explicate participants' perspective of the research problem. These interviews will assist the researchers to describe the experiences of the NDMU PSTs during their online internship.

Data Gathering Procedure

To be able to fulfill this research, series of methods was made by the researchers:

1. Researchers sent a letter to the dean of the CED to permit the PST's to serve as participants of the study. Then, to the supervisor of the PST's for guidance and information about the current research;
2. Researchers sent a letter of invitation to the identified participants for interview. This determine whether the participants join the interview or not;
3. Researchers created a schedule plan for the interview and inform the participants for the day and time of interview. Also, researchers provide a self-made interview guide, checked by the research adviser.
4. The interview happened from March 31 to April 5, 2022.
5. Researchers utilized a phone recorder to be able to record the answers of the participants. Writing materials were also utilized for note taking.

Data Analysis

Thematic analysis employed to describe the experiences, challenges, strategies and coping mechanisms of the NDMU PST during their online internship at NDMU IBED. This data analysis plan benefits both novice and expert qualitative researchers because the steps are easy to follow but rigorous enough to generate meaningful findings from data. A rigorous thematic analysis can produce trustworthy and insightful findings (Braun and Clerk, 2006). Data will be transcribed by researchers; arrange transcriptions of it into file folders for easy access, then used a coding system as well as themes and sub-themes to analyze it. The researchers will use field notes accumulated during the interviews to analyze the data, quoting the participants responses.

RESULTS AND DISCUSSION

Based on the analysis of experiences of the pre-service teachers during their online teaching internship, several themes were identified which can be classified as opportunities, challenges and coping mechanism. Although the pandemic has impacted our education system, thus restriction on face-to-face interaction, the dependence on unequal material resources readily available to both students and teachers has prompted institutions to innovate the implementation of teaching and learning programs (Cho & Clark-Gareca, 2020). Specifically, utilization of variety of technology tools in the class, collaboration between the cooperating teacher and the PSTs, experiential teaching experience, and enhancement of the 21st century skills emerged as opportunities during the online internship. On the other hand, interaction in an online environment, technical difficulties, limited resources, and lack of time management emerged as the challenges during the online internship of the PSTs, while modeling strategies, asking assistance from cooperating teacher, being resourceful to the available instructional materials, scheduling as a strategy for managing time emerges as coping mechanisms on the narratives of the PSTs. The succeeding subsections elaborated the emergent themes on the opportunities, challenges and coping mechanisms.

Table 1. Opportunities during Online Teaching Internship among NDMU PSTs

Important Concepts	Themes
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<ul style="list-style-type: none"> • <i>I used schoology and BBB since it is their LMS for lecture and discussion, video presentations (youtube), polling, thumbs up and down activity and word/ phrase.</i> • <i>Videos, computer/laptop, and Internet for online class and lesson plans as my guide for the lessons.</i> • <i>I've explored and exposed on the different technology tools especially on making my instructional materials.</i> • <i>Most of the time, I used Youtube as one of my instructional material.</i> • <i>I search for videos that contains the literature piece that I am going to discuss in the class.</i> 	Utilization of the Variety of Technological Tools in Class
<ul style="list-style-type: none"> • <i>As I have been guided by my Cooperating teacher, being mentored by one of the best teachers</i> • <i>It is such a great opportunity for me to be trained and worked with a superb cooperating teacher. Her knowledge and wisdom really helped me to enhance my teaching skills and pedagogies, and strategies.</i> 	Collaboration between the Cooperating Teachers and PSTs
<ul style="list-style-type: none"> • <i>I know I need to learn more in the teaching and learning process, that is why I am always open for every opportunity, corrections, suggestions and recommendations</i> • <i>One opportunities that I've encountered being in an online set- up is that I've explored and exposed on the different technology tools</i> • <i>The online set-up internship allows us to utilize and explore the different applications that are available online.</i> • <i>I believe that there are lot of things that cannot be taught in the four corners of the classroom but can be experience and learn through the actual deployment in the field.</i> • <i>Discovering the unique features of the official LMS</i> 	Experiential Teaching Experiences
<ul style="list-style-type: none"> • <i>The ability to use different ICTs is a very important characteristic to be considered.</i> • <i>Effective communication, authoritative, ability to multi-tasking and creativity</i> • <i>1. Time Flexible 2. Innovative 3. Attractive Interface</i> 	Enhancement of 21st Century Skills

