



Teaching Internship Apprehensions of Pre-Service Teachers

Apler J. Bansiong

College of Teacher Education, Benguet State University, La Trinidad, Benguet, Philippines

E-mail address: a.bansiong@bsu.edu.ph

ARTICLE INFO

Date Received: 04-02-2021

Date Last Revised: 08-07-2021

Date Accepted: 09-03-2021

KEYWORDS

Pre-service teachers
Teaching internship apprehensions (TIA)
Degree program
Sex
Specialization

Abstract

This paper determined the level of teaching internship apprehensions (TIAs) of elementary and secondary pre-service teachers (PSTs) in a capital town campus of a State University in the Cordillera Administrative Region. The PSTs' overall TIAs were compared according to degree program, sex, and specialization. It also identified the specific sources of TIAs that are most and least pressing to the respondents. An adapted version of the Teaching Internship Apprehensions Scale (TIAS) was used to gather data. Results showed that overall, the PSTs were highly anxious about the off-campus teaching internship, as indicated by their high overall level of TIAs. The Bachelor in Elementary Education (BEE) PSTs and the female participants possessed significantly higher TIAs than their counterparts. However, specialization appeared a non-significant determinant of TIA levels in both degree programs. The greatest sources of TIA were learner-related factors and the teaching process. Specifically, the PSTs were most concerned about pupil control and classroom management, adapting to the learners' individual needs and interests, motivating learners, selecting appropriate strategies, and lesson planning. In contrast, the PSTs were least concerned about their self-confidence, background knowledge, and ability to adapt to limited resources. Topics for the pre-deployment seminars and the possible contents of a proposed teaching internship survival handbook are herein suggested.

Introduction

Generally, students of the field of education are assumed to develop mixed emotions of anxiety and excitement in the last year of their teaching preparation program, as it is the year they go into teaching internship. Some might be excited to try their wings as full-fledged teachers in charge of a class, while others might feel apprehensive at the prospect of facing a roomful of students. As Towbridge et al. (2000) contend, many students are bothered by many questions on their ability to conceal their nervousness, their

adequacy of content knowledge, and their ability to handle discipline problems, among others.

Machado and Botnarescue (2008) regard teaching internship, also called student teaching or practicum teaching, as both a beginning and an end. It is the beginning of a training experience that offers students a supervised laboratory from which to learn. At the same time, practicum teaching is the final step in the formal training program for a teacher-education degree (p. 3). Teaching internship is the real test of what

prospective teachers have learned in their years of study (Cheng et al., 2016). It is designed to smoothen the transition from the role of a student to that of a teacher (Salviana et al., 2018; Towbridge et al., 2000) and link theory with practice (Gupta, 2019). More importantly, a teaching internship motivates teacher interns to find genuine enthusiasm in the teaching task. In the Philippines, students in Teacher Education Institutions (TEIs) discover whether or not they really enjoy teaching the subject for which they have prepared themselves.

While teaching internship is an indispensable part of a teacher education program (Gupta, 2019; Mosaddaq, 2016), it can be a source of stress, anxiety, or concern (Eksi & Yakisik, 2016; Mahmoudi & Ozkan, 2016). These feelings could develop as a result of the nature of teaching internships, where the teacher interns or PSTs are expected to exhibit the highest level of professionalism (Boadu, 2014). While a mild level of stress or anxiety is normal or healthy, high levels of these emotions interfere with teaching and may cause problems during teaching internships. University supervisors need to identify the PSTs' concerns or apprehensions during teaching internships to develop programs that could help reduce these said feelings.

Investigations on teaching internship problems, stress, anxiety, or apprehension have been the subject of many research endeavors worldwide. Uredi et al. (2016) and Tabanali et al. (2016) separately investigated the anxiety levels of pre-service teachers in Turkey. Both studies utilized the Pre-service Teachers Anxiety Scale, composed of three dimensions — self-centered, student-centered, and task-centered anxieties. In both studies, the PSTs overall and specific levels of anxiety were moderate. However, the two results differ in the dimension with the highest and lowest levels of anxiety.

