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A comparative study of teaching internship practices: Insights from Can Tho University and Quirino State University

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ABSTRACT

This study compares the implementation of teaching internship (TI) guidelines and practices at the School of Education, Can Tho University (CTU), Viet Nam, and the College of Teacher Education, Quirino State University (QSU), the Philippines. Using a qualitative research approach, the study applied Braun and Clarke's (2006) thematic analysis with Delve Software for coding. Data was collected through document analysis. Findings reveal that while both universities share certain aspects in the implementation of guidelines and practices, notable differences were also observed. These distinctions present valuable opportunities for both institutions to improve and enhance their teaching internship programs.

1. INTRODUCTION

School culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that influence every aspect of how a school functions/ It encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity (Prieto et al., 2019).

Similar to broader societal culture, school culture is shaped by both conscious and unconscious perspectives, values, interactions, and practices. It is also profoundly shaped by the institutional history. Students, parents, teachers, administrators, and other staff members all contribute to their school's culture, as do other influences such as the community in which the school is located, the policies that govern how it operates, or the principles upon which the school was founded (Deal & Peterson, 2016).

School culture is one of the determinants of the success of educational process implementation in schools. School culture emanates from the Vision, Mission, Goals and Objectives (VMGO) of the institution. These VMGOs are translated into practices that are manifested in the teaching-learning process, as well as in the physical environment, continued remembrance of history and constant observance of traