

## Practice Teaching Challenges and Solutions: Basis for Internship Enhancement Program

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### Abstract

This study was conducted to determine the practice teaching challenges and their solutions as experienced by student interns of CapSU Pilar. Specifically, it aims to: identify the practice teaching challenges as experienced by student interns; and recommend possible solutions to address these challenges. This quantitative descriptive investigation solicited data from 50 respondents, utilizing a two-part researcher-made questionnaire developed. Part I identified the practice teaching challenges in aspects of Personal Situations, School Management and Design and Implementation of Lesson; Part II was a checklist of possible solutions to address the challenges identified. The data were analyzed using frequency count, mean, percentages, and rank. Results of practice teaching challenges of student interns in terms of its dimensions indicated a verbal interpretation of uncertain with description of moderately challenge. Examining data results, three responses got more highly challenge on items: Professional teaching competencies requirements were not clear during practice teaching, Pre-service teachers have weakness in the use of educational aid and technologies and Pre-service teachers had positive attitude, indicative of gap in communication and clear guidelines or trainings during practice teaching. To address these issues, it was recommended that teacher education programs incorporate competency frameworks, technological teaching aids training, and provide supportive learning settings that encourage both abilities and attitudes among prospective educators. An internship enhancement program on these areas was designed to address the identified gaps.

*Keywords:* pre-service teachers, internship, challenges, cooperating teachers, student interns

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ISSN 1908-2843 Print

## Introduction

Teaching has always been regarded as the noblest of all professions, as teachers play a significant role of building and shaping minds in building the future. According to Adesina, Daramola, and Taiabi (1989), teaching practice can be described as an educational program or activity for teachers that requires student-teachers to apply their acquired teaching theories within the authentic context of a typical classroom environment. Practicum teaching is an essential component of teacher development. Researchers assert that internships are advantageous for students preparing to enter the workforce. They provide student teachers with hands-on experience in a genuine teaching and learning setting. During the teaching practice phase, a student teacher is afforded the chance to experiment with teaching methods before fully entering the teaching profession. Teaching practice encompasses the variety of experiences student teachers encounter while working in classrooms or educational institutions. Practicum holds a critical position in teacher education programs. It serves as a pivotal experience in the preparation of future educators. It enables novice teachers to assimilate into the profession.

An internship is a distinctive educational program designed to combine academic study with practical, performance-based experience. The primary goal of the internship program is to enhance and develop students' skills, preparing them for their future careers. It offers new candidates the chance to experience the working conditions and demands of today's professional business landscape. Internships deliver practical experience and exposure, enabling students to apply the skills, knowledge, and theoretical concepts acquired in university. Consequently, internships serve as a learning opportunity for students who have limited exposure to the professional environment. ((Praveen, 2012).)

Practicum teachers collaborate with a professional educator who oversees their activities and provides feedback on their work. Programs for teacher education are designed to cultivate professionals ready to meet the challenges of contemporary classrooms and workplaces. Consequently, the teacher education program should focus on developing the knowledge, skills, and qualities of pre-service teachers to equip them for effective teaching within school systems. It has been suggested that the academic curriculum of teacher education should be complemented by a vital and integral element known as school-based experiences, or practicum. The primary aim of higher education is to effectively equip students for success in their future careers. When a student is engaged in practical teaching, they face unique challenges. This research seeks to identify risks and illuminate the challenges faced by student interns in the field, aiming to uncover the main threats they encounter in order to prepare them better and, more importantly, facilitate appropriate interventions. (Dudovskiy, 2012).

It is on this premise that the researcher conducted this study to determine the practice teaching challenges of student interns of Capiz State University-Pilar Campus and identify viable and appropriate solutions to these challenges to address gaps and the pressing demands of the times.

### **Statement of the Problem**

This study aims to find out the practice teaching challenges of and possible solutions of student interns of Capiz State University, Pilar during the SY 2018- 2019. Specifically, this study aimed to answer the following questions:

1. What are the challenges experienced by the practice teaching student interns as a whole; in terms of personal situations, school management, and design and implementation of lessons?
2. What possible solutions are recommended to address the practice teaching challenges experienced by student interns during the school year 2018-2019?

### **Methodology**

This chapter presents the process employed in the conduct of the study such as research design, the locale of the study, respondents of the study, sample size, sampling technique, research instruments, scoring and categorization of variables, data gathering procedure, and data analysis procedure.

#### **Research Design**

This study employed a descriptive research design. This study determined the practice teaching challenges of student interns of CAPSU Pilar during the school year 2018-2019.

#### **Locale of the Study**

This study was conducted at Capiz State University-Pilar Satellite College located at Barangay Natividad Pilar, Capiz.