Another similar study using Turkish subjects showed that the student teachers are most anxious about being evaluated by the mentor teacher and potential behavior problems in the classroom (Eksi & Yakisik, 2016). In this study, the participants reveal that their anxieties were reduced by teachers' helpful and supportive behaviors in the host school. Similarly, in another qualitative case study by Mahmoudi and Ozkan (2016), Turkish pre-service English

language teachers have developed four categories of stressors before their teaching internship experience. These categories of stressors, arranged in order of decreasing levels, are supervisors and mentors, classroom management, school-related issues, and affective factors. The respondents are particularly stressed with supervisors and mentors not giving appropriate feedback, not maximizing the experience, demanding lots of tasks, and having unrealistic expectations.

In other published related studies, Mosaddaq (2016) reported on the practicum teaching anxieties of Arabian English as a Foreign Language pre-service teachers. The study identified five major sources of anxiety using data from the PSTs' diaries and conferences. These sources are classroom management, time management, lesson planning, observation or evaluation, and language fluency. Meanwhile, in Boadu's (2014) study on the anxiety faced by history student teachers in Ghana, heavy workload, classroom management, and lesson supervision were major sources of anxiety.

Classroom control problems, being evaluated by supervisors, forming relationships with students and the subject teachers, and achieving lesson goals emerged as the major sources of teaching internship anxiety in the study of Akinsola (2014). Using a sample of Nigerian PSTs, anxiety levels tend to decrease as these PSTs migrate from the first to the second teaching practice. Moreover, Rashad et al. (2016) identified four major sources of teaching internship concerns from their case study of Emirati PSTs. These four sources are classroom management, communication, instruction, and evaluation.

In another related study, Salviana et al. (2018) reported on the sources of TIA by a sample of Indonesian students. The responses were content-analyzed, and 14 sources were identified. Notable of these sources of TIA are personal matters, class participation, class management, instructional methods, emotional issues, adjusting to students, and quality of supervision.

Among Filipino pre-service teachers, one of the most recent investigations on teaching internship concerns and anxieties was conducted by Soriano (2017). In this study, the researcher surveyed the participants about their anxiety levels along evaluation, class control, professional



preparation, school staff, and unsuccessful lessons. The results showed that the PSTs were moderately anxious about evaluation, class control, and unsuccessful lessons. Meanwhile, they were somewhat anxious about professional preparation and school staff.

Finally, Gupta (2019) identified the perceived challenges during teaching internships by Indian elementary education majors. The challenges they identified using structured questionnaires and semi-structured interviews were mainly in the areas of classroom management, the distance of placement schools, the number and types of lessons required, administrative factors, assessment matters, requirements for action research, and preparations.

From the above studies, it is quite clear that student-teacher anxiety and concerns are common in many countries. Also, two stressors are common in the studies surveyed-evaluation and class control and management.

Research on student-teacher anxiety concerns asserts that the levels of anxiety are related to some participant variables. Of these variables, sex expresses a differential influence on the levels of teaching internship concerns and anxieties. For instance, in the study by Tabancali et al. (2016), the level of teaching internship anxiety was significantly different among males and females. However, the opposite result emerged in the study of Akinsola (2014). Further, sex did not significantly predict the level of anxiety, as disclosed by Soriano (2017).

Other variables that could influence the levels of teaching internship concerns by PST might include the degree sought and specialization. In the work of Tabancali (2016) and colleagues, there was a significant difference among the participants' level of self-centered internship anxiety when compared by specialization. Likewise, significant differences by specialization were observed along self-centered and student-centered anxiety dimensions of teaching internship anxiety (Uredi et al., 2016).

Studies on the expectations, attitudes, stress, apprehensions, anxiety, and concerns of student teachers are important. The data gathered can provide insights into how policymakers and college supervisors orient and debrief these

student-teachers prior to their deployment in their placement schools. Also, as student-teachers' fears, doubts, needs, and expectations are made clear, adjustments to how these students are grouped or assigned can be made. Finally, the output of the study can be used as inputs in the preparation of a handbook that provides survival tips or guides to student teaching.

According to Moussaid and Zerhoumi (2017), "Knowledge of PSTs' problems during the practicum is supremely important to the design and implementation of an effective field experience." By surveying the PSTs' teaching internship apprehensions, university supervisors can identify relevant topics to emphasize during pre-deployment seminars or to include in a teaching internship survival handbook. Indeed, student teaching can be enhanced when student teachers' concerns are addressed and acknowledged (Almazroa, 2020).

Very few studies on student-teaching stress, anxiety, and concerns are available in the Philippines. Most studies on teaching internships dealt with issues after practice teaching, such as teaching competence and problems encountered in the process (Flores 2016; Ganal et al., 2016; Ulla, 2016).

Hence, this study was conceptualized to determine the pre-service teachers' overall level of TIA and level of apprehensions along lesson planning and preparation, learner-related factors, the teaching process, and personal factors; to determine the influence of the student teacher's degree, sex, and specialization, on their overall levels of TIA; to compare the specific sources of TIA by degree and sex; and to identify teaching internship-related topics needed for capacity building and content of a proposed training internship survival handbook.

Methodology

This study employed both survey and causal-comparative research methods. The survey procedure was used to determine the pre-service teachers' level of teaching internship apprehensions. Meanwhile, the causal-comparative procedures were used to compare the PSTs' levels of TIAs according to degree program, sex, and specialization.



Three hundred sixty-three (363) pre-service teachers (PST) from a teacher-training institution in a Northern Philippine province participated in this study. Of these respondents, 236 (65.01%) were from the degree Bachelor in Secondary Education (BSE), while 127 (34.99%) were from the degree Bachelor in Elementary Education (BEE). Most of the participants were females (82.09%), reflecting the trend that in the Philippines, teaching remains to be a profession for women.

Of the 127 BEE respondents, majority (113) were general elementary education (GEEd) majors, while the remaining 14 were pre-school education (PSEd) majors. The GEEd specialization is meant for prospective teachers from the first to the sixth grades, while the PSEd specialization caters to the prospective teachers from the pre-primary levels up to third grade. Meanwhile, among the 236 BSE respondents, most number came from the fields of English (42), Technology and Livelihood Education - TLE (39), Physical Education, Health, Music and Arts - PEHMA (38), and Math (35). The rest came from Physical science - PS (21), Social studies - SST (21), Biological sciences - BS (15), Filipino (13), and Values Education - VE (12).

Participation in the study was voluntary. The pre-service teachers completing the survey were made aware that their privacy is protected and that no results can be traced back to a single person. Furthermore, the respondents were informed that their completion of the survey at any point is not required. The data collected from all respondents were made anonymous, and no respondent was identified by name or any other manner during and after the study. All data were kept in a locked filing cabinet and destroyed after the study.

The Teaching Internship Apprehensions Scale (TIAS), adapted from Towbridge et al. (2000), was the main data-gathering instrument. The TIAS consists of 20 items pertaining to the source of concerns for teaching internships as reported in the literature. A nine-point continuum was provided for students to mark their level of concern, with one being the lowest and nine the highest. Factor analysis of the items resulted into four factors—Factor 1: Lesson planning and preparation (5 items); Factor 2: Learner-related factors such as motivation, growth, and individual differences (4 items); Factor 3: The teaching

process, which includes class control, facilitating learning, group dynamics, use of appropriate strategies, subject-area integration, and assessing student learning (6 items); and Factor 4: Personal concerns, such as subject matter competence and confidence, adaptability to people and resources, and doing paper works (5 items).

Cronbach alpha was used to analyze the item consistency of the instrument and the factors. The internal consistency of the items in each factor and the whole test is shown as follows:

FACTOR	CRONBACH α (r)
Factor 1: Lesson planning and preparation	0.932
Factor 2: Learner-related factors	0.927
Factor 3: The teaching process	0.947
Factor 4: Personal concerns	0.891
Whole scale	0.980

Data were gathered during the pre-deployment seminar for off-campus practice teaching during the academic year 2015-2016. The pre-deployment is a one-week seminar that aims to orient and provide final instructions to the student teachers before they are deployed to their respective placement schools.

After explaining the purpose and ethical considerations in the study, the researcher, with the help of the other college supervisors, administered the TIAS to the PSTs who consented to participate in the study. The participation rate in the study was 100%. The accomplished instrument was then collected, sorted, and subjected to analysis.

The following scale was used to interpret levels of apprehension/anxiety:

Points	Range	Level of Concern
9	8.50 – 9.00	Very High (VH)
7-8	6.50 - 8.49	High (H)
4-6	3.50 – 6.49	Moderate (M)
2-3	1.51 – 3.49	Low (L)
1	1.00 – 1.49	Very Low (VL)

The PSTs' levels of TIA were described in terms of means and standard deviation (SD). Mann Whitney U test was used to determine significant differences among means according to degree program, sex, and specialization for the BEE sub-group. Meanwhile, the Kruskal Wallis



test was used to determine significant differences among the means and specialization in the BSE sub-group. Meanwhile, analysis of variance and Tukey's HSD was used to determine significant differences in the levels of TIAs along the four factors. Spearman rho correlation was employed to compare the associations of the ranks given by the PSTs on the specific sources of TIA. The online versions of the above statistical tools were used in the calculations (Stangroom, 2016).

Results and Discussion

Overall Level of Teaching Internships Apprehensions (TIA)

The overall level of TIA experienced by the prospective students was high (Table 1). Their levels of TIA concern were high in all four factors. However, analysis of variance shows that their level of TIA along the four factors was significantly different ($p < .01$). Further, Tukey's HSD test revealed that the TIA levels were statistically the same along Factor 1, 2, and 3. However, the PSTs' TIA levels along Factor 4 were significantly lower.

These findings show that the PSTs about to embark on an off-campus teaching internship were highly apprehensive of the new experience. Such result deviates from that of Tabanali et al. (2016), who reported a moderate level of anxiety in their student-teacher participants in a Turkish university, and Soriano (2017), whose Filipino participants were "moderately" and "somewhat" anxious on five internship anxiety dimensions.

Comparing the levels of TIA along the four factors, the PSTs were most concerned with

learner-related factors (Factor 2), followed by lesson planning and preparation (Factor 1). Personal concerns (Factor 4), such as lack of self-confidence and inability to handle routines, were serious concerns, but they were the least for the PSTs to worry about.

The above results imply that these PSTs were apprehensive about their level of preparation to address learner diversity in terms of behavior and motivation. Such findings seem to imply that the student teachers are not confident in their ability to preserve order and maintain control. In addition, the respondents appear to be cognizant of the critical role of learner motivation and differentiated instruction in learning. Indeed, student motivation is a powerful element that will make or break a lesson. Students who have high motivation make an effort to be engaged in class, reducing their tendencies to misbehave (Nayir, 2017). On the contrary, non-motivated students will almost always lead to class disruptions and non-learning (Feden & Vogel, 2003). Also, when students are taught with their needs, interests, and abilities considered, their motivation to participate in the activities tends to increase (Kauchak & Eggen, 2012).

In addition, the results seem to indicate that student-teacher respondents lack confidence in their ability to plan and prepare lessons and how to deliver these lessons in actual classes. Such a level of apprehension is natural as these participants never had experience teaching their actual clients. They had demonstration teaching with their more polite and understanding classmates. They have to wait for the teaching internship for them to experience teaching in actual classrooms.

Finally, the respondents were least concerned

Table 1

Overall TIA Level and TIA Levels along the Four Factors

Source of TIA	Mean	SD	Interpretation
Factor 1: Lesson planning and preparation	6.97 ^a	1.97	High
Factor 2: Learner-related	7.15 ^a	1.90	High
Factor 3: The teaching process	6.94 ^a	1.99	High
Factor 4: Personal concerns	6.50 ^b	2.27	High
Overall	6.92	2.04	High

*Means of the same letter are not significant at $p = 0.05$, Tukey's HSD



with their personal concerns. Such findings imply that these student teachers were cognizant of the demands and challenges of the internship experience. More than worrying about their personal concerns, the respondents were more concerned about their clients, tasks, and duties as teachers.

Comparison of the Overall Level of TIA According to Participant Variables

Table 2 shows that while the overall levels of TIA experienced by the PSTs from both degree programs were high, the level was significantly higher among the BEE cohort ($p < .05$), according to the Mann-Whitney U test. This finding means that the PSTs' degree program influences the level of TIA. Such results seem to indicate that the PSTs who will be teaching the younger learners (Elementary graders) had anticipated more problems during student teaching than those who will be teaching older students. This disparity offers some important implications on how the BEE PSTs are trained to anticipate and prepare themselves to face their concerns or apprehensions.

The ability of degree to influence TIA levels contradicte the report of Soriano (2017). However, in Soriano's study, the TIAs of secondary education pre-service teachers were compared to that of the education unit earners who are also preparing to become teachers in the secondary. In other words, none of the respondents were into elementary teaching.

Comparing the PSTs' TIA according to sex, both levels were high. These levels, however, were significantly higher among the female PSTs, based on the Mann-Whitney U test ($p = .041$). This result is supported by the fact that 68.79% of the female participants possess high to very high TIA levels, compared to 58.46% of the male participants. This result suggests that more than their male counterparts, the female pre-service teachers anticipate that the off-campus teaching internship is a challenging experience.

The statistically significant level of TIAs between the male and female participants confirmed Tabanali et al. (2016), where female PSTs hold higher levels of student teaching anxieties than their male counterparts, especially task-related and student-centered anxieties.

Table 2

Levels of TIA Compared According to Participant Variables

Variable	n	Mean	<i>p</i> value	SD	Interpretation
Degree					
BEE	127	7.22 ^a	0.006	1.57	High
BSE	236	6.71 ^b		1.74	High
Sex					
Male	65	6.52 ^b	0.041	1.74	High
Female	298	6.96 ^a		1.67	High
Specialization					
BEE-GED	113	7.19 ^a	0.384	1.88	High
BEE-PSED	14	7.40 ^a		1.70	High
BSE-BS	15	5.59	0.087	1.69	Moderate
BSE-English	42	6.57		1.92	High
BSE-Filipino	13	6.65		1.78	High
BSE-Math	35	7.23		1.38	High
BSE-PEHMA	39	6.83		1.91	High
BSE-PS	21	6.75		1.77	High
BSE-SST	21	7.20		1.56	High
BSE-TLE	38	6.84		1.42	High
BSE-VE	12	5.46		1.79	Moderate



However, the result contradicts Soriano (2017), who reported that Filipino student teachers' sex did not significantly predict their student teaching anxiety.

When compared according to specialization, the two BEE sub-groups both manifested high levels of TIA. While the mean TIA was slightly higher among the PSED sub-group, Mann-Whitney U test indicated no significant difference ($p=.384$). In other words, specialization in the BEE sub-group did not influence the PSTs' level of TIA.

As for the BSE sub-group, the PSTs from seven specializations reported a high level of TIA. Only the participants from the BS and VE had a moderate level of TIA. Interestingly, of these two sub-groups, very few indicated a very high TIA level. Only one (6.67%) of the BS, and none from the VE participants had a very high level of TIA. Such results were quite different from the PSTs specializing in SST, Math, and English, where more than a quarter indicated a very high level of TIA. Despite these differences in the TIA level according to specialization, Kruskal Wallis test showed no significant difference ($p=.087$). Just like in the BEE group, participants' specialization did not influence the level of TIA.

The non-influence of specialization on the PSTs' overall level of TIA in this present study was contradictory to the result of Tabancali et al. (2016) and Uredi et al. (2016). However, in these related studies, specialization was seen to influence only specific dimensions of TIA. There was no analysis of the influence of specialization on the overall TIA of the participants. This present study investigated the influence of specialization on the participants' overall TIA.

Specific Teaching Internship Apprehensions Compared by Degree and Sex

Table 3 presents, in descending order, the PSTs' levels of concern on the 20 possible sources of student teaching apprehensions and anxieties identified, according to the degree program. Overall, the three most pressing sources of TIA to the PSTs were those under learner-related concerns (Factor 2). This result explains the earlier result on why the learner-related concerns were rated as the PSTs' source of TIA. Specifically, these learner-related concerns were problems

related to classroom management, learner control and misbehavior, inability to adapt to learner characteristics, and motivating students. The two other items that completed the top five most pressing concerns were: understanding and using different instructional strategies (under Factor 1) and lesson and activity planning (under Factor 3).

It is very apparent from the study that pupil control and classroom management are universal sources of student teaching concerns. In all related studies surveyed, these items were also reported as sources of concern, stress, or anxiety for pre-service teachers (Akinsola 2014; Boadu 2014; Eksi & Yakisik, 2016; Gupta, 2019; Mahmoudi & Ozkan, 2016; Mosaddaq, 2016; Rashad et al., 2016; Salviana et al., 2018). In addition, pre-service teachers who have finished student teaching and in-service teachers regard pupil control and classroom management as the most challenging aspect of teaching (Angiwan et al., 2010; Madino, 2019; Sagandoy & Parcasio, 2017).

Comparing the ranks of the participants from the two degrees on this list of most pressing TIA, some variations were evident. Spearman rank test has indicated no significant association ($p = .68$) on the ranks given by the two groups. This observation is indicative of the inconsistencies in the ranks of the two groups. One notable difference is that the BSE group's top concern was adapting to the learners' needs, interests, and abilities, but this item is in the BEE groups' number five source of concern. However, the two groups tend to agree on the difficulty of handling learner misbehaviors and managing the class as worrisome tasks.

