

## *Original Paper*

# Pedagogical Journey of Pre-service Teachers: Stories to Tell

Mark Neil A. Galut<sup>1</sup>

<sup>1</sup> Apayao State College, Apayao, Philippines

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### **Abstract**

*This research aimed to identify the experiences, coping mechanisms, and insights of nine Apayao State College pre-service teachers during their internship. The study used purposive convenience sampling and in-depth interviews with nine graduates. The results showed that pre-service teachers faced challenges, managed them through coping mechanisms, and shared their insights about their pedagogical journey. The study recommends workshops, proper orientation, and regular conferences for learning development, emphasizing the importance of sharing experiences and fostering professional growth among pre-service teachers.*

### **Keywords**

*proper orientation, pre-service teachers, regular conference, practicum, experience, internship*

### **1. Introduction**

The pedagogical journey of pre-service teachers is one of the highlights of their chosen teaching course in which the focus is on learning through experience. This experience allows them to put into practice the learning theories, teaching strategies, methods, and techniques that they have learned in a higher education institution and begin to develop their own teaching style.

Experiential Learning Theory (ELT) is anchored on the works of scholars such as Dewey, Lewin, Piaget, James, Jung, Freire, Rogers, and others, which underscores the principal role of experience in human learning and development. As a holistic model, ELT describes learning as a process whereby information is fashioned through the “transformation of experience” (Kolb, 1984; Kolb & Kolb, 2005).

Experiential learning is the generation of knowledge through concrete, abstract, and meaningful experiences that were grasped and transformed (Kolb, 1984; Kolb, Boyatzis & Mainemelis, 2001). Further, it is a sequence of shaping facts and information that encompasses an ingenious interaction between two learning modes: grasping experience (concrete experience and abstract conceptualization) and transforming experience (reflective observation and active experimentation) (Kolb & Kolb, 2005; Kayes, Kayes & Kolb, 2005; Kolb & Kolb, 2009).

Furthermore, as field-based learning, pre-service teachers embark on a pedagogical journey the moment they are done with the required number of units in their academic coursework, classroom observation (field studies), and participation as practical experience.

An indispensable feature of experiential learning for pre-service teachers is their pedagogical journey the moment they embrace the teaching profession. This journey is full of challenges, hurdles, and opportunities for growth. The most common challenges are related to adapting to the new teaching environment, managing time, and finding resources.

Pre-service teachers must first adapt to the new teaching environment. This can be a challenge because they are used to the structure and expectations of a classroom. They must also learn how to manage their time. Time management is a critical skill for teachers because they have to balance their time between teaching, planning, and grading.

Finding resources can also be a challenge for pre-service teachers. They may not know where to find resources or how to use them effectively. Additionally, they may not have access to the same resources as their colleagues.

“While these challenges can defeat to everyone, they can also serve as catalysts for improvement, in preparation for the favorable development in the cognitive, spiritual, social, personal, as well as, in the understanding of one’s own professional opportunities and challenges” (Bilbao, 2012).

Moreover, pre-service teachers can overcome them by being proactive and organized. They can also ask for help from their mentors and colleagues. With the right support, they can successfully navigate their pedagogical journey uniquely. For every pre-service teacher is unique, and thus, every journey is unique. However, there are some commonalities among all pre-service teachers’ journeys. Therefore, everyone has a unique story to share about their journey toward becoming a future teacher.

Stories along one’s journey of practice teaching toward success, there is still a challenge in the practice teaching in education since pre-service teacher are not fully equipped with teaching skills from the actual classroom activity, that is why, for them to be adequately prepared, pre-service teachers should be closely observed, supervised, and mentored by their cooperating teachers through “online discussions” and classroom teaching observation so that through constant observation and support, pre-service teachers “will learn how to handle and manage not just their daily lessons” but also the learners in their classroom. Because of this, Tuli and File (2009) described practice teaching experience is the “most important part of teacher education program”, which offers the underpinning pedagogical practices in the future of pre-service teachers.

In fact, the researcher is clueless of any studies that dealt with the pedagogical journey of pre-service teachers in the local setting. Therefore, in this context the researcher is interested to know the experiences of these pre-service teachers as this can raise concern to the intended beneficiary of the study and to come up with the implication to practice, thus the need to conduct a study.

### *1.1 Purpose of the Study*

This phenomenological study's objective is to depict the stories that pre-service teachers would relate about their pedagogical path toward excelling in their chosen course. It involved the pre-service teachers of Apayao State College who were deployed in their respective schools.