#### **Respondents of the Study**

The respondents of the study were the fifty (50) education student interns undergoing their internship program in the different elementary schools in Pilar, Capiz, namely: Pilar Elementary School(PES), Carlos B. Lopez Elementary School (CLES),

Dulangan Elementary School (DES), Casanayan Elementary School (CES), and Braulo Morgan R. Patricio Elementary School (BMRES) during the school year 2018-2019.

### **Sample size and Sampling Techniques**

The complete enumaeration method was utilized to select the respondents of the study.

### **Research Instruments**

The research instrument used was a researcher-made questionnaire to gather data. One (1) Set of questionnaire was used as instrument to the total of fifty (50) Education students undergoing the internship program at selected elementary schools in Pilar, Capiz. It was composed of two parts: Part I dealt with the problems encountered by the BEED student interns during their practice teaching program. Part II composed of a checklist to identify the possible solutions to the challenges experienced by respondents of the study. The questionnaire was face validated by experts in the field.

### **Realibility of Instruements**

Before the final distribution of data, and to determine the reliability and validity of the questionnaire, it was pre-tested to 30 BEED students of Colegio de la Purisima Concepcion, Roxas City. To assess the reliability of the instrument, the Cronbach alpha model as suggested by Pallant (2004), was used, as it is the most appropriate statistical tool that can estimate the reliability of the research instrument if it uses a Likert scale. The SPSS Manual (2001) cited that an instrument must have alpha coefficient of at least 0.80 to be deemed reliable. A higher result of the reliability test, 0.899, which is higher than the established threshold of 0.80, signify a reliable instrument.

### **Data Gathering Procedure**

A Permission to conduct the study was obtained from the Satellite College Director of CAPSU, Pilar. Upon approval of the letter of request, data pertinent to the study were obtained from the BEED students undergoing the student teaching program in CapSU, Pilar during the school year 2018-2019.

### **Scoring and Categorization of Variables**

The responses on the practice teaching challenges of student interns of CAPSU Pilar were assigned with corresponding weights and the range of scores derived were consequently categorized as follows: **Extremely Challenge, Highly Challenge, Moderately Challenge, Slightly Challenge, and Not at all Challenge.**

Weight	Verbal Interpretation	Range of Score	Description
5	Strongly Agree	4.20-5.00	Extremely Challenge
4	Agree	3.40-4.19	Highly Challenge
3	Uncertain	2.60- 3.39	Moderately Challenge
2	Disagree	1.80- 2.59	Slightly Challenge
1	Strongly Disagree	1.00-1.79	Not at all Challenge

### Data Gathering Procedure

The researcher personally administered the instrument to the respondents. Ample time was given to each of the respondents to ensure completeness of information solicited. After the questionnaires were retrieved, the gathered data were tabulated, processed, analyzed and interpreted.

### Data Analysis

The data collected were processed, analyzed and interpreted using statistical tools such as:

**Mean and Standard Deviation.** This descriptive statistic was used to describe the practice teaching challenges experienced by the student interns during their practice teaching or internship program.

**Frequency count, percentages and rank** were used to describe the possible solutions to the practice teaching challenges experienced by the student interns. The data collected were then analyzed and interpreted.

## Results and Discussions Practice

### Practice Teaching Challenges of the Student Interns

Table 2 discloses that the overall mean of the three challenges was 3.08. This overall mean, which is the average of three grand means had description of "moderately challenge". Furthermore, results revealed that in all the three challenges, the student interns had grand means ranging from 2.96 to 3.19. The highest grand mean of 3.19 was on Personal Situations with "moderately challenge" description. The second highest grand mean of 3.09 with the same description was on School Management, while the lowest grand mean, 2.96 with the same verbal interpretation was on Design and Implementation of Lessons.

This corresponds to the concepts of Rubi et al. (2019), who stated that problems such as financial issues, excessive use of social media, and trouble coping with course material can hamper self-development and well-being.

This suggests that educators and counselors should focus on developing support systems, such as family-focused activities and self-help behavior modification modules, to assist individuals in navigating these challenges and realizing their full potential.

Table 2. Practice Teaching Challenges of Students Interns in terms of its Dimensions

Challenges	Grand Mean	Verbal Interpretation	Description
Personal Situations	3.19	Uncertain	Moderately Challenge
School Management	3.09	Uncertain	Moderately Challenge
Designs and Implementation of Lessons	2.96	Uncertain	Moderately Challenge
Overall Mean	3.08	Uncertain	Moderately Challenge

Scale: 4:20-5:00= Extremely Challenge 3:40-4.19= More Highly Challenge  
2.20-3.29= Moderately Challenge 1.80-2.59= Slightly Challenge 1.00-1.79= Not at all Challenge

Practice Teaching Challenges on Personal Situations

When grouped as a whole, data in Table 3 reflects a grand mean of 3.19 with description of “moderately challenge”. Out of the 10 statements, the student interns have experienced “moderately challenge” in terms of personal situations.

