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From online learning to in-person teaching internship: Lived experiences of pre-service education students

James Liven B. Amoro¹, Ma. Kristel O. Amoro¹, and Gino G. Sumalinog^{2*}

¹College of Education, Lapu-Lapu City College, Philippines

²College of Teacher Education, Cebu Normal University, Philippines

*Corresponding author (sumalinogg@cnu.edu.ph)

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ABSTRACT

Teaching internship improves teaching abilities and prepares pre-service teachers for the challenges of the profession. This descriptive phenomenological study examined the lived experiences of twelve education teaching interns who completed online training before working in-person at public elementary and secondary schools. This study was conducted at a local college in Cebu, Philippines. The informants have completed the 360-hour internship program at the cooperating school where they were assigned for the internship. To analyze the data, the seven steps of Colaizzi's method were used. After intensive analysis of the data, four themes emerged from this study: emotional and pedagogical challenges, support mechanisms, adaptive teaching, and personal and academic growth. The teaching internship program presents challenges and opportunities for teaching interns that contribute to their personal and professional growth, thereby facilitating adaptive teaching strategies that promote student engagement and learning.

1. INTRODUCTION

Teaching internships are a vital part of teacher education programs offered to prospective teachers a chance to acquire hands-on experience in a classroom setting (Su & Pogoy, 2014). Student instructors interact directly with students during these internships, giving them the chance to put their theoretical knowledge to use in practical settings. This experience not only helps them understand classroom dynamics, but also aids in developing their classroom management skills. Furthermore, it provides them with an opportunity to receive constructive feedback from experienced teachers, which is invaluable for their professional growth. Evidence shows that teaching internships enhance the teaching abilities of pre-service teachers and prepare them with the capabilities required to confront the challenges that come with the teaching

profession (Darling-Hammond, 2006, Kabilan, 2013; O'Neill, 2018). Internships expose future teachers to diverse teaching strategies and methods, enriching their instructional techniques. They also help in building confidence, as interns gradually take on more responsibilities and learn to handle various classroom situations independently. Additionally, this practical experience fosters a deeper understanding of student needs and learning styles, making future educators more adept at catering to a diverse student population (Dos Santos, 2024).

According to Apriyani et al. (2023), pre-service teachers practice teaching through in-person classroom experiences that offer authentic examples of learning in the classroom or laboratory. This allows students to practice laboratory skills in a real-world setting by making use of the lab's

infrastructure and facilities. The teaching interns watch, engage, and instruct the elementary or high school pupils in the classroom. They demonstrate the communication and instructional delivery skills they acquired in the classroom (Akomaning et al., 2013). Benefits of internships include advancements in leadership, interpersonal skills, career orientation, marketability, job expectations, and job readiness (Cook et al. 2004).

However, teaching internships experienced a major upheaval due to the pandemic, making a quick shift to online modality. Online learning has increased due to school and university closures. This shift has had significant consequences for teaching interns, and their experiences during this transitional period need to be described (Dhawan, 2020; UNESCO, 2020). Pre-service teachers experienced conflicting emotions throughout their online teaching internship as they put their newly acquired theories into practice. Pre-service teachers' new duties and responsibilities are fast changing due to pedagogical shifts from in-person to online learning environments. Pre-service teachers are attempting to make sense of their experiences in online contexts since internships, regardless of level, have shifted to online platforms (Dos Santos, 2024).

Developing one's professional identity requires embracing innovative approaches to enhancing instruction via the use of technology (Guiamalon, 2022) and a growth mindset (Iradel et al., 2021). Moreover, the pre-service instructors encountered three main obstacles: (1) school districts' internet accessibility students, (2) the interest and disposition of students toward online learning, and (3) the expertise and abilities to carry out online instruction, including evaluation of student's progress (Bunyamin et al., 2021). Preservice teachers who took the practicum course online during the pandemic experienced adaptational gaps, fruitful challenges, and potential improvements. Situations during the pandemic were difficult.