This study recorded the experiences of the pre-service teachers including all their greatest struggles with fear, frustration, stress, lack of self-confidence, feelings of inadequacy, inferiority, and the inability to cope with circumstances as pre-service teachers. Furthermore, the researcher tried to let participants of the study relive in their minds the experiences they had and listen to the stories they told.

### *1.2 Review of Related Literature*

The pedagogical journey of pre-service teachers has been extensively studied in the research literature. In particular, the teacher education qualification has been the focus of research for many years, due to its importance in preparing pre-service teachers for the challenges of teaching in the 21st century. The literature on this topic has explored the experiences of pre-service teachers in the program and the impact of the program on their professional development. This review of literature will focus on the pedagogical journey of the pre-service teachers, exploring their stories and the ways in which the program has shaped their teaching practices.

### *1.3 Practicum as Integral Part of Curriculum*

Ulla (2016) found that practicum teaching is an integral part of any teacher education curriculum since it is a good avenue for pre-service teachers to apply the theories they learned in the real classroom setting. Although, in Haigh et al. (2006) practice teaching in education program is still a challenge since it does not fully prepare student teachers for the actual classroom teaching. Student teachers should be well-monitored, supervised, and guided by their supervising teachers through "online discussions" and classroom teaching observation for them to become prepared. Through Starkey and Rawlins (2012) mentioned that constant monitoring and guidance from the teacher educators, these student-teachers will learn how to handle and manage not just their daily lessons but the students and their classroom as well. Because of this, Tuli and File (2009), believed that practicum teaching experiences among pre-service teachers as the "most important part of teacher education program".

In the Philippine context, Ulla (2016) stated that in all teacher education curriculum in all higher education institutions included practicum teaching as one of the requirements for the degrees of Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) and for some degrees in the Bachelor of Arts (BA) programs. No teacher education and arts programs students are allowed to graduate without finishing the required number of hours for both actual classroom observation and practice teaching. Pre-service student-teachers usually take their practicum teaching experience out of the campus, in the nearby public elementary and high schools or in-campus at the basic education department of their university or college. Although the practicum experience of the

teacher education students is more systematic and formal as it is guided with the policies and guidelines from the Department of Education (DepEd) compared with the practicum experience of the Bachelor of Arts students, these pre-service teachers are trained to become well-prepared and qualified teachers who can pass on their knowledge to the next generation of students.

#### *1.4 Importance of Pre-service Teaching*

The importance of pre-service teacher training as cited by Ulla (2016) has always been highlighted in the literature. In fact, some previous studies which explored some areas within practice teaching and teacher-teaching development include the studies of Starkey and Rawlins, 2012; Haigh et al., 2006; Genc and Buyukkarci, 2013; Tuli and File, 2009; Ralph et al., 2007; Coskun, 2013; Gurbuz, ret.2015; Cheng, 2013; Gan, 2013; Hamaidi et al., 2014; Leke-ateh et al., 2013; Bosnyák and Gáncs, 2012; Jusoh, ret., 2015; and Yusof et al., 2014. All of these mentioned studies have specific focus with regards to actual practicum teaching; from practicum experience to assessment, strengths, and weaknesses, these related studies are proof that practice teaching research has become more interesting in the field of teacher education.

Believing that quality pre-service teacher education is the key to quality education in the country, the Commission on Higher Education (CHED) and the Department of Education (DepEd) released a joint memorandum order no. 39 of 2005 in which it stated some “guidelines on the deployment of student teachers”. Among the guidelines provided were the roles of teacher education institution and the school division superintendents in the practicum teaching of the pre-service teachers; selection of cooperating schools, cooperating mentors/teachers and their duties and functions; and the responsibilities of student-teachers (DepEd memo 39, 2005). The CHED memorandum order no. 30 of 2004 or the “revised policies and standards for undergraduate teacher education curriculum” was also attached in the joint memorandum. This CHED memorandum order detailed the program specifications of the degrees Bachelor of Elementary Education (BEE), and Bachelor of Secondary Education (BSE). This was addressed to the higher education institutions in the country to revisit their teacher education programs (Ulla, 2016).