The means ranged from 2.59 to 3.40, with the highest means noted on two items: inadequate knowledge, skills and preparation; and difficulty in managing time resources with both having verbal interpretations of Agree, described as, more highly challenge. A lowest mean of 2.59 was on statement, lack of support from family with verbal interpretation of disagree, described as slightly a challenge.

Findings suggest that student interns acknowledge that teacher-preparation programs equip future educators with essential tools, mentorship, and practical experience necessary for their careers.

As Petro’s (2017) assertion support the idea that professional development courses play vital role in continually refining teachers’ skills and motivating them to adopt new strategies, ensuring that students’ learning experiences are enriched with innovative ideas and concepts that can inspire further learning.

Mergler & Tangen (2010) also back up the impression that effective teaching requires a deep understanding of the subject matter, the students, and the ability to adjust curriculum resources to improve student-learning outcomes.

Seasoned teachers are well suited to guide pre-service teachers as they work to establish a democratic classroom environment. It is essential for pre-service teachers to engage with adept individuals who can exemplify high standards of teaching practices. As what John Dudovskiy (2012) emphasized that in work, various time management challenges, including interruptions, distractions, and procrastination, greatly impact productivity and focus.

**Table 3. Practice Teaching Challenges on Personal Situations**

Statements	Mean	Verbal Interpretation	Description
1. Inadequate knowledge skills and preparations	3.40	Agree	More highly challenge
2. Decrease self-effectiveness and increase stress	3.30	Uncertain	Moderately challenge
3. Less focused self-reflection	3.30	Uncertain	Moderately challenge
4. Difficulty of balancing teaching responsibilities and personal lives	3.30	Uncertain	Moderately challenge
5. Difficulty of motivating students under me.	3.00	Uncertain	Moderately challenge
6. Lack of support from family	2.59	Uncertain	Moderately challenge
7. Lack of up-to-date resources for teaching and learning	3.31	Uncertain	Moderately challenge
8. Lack of administration support	3.00	Uncertain	Moderately challenge
9. Inadequate instructional teaching materials	3.33	Uncertain	More highly Challenge
10. Difficulty in managing time resources	3.40	Agree	Moderately Challenge
Grand Mean	3.19	Uncertain	Moderately Challenge

Scale: 4.20-5.00= Extremely Challenge    3.40-4.19= More Highly Challenge    2.60-3.39= Moderately Challenge    1.80-2.59= Slightly Challenge    1.00-1.79= Not at all Challenge

### Practice Teaching Challenges on School Management

When grouped as a whole, data data in Table 4 reflects a grand mean of 3.09 with verbal description of "moderately a challenge". Out of the 10 statements, the student interns have experienced "moderately challenge" in 7 challenges in terms of School Management.

The means ranged from 2.52 to 3.38, with the highest mean on statement, “large number of students in the classroom did not affect cooperating teacher’s performance”. The lowest mean was on statement, cooperating teachers were not interested in developing pre-service teachers’ abilities; whereby lower means noted were on, school principals were not convinced in the role of practice teaching for pre-service teacher’s development; and preservice teachers did not face any difficulties in transferring their university knowledge to real work environments.

All three items with low means got verbal interpretation of disagree, and described as slightly challenge. Furthermore, the findings suggest that cooperating teachers are essential to any teacher preparation program, as a preservice teacher cannot engage in student teaching without the support of a cooperating teacher. Researchers concur that the cooperating teacher is a crucial factor in ensuring a meaningful student teaching experience (Funk, Hoffman, Keithley, & Long, 1982; McEntyre, Baxter, & Richards, 2018; Stewart, Lambert, Ulmer, Witt, & Carraway, 2017).

Since teachers’ perceptions of their ability to teach effectively and build meaningful relationships with their students are established early in their careers (Woolfolk Hoy & Burke-Spero, 2005), it is crucial that they receive mentorship from experienced educators at the start of their training. Furthermore, when teachers lack the necessary formal qualifications for their roles, feedback from school leaders and peers becomes vital to maintain teaching quality. In addition, teachers who receive constructive feedback in a “feedforward” manner are able to develop their professional skills and enhance their self-efficacy. Nevertheless, the type of support they receive is also of great importance.