Over 27 million students in the Philippines were impacted by school closures due to the COVID-19 epidemic, which had a major effect on education (UNICEF, 2021). During the epidemic, preservice teachers in the Philippines encountered challenges with time management, technology, and student concerns in their online teaching practicum. Post-epidemic measures are necessary even if these teaching interns were constant over the pandemic by turning to strategies like an optimistic outlook and open communication (Reyes, 2023). To address this

need, teacher education institutions (TEIs) are sending pre-service teachers for field study and teaching internships after the pandemic, and the Department of Education (DepEd) and the Commission on Higher Education (CHED) released policies and guidelines on this subject (JCDMO 1, s. 2021). As part of the experiential learning courses, the DepEd Division of Lapu-Lapu City (2022) also developed its localized regulations and guidelines for field study and teaching internships for pre-service teachers. The regulations and guidelines listed the roles and responsibilities of the Teacher Education Institutions (TEIs) and their partners from the Department of Education (DepEd). TEIs and cooperating schools are enjoined to implement the delivery of Teaching Internships and Field Study courses to promote the well-being of students and guarantee the quality of exposure.

Despite these policies and guidelines, there is currently a dearth of research on teaching interns' post-pandemic experiences. The focus of this study is to describe the lived experiences of deployed teaching interns who were taught online by a local college and are now teaching in-person to public elementary and secondary schools with students who experienced the same learning modality for at least two years. Specifically, it looks into their lived experiences during the pre-deployment, deployment, and post-deployment phases of pre-service students during their teaching internship journey. This study is significant, as it could inform teacher education programs and institutions on how to improve their teaching internship programs. This study may also shed light on the experiences of teaching interns and how those experiences affected their shift from virtual instruction to in-person practice teaching. The informants' experiences could be a reasonable basis for policy recommendations for careful planning of the practicum process in the next normal (Özmantar 2021; Mohebi et al., 2022; Kiok et al., 2021).

2. PROBLEM STATEMENT

This study explored the lived experiences of the teaching internship journey of the Pre-service teachers of a local college in Central Visayas, Philippines. It sought to answer the following questions:

1. What are the experiences of the pre-service education students during the in-person teaching internship?

2. What are the emotional challenges and pedagogical difficulties faced by these interns throughout their deployment in-person practice teaching?
2. What support mechanisms result in positive outcomes experienced by teaching interns during their in-person practice teaching?
3. What are the adaptive teaching strategies of the teaching interns to address in-person internship concerns?
4. What personal and academic growth have the teaching interns experienced during in-person classes?

3. MATERIALS AND METHOD

3.1. Research design

The study used a descriptive phenomenological design. This design provided a rigorous description of the lived experiences of teaching interns who experienced the phenomenon (Ferris, 2020).

3.2. Research informants

The key informants of the study were teaching interns officially enrolled in the second semester of the academic year 2022-2023 at a local college in Cebu, Philippines. Purposive sampling was the appropriate strategy used in selecting the 10 research informants for this study (Mortazavi & Ghardashi, 2021). The key informants (a) were taught for at least two years in online learning amid the pandemic; (b) completed 360 hours of teaching internship at a cooperating school; (c) voluntarily agreed to participate in the study and are eager to express their perspectives as student teachers. The study reached data saturation on the 10th informant, and after adding three to make sure no new concepts would emerge, no further interview was done (Hennink et al., 2017). These informants were taught about teaching theories, lesson plan preparation, and online teaching methods, preparing them for the possibilities of teaching in an online environment since the pandemic was still ongoing. Therefore, they were not fully prepared for the in-person internship, for they did not have the chance to do in-person classroom observation, a separate course which was part of the curriculum due to the pandemic. They were required to complete a 360-hour in-person internship. Their duties included: classroom observation, teaching assistantship, and practice teaching. They were being mentored by the teachers to whom they were entrusted, so they took responsibility as instructed by the teacher.