Furthermore, aside from DepEd and CHED as the two most important agencies in education monitoring in the country, several other accrediting agencies (i.e., PAASCU, AACUP, PACUCOA) also give evaluations using different standards with regard to the performance of Teacher Education Institutions (TEI) and their different programs (Mahinay, 2013). These accrediting agencies help education institutions to reflect on, measure, and evaluate certain programs for quality education by assessing their own program strengths and weaknesses. They are authorized by CHED to “certify the levels of accredited programs for the purpose of granting progressive deregulation and other benefits”. These accrediting agencies, however, do not intervene with the TEIs as to the implementation of the programs, nor give policies and guidelines for a specific degree; they only accredit and identify the level of a certain program as cited by Ulla (2016) in his study “Pre-service Teacher Training Program

in the Philippines: The Student-teachers Practicum Teaching Experience”.

### *1.5 Using Stories*

While the obstacles such as tacit knowledge, ineffective university programs, and overwhelming amounts of information may seem daunting, there is hope that using stories will help. There have been two consistent assertions for helping beginning teachers acquire effective teaching skills: (a) experience as the medium for understanding and (b) reflection on that experience (Butler, Lee & Tippins, 2006; Coia & Taylor, 2001). Research has also revealed that stories are a communal discourse that greatly affects the professional development of beginning and expert teachers (Clandinin & Connelly, 1995; Hammerness et al., 2005). Additionally, stories address aspects of learning not typically considered in other methods of teacher preparation. One such aspect is considering how emotion impacts reason. Researchers in many fields are discovering that reason and emotion are closely tied (Bullough, 2008; Polkinghorne, 1988; Schank, 1993). To say that stories integrate emotion and reason is no small point. Gardner maintains that “Stories speak to both parts of the human mind—its reason and emotion” (1995, p. 4). This is especially important for pre-service teachers.

Stories are valuable in other ways as well. They organize experiences in a way that enables educators to communicate more effectively with one another and build knowledge (Bransford et al., 2000; Reamy, 2002; Schank, 1993). As pre-service and novice educators preserve the experience through story, they develop a framework or theme of understanding which can be carefully examined (Jalongo & Isenberg, 1995). These preserved experiences are then integrated into more formal knowledge, especially when shared with others (Bruner, 1996). In order to grasp complex conceptions of teaching, pre-service teachers must first see how these concepts exist in a real-world situation before they can articulate true meaning (Amobi & Irwin, 2009). Jalongo and Isenberg also maintain that “the power and energy gained from the rich exchange of experiences increases teachers’ knowledge, affirms their learning and beliefs, internalizes special vocabulary of teaching and frees teachers from the academic isolation of the classroom” (1995, pp. 152-153).

Stories, therefore, come from personal experiences, blend emotion with reason, provide the basis for building knowledge, engage teachers in reflection, and can be shared in a public forum so that others may learn from them. Perhaps Bruner offers the most promising benefit of storytelling in meaning making: “One of the great triumphs of learning (and of teaching) is to get things organized in your head in a way that permits you to know more than you ‘ought’ to” (1996, p. 129). Stories seem to offer such an opportunity.

This review of literature has explored the pedagogical journey of pre-service teachers, focusing on their experiences in the program and the impact of the program on their teaching practice.

### *1.6 Statement of the Problem*

This study answers the following questions:

- 1) What are the experiences of the pre-service teachers in their cooperating schools?
- 2) What are the coping mechanisms that pre-service teachers adopt in order to ensure effective teaching and learning?
- 3) What are the insights that the pre-service teacher can share with other teacher education students?

## **2. Method**

### *2.1 Research Design*

In this research, the phenomenological qualitative method was employed to determine the different experiences, coping mechanisms, and insights of the pre-service teachers during their practice teaching.

### *2.2 Research Participants*

Since the participants were busy during their practice teaching, out of 119 pre-service teachers, they were selected based on convenience sampling. It was conducted with the least interference to the participants. Three (3) Bachelor of Elementary Education, two (2) females and one (3) male, three (3) Bachelor of Technical Vocational Teacher Education, one (1) female and two (2) males, and three (3) Bachelor of Secondary Education students, two (2) female and one (1) male a total of nine (9) pre-service teachers who undergone with the pre-service teachers were the unit of analysis because they were the only targets in this study.

### *2.3 Locale of the Study*

This study was conducted with the participation of the nine (9) student teachers of Apayao State College—Luna Campus located at San Isidro Sur, Luna Apayao.

### *2.4 Collection of Data*

Prior to the collection of data, the researcher used Google Forms. Since the participants were busy, the link was sent to them through their pre-service adviser and gave them enough time to answer the form during their vacant time.