**Table 4 Practice Teaching Challenge in terms of School Management**

Statements	Mean	Verbal Interpretation	Description
1.Large number of students in the classroom did not affect cooperating teachers’ performance	3.38	Uncertain	Moderately Challenge
2. Cooperating teachers were objective in their judgement of pre service teachers’ performance during practice teaching	3.35	Uncertain	Moderately Challenge
3. Cooperating teachers were not interested in developing pre-service teachers’ abilities	2.52	Disagree	Slightly Challenge



Statements	Mean	Verbal Interpretation	Description
4.Participating schools did not have an effect on academic achievement due to lack of training	3.28	Uncertain	Moderately Challenge
5.Pre-Service teachers did not face any difficulties in transferring their University knowledge to real work environment	2.59	Disagree	Slightly Challenge
6.School Principals were not convinced in the role of practice teaching for pre service teachers; development	2.57	Disagree	Slightly Challenge
7.Pre-Service teachers did not receive proper guidance from University supervisor	3.30	Uncertain	Moderately Challenge
8. Pre-Service teachers were excited to participate in teaching practice	3.25	Uncertain	Moderately Challenge
9. Pre-Service teachers were provided with adequate support by cooperating teachers	3.31	Uncertain	Moderately Challenge
10. Cooperating teachers' social relationship with pre-service teachers affected their final assessment	3.30	Uncertain	Moderately Challenge
Grand Mean	3.09	Uncertain	Moderately Challenge

Scale: 4.20-5.00= Extremely Challenge    3.40-4.19= More Highly Challenge    2.60-3.39= Moderately Challenge    1.80-2.59= Slightly Challenge    1.00-1.79= Not at all Challenge

### Practice Teaching Challenges on Design and Implementation of Lesson

When grouped as a whole, Table 5 data reflected a grand mean of 2.96 with verbal description of "moderately challenge". Of the 10 statements, the student interns have experienced "moderately challenge" in 5 challenges; more highly a challenge on 3 statements and slightly a challenge on 2 statements, in terms of design and implementation of lesson.

The means ranged from 2.43 to 3.46, with the highest means on statements, “Pre-service teachers have weakness in the use of educational aids and technologies” and on Pre-Service teachers had positive attitude, with verbal interpretation of Agree, described as more highly challenge. Statements with slightly challenge descriptions and verbal interpretation of disagree, were on, Pre service teachers did not face any difficulties in transferring knowledge during classroom lessons and on Educational supervisors interfered during lesson implementation.

The findings suggest that teaching involves the delivery of knowledge, skills, and attitudes. Mastery of the subject matter is a crucial skill that teachers must possess, as it significantly influences the teaching and learning experience in schools. Educators need to be well-versed in the content they are teaching because a teacher’s comprehension of the subject matter allows them to grasp the essential concepts and effectively convey them to students, as well as to address any misunderstandings. All of this is centered around the teacher’s understanding of the subject matter.

The findings align with the perspectives of Hofer and Swan (2006), who discovered that educators are often reluctant to embrace a transformative perspective on technology, where laptops serve a greater purpose than just being portable notebooks, PowerPoint goes beyond simple handwritten overheads, and e-textbooks offer more than a mere substitute for traditional textbooks. Many teachers express concerns that technology might malfunction, which leads to limitations being imposed on students’ usage, despite the recognition that young learners benefit from exploration and investigation as part of the learning process. Several researchers (Cuban, 2001; Dawson, 2006; Koehler & Mishra, 2007; Swain, 2006) have indicated that effective integration of technology by educators in higher education settings is frequently insufficient, resulting in pre-service teachers not observing technology being utilized in educational practices. However, it is important to note that the beliefs held by future educators can be influenced through effective teacher training programs (Raths, 2001; Ogan-Bekiroğlu & Akkoç, 2009).

Engaging in teaching practice allows pre-service teachers to identify their strengths and weaknesses pertaining to the teaching profession. Findings indicate that the actual environment for teaching practice is within schools (Shafqat & Ibrahim, 2015; Ngidi & Sibaya, 2003; YÖK, 1998). This environment serves as a setting for pre-service teachers to become familiar with their teaching careers, as well as with schools, instructors, and students. Throughout this journey, pre-service teachers, teachers, school administrators, and students each have roles, responsibilities, and mutual expectations. School administrations and relevant parties are accountable for meeting these obligations and expectations (Çetinta & Gen, 2005).

Table 5. Practice Teaching Challenges in terms of Design and Implementation of Lesson.