Table one (1) provides us the different opportunities gained by the NDMU languagepre-service teachers during their online teaching internship. It was found out that utilizationof variety of technology tools in the class, collaboration between the cooperating teacher and the PSTs, experiential teaching experience, and enhancement of the 21st century skills emerged as opportunities during the online internship.

OPPORTUNITIES

This online teaching internship experiences of the selected NDMU Language PSTs had given them variety of opportunities particularly in facilitating the class even though it is a virtual set-up. Specifically, these are the opportunity to utilize variety of technological tools in the class, collaboration between the cooperating teachers and the PSTs, experimental and explorative teaching experiences, and opportunity to enhance the 21st century skills.

Opportunity 1: Utilization of Variety of Technology Tools in the Class

With the vast implementation of the online class, the shift to educational paradigm to an open system of learning means incorporating technology into the curriculum in ways that inspire students to go beyond the norm and recognize that learning is more than test scores (Creswell, 2007). Hence, digital video has emerged as the tool of choice for capturing and disseminating best practices, particularly in web-based and distance education contexts (Wesley and Yerrick, 2016). PST 5 reported that with this online class, she explore technological tools and integrate them to class:

PST 5: The online set-up internship allows us to utilize and explore the different applications that are available online. It became an advantage to me as a pre-service teacher because I am the type of teacher who prefers to use different applications as part of the activity in my class. Most of the time, I used Youtube as one of my instructional material. I search for videos that contains the literature piece that I am going to discuss in the class.

PST 7 also cited the opportunity for him to discover more about technological tools and integrate it to his lesson plan:

PST 7: Discovering the unique features of the official LMS that the school is using for the online classes, experiences for teaching in the new mode of learning, and accessing a lot of resources that I have used for my practice teaching. Instructional materials include videos from youtube, interactive powerpoint presentation, online quizzes, pictures, books/online books, microphone, headphone, camera, laptop, etc., that I successfully used during my practice teaching with my students in the online class set up.

Opportunity 2: Collaboration between the Cooperating Teachers and PSTs

Online tutorials, like face-to-face teaching internships, are supervised and guided by cooperating teachers. Because PSTs are accompanied by their supervisors throughout their online tutorials, learning opportunities provided the necessary coaching and mentoring for PSTs to answer student inquiries (Cobb et al., 2018; Selcuk & Yontem, 2019). PST 2 shared how she was thankful for her supervisor in utilizing online teaching techniques during her online internship stating:

PST 2: As I have been guided by my Cooperating teacher, being mentored by one of the best teachers in Integrated Basic Education- NDMU I believe that it is one of the best opportunities that I have. I know I need to learn more in the teaching and learning process. Tthat is why I am always open for every opportunity, corrections, suggestions and recommendations given by my CT and I am so much grateful for that.

PST 6 also gave the same sentiments about the instances that he collaborates with his cooperating teacher in his online internship:

PST 6: The opportunities that I have encountered being in an online set-up internship are the chances to be trained by skilful teacher, get to see the reality of teaching, and assess my capacity as a pre-service teacher on what are the things I need to improve and work on. It is such a great opportunity for me to be trained and worked with a superb cooperating teacher. Her knowledge and wisdom really helped me to enhance my teaching skills and pedagogies, and strategies.

Opportunity 3: Experiential Teaching Experiences

Institutions of higher education are beginning to recognize the value of online internships as valid experiential learning opportunities to acquire professional skills and competencies (Franks, 2011). PST 2 provided an instance in her experience that this online virtual internship gave an avenue experience teaching in virtual set-up.