After receiving their answers, the researcher conducted further interviews to confirm the answers of the participants. After confirming their answers, the results were sent back to them for another validation.

### *2.5 Analysis of Data*

In the analysis of data, the researcher summarizes the mass of data collected and confirms it to the participants. However, data reduction is the abstraction of data from the transcriptions, deleting data that are not important and transforming it into a comprehensible material, easily understood by many (Namey et al., 2007; Paul, 2006; Suter, 2012). This pairing and shelving of data is often termed thematic analysis, a form of sorting and categorizing.

After data reduction, the researcher used the word cloud (<https://worditout.com/word-cloud/create>) to sort and organize a large volume of qualitative data retrieving and locating word phrases. The data came out and automatically showed the most commonly used words by the participants. Stories were sorted into stories of inspiration or encouragement and stories of despair or discouragement.

### 3. Result and Discussion

The findings of this study were able to create a framework that is based on the objective of this research namely: to identify the different experiences, coping mechanisms, and insights of the pre-service teachers during their internship.

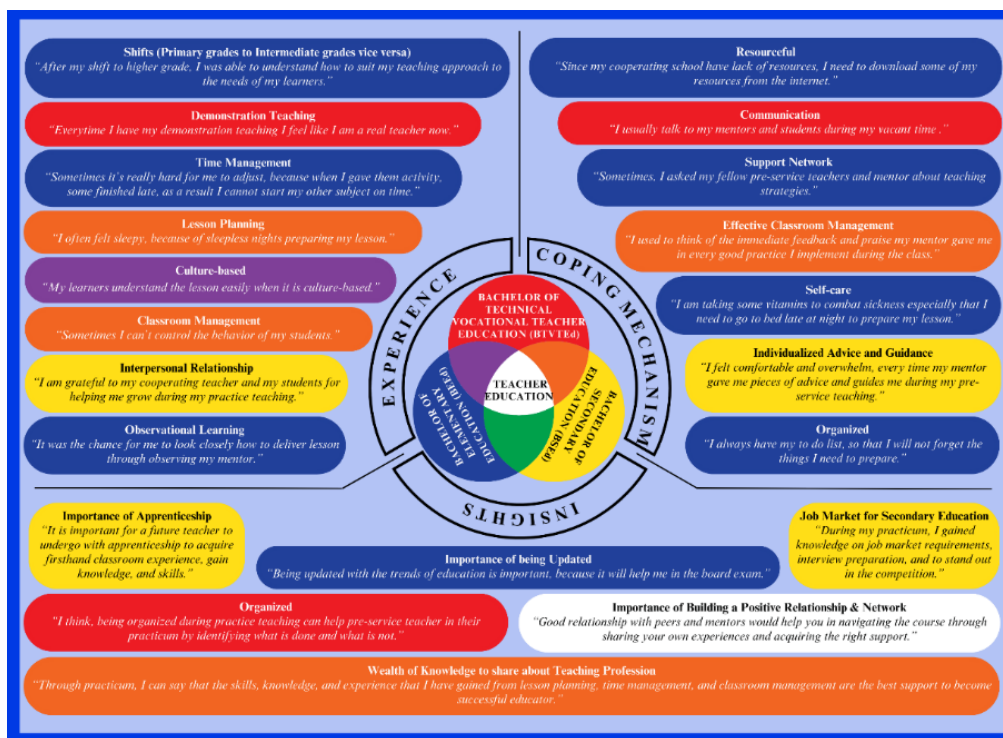
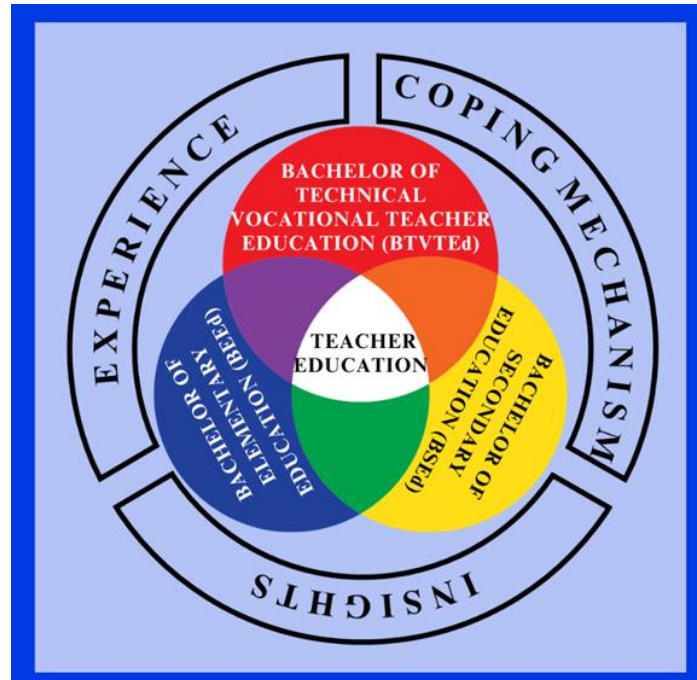