Statements	Mean	Verbal Interpretation	Description
1. All professional teaching competences requirements were not clear during practice teaching	3.40	Agree	More Highly Challenge
2. Pre-Service teachers did not know teaching practice laws and regulations	2.43	Dis-Agree	Moderately Challenge
3. Inadequacy of the training period related to the design and implementation of lesson was evident	2.62	Agree	Moderately Challenge
4. Pre service teachers did not face any difficulties in transferring knowledge during classroom lessons.	2.59	Dis-Agree	Slightly Challenge
5. Educational supervisors interfered during lesson implementation	2.59	Dis-Agree	Slightly Challenge
6. Pre-Service teachers have limited understanding of subject matter	2.94	Agree	Moderately Challenge
7. Pre-Service teachers have weakness in the use of educational aid and technologies	3.46	Agree	More Highly Challenge
8. Teaching practice focused more on theoretical knowledge rather than applied aids	2.82	Agree	Agree
9. Pre-Service teachers had positive attitude	3.45	Agree	More Highly Challenge
10. Educational supervisors were dissatisfied with the academic preparation of the pre-service teachers	3.29	Uncertain	Moderately Challenge
<b>Grand Mean</b>	<b>2.96</b>	<b>Uncertain</b>	<b>Moderately Challenge</b>

Scale: 4.20-5.00= Extremely Challenge    3.40-4.19= More Highly Challenge    2.60-3.39= Moderately Challenge    1.80-2.59= Slightly Challenge    1.00-1.79= Not at all Challenge

## Possible Solutions to Practice Teaching Challenges of Student Interns

The rankings highlight the key solutions of student interns to the challenges they faced during their practice teaching experience. The top-ranked challenge, “Prepare oneself for the practice teaching tasks,” signifies that student interns find initial preparation to be the most crucial yet demanding aspect of their teaching journey. This includes developing lesson plans, setting expectations, and mentally preparing for classroom engagement. Since this ranks first, it implies that student interns need structured guidance and training before starting their practice teaching to ensure they are fully equipped for the responsibilities ahead.

The second-ranked challenge, “Clarify the process or other competency requirements during practice teaching,” suggests that interns may experience confusion regarding expectations, procedures, or required competencies. This indicates a need for clearer orientation sessions and documentation to help interns navigate their roles effectively. Without proper clarification, interns may struggle with uncertainty, affecting their confidence and teaching performance.

Time and resource management (ranked 3rd) emerges as another significant factor affecting student interns. Balancing lesson planning, classroom activities, and personal responsibilities can be overwhelming, highlighting the importance of equipping interns with time-management strategies and resource-utilization techniques to enhance efficiency.

“Increasing knowledge and skills in subject matters” (ranked 4th) reinforces the idea that continuous learning is essential for effective teaching. Interns recognize the need for frequent reading and mastery of subject content to build their confidence and improve instructional delivery. Similarly, “Getting to know the students and their circumstances” (ranked 5th) underscores the value of personalized teaching approaches and understanding student backgrounds for meaningful engagement.

Mid-ranked challenges, such as “Develop flexibility and patience” (6th) and “Maintain discipline of students” (7th), reflect the behavioral and classroom management difficulties faced by interns. Teaching environments require adaptability, patience, and the ability to handle different student behaviors effectively—suggesting that mentorship and practical experience in classroom management could significantly benefit interns.

Ranked 8th, 9th, and 10th are concerns related to continuous learning, seeking guidance from cooperating teachers, and using varied classroom teaching aids. While these are still important, their lower ranking may indicate that student interns recognize them as necessary but not as immediate concerns compared to fundamental challenges such as preparation, competency clarification, and time management. However, mentorship and innovative teaching tools remain crucial for a well-rounded practice teaching experience.

These rankings suggest that student interns need extensive preparation and support before and during their teaching internship to help them manage expectations, refine their knowledge, and improve their classroom skills. Universities and training programs should focus on structured orientation, resource allocation, mentorship, and classroom management techniques to ease the challenges faced by student interns and improve their overall teaching competence.

A study by Teofilo B. Damoco et al. (2023) analyzed pre-service teachers' internship performance and emphasized the importance of structured support systems, mentorship, and continuous program improvement to enhance student interns' teaching competence. The findings align with the idea that extensive preparation and institutional support are crucial for interns to manage expectations, refine their knowledge, and improve classroom skills.

Additionally Danilo V. Rogayan Jr. and Denn Harry R. Reusia (2021) explored teaching internships from the perspective of Filipino prospective teachers and highlighted that internship is a vital phase in teacher education, requiring guidance, pedagogical competence, and immersion in real classroom settings. Their study supports the notion that structured orientation and mentorship play a key role in easing the challenges faced by student interns.

Clear communication of expectations and competencies is essential for student-teachers to navigate their jobs successfully. Reflective methods, as outlined by Farrell (2016) and Rodgers (2002), can assist student-teachers in understanding and meeting these standards. When expectations are clear, student-teachers are more likely to connect their efforts with the expected outcomes, which promotes professional development. Effective time and resource management is an essential skill for student instructors. According to research, systematic guidance on prioritizing and resource allocation can increase teaching performance significantly (Loughran, 2002). This skill not only helps student teachers during their practicum but also prepares them for the challenges of a full-time teaching job.

Thus, equally emphasized are the educators' crucial role in achieving educational objectives. They are the key figures in the teaching process, overseeing the learning experiences and settings. In the realm of education, instructors utilize their own knowledge, skills, attitudes, and practices, and the students' academic success significantly relies on teachers' preparedness to initiate activities (Namunga and Otunga, 2012).

Effective teaching necessitates a balanced combination of subject expertise, teaching methods, and classroom management skills. Careful preparation and planning are essential for developing these elements. It often involves some trial and error, along with a touch of good fortune.

Thorough preparation and planning are vital for successful teaching, as a lack of them can result in failure. Every educator should strive to be exceptionally prepared. Competent teachers are continually engaged in preparation and planning (Meador, 2019). Research findings have prompted a review of the quality of teacher education programs (Zumwalt & Craig, 2005).

The findings of the research concurred with Candelario's (2016) study, which highlighted that clarifying and prioritizing the instructional competence of teachers is essential for achieving improved performance in teaching practices, as proficient teachers are capable of maintaining high performance standards. It is important to note that the teacher's role in the classroom has been identified as the most critical factor influencing student learning (Australian Council of Deans of Education, 2005; Carnegie Corporation, 1994; 2003; Hamottie, Lovat, 2007(b); Willms, 2000).

**Table 6. Rank of possible solutions to student teaching challenges.**

Possible Solutions to Challenges	Rank
Prepare oneself for the practice teaching tasks	1
Clarify the process or other competency requirements during practice teaching	2
Manage time and resources properly	3
Increase knowledge and skills in subject matters taught by frequent reading	4
Get to know the students and their circumstances	5
Develop flexibility and patience	6
Maintain discipline of students during practice teaching	7
Continue learning new things during the teaching process	8
Seek the support of the school administrators for guidance	11
Strive to improve performance in practice teaching	12
Cooperate with the school head, principal or school administration	13
Do self-reflection to improve performance in teaching practice	14
Involve parents regarding pupils' discipline	15
Attune self for bigger responsibilities in teaching and learning process	16
Develop own teaching modules or instructional materials to enhance teaching	17
Be knowledgeable of laws, guidelines and regulations that concerns teaching or the teaching practice	18

Create a balance on new tasks and personal or family concerns	19
Develop creative ways of motivating students under your care	20
Embrace new experience and learnings as a pre-service teacher	21
Involve parents in developing pupils' knowledge and skills	22
Be resourceful in obtaining up to date teaching and learning resources	23
Seek guidance from other teachers teaching the same subject	24
Develop friendly relations with cooperating teacher, other teachers and the school administrator/school head	25
Do practice a regular consideration with cooperating teachers to clarify teaching matters	26
Be involve in trainings or seminars to improve practice teaching	27

### Internship Enhancement Program

The Enhancement Program is designed to help student interns overcome challenges encountered during their teaching practice while also increasing their overall preparedness, confidence, and effectiveness as educators. This program's goal is to bridge the gap between theoretical knowledge and practical application by offering structured guidance, mentorship, and skill development opportunities. Interns will gain clarity on expectations, fine-tune their teaching competencies, and develop strategies for confidently managing classroom responsibilities using a comprehensive framework.

By integrating workshops, mentorship sessions, resource management training, and classroom engagement strategies, the program ensures that student interns receive the necessary support to navigate practice teaching challenges effectively. Through continuous learning and feedback mechanisms, interns will be better equipped to handle real-world teaching scenarios, fostering a smoother transition into professional teaching roles.

The challenges faced by student interns—such as personal preparedness, competency clarification, classroom management, and time allocation—highlight the need for a structured enhancement program that provides targeted interventions to strengthen their practice teaching experience. Research has shown that pre-service teachers benefit from mentorship, competency training, and adaptive teaching strategies, ensuring they develop resilience, confidence, and effectiveness in their roles.