PST 1: First of all, isa sa mga nakikita kong opportunities is to be given an opportunities talaga na maka-teach dito sa NDMU-IBED kasi basi sa mga nakakausap ko na taga ibang school na ka-batch ko na hindi sila nabibigyan ng pagkakataon na makapagturo talaga directly sa students kahit online kasi nga dahil sa pandemya.

PST 3 also highlighted that with this online internship set-up, she had explored the different software and enhances her skills in teaching amidst the current situation at her own pace:

PST 3: The opportunities that I've encounter being in online internship is that it widens and enhance my knowledge about software that I can use in my class it lessen the use of paper and I don't to travel every day to go to school for internship. I can go along with the new technologies, and I can save money because I only stayed in the house.

Opportunity 4. Enhancement of 21st Century Skills

Virtual Internships has been offering a plethora of benefits, by not only enhancing the “classroom to career” journey and allowing for the exploration of diverse fields across global settings, but also by equipping students with 21st-century skills and innovative agility, such as collaboration, critical thinking, and more, to address challenges that we still might not even be able to imagine today (Roberts & Santulli, 2022). This online internships had provided ways to enhance the skills among NDMU Language PSTs. Hence, PST 1 confirmed that:

PST 1: With this online set-up na internship, na-utilize ko yung skills ko in technology and of course we are here na sa modern na diba, 21st century na na mga skills kailangan natin as an inividuals like innovative, becoming a leader, critical, creative and everything.

Also, PST 3 enumerated the features of 21st century skills that she possessed in her online internship:

PST 3: Effective communication, collaborative, authoritative, critical thinker, ability to multi-tasking and creativity.

Table 2: Challenges encountered during the Online Teaching Internship among NDMU PSTs

Important Concepts	Themes
• We cannot assure that everyone/students in online	

<p><i>teaching and learning is participative.</i></p> <ul style="list-style-type: none"> • <i>how to handle passive students. Students that are not participative in the class.</i> • <i>So that's the challenge kung paanokami makipag reach out sa students</i> • <i>Challenge to students to become participative.</i> 	Interaction in an Online Environment
<ul style="list-style-type: none"> • <i>Another challenge that I have experience is the camera</i> • <i>Unstable internet connection and unexpected block out.</i> • <i>I experience one time when the class is about to start and my laptop just suddenly shutdown.</i> • <i>if there will be an error or malfunction in the gadget, it will totally affect the class preparation.</i> • <i>internet connectivity problems</i> 	Technical Difficulties
<ul style="list-style-type: none"> • <i>first and for most we are the first batch sa online and the challenge there is that wala kaming mapagkukuhanan ng experiences na pwede naming pagbasehan nagagawin naming</i> • <i>unavailable resources for topic finding</i> • <i>approaches in secondary level is different from that of elementary. The way how you talk or deal with learners, preparing lesson plans, activities, presentations, and assessments are really different</i> 	Limited Resources
<ul style="list-style-type: none"> • <i>Second one is time management of course kasi online class naman is very draining</i> • <i>procrastination</i> 	Lack of Time Management

Table two (2) capsulate the challenges encountered by the NDMU PSTs during their online teaching internship. Specifically, interaction in an online environment, technical difficulties, limited resources, and lack of time management emerged as the challenges during the online internship of the PSTs

CHALLENGES

Lack of class participation, lack of time management, various access to technology, a lack of material resources, and unfamiliarity with the use of learning platforms were challenges faced by the PSTs in their conduct of the internship, similar to other studies documenting the challenges of conducting classes in an online environment (Adedoyin & Sokyan, 2020; Donitsa-Schmidt & Ramot, 2020; Rospigliosi, 2020; van der Spoel et al., 2020). This study revealed the similar instances that the PSTs encountered challenges during their online internship. Specifically, the challenge as to the interaction in an online environment, technical difficulty, limited resources and lack of time management emerged as themes in the study.