Figure 1. The Framework

The framework describes the pre-service teacher that took place in the Bachelor of Elementary Education (BEd), Bachelor of Technical Vocational Teacher Education (BTVTed), and Bachelor of Secondary Education (BEd) programs at Apayao State College. The researcher looks for the pre-service teachers' experiences, coping mechanisms, and insights throughout their internship. The pre-service teachers in the aforementioned programs all possess distinctive experiences, coping mechanisms, and insights that other pre-service teachers may or may not possess. However, the themes in the differences and similarities of each experience, coping mechanisms, and insights were grouped based on the colors that represent the framework of these teacher education programs.



The Teacher Education (white) program was divided into three (3) major programs: BEEd (blue), BTVTEd (red), and BSEd (yellow) where the pre-service teacher came from. During their internship, they possess unique (represents the color of the major programs) and similar (represents violet for BEEd and BTVTEd, orange for BTVTEd and BSEd, green for BSEd and BEEd, and white which is common to all) experiences, coping mechanisms, and insights.

### 3.1 Experiences

- a. Observational Learning-is a powerful learning technique that has long been used in practice teaching. It is a form of learning where new skills and behaviors are acquired through observing others. Observational learning can be a valuable tool for practice teaching, as it allows cooperating teachers to model the correct behaviors and techniques they want their student teachers to learn. “It was the chance for me to look closely at how to deliver lessons through observing my mentor”.
- b. Classroom Management-is an important factor in any educational setting, and it is especially important during the teaching and learning process. Throughout the internship, it is a time for pre-service teachers to develop their teaching skills and knowledge in a safe and supportive environment. Therefore, it is essential that student teachers are able to create a positive and productive learning environment for their students. “Sometimes I can’t control the behavior of my students”.
- c. Time Management-Practice teaching is an important step in the process of becoming a teacher, and proper time management is essential for its successful completion. Time management during



practice teaching involves understanding the amount of time needed to complete assignments, planning ahead, and prioritizing tasks. “Sometimes, it’s really hard for me to adjust, because when I give them activity, some finished late, and as a result, I cannot start my other subject on time”.

- d. Lesson Planning-is an essential part of practice teaching. It is important to plan effectively so that you can teach in a way that engages and motivates your learners while also meeting the learning competencies of the lesson. With good lesson planning, you can ensure that practice teaching is successful. “I often felt sleepy, because of sleepless nights preparing my lesson”.
- e. Demonstration Teaching-Demonstration teaching during practice teaching is an important part of teacher preparation. Pre-service teachers become familiar with different instructional methods and how they can be used. They are also able to observe how the activity is presented and how learners respond. This helps them understand the dynamics of teaching and how to successfully manage a classroom. “Every time I have my demonstration teaching; I feel like I am a real teacher now”.
- f. Culture-Based-Culture-based lessons are an excellent way to engage learners and may help them better understand concepts. By teaching culture-based lessons, it can help learners connect with the material in a more meaningful way. These lessons can also help to foster an understanding of different cultures and provide a richer learning experience. “My learners understand the lesson easily when it is culture-based”.
- g. Shifts (Primary Grades to Intermediate Grades or vice versa)-Shifting from primary grades to intermediate grades or vice versa is a big transition that student teachers in BEd programs face in their internship. It is often difficult for pre-service teachers to adjust to the level of understanding and expectations that come with the new grade level. It is important for mentors to help pre-service teachers understand and prepare for this transition in order to ensure a successful transition. “After my shift to higher grade, I was able to understand how to suit my teaching approach to the needs of my learners”.
- h. Interpersonal Relationship-Interpersonal relationships are critical for success in any workplace, and pre-service teaching is no exception. Pre-service teaching is a great opportunity for pre-service teachers and recent graduates to gain valuable experience and skills. However, the success of pre-service teaching is often determined by how well they deliver lessons and are able to build and maintain relationships with their mentors and learners. “I am grateful to my cooperating teacher and my students for helping me grow during my practice teaching”.

### 3.2 *Stories to Tell about Experience*

Apayao State College has been my second home for almost four years. I witnessed by leaps and bounds, its improvements that altered the minds of the people on how they viewed ASC before and led them to a wider perspective that this institution can produce quality graduates who are equipped with morally upright values as well as a repertoire of knowledge and a receptacle of skills. Normal lang met siguro nga makarikna nak ti excitement because I will be undergoing the highlight of my course which is the pre-service training.

Earlier before deployment, excited nak isu nga idi makitak jay school, the pressure immediately colonized my vein and makapanerbiyos. Every learner of Tumog Elementary School demanded you prepare all the time. I knew it because I was one. Iti inaldaw-aldaw ngay ket kasla final demonstration teaching. It is really indispensable to perform well.

Maysa siguro nga makaparessure pay ket diyay ngay expectation ti tattao kinyam, I will not be able to meet the expectations of my teachers as well as my students. It is quite frustrating if that is so. On the other hand, Naragsak nak, yes, because it will not be difficult for me to adjust to a new environment, and glad because I know that my cooperating teachers have a storehouse of knowledge and values as well as skills that they will be going to impart to me in order to improve my teaching skills as well as good classroom management.

#### - Participant 5

Agnernerbiyos nak nga magna diyay hallway, diyay ngay feeling nga excited ka ngam madanagan ka metlang as I entered the classroom I had been assigned to for my practicum. I had just deployed and was eager to put my learnings into teaching practices.

I greeted the students and introduced myself as their practice teacher. Idi kitak ti aglawlaw ko ket, I could tell the learners were just as nervous as I was. I quickly set out a plan for the day, Tay boses ko ket madlaw nga agtagtagergerak.

I assigned the students to work in groups, and walked around the room, helping each group and giving advice. As the day progressed, my confidence grew and I could see the students responding to me positively.

I felt good about how my first day went. Ammok nga adu pay ti masapul nga sursurwek, but I had made it through my first day as a teacher. I was looking forward to the rest of the practicum and the opportunity to hone my craft.

#### - Participant 1

### 3.3 *Coping Mechanisms*

- a. Effective Classroom Management-effective classroom management is essential as a coping mechanism to create a productive learning environment. Establishing a classroom routine, having a positive relationship with students, communicating expectations clearly, being proactive in managing the classroom, and using effective problem-solving strategies, lessen the

- stress of pre-service teachers and ensure that their practice teaching sessions are successful. “I used to think of the immediate feedback and praise my mentor gave me in every good practice I implemented during the class”.
- b. Communication-Communication with mentors and peers during practice teaching can help to ensure that the experience is successful and provides a valuable learning opportunity. “I usually talk to my mentors and students during my vacant time”.
  - c. Organized-being organized during practice teaching can make a huge difference in the success of the practice teaching. Proper organization can help pre-service teachers stay focused and ensure that they are covering all of the material they need to. “I always have me to do list, so that I will not forget the things I need to prepare”.
  - d. Resourceful-One of the most important skills for a successful practice teaching experience is the ability to be creative and think outside the box. During practice teaching, teachers should be willing to try new things and explore unfamiliar teaching methods. This could include using different materials, activities, or technology in the classroom. “Since my cooperating school has lack of resources, I need to download some of my resources from the internet”.
  - e. Support Network-Practice teaching can be a stressful yet rewarding experience for pre-service teachers. It is important to have a strong support network during practice teaching to ensure a successful experience. “Sometimes, I asked my fellow pre-service teachers and mentor about teaching strategies”.
  - f. Self-care-Self-care is essential for any teacher, but it is especially important during practice teaching. When you are teaching in a new environment and learning new skills, it can be a stressful and tiring experience. Taking care of yourself is the best way to ensure that you have the energy and enthusiasm to get the most out of your practice teaching experience. “I am taking some vitamins to combat sickness especially since I need to go to bed late at night to prepare my lesson”.
  - g. Individualized Advice and Guidance-Practice teaching is a critical part of a teacher’s journey to becoming a certified educator. It is a time when pre-service teachers apply their skills, knowledge, and abilities to a real classroom environment under the guidance and support of a mentor teacher. While most pre-service teachers benefit from the observation and feedback of their mentor teacher, individualized advice and guidance can further enhance the practice teaching experience. “I felt comfortable and overwhelmed, every time my mentor gave me pieces of pieces of advice and guided me during my pre-service teaching”.