The objective is to enhance individuals' awareness of their education, identify gaps in their development, and facilitate their progress accordingly. Consequently, future teachers will develop greater self-assurance when faced with challenges during their teaching (Yılmaz-Tüzün;2008), leading to an enhancement of their teaching abilities (Tosun,2000). In fact, the teacher's role in the classroom has been identified as the most crucial element in student learning. Most teachers aim to teach effectively to improve student learning results, utilizing the knowledge and skills gained during their preservice teacher education. The 21st century has transformed the teacher's role from an infallible authority to one who is engaged in continuous learning, self-awareness, and reflection. Furthermore, teachers are now anticipated to foster an environment where students can participate in meaningful reflection, critical thinking, and enhanced self-awareness and accountability (Crebbin, 2004; Lunenberg, Korthagen, & Swennen, 2007).

In light of these, the researcher proposes an Internship Enhancement Program based on the findings of this study to address the gaps, challenges and weaknesses the student intern experienced as they undergo practice teaching; and take part in addressing a serious global concern for lack of committed, good and better teachers in the classroom to educate the 21st century learners and likewise would address the Sustainable Development Goals 4- for Quality Education.

### Findings

1. Among the dimensions evaluated, Personal Situations (3.19) has the highest grand mean. The verbal interpretation "Uncertain" combined with a description of "Moderately Challenge" implies that personal circumstances present a significant difficulty to student interns. While not an overwhelming issue, it does highlight weaknesses in personal preparedness, stress management, or adaptability that may need attention. In terms of School Management (3.09), challenges related to school management, such as policies, support, or administrative expectations, are also classified as "Uncertain" and rated as a "Moderately Challenge." These difficulties include navigating institutional protocols and communicating with school staff. Designs and Implementation of Lessons, with a grand mean of 2.96, has the lowest grand mean of the three but is still classified as "Uncertain" and a "Moderately Challenge." This may indicate that, while planning and executing lessons is a challenge, it is slightly less impactful than personal and school management issues. An Overall Mean (3.08) which is a combined assessment across all dimensions indicates an average challenge level that is "Moderately Challenge." This overall interpretation suggests that while student interns encounter challenges in multiple areas, they are not overwhelmingly difficult but still require attention and support.



2. The rankings highlight the key priorities and challenges student interns face during their practice teaching experience. The top-ranked challenge, "Prepare oneself for the practice teaching tasks," signifies that student interns find initial preparation to be the most crucial yet demanding aspect of their teaching journey. This includes developing lesson plans, setting expectations, and mentally preparing for classroom engagement. Since this ranks first, it implies that student interns need structured guidance and training before starting their practice teaching to ensure they are fully equipped for the responsibilities ahead.

The second-ranked challenge, "Clarify the process or other competency requirements during practice teaching," suggests that interns may experience confusion regarding expectations, procedures, or required competencies. This indicates a need for clearer orientation sessions and documentation to help interns navigate their roles effectively. Without proper clarification, interns may struggle with uncertainty, affecting their confidence and teaching performance. Time and resource management (ranked 3rd) emerges as another significant factor affecting student interns. Balancing lesson planning, classroom activities, and personal responsibilities can be overwhelming, highlighting the importance of equipping interns with time-management strategies and resource-utilization techniques to enhance efficiency. "Increasing knowledge and skills in subject matters" (ranked 4th) reinforces the idea that continuous learning is essential for effective teaching.

Interns recognize the need for frequent reading and mastery of subject content to build their confidence and improve instructional delivery. Similarly, "Getting to know the students and their circumstances" (ranked 5th) underscores the value of personalized teaching approaches and understanding student backgrounds for meaningful engagement. Mid-ranked challenges, such as "Develop flexibility and patience" (6th) and "Maintain discipline of students" (7th), reflect the behavioral and classroom management difficulties faced by interns. Teaching environments require adaptability, patience, and the ability to handle different student behaviors effectively—suggesting that mentorship and practical experience in classroom management could significantly benefit interns.

Ranked 8th, 9th, and 10th are concerns related to continuous learning, seeking guidance from cooperating teachers and using varied classroom teaching aids and improve their overall teaching competence. However, mentorship and innovative teaching tools remain crucial for a well-rounded practice teaching experience.

## Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. That student interns have moderate problems in their practice teaching across all aspects. Personal situations pose the greatest challenge, indicating that stress management, adaptability, and personal preparedness all play a part in an intern's capacity to teach effectively. Meanwhile, school management problems, such as balancing institutional policies and administrative expectations, are concerning yet manageable. Lesson design and implementation, while the least difficult of the three, nonetheless require attention to ensure that student interns are properly prepared for instructional delivery. The overall challenge rating of "Moderately Challenge" indicates that, while challenges exist, they are not insurmountable and can be lessened with targeted interventions such as mentorship programs, structured advice, and stress-management support.

The findings suggest that while practice teaching poses challenges, student interns can overcome these obstacles with suitable instruction and support mechanisms. Because personal situations have the biggest influence, organizations should prioritize programs that help interns develop resilience, confidence, and stress-management skills. This emphasizes the importance of emotional and psychological readiness in teacher training programs.