When the PSTs' list of five most pressing TIA were compared according to sex, an interesting observation had surfaced. The male PSTs chose items 13, 6, 2, 3, and 11 as the top five sources of concern. The female participants chose these same items except that they had item 10 instead of item 3. This result seems to indicate that the female participants regard "Understanding and using different instructional strategies" as more crucial than "Designing programs and activities to increase learning in my area", as perceived by their male counterparts.

The TIA items ranked lowest were "lack of appropriate background in my major field" and



Table 3*Sources of ST Concerns Arranged from Greatest to Least Concern*

Item no.	Concern	Factor	BSE		BEE		Overall	
			Mean	Rank	Mean	Rank	Mean	Rank
13	Handling problems of classroom management, pupil control, and student misbehaviour	2	7.12	2	7.78	1	7.35	1
6	Adapting to the needs, interests, and abilities of learners, including the special and gifted students	2	7.13	1	7.43	5	7.23	2
2	Motivating students to learn	2	7.06	3	7.5	2.5	7.22	3
10	Understanding and using different instructional strategies	3	6.93	4	7.5	2.5	7.13	4
11	Planning and incorporating activities in my lessons	1	6.92	5	7.44	4	7.10	5
14	Budgeting time and judging the flow of my lessons	1	6.82	8.5	7.31	7.5	6.99	6
9	Incorporating other disciplines in my area	3	6.83	7	7.28	9	6.98	7
1	Developing goals and objectives for my lesson	1	6.82	8.5	7.24	11	6.97	8
4	Recognizing and responding to different developmental levels of my students	2	6.77	12	7.33	6	6.96	9
12	Evaluating student progress	3	6.78	11	7.31	7.5	6.96	10
7	Designing activities for the individual needs of students	2	6.81	10	7.24	11	6.96	11
20	Having and maintaining a healthy relationship with my cooperating teacher	4	6.89	6	7.09	16.5	6.96	12
3	Designing programs and activities to increase learning in my area	1	6.75	13	7.23	13.5	6.92	13
8	Knowing about curricular programs and instructional materials	1	6.73	14	7.16	15	6.88	14
5	Understanding the dynamics of groups	3	6.68	15	7.24	11	6.87	15
15	Handling routines, such as making reports, monitoring attendance, and keeping records	4	6.6	17	7.09	16.5	6.77	16
18	Facilitating learning	3	6.48	18	7.23	13.5	6.74	17
19	Adapting to the unique problems of school facilities, materials, and equipment	4	6.63	16	6.8	19	6.69	18
16	Lack of appropriate background in my major field	4	5.83	19	6.87	18	6.20	19
17	Lack of self-confidence to teach and face the learners	4	5.67	20	6.32	20	5.90	20

$r = 0.82$ $p = 0.000$, sig. (Spearman), *Means in bold style are moderate levels. All others are high level.



“lack of self-confidence to teach and face the learners”. The PSTs from both degrees and both sexes hold the same assessments. Still, these two items were rated as moderate sources of TIA. Such results indicate that the PSTs were confident of or content with the learning and training they acquired during their field study and other professional education courses.

In the bottom part of the list were concerns under Factor 4 – personal concerns. The only non-personal concern item considered as less-pressing was “facilitating learning”. The participants seem to have mastered the art of facilitating learning.

Interestingly, the males regard “maintenance of a healthy relationship with cooperating teachers” a “less-important” concern, even if it is not part of the distaff side’s bottom list. Such a difference has important gender-related implications. This specific finding indicates that females tend to value human relationships more than males. The female student teachers seem to be more apprehensive about how they will fit into the personality of their cooperating teacher.

Suggested Topics for Capability Building

The overarching purpose of this study is to identify the level of source of teaching internship apprehensions of pre-service teachers to provide them some tips on how to successfully hurdle the teaching internship experience. While it is recognized that teaching internship is a naturally demanding, physically exhausting, and mentally draining experience, it is hoped that such tips will lighten the burden and help ease the anxiety and apprehensions experienced by those who are to embark on the experience.