### *3.4 Stories to Tell About Coping Mechanism*

I am a pre-service teacher in a secondary school, and I was determined to make a difference in the lives of my students. I am passionate about providing a quality education to my students, and I am determined to meet the challenges of teaching, no matter how daunting.

I am aware of the need to stay up to date with the latest educational methods and practices, so I worked to develop effective classroom management strategies to ensure that my students were engaged and productive in their learning. I used techniques such as positive reinforcement, setting clear expectations, and providing appropriate rewards for good behavior.

Finally, I faced the challenge of dealing with students. I am determined to build positive relationships and work collaboratively with them. I am always willing to listen to my mentor with their concerns, and willing to take constructive criticism and make adjustments to my teaching style when needed.

I was able to meet all of the challenges that I faced as a pre-service teacher. I am proud of the progress I had made, and confident that I am well-prepared for my new role as a teacher in a secondary school.

- Participant 2

I am a pre-service teacher who was feeling overwhelmed and anxious about starting my practice teaching. Kayat ko nga iapply amin dagidiyay nasursurok idtuy Apayao State College (ASC), but now that it was finally happening, Agnernerbiyos nak gamin haan ko ammu ti ubraek.

I knew I needed to find some coping mechanisms to manage my feelings and to make sure I stayed on top of my practice teaching. I decided to start getting organized. Adda ti bassit nga notebook ko nga pangisursuratak iti amin nga aramidek,

I took advantage of any available resources, such as curriculum guides, and learner's materials to make my lesson plans and instructional materials which helped me succeed.

I also made sure that I reached out to my friends and cooperating teacher, and asked them to help me when I needed it.

With this coping mechanism in place, I am able to stay focused and handle the demands of my practice teaching with confidence. I am grateful for the support I found and appreciated the value of being organized and learning with friends and from the pieces of advice of my cooperating teacher.

- Participant 4

#### 4. Insights of Pre-service Teachers

- a. Importance of Apprenticeship-Apprenticeship during practice teaching is an invaluable experience for any aspiring educator. It provides the opportunity to observe, learn, and gain hands-on experience in the classroom. Apprenticeships can help teachers develop skills that will benefit them throughout their teaching careers. “It is important for a future teacher to undergo with apprenticeship to acquire firsthand classroom experience, gain knowledge and skills”.
- b. Importance of being Updated-Practice teaching is a crucial component of the education process, and it is important for pre-service teachers to stay updated on the latest trends in education. With the rapid pace of change in the educational landscape, staying up-to-date with the latest trends can help pre-service teachers in their teaching course and to better prepare for their board examination after graduation. “Being updated with the trends of education is important, because it will help me in the board exam”.
- c. Importance of Building a Positive Relationship and Network-It is a valuable opportunity for pre-service teachers to gain first-hand experience in the classroom and to hone their skills in the art of teaching. However, the success of a practice teaching experience does not only depend on the teacher’s ability to teach a lesson. It is also important for pre-service teachers to build positive relationships and networks with their mentors, colleagues, and students in the classroom. “Good relationship with peers and mentors would help you in navigating the course through sharing your own experiences and acquiring the right support”.
- d. Organized-In order to get the most out of practice teaching, organization is key. Being organized during practice teaching can help ensure that the experience is as productive and successful as possible. “I think, being organized during practice teaching can help pre-service teacher in their practicum by identifying what is done and what is not”.
- e. Job Market for Secondary Education-Knowing the job market will help pre-service teachers understand the kind of skills and qualifications they need to develop in order to be successful. This understanding can help them to better prepare for the job market by developing the relevant skills and qualifications. “During my practicum, I gained knowledge on job market requirements, interview preparation, and to stand out in the competition”.
- f. Wealth of Knowledge to share about the Teaching Profession-having a wealth of knowledge to share about the teaching profession helps the next batches of teacher education programs to be aware of the different challenges that they may experience when having their practice teaching, the information on how to cope up to succeed, and helps future pre-service teachers to develop their own teaching strategies. “Through practicum, I can say that the skills, knowledge, and experience that I have gained from lesson planning, time management, and classroom management are the best support to become a successful educator”.