3.3. Data instrument and gathering procedure

The researchers used semi-structured in-depth interviews for this phenomenological study to draw out the varied internship experiences of the informants. During the interview, the English language was used, that was why the vignettes included in this study were in English too. The researchers did not observe the teaching interns practicing teaching since it was not allowed. When the teaching interns were assigned to schools, they became the liability of their mentor. Prompts and probing open-ended questions were used to help the informants provide richer, more vivid, and more thorough descriptions of their experiences related to the phenomenon studied (Leech, 2002). Each interview session, which lasted from 60-90 minutes, was recorded with the informants' permission and the researcher's assurance to discard the data by the time they would have been used for data analysis. Before conducting the interview, permission from the research ethics committee was requested. During the interview, the key informants were given transmittal letters. The informants' informed consent was requested and approved after the researcher had clarified the details of their participation, the purpose of the study, the expected time commitment, the benefits that may arise, and the assurance of confidentiality.

3.4. Data analysis

The seven steps of Collaizi's (1978) descriptive phenomenological method were used:

3.4.1. Familiarization

By going over each participant's account several times, the researcher gets to know the data completely. This means that the transcripts have to be reread until the ideas are captured. The transcriptions were 3-5 pages long, so familiarizing their contents have to be done multiple times.

3.4.2. Identifying significant statements

The researcher identifies all statements in the accounts that directly relate to the phenomenon under investigation.

3.4.3. Formulating meaning

The researcher discerns meanings pertinent to the phenomenon by carefully analyzing significant statements. To remain faithful to the phenomenon as experienced, the researcher must reflexively set aside their preconceptions, although Colaizzi

acknowledged that achieving complete bracketing is impossible.

3.4.4. Clustering themes

The researcher groups the identified meanings into

The accounts consistently share the same themes. It is essential to set aside preconceptions to prevent any potential influence from existing theories.

3.4.5. Developing an exhaustive description

The researcher comprehensively describes the phenomenon, integrating all the themes identified in the previous step.

3.4.6. Producing the fundamental structure

The researcher reduces the comprehensive description to a brief, concise statement that highlights only the aspects considered essential to the structure of the phenomenon.

3.4.7. Seeking verification of the fundamental structure

The researcher presents the introductory structure statement to all participants (or a subsample in more extensive studies) to verify if it accurately reflects their experiences. Based on their feedback, the researcher may revise earlier steps in the analysis.

3.5. Rigor of the study

The rigors of the study ensure and enhance the trustworthiness of the study. Reflexivity and bracketing through journal writing were done to minimize potential influence on the study so themes and subthemes had truly emerged from the responses. Member checking was done where the researcher shared fundamental structure statements with the informants and invited their feedback to ensure that the data accurately reflected their experiences. As the informants validated the data, the researchers wrote down their comments.

4. RESULTS AND DISCUSSION

4.1. Theme 1: Emotional and pedagogical challenges

This theme highlights the emotional and pedagogical hurdles these interns encountered during their deployment. The interns' emotional experiences and psychological impact are described, along with the uncertainties they encounter during the internship. Teaching internships often elicit a wide range of emotions among informants. The interns were then sent to their assigned schools

without getting paid because that phase was still part of their educational development as future educators. Interns may experience heightened anxiety, stress, and self-doubt due to the new and unfamiliar context. The emotional impact can be further intensified by the responsibility of managing a classroom and meeting the expectations of students, colleagues, and supervisors (Pouezevara, 2018; Otara, 2014). Additionally, the lack of experience in handling diverse classroom dynamics can lead to feelings of inadequacy. Because of this, a lot of the interns' struggle to strike a balance between their own needs and those of the teaching profession.

"One of my expectations before deployment is that maybe it will be too difficult and I won't be able to handle it, maybe my mentor will be super strict . . ." (TI-01)

"I sometimes think negatively about how my internship period would result. . . . I think about what my first day might look like. Can I gain their trust and respect? Can I carry out my confidence until the last period of the class?" (TI-02)

"I recognize that no matter how much I prepare, there will always be unexpected challenges that arise during deployment. . ." (TI-10)

"The enormous expectations that are put on us may cause feelings of worry and anxiety."