Challenge 1: Interaction in an Online Environment

The change to online learning tested educational institutions' capacity to shift to emergency remote learning during the outbreak of the pandemic, when governments enacted various measures to limit population travel (Tarrayo & Anudin, 2021). While the pre-service teachers in the research were comfortable with online teaching platforms, the dynamics of communication posed a challenge because face-to-face engagement was not feasible. According to PST 2 and PST 4, the possible causes for some students' lack of involvement to the class was a lack of connection among the PSTs, which could readily be developed by face-to-face interaction. PST 2 shared:

PST 2: We cannot assure that everyone/ students in online teaching and learning is participative. And this is one of the most challenging part of my online internship. I have observed that there are really students/ section who are lack in participation, such as in recitation. I teach the same lesson in different sections and I see the difference in terms of participation. There are sections that are really active and there are section/ students that are not. Therefore, if I ask questions and no one answered I called names if did because I believed every one had the idea but did not speak their mind.

PST 4 also reported the same instance:

PST 4: Yes of course. One of the challenges that I've encountered is that how to handle passive students. Students that are not participative in the class.

Challenge 2: Technical Difficulties

Online internships rely heavily on video conferencing, emails, group conversations, computers, and a strong internet connection, which many homes lack (LawBhoomi, 2021). As a result, technology is the most important factor for making an online internship viable. Many are also unfamiliar with technology and may have frequent technical difficulties. PST 3 cited that she experienced technical difficulties such as unstable internet connection and electricity fluctuation during her online internship:

PST 3: Yes. Unstable internet connection and unexpected block out. I considered this as my challenges during online internship because I can't attend the class in case this happens.

The same instance was experienced by PST 5:

I experience one time when the class is about to start and my laptop just suddenly shutdown. This is one of the weaknesses of online teaching set-up because we can't solely rely on the gadgets that we have. I consider this as a challenge during my online internship because it is the way to be able to be connect and interact with the students. So, if there will be an error or malfunction in the gadget, it will totally affect the class preparation.

Challenge 3: Limited Resources

The impact of online teaching, the factors that influence preservice teachers' professional growth, the challenges associated with Pre-service teacher's inexperience, a lack of information and resources, complex home environments, and a lack of mentoring and support have all been studied in previous research on online online teaching in teacher preparation programs (e.g., Huber & Helm, 2020; Judd et al., 2020; Zhang et al., 2020). PST 1 and PST 6 narrated how she experience this challenge:

PST 1: Of course, there are many challenges sa internship namin, first and for most we are the first batch sa online and the challenge there is that wala kaming mapagkukuhanan ng experiences na pwede naming pagbasehan na gagawin namin kasi nga first batch kami.

According to PST 6 she accounted her experience:

PST 6: Yes, I encountered challenge during my online internship. This challenge is my deployment in the elementary department considering that I am a BSED pre-service teacher. I consider this as a challenge because the approaches in secondary level is different from that of elementary. The way how you talk or deal with learners, preparing lesson plans, activities, presentations, and assessments are really different and I am not used to it -singing and dancing in front of the pupils.

Challenge 4: Lack of Time Management

There's no denying that time management skills have an impact on learning. In the context of pre-service teachers, the pandemic has brought to light the significant difficulty in learning time management skills as part of their experiences (Rinkema & Williams, 2021). PST 1 and PST 7 confirmed the lack of time-management during their online internship:

PST 1: Second one is time management of course kasi online class naman is very draining kahit sabihin pa nating once a week lang iyong isang subject pero hindi natin maipagkakaila na napakadraining talaga.

PST 7 also shared that:

PST 7: Of course. These challenges may include the internet connectivity procrastination, creativity, and patience (sometimes) that made me realize that teaching is really not a joke.