Furthermore, school management problems, such as negotiating institutional policies, indicate the need for improved orientation, clear communication, and structured engagement between interns and administrators. Schools can actively encourage interns by clarifying expectations and administrative procedures.

The fact that lesson design and implementation pose the least difficulty implies that teacher education programs are effectively preparing interns in this area, but continuous enhancement in instructional strategies and classroom engagement techniques remains essential.

Overall, the findings imply that educational institutions, like CapSU should improve their intern support systems by incorporating mentorship, organized coaching, and stress-management training into teacher preparation programs to develop confident, well-equipped educators.

2. The rankings of possible solutions to student teaching challenges suggest that preparation for practice teaching tasks is the most critical concern for student interns, indicating that extensive groundwork and readiness play a major role in their overall success. Without proper preparation, interns may struggle with lesson planning, classroom management, and confidence in delivering instruction. This highlights the need for structured pre-service training and mentorship to help interns establish a strong foundation before entering the classroom.

The second-ranked challenge, clarifying the process and competency requirements, suggests that interns experience uncertainty regarding the expectations of their teaching practicum. This implies that universities and cooperating schools must provide clearer guidelines on internship requirements to ensure smooth transitions from theory to practical teaching.

Addressing this issue can significantly reduce anxiety and confusion, allowing interns to focus on developing their teaching competencies.

Time and resource management, ranked third, reflects the difficulty interns face in balancing multiple responsibilities—lesson planning, assessments, personal workload, and classroom interactions. Proper training in time management strategies and the efficient use of resources can help interns optimize their performance and reduce stress. The importance of mastering subject matter (ranked fourth) reinforces the need for continuous learning, as interns recognize that frequent reading and content expertise enhance their credibility and teaching effectiveness.

Mid-ranked concerns, such as getting to know students (5th), developing flexibility and patience (6th), and maintaining discipline (7th), highlight the interpersonal and behavioral challenges student interns encounter. These factors suggest that relationship-building, adaptability, and effective classroom management strategies are crucial for creating a positive learning environment. Additionally, the ability to continuously learn during teaching (8th) and seek guidance from cooperating teachers (9th) indicate that interns recognize the need for mentorship and self-improvement throughout their teaching experience.

The last-ranked challenge, using varied classroom teaching aids (10th), implies that while instructional tools are valuable, interns may perceive them as less immediate concerns compared to foundational issues such as preparation, clarity, and time management. However, integrating diverse teaching aids can improve student engagement and lesson effectiveness, meaning it should still be prioritized in teaching development programs.

### **Recommendations**

Based on the results and conclusions formulated, the following recommendations are hereby made:

1. Refine the teacher education pre-deployment programs to improve student interns' competency on frameworks, incorporate technological trainings, and provide supportive learning settings that encourage both abilities and attitudes among prospective educators. Universities and training institutions should strengthen pre-service training programs that emphasize on pedagogy, stress management, and competency clarification in order to eliminate uncertainties and promote teaching confidence. Student interns should actively participate in stress management programs, mentorship opportunities, and lesson-planning seminars to improve their teaching skills. Seeking feedback, working with colleagues, and developing strong relationships in their practice teaching setting can all help them flourish. Institutions like Capiz State University may play an important role by offering extensive orientation programs, improving communication between interns and school officials, and developing structured mentorship pairings.

Furthermore, colleges should create feedback mechanisms to monitor student achievement and tailor their training programs accordingly. Addressing these problems through well-planned interventions allow both interns and the institution to improve the overall quality of the practice teaching experience, resulting in better-prepared educators in the future. Clear rules and competency frameworks may be offered to interns prior to their placement to reduce confusion about expectations and assessment criteria. Structured mentorship programs may also be established to match interns with experienced teachers who can advise them on discipline management, adaptation, and student engagement techniques.

Since time and resource management is a notable challenge, universities should offer workshops on technological and organizational skills, effective lesson planning, and classroom management techniques to help interns balance their workload efficiently. Encouraging continuous learning and mastery of subject matter through academic reading and teaching workshops will further strengthen instructional competency.

To promote a successful and effective practice teaching experience, student interns may be given organized training and ongoing assistance throughout their internship.

Finally, universities may encourage the use of diverse teaching strategies and classroom aids, ensuring that interns develop effective and engaging instructional methods. By implementing these targeted interventions, universities can enhance student interns' teaching readiness, reduce challenges, and foster confident and competent future educators. A viable internship enhancement program was designed to address the identified gaps.

2.Future researchers may conduct similar study utilizing other variables

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