Uncertainty emerges during the teaching internship. The shift from online learning to in-person practice teaching introduces new and unpredictable situations, leaving interns uncertain about their roles and responsibilities. The lack of clarity and predictability can contribute to emotional turmoil and affect interns' overall well-being and confidence (Ratih et al., 2021; Rogayan & Reusia, 2021). Interns may feel unprepared to handle the sudden changes in teaching dynamics and classroom management that come with in-person interactions. This uncertainty leads to frustration and helplessness, as interns struggle to adapt to the new teaching environment. Furthermore, the pressure to perform well under these uncertain conditions can exacerbate stress levels, making it difficult for interns to focus on their professional growth. The constant need to adjust and recalibrate their teaching strategies can also lead to burnout and a sense of being overwhelmed.

“Before deployment is that, maybe it will be too difficult and I won't be able to handle it, maybe my mentor will be strict.” (TI-01)

Before deployment, I had a lot of worries and doubts. I felt unready to do the in-person teaching internship. I am also worried that I will get mentally blocked. . .” (TI-04)

“My expectations and apprehension before deployment are that it will undoubtedly be challenging for me.” (TI-05)

“I know that in learning new things there is always a challenge [sic] that I should face. .” (TI-11)

The deployment phase presents various challenges for teaching interns. One prominent challenge is establishing rapport and managing relationships with students, as the shift from an online to an in-person environment requires interns to navigate physical presence, nonverbal cues, and in-person interactions (Aldabbus, 2020). Additionally, interns may encounter difficulties in fitting their teaching styles to accommodate the needs and preferences of different students. The challenges faced during deployment can lead to frustration and the need for continuous adaptation (Bulawat, 2021; Bunghanoy & Sumalinog, 2023). Interns may also struggle with classroom management, as the dynamics of an in-person classroom can be vastly different from a virtual one. They must learn to maintain authority while fostering a positive and inclusive learning environment, which can be challenging for those with limited experience. Moreover, the pressure to deliver effective and engaging lessons can add to the stress of adapting to new teaching conditions. This phase often requires interns to refine their communication skills, which are crucial for their professional growth and success.

“During deployment, I had difficulty adjusting to the new teaching environment, knowing my students, students' misbehavior, and classroom management.” (TI-02)

“The rotation in grade level was one of the challenges that I faced during my deployment. . . I am finding it tough to adjust to my students, especially when it comes to managing the class. . . My patience runs out in grade 7. . .”

(TI-05)

“We constantly consider our health as the epidemic spreads and different strategies are implemented to cope with the changes brought about by this condition . . .” (TI-12)

The deployment of teaching interns brings forth a range of experiences that can include feelings of excitement, fulfillment, and accomplishment when witnessing student progress and growth. The emotional impact of deployment can be long-lasting, influencing interns' perceptions of themselves as educators and shaping their future career choices (Chen et al., 2022). These positive experiences can foster a sense of purpose and dedication, motivating interns to further develop their teaching skills and continue in the profession. However, the emotional highs can be accompanied by challenges that test interns' resilience and adaptability. Overcoming these challenges can lead to personal and professional growth, helping interns build confidence and a stronger sense of self-efficacy. Furthermore, these experiences frequently offer insightful perspectives into the realities of teaching, enabling interns to evaluate their work and make wise choices regarding their pedagogy and professional pathways.

“I felt proud of my accomplishments when the deployment was over. However, I felt sad because I was able to build a good relationship with my students and all the people I encountered.” (TI-12)

“I miss all the things that I used to do in my cooperating school, but I feel proud of myself for learning a lot of things that I could use if I pursue this profession.” (TI-11)

By gaining a deeper understanding of these experiences, educational institutions can better support teaching interns during their transition, ultimately enhancing their professional growth and well-being. Providing targeted training and resources can help interns enhance the skills needed to explore the complexities of the teaching environment more effectively. Mentorship programs, where experienced teachers offer guidance and feedback, can also play a crucial role in helping interns manage their emotional and professional challenges. Additionally, creating a supportive and open environment where interns feel comfortable sharing their concerns can lead to more positive outcomes and a sense of belonging. By addressing these needs, educational institutions not only contribute to the success of individual interns,

but also help build a more competent and resilient teaching workforce.