Table 3: Coping Mechanism of the NDMU PSTs to overcome Challenges during Online Teaching Internship among

Important Concepts	Themes
<ul style="list-style-type: none"> <i>I used to call names to engage and make sure that the students have understand the lesson I havedelivered.</i> <i>By motivating my students in theway nga mahambal ko mahatag ko plus points tapos gina encourage ko sila nga hindi mag huya recite or puwedi sila mag type sa public chat sing answers nila.</i> 	Modeling Strategies
<ul style="list-style-type: none"> <i>I apply the suggestion of my CT since she also experienced it and I saw that students are obeying it.</i> <i>I immediately contact him (cooperating teacher) and I said that I will be back in a moment because my laptop was updatingat that moment.</i> <i>The support and guidance of my supervisor and cooperating teacher are the factors that reallyhelped me to overcome these challenges.</i> 	Asking Assistance from CooperatingTeacher

<ul style="list-style-type: none"> • I overcome those changes by having extra gadgets that I can use • puwedi sila mag type sa publicchat sing answers nila. • Instructional materials include videos from youtube, interactive powerpoint presentation, online quizzes, pictures, books/online books, microphone, headphone, camera, laptop, etc., that I successfully used during my practice teaching with my students in the online class set up. 	<p>Be Resourceful to the Available Materials Online</p>
<ul style="list-style-type: none"> • I have managed to work out a planner to do the things that needed to be done on time, and preparing and making sure of the equipment needed before class. • for me is to accept the challenge because I don't have any option but to accept and doon mag-pa- follow na lang 'yong i-ma-managemo 'yong time, i-ma-mange mo 'yong sarili mo through listing the activities in a planner, 	<p>Time Management through Scheduling</p>

Table three (3) provides the themes emerged as to how the NDMU language PSTs overcome the challenges. It was found out that modeling strategies, asking assistance from cooperating teacher, being resourceful to the available instructional materials, scheduling as a strategy for managing time emerges as coping mechanisms among the PSTs.

COPING MECHANISMS

During online internship of NDMU Language PSTs there were many identified challenges that they encountered. But, based from their narratives and experiences they were able to cope from these challenges. Specifically, they utilize modelling strategies, asking assistance from cooperating teachers, being resourceful to the available materials online, and having time management through scheduling.

Coping Mechanism 1: Modeling Strategies

If students engage with responsive environments and instruction, they will attain more satisfactory results (Dunn, 2000; Tomlinson, 2001). This calls for responsiveness and adaptability in instruction to address student diversity. Authentic preparation and presentations will prepare students to focus on what matters and not just address the remote learning occurring during this pandemic (Serdyukov, 2017). Moreover, the sheer speed and urgency to shift to online learning tested the existing infrastructure of schools, the ability to use technology in teaching and learning, and material resources readily available to teachers and students (Adedoyin & Sokyan, 2020). PST 2 and PST 4 shared practical ways in solving classroom problems:

PST 2: I have overcome those challenges by applying the best and easy solution that I know. For the first challenge I used to call names to engage and make sure that the students have understand the lesson I have delivered. For the the camera challenge I apply the suggestion of my CT since she also experienced it and I saw that students are obeying it. I

believed authority is very much important and appropriate solution is needed in this kind of challenges.

PST 4 also shared that:

PST 4: By motivating my students in the ay nga mahambal ko plus points tapos gina encourage ko sila nga hindi mahuya mag recite or puwedi sila magtype sa public chat sing answers nila. tapos isa pa nga napansin ko, students are afraid of question of "why?" amuna wala sila ga participate.

Coping Mechanism 2: Asking Assistance from Cooperating Teacher

Pre-service teachers have already learned theories, classroom management, and scope and lesson sequences with a focus on instructional design in addition to demonstrating mastery on state licensing assessments. Above all, they are understanding students' assets and needs and how policy and practice affect classrooms (Greenberg et al., 2013). PST 5 and PST 6 reported how important it is to ask guidance from the cooperating teacher.

PST 5: I am thankful because my Cooperating Teaching is very supportive and he is always there to guide us. When I encounter that challenge during my teaching internship, I immediately contact him and I said that I will be back in a moment because my laptop was updating at that moment. Good thing that my Cooperating Teacher was already on the conference and he took charge of the class while I was fixing my laptop.