#### *4.1 Stories to Tell about Their Insights*

As a future teacher, I need to prepare a lesson plan that ensures the learners' needs and ensure that the materials and discussion are appropriate for the learners.

It is not only about WHAT WE TEACH but it is also about HOW WE ARE GOING TO TEACH. A lesson plan is something that will help us to teach smoothly so that students can cope with the lesson you discuss.

It is a mortal sin for teachers to go to school and teach without any preparation and lesson plan. Writing a lesson is like building a house first you have to draw a blueprint and plan before you start building your dream house. This will not only give you fulfillment of what you want but security, quality, and assurance that this will not easily be destroyed.

I am fully convinced that I must be fully prepared before I teach to ensure that learning takes time.

- Participant 8

"I come to education later in life and with a passion".

The common litany that runs if we talk about teaching is that "it is the noblest of all professions". Nothing is a more profound profession than teaching for teachers invest their own time, and energy, and in the long run, invest their own lives just to touch the lives of others, as they often say "My Teacher My Hero". How great is the feeling to be called a hero. But then again, I always go back to the question, Am I really prepared to teach? I do believe that three years of preparation is enough. I have gained a repertoire of healthy knowledge, a receptacle of good values, and a storehouse of useful skills.

A truly prepared teacher is someone who can make a difference in a child's life, to ignite curiosity and growth to their students. It is the most rewarding part of teaching. But as much as teaching can be rewarding, it can also be frustrating and stressful when dealing with unmotivated students, large classes, and heavy workloads. Most frustrating one, teachers will sometimes have to deal with unruly behavior and violence from students. These are all part of teaching. Teaching is not simply "teaching". You must ensure that your students are really learning from you; how they assimilate the knowledge, imbibe the values, and foster the skills must be monitored by you. You can only perform all these if you exhibit a sense of preparedness in teaching. Going back again to the question, am I really prepared to teach? I can say "Yes I am". This is through the help of the people behind me especially my cooperating teachers who continuously motivate me to strive, to do my best, and to make the most out of it in teaching. Although, I still have something to learn in the field of teaching. Preparedness and readiness are key factors to make teaching meaningful and colorful. This will lead to a better development of the student and the teacher as well.

I believe that teaching is an essential and noble profession. Next to parents, teachers are the most important foundational element in our society. "A good teacher is like a candle; it consumes itself to light the way for others. The children were extraordinary; exciting, and challenging. The teachers and the other teachers I met at school were extraordinary as well. Their caring, professionalism, and

openheartedness moved and inspired me”.

- Participant 3

## 5. Summary and Conclusion

Based on the results above, pre-service teachers have unique and similar experiences in their cooperating schools during their practicum. They should take advantage of the opportunity to observe experienced teachers and to learn from their peers. They should also be aware of the potential difficulties that they may face, such as time management and adjusting to the fast pace of teaching. Pre-service teachers should use these experiences to help them become better teachers and to build relationships with their students.

Moreover, pre-service teachers must adopt certain coping mechanisms in order to ensure effective teaching and learning. By being organized, taking care of themselves, and forming a support network, pre-service teachers can successfully navigate their program and be prepared for their future careers.

In conclusion, pre-service teachers can provide a wealth of knowledge and insight to other teacher education students. They can offer pieces of advice about networking, staying current with trends and developments, finding a mentor, and engaging in self-reflection and professional development. Ultimately, pre-service teachers are in a unique position to offer invaluable advice that can help others to become successful pre-service teachers in the future.

## 6. Implications and Recommendations

Based on the results, having unique and similar experiences in their cooperating schools can provide pre-service teachers with an invaluable opportunity to learn and grow. By taking advantage of these experiences, pre-service teachers can become better teachers in the future. Furthermore, pre-service teachers should adopt certain coping mechanisms to ensure effective teaching and learning. Finally, pre-service teachers can provide a wealth of knowledge and insight to other education students, helping them to be successful in their future careers. In short, gaining skills and knowledge through practice teaching is necessary to become successful educators. Hence, the following recommendations were formulated.

Student teachers should have seminar workshops before their deployment to their respective cooperating schools and a proper orientation must be done so that they would know what they are going to do in the classroom. (see Appendix)

Regular conference and sharing of experiences is needed to remind them of their mistakes and their improvements. The cooperating teacher and the student teacher must have a post-conference to discuss important matters.

Pre-service teachers should follow the pieces of advice of their cooperating teachers, as well as the constructive criticism that serves as their guide.

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