4.2. Theme 2: Support mechanism

This theme focuses on the support mechanisms resulting in positive outcomes experienced by the interns' in-person practice teaching. It describes the influence of peers and support, the guidance and support provided by mentors, as well as the appreciation, mentoring, and collaboration experienced by teaching interns. Teaching internships can provide support mechanisms that contribute to the progress of interns. Support mechanisms, such as structured feedback and constructive evaluations from supervisors and mentors, can play a crucial role in interns' professional development (Chanmugam & Gerlach, 2013). Support from parents, friends, and family can also significantly contribute to interns' overall professional development. The involvement of these personal connections can offer a holistic support system that complements the professional feedback received from mentors and supervisors. Support from fellow teaching interns can significantly impact the experiences of deployed interns. The opportunity to connect with and learn from peers who are going through similar challenges can create a sense of camaraderie and support (Britton & Anderson, 2010; Sumalinog, 2022). Peer interactions, such as sharing ideas, strategies, and resources, can foster collaboration and a supportive learning community (Liu et al., 2015). This peer influence and support can alleviate feelings of isolation and enhance interns' overall experience during the teaching internship.

"I overcame the challenges I was facing because of the help and guidance I get from my Cooperating Mentor." (TI-01)

"Above all, I required financial and moral support from my parents, friends, as well as professional guidance from my college dean and supervisors, to ensure a successful deployment phase." (TI-03)

"... our dean and our college supervisor... have been supportive of our desire to finally take part in a teaching internship program. They assisted and prepared us by allowing us to participate in many webinars relating to teaching internships and other topics." (TI-05)

"Since I am not able to conduct observations, I sought the advice of my

mentor regarding the characteristics of my students. . . After the demonstration, I would not hesitate to ask my mentor about my performance in the first class I taught for me . . . to do better." (TI-06)

Teaching interns greatly value appreciation and collaboration within their internship experiences. Feeling appreciated by students, colleagues, and supervisors has a positive influence on interns' motivation, job satisfaction, and overall well-being (Liu et al., 2017). Recognition of their efforts can boost their confidence and encourage them to take initiative in their teaching roles. Collaborative environments, where interns can exchange ideas and receive constructive feedback, also contribute to their professional development. When interns feel part of a supportive team, they are more likely to experiment with innovative teaching methods and engage actively in the learning process. Furthermore, fostering a culture of appreciation and collaboration can reduce feelings of isolation and stress, making the internship experience more rewarding and impactful.

"After my deployment phase, I recognized the help and mentorship of my mentors through giving them tokens and a thank-you letter that I prepared." (TI-07)

"This internship has developed in me the significance of collaboration and communication in the teaching profession. Working together with my mentor to plan and execute lessons has helped me to develop my teaching style . . ." (TI-10)

"Not just my experiences in teaching but also the people I have encountered are the ones who have helped me grow professionally throughout this journey." (TI-12)

These mechanisms can facilitate interns' ability to recollect their teaching practices, make adjustments, and ultimately improve instructional effectiveness (Hemmerich et al., 2015). The presence of mentors also fosters a sense of accountability and helps interns navigate the complexities of the teaching profession (Chanmugam & Gerlach, 2013). Recognizing and fostering these support mechanisms can contribute to the overall well-being and professional growth of teaching interns, ensuring a successful transition into the teaching profession. Mentors can provide personalized feedback, which is crucial for interns in identifying their strengths and weaknesses. Additionally,

structured support mechanisms can help interns build resilience, preparing them to handle future challenges with greater confidence. By emphasizing the importance of these support structures, schools can play a vital part in molding the next generation of effective and reflective educators.

4.3. Theme 3: Adaptive teaching

This theme encompasses the exploration of teaching strategies employed by interns, their ability to adapt and integrate new teaching practices, and the experiences encountered when adapting to diverse learners and real-world scenarios. Teaching interns employ varied teaching strategies during their deployment. The use of technology in the classroom, differentiated instruction, collaborative learning, and interactive teaching techniques are some of these tactics (Liu et al., 2015; Sumalinog, 2022). Teaching interns may experiment with different approaches, seeking to engage students and promote active learning. The exploration and application of various teaching strategies enable interns to develop their instructional repertoire and refine their pedagogical skills (Chaaban et al., 2018).