PST 6 also added:

PST 6: I overcome these challenges with the help of my cooperating teacher. Yes, I am a BSEd pre-service teacher but teaching in elementary level is also fun and worth the enormous effort in singing and dancing (hihi I didn't see that coming) The support and guidance of my supervisor and cooperating teacher are the factors that really helped me to overcome these challenges. These two amazing and brilliant people helped me through providing related materials that I can utilize in my classes, advices on how to deal with the grade 1 to 3 pupils, and through their genuine motivation.

Coping Mechanism 3: Be Resourceful to the Available Materials Online

In the words of Tony Robins, "Success is not about your resources. It's about how resourceful you are with what you have." One of the best ways for students to understand resourcefulness is through the stories of resourceful people. What they learn from the biographies of people like Temple Grandin, Richard Branson, and Walt Disney is that all types of learners can be resourceful. Their commonalities include being able to see beyond every solution, not giving up when problems get complicated, and learning from mistakes along the way (Price-Mitchell, 2015). PST 3 and PST 4 cited strategies where they showed themselves of being resourceful using tangible and intangible materials.

PST 3: I overcome those changes by having extra gadgets that I can use or I stayed in my friends' house or my aunt's house so can attend the internship.

PST 4 mentioned in her statement that:

PST 4: ...puwedi sila mag type sa public chat sing answers nila...

Coping Mechanism 4: Time Management through Scheduling

Time management means the maximum use of time for the productivity and achievement. It concerns with the management of schedules of work with advanced planning, organizing and implementation in order to achieve the aims and objectives of their and the organizations. Time is probably the most valuable asset available to people and organizations to understand the process of the management of time and the contribution of one's to the success of personal and professional lives (Sahito, et al.,2016). PST 1 and PST 4 proved that it is much effective that time management is useful through scheduling when facilitating their class orderly.

PST 1: We all have different coping mechanism, for me is to accept the challenge because I don't have any option but to accept and doon mag-pa-follow na lang 'yong i-ma-manage mo 'yong time, i-ma-mange mo 'yong sarili mo...

PST 4 also shared that:

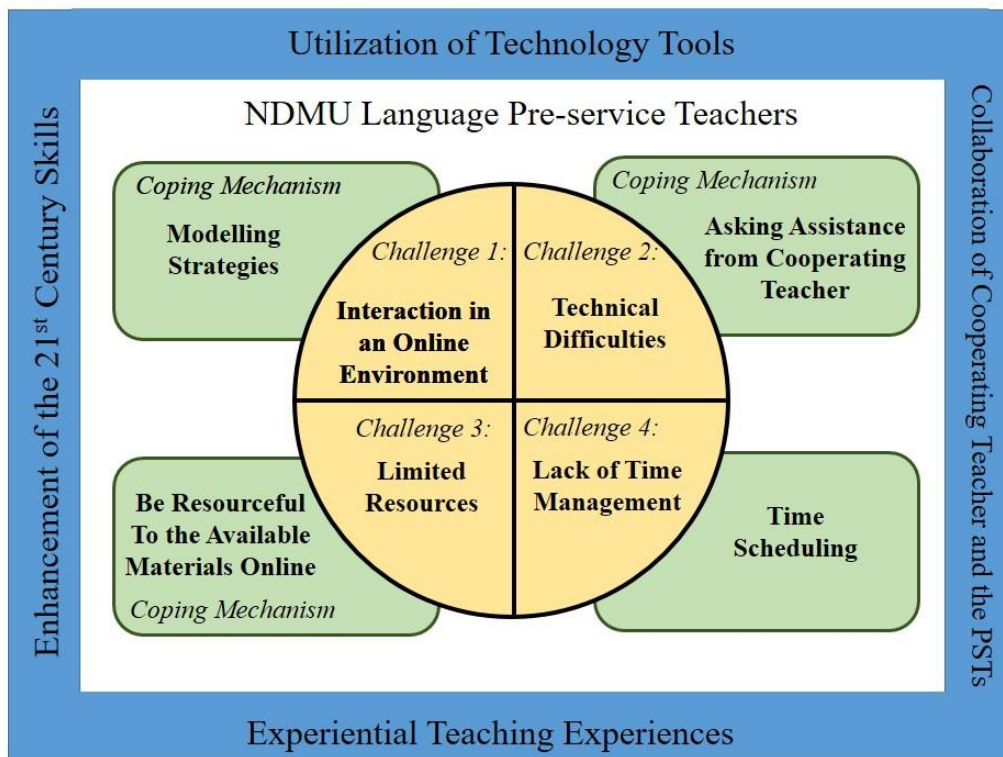
PST 4: Well, overcoming them was not really easy. But with the help of my cooperating teacher, I have managed to work out a planner to do the things that needed to be done on time, and preparing and making sure of the equipment needed before class. As a pre-service teacher, it should be my foremost responsibility to be aware that teaching job is hard and this is just my training ground, and the urge to teach somehow made me overcome those challenges as well.