Based on the respondents' level and source of teaching internship apprehensions, some essential topics that pre-service teachers need to be aware of are herein identified. It is recommended that these topics be emphasized during pre-deployment seminars and considered as content of a teaching internship survival handbook. The first four topics are introductory discussions that aim to provide the PSTs background information on the mechanics of the internship.

Topic 1. Introduction to Teaching Internship

This session or chapter shall focus on the

purpose of student teaching and its mechanics. It shall elucidate the student teachers' duties and the forms and other requirements they have to accomplish.

Topic 2. The Student-teacher and the Cooperating School

This session/chapter shall clarify to the pre-service teachers the concept of school culture. They shall be encouraged to study their cooperating school’s organizational structure. Workplace professionalism shall also be added as a topic under this domain.

Topic 3. The Student-teacher and the Cooperating Teacher

The pre-service teacher will come to understand different personality types in this session/chapter. Here, they will realize that cooperating teachers may have different personalities. They will recognize the roles assumed by cooperating teachers, and they will be given tips in handling differences in personalities.

Topic 4. Managing Workload

This session/chapter shall talk about the demands of student teaching and the stress these demands bring. Some tips on how to deal with stress shall also be emphasized.

Topic 5. Classroom Management and Learner Control during a Teaching Internship

This session shall review some popular management plans proposed by experts. Some important tips on what to avoid during classroom management shall be included in the discussion. Since this concern, together with handling disciplinary problems, came out as the most immediate concerns in this study, this session must be emphasized during the seminar or in the handbook.

Topic 6. Some Effective Instructional Strategies

This session/chapter shall review the strategies, methods, and techniques considered best practices in education. These strategies may not be new to the pre-service teachers, but it pays that they revisit these strategies during their internship period in the hope that these strategies will ignite their desire to try them out with real students.



Hopefully, this collection of ideas, both tried-and-tested and innovative, will keep their students engaged, challenged, and constantly learning.

Topic 7. Planning Instruction – Lesson and Activity Planning

Lesson planning and activity planning shall be revisited in this session/chapter. Some major lesson plan formats and some tips on lesson planning shall also be reiterated in this session/chapter.

Topic 8. Specific Strategies during Lesson Presentation

The specific strategies during lesson planning are seldom tackled during methods courses. As such, a session or chapter on this topic is deemed necessary. This session/chapter shall suggest different ways of presenting information, doing demonstrations, using visual supports, and how to monitor student progress.

Topic 9. Differentiating Instruction

Differentiating instruction is one of the more immediate concerns in the results of the study. As such, this session/chapter shall not be ignored. This chapter shall give tips on how to do differentiated instruction.

Topic 10. Motivating Students through Active Participation Strategies

One major concern that came out of this study is the possible difficulty in motivating students. Hence, this session/chapter on active participation strategies is hereby strongly recommended. Student motivation is a complex matter, but with active participation strategies, the learners could be more inclined to participate in the activities the student teacher will provide.

C o n c l u s i o n s

The results of this study lend support to previous works that report on prospective teachers describing teaching internships as a stressful experience. In this study, the teacher interns were highly anxious about the ensuing experience of handling a class on their own. Such feeling

towards teaching internship by the interns is affected by the age and developmental stages of their future learners. However, neither the interns' sex nor their specializations affect their levels of apprehension. Finally, regardless of degree, sex, and specialization, the respondents are most concerned about learner-related and task-related issues but are least concerned about their personal issues.

R e c o m m e n d a t i o n s

The findings in this study could be used by supervising instructors and other policymakers to craft programs that will hopefully address the identified TIAs early. Also, the supervising instructor might prioritize addressing the PSTs' most important concerns during the pre-deployment seminars and orientations. The cooperating teachers from the field could be invited to share best practices in addressing the particular concerns identified in this study. Finally, the suggested topics identified in the last part of the results section are recommended for discussion during the pre-deployment seminar or in the proposed teaching internship survival handbook.

R e f e r e n c e s

- Akinsola, M.K. (2014). Assessing pre-service teachers' teaching anxiety. *American Journal of Educational Research*, 2(12A): 41-44.
- Almazroa, H. (2020). Insights from Saudi student teachers: Successes and challenges. *International Journal of Instruction*, 13(3): 1-16.
- Angiwan, E.S., Bolona, M.L., & Kudan, R.B. (2010). Field education experience of BEE-ECED student teachers. *College of Teacher Education Research Journal*, (3): 40-48.
- Boadu, G. (2014). Anxieties faced by history student-teachers during teaching practice. *Journal of Education and Practice*, 5(10): 138-143.
- Cheng, A., Tang, S., & Cheng, M. (2016). Changing conceptions of teaching: A four-year learning journey for student teachers. *Teachers and Teaching*, 22(2): 177-197.