“The cooperating school that I am assigned uses a new way of teaching to the students, so to fit in that learning environment instead of using a traditional method of teaching like board and pen I use and integrate technology in teaching.” (TI-02)

“By utilizing several teaching approaches, I gradually adapted to the learning environment with different types of learners. I was in charge of ten sections, each of which required a particular teaching method.” (TI-03)

“I used differentiated activities to better meet the requirements of the student. I encourage probing, guiding, and helping students instead of lecturing to them.” (TI-05)

“Having fewer students in a setting taught us another way or set of strategies on how we can easily cater to the student’s needs in terms of their learning process. As a pre-service teacher, it is crucial that you are knowledgeable enough to take part in every class discussion and that you are innovative. . .” (TI-12)

Teaching interns need to adapt to the physical classroom environment, manage classroom

dynamics, and integrate interactive elements to create engaging and meaningful learning experiences. Integrating online tools and resources into in-person teaching practices can also enhance the learning environment and support student engagement. The process of adaptation and integration requires flexibility, creativity, and a willingness to experiment with new approaches (Fairbanks et al., 2010). Interns must learn to balance the use of technology with traditional teaching strategies to address students’ learning styles and preferences. This balancing act often involves trial and error, as interns discover which strategies work best in different contexts. Interns can establish a learning environment that is both more inclusive and productive by effectively integrating digital and in-person tactics. Additionally, this hybrid approach allows interns to develop critical skills that are increasingly necessary in modern educational settings, preparing them for the evolving demands of the teaching profession.

“Another significant learning experience during the deployment phase was adapting my teaching style to the learners’ needs. I learned to differentiate my instruction and use various instructional strategies to engage students in the learning process.” (TI-10)

I think the strategies that I will be using is depending on the students or the situations I will be encountering.” (TI-11)

“I should be able to relate those lessons to real-world scenarios, to help students better understand the subject matter. We can apply what we have learned from our prior years through these instructional scenarios taken from real-life situations.” (TI-12)

Academic institutions have the capacity to offer suitable assistance and direction to teaching interns, so empowering them to modify their pedagogical approaches and satisfy the varied requirements of their pupils, and eventually promoting their career advancement and prosperity. Institutions can provide interns with the skills and knowledge needed to tackle a variety of issues in the classroom by providing extensive training programs. Regular workshops and seminars focusing on innovative teaching strategies can also encourage interns to explore new methodologies and expand their pedagogical repertoire. Additionally, institutions can facilitate peer collaboration and mentorship opportunities, allowing interns to learn from the

experiences of others and receive constructive feedback. Creating a supportive environment that encourages reflection and ongoing learning will help interns build the confidence and adaptability required to thrive in their teaching careers.

4.4. Theme 4: Personal and academic growth

This theme delves into the significance of fostering relationships, contemplations on pedagogical approaches and development, and the part that a teacher's passion and character play in fostering learning in students. During a teaching internship, establishing connections with students, coworkers, and the larger school community is essential. Teaching interns recognize the importance of establishing positive and meaningful connections with their students. These relationships create a supportive and conducive learning environment, fostering trust, motivation, and engagement (Treveethan, 2017). Additionally, intern-intern and intern-mentor relationships provide opportunities for collaboration, mentorship, and professional development (Lee, 2010). The ability to form and nurture relationships contributes to interns' personal and professional growth.