Discussion

Despite the pandemic's limitations, the online internship resulted in PSTs providing teaching hours to their assigned classes. They were able to adjust to the new teaching environment when they faced obstacles with online teaching. The PSTs were able to connect what they learnt in their teacher education program with first-hand experiences of performing the duties and obligations of a teacher as a result of these encounters (Borg, 2003). This online internship fostered a better appreciation and understanding of what transpires in an actual classroom environment (Edgan, 2021).

Based on the results, researchers determined an illustration that shows the summary of the experiences of the NDMU Language PST during their online internships.

Figure 3. Summary of Online Teaching Internship Experiences



With the vast implementation of the online class, the shift from an educational paradigm to an open system of learning means incorporating technology into the curriculum in ways that inspire students to go beyond the norm and recognize that learning is more than test scores (Creswell, 2007). Hence, digital video has emerged as the tool of choice for capturing and disseminating best practices, particularly in web-based and distance education contexts (Wesley and Yerrick, 2016). Similarly, online tutorials, like face-to-face teaching internships, are supervised and guided by cooperating teachers. Because PSTs are accompanied by their supervisors throughout their online tutorials, learning opportunities provided the necessary coaching and mentoring for PSTs to answer student inquiries (Cobb et al., 2018; Selcuk & Yontem, 2019). The same thing, institutions of higher education are beginning to recognize the value of online internships as valid experiential learning opportunities to acquire professional skills and competencies (Franks, 2011).

In addition, virtual Internships have been offering a plethora of benefits, by not only enhancing the “classroom to career” journey and allowing for the exploration of diverse fields across global settings, but also by equipping students with 21st-century skills and innovative agility, such as collaboration, critical thinking, and more, to address challenges that we still might not even be able to imagine today (Roberts & Santulli, 2022). This online internship had provided ways to enhance the skills of NDMU Language PSTs. In general,

However, this study revealed similar instances that which the PSTs encountered challenges during their online internship. Specifically, lack of class participation, lack of time management, various access to technology, a lack of material resources, and unfamiliarity with the use of learning platforms were challenges faced by the PSTs in their conduct of the internship, similar to other studies documenting the challenges of conducting classes in an online environment (Adedoyin & Sokyan, 2020; Donitsa-Schmidt & Ramot, 2020; Rospigliosi, 2020; van der Spoel et al., 2020).

Furthermore, the change to online learning tested educational institutions' capacity to shift to emergency remote learning during the outbreak of the pandemic, when governments enacted various measures to limit population travel (Tarrayo & Anudin, 2021). While the pre-service teachers in the research were comfortable with online teaching platforms, the dynamics of communication posed a challenge because face-to-face engagement was not feasible.

In addition, online internships rely heavily on video conferencing, emails, group conversations, computers, and a strong internet connection, which many homes lack (LawBhoomi, 2021). As a result, technology is the most important factor in making an online internship viable. Many are also unfamiliar with technology and may have frequent technical difficulties. Another challenge was on the limited resources. The impact of online teaching, the factors that influence preservice teachers' professional growth, the challenges associated with Pre-service teacher's inexperience, a lack of information and resources, complex home environments, and a lack of mentoring and support have all been studied in previous research on online teaching in teacher preparation programs (e.g., Huber & Helm, 2020; Judd et al., 2020; Zhang et al., 2020).