- Eksi, G.Y., & Yakisik, B.Y. (2016). To be anxious or not: Student teachers in the practicum. *Universal Journal of Educational Research*, 4(6): 1332-1339.
- Feden, P.D., & Vogel, R.M. (2003). *Methods of Teaching*. Applying Cognitive Science to Promote Student Learning. Boston: McGraw Hill. 377 pp.
- Flores, M. (2016). Practice teaching: Revisiting student teacher's performances. *The Confluence*, 7(2): 34-42.
- Ganal, N.N., Andaya, O.J.F., & Guiab, M.R. (2016). Problems and difficulties encountered by student teachers of Philippine Normal University Isabela Campus. *International Journal of Science and Engineering*, 1(9): 63-74.
- Gupta, S. (2019). Perceptions and experiences of B.E.D. students about internship and sessional work. *MIER Journal of Educational Studies, Trends & Practices*, 9(1): 109-120.
- Kauchak, D., & Eggen, P. (2012). *Learning and Teaching*. Research-Based Methods. Boston: Pearson. 466 pp.
- Machado, J., & Botnarescue, H. (2008). *Student Teaching: Early Childhood Practicum Guide*. 6th Ed. Australia: DEMAR CENGAGE Learning. 527 pp.
- Madino, C.W. (2019). Exploring the Gap between Framework and Practice: A Student Teaching Experience of the Secondary Mathematics Pre-Service Teachers. *Mountain Journal of Science and Interdisciplinary Research*, 79(2): 61-75.
- Mahmoudi, F., & Ozkan, Y. (2016). Practicum stress and coping strategies of pre-service English language Teachers. *Procedia – Social and Behavioral Sciences*, 232: 494-501.
- Mosaddaq, Y.B. (2016). A study of sources of EFL student teachers' anxiety during their practicum experience. *European Journal of Research and Reflection in Educational Sciences*, 4(1): 16-25.
- Moussaid, R., & Zerhouni, B. (2017). Problems of pre-service teachers during the practicum: An analysis of written reflections and mentor feedback. *Arab World English Journal (AWEJ)*, 8(3):135-15.
- Nayir, F. (2017). The relationship between student motivation and class engagement levels. *Eurasian Journal of Educational Research*, 17: 59-78.
- Rashad, F.F., Fidalgo, P., Menano, L., & Saqr, S. (2016). Pre-service teachers' concerns about the classroom-based internship experience. *Scholar Bulletin (A Multidisciplinary Journal)*, 2(11): 597-604.
- Sagandoy, T.C., & Parcasio, I.G. (2017). Classroom management styles, problems, and strategies of pre-service teachers of benguet State University. *EducARI: Education and Related Issues Journal*, 8(1): 1-29.
- Salviana, S., Muslem, A., & Daud, B. (2018). English student teachers' constraints during their teaching internship programs with the English department of FKIP at Unsyiah in Aceh. *English Education Journal*, 9(3): 466-489.
- Soriano, H.A.S., (2017). Student-Teachers' Characteristics and their anxieties related to practice teaching: Basis for practicum enhancement. *International Journal of Education and Research*, 5(6): 79-92.
- Stangroom, J. (2016). Social science statistics. <http://www.socscistatistics.com/tests/spearman/Default2.aspx>
- Tabançali, E., Celik., K., & Korumaz, M. (2016). Professional anxiety level of pre-service Teachers in Turkish Context. *E-International Journal of Educational Research*, 7(3): 63-73.
- Towbridge, L.W., Bybee, R.W., & Powell, J.C. (2000). *Teaching Secondary School Science*. Strategies for Building Scientific Literacy. Ohio: Merrill, an Imprint of Prentice Hall. 514 pp.
- Ulla, M.B. (2016). Pre-service teacher training programs in the Philippines: The student-teachers practicum teaching experience. *EFL Journal*, 1(3): 235-250.
- Uredi, L., Akbasli, S., & Demirtas, B. (2016). Anxiety of pre-service teachers about appointed to their profession (A Mersin Case). *Education for Life*, 30(2): 21-36.