"Here I developed a strong bond and relationship with them, and I got closer to my students and cooperating mentors. Inside the class, I am their teacher and they are my students but outside of that classroom, they can be my friend." (TI-01)

"I build trustworthy connections with my mentors, colleagues, and school administrators, in addition to my relationships with my students. To establish solid relationships with them, I must first demonstrate my trustworthiness to them." (TI-05)

"I discovered that building a positive rapport with my students was critical to maintaining a productive and engaging classroom environment. I made a conscious effort to get to know my students and learned their names, interests, and personalities. I also took an interest in their academic progress and supported them in their learning." (TI-10)

Reflection is an integral part of the teaching internship experience, allowing teaching interns to critically analyze their teaching practices and thus promote professional growth. Interns engage in self-reflection to refine their instructional strategies to

identify areas for improvement, recognize their strengths, and make informed decisions about their teaching approaches in the future (Higgins et al., 2018). Teaching interns gain a greater grasp of their practice and continue to grow as teachers through reflection. This reflective process encourages interns to become more self-aware, enabling them to respond more effectively to the needs of their students. It also helps them build resilience by learning from challenges and setbacks, turning them into opportunities for growth. Over time, regular reflection fosters a mindset of lifelong learning, essential for adapting to the evolving nature of the teaching profession.

"After my experience, I reflected on the importance of teaching the language English in-[depth] to the students because it is something significant that they lacked . . ." (TI-07)

"The entire internship is very important because it helps me develop my skills in this profession." (TI-08)

"I can see for myself how much I have grown as I have dealt with various challenges during my deployment journey and the experiences I have had. . . I am doing a lot better than before, as seen by the fact that whenever someone questions me about something, I can confidently respond to them instantly. . . I am capable of handling any circumstance." (TI-12)

The learning experiences of students and the professional and personal development of teaching interns are greatly influenced by the teacher's character and passion for teaching. Teaching interns who are passionate about their subject matter and their role as educators are more likely to engage and inspire their students (Galamay-Cachola et al., 2018). Teaching interns recognize that their personal qualities and attitudes impact their effectiveness as educators. Enthusiasm and a positive attitude can foster a supportive and motivating classroom environment, which enhances student engagement and learning outcomes. Additionally, interns who demonstrate commitment and empathy often build stronger relationships with their students, contributing to a more inclusive and respectful learning atmosphere. These personal attributes not only help in creating a dynamic learning environment but also contribute to the intern's development as a reflective and effective educator.

"The experiences that I had during my internship helped me to become more passionate in my teaching profession." (TI-08)

"To my delight, my mentor was impressed with my lesson plans. She even praised me for my creativity and attention to detail and gave me constructive feedback on how to improve them further." (TI-10)

"Another factor that can have a significant impact on your students is your character as a teacher which you can undoubtedly foster a positive environment." (TI-12)

Understanding and nurturing these aspects contribute to the interns' personal and professional development, promoting their success as educators and their ability to positively impact the lives of their students. By recognizing the importance of passion and character, educational institutions can better support interns in developing these qualities through targeted training and mentorship. Encouraging self-reflection and providing opportunities for interns to engage in meaningful teaching experiences can further enhance their growth. Additionally, fostering a supportive environment where interns feel valued and motivated helps them build confidence and resilience, ultimately leading to more effective teaching practices and a lasting impact on their students.

5. CONCLUSION

The study highlights the multifaceted nature of teaching internships, encompassing emotional and

pedagogical challenges, support mechanisms, adaptive teaching, and personal growth. Interns face significant emotional and pedagogical hurdles, such as heightened anxiety and the stress of adapting to new classroom dynamics. These challenges are compounded by uncertainties and the pressure to meet expectations, which can lead to feelings of inadequacy and burnout. However, the presence of strong support mechanisms, including mentorship and peer collaboration, plays a crucial role in mitigating these difficulties. Support from mentors and colleagues, as well as a culture of appreciation, significantly enhances interns' motivation and professional development. Furthermore, the ability to adapt teaching strategies to diverse learning needs and real-world scenarios is essential for success. Interns who effectively integrate technology with traditional methods and adjust their instructional approaches demonstrate flexibility and creativity, crucial traits for effective teaching. The internship experience also fosters significant personal and professional growth. Building a pleasant relationship with colleagues and students, engaging in self-reflection, and nurturing passion and character contribute to interns' development as educators. Educational institutions can enhance these outcomes by providing various training, support, and a nurturing environment. By addressing the complex needs of interns, institutions not only support their immediate success but also contribute to the long-term resilience and effectiveness of future educators.

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