Furthermore, there's no denying that time management skills have an impact on learning. In the context of pre-service teachers, the pandemic has brought to light the significant difficulty in learning time management skills as part of their experiences (Rinkema & Williams, 2021).

However, while these challenges have significantly affected the PST's facilitation of practice teaching, they were able to cope with these challenges. Students engage with responsive environments and instruction, they will attain more satisfactory results (Dunn, 2000; Tomlinson, 2001). This calls for responsiveness and adaptability in instruction to address student diversity. Authentic preparation and presentations will prepare students to focus on what matters and not just address the remote learning occurring during this pandemic (Serdyukov, 2017). Moreover, the sheer speed and urgency to shift to online learning tested the existing infrastructure of schools, the ability to use technology in teaching and learning, and material resources readily available to teachers and students (Adedoyin & Sokyan, 2020).

In addition, PSTs have already learned theories, classroom management, and scope and lesson sequences with a focus on instructional design in addition to demonstrating mastery on state licensing assessments. Above all, they are understanding students' assets and needs and how policy and practice affect classrooms (Greenberg et al., 2013). In this new environment, PSTs are expected to be creative and resourceful with the aid of a variety used of technology and media. PST may utilize this technology and media as tools for assessment, instructional material, and the like.

Lastly, time is probably the most valuable asset available to people and organizations to understand the process of the management of time and the contribution of one's to the success of personal and professional life (Sahito, et al., 2016).

Furthermore, students have made use of the digital resources at their disposal to meet the academic demands of their courses. Autonomous learning has been enabled by the collaborative nature of platforms such as Schoology and Google meet meeting rooms. Moreover, despite the restricted possibilities for engagement, the PSTs and their supervisors were able to maximize learning through the initiative of certain learners who sought out to ask questions, seek clarifications, and request help. These examples demonstrate the collaborative aspect of online teaching (Donitsa-Schmidt & Ramot, 2020), in which all players (teachers, PSTs, and students) negotiate learning inputs actively.

Conclusion

Covid 19 has a massive impact, particularly on the teaching and learning process. Due to the COVID-19 epidemic, schools throughout the world have shuttered to prevent the virus from spreading further. Schools were urged to shift from face-to-face classes to online learning through the use of technology in teaching and learning, as well as material resources that are easily accessible to teachers and students. We cannot deny that these are unfamiliar to us, particularly the use of technology in teaching and learning, in which we see our students online and educate them using various platforms. This transition has also presented many challenges for teachers, particularly the need to adjust and adapt to the new method of teaching and learning. During the online teaching and learning process, challenges such as online interaction, technological difficulty, limited resources, and a lack of time management emerged. PSTs, on the other hand, were able to overcome these obstacles in order to achieve and successfully present the subject to the students. The PSTs' strategies for overcoming these challenges in the online internship included modeling strategies, seeking support from cooperating instructors, being resourceful with the available online materials, and time management through scheduling. Despite the challenges that the PSTs experienced, they were still able to provide by utilizing their newly learnt strategies and skills to adjust changes brought about by the epidemic.

Implication

Due to the fact that part of the adjustment to the educational system, PSTs are expected to have their internship virtually. Based from the results, researchers implied the following. First, for the supervisors of the future PST to have virtual internships to really motivate them in a way that they will not feel anxious, or trauma on the first week of the internship. Secondly, to the administrators of the teaching internships to recalibrate the programs for the future PST by providing enough time to reoriented to the mechanisms in the actual teaching. Third, for the future PSTs to be known that teaching should be fulfilled with heart, soul and time. Lastly, determining different method on how institutions implement the internship program for PSTs during the pandemic can provide better insights on refining the core competencies needed for supervision in these times. These can be taken into consideration in recalibrating the teacher education curriculum in these post-pandemic times, while the issues raised in the study may not be easily resolved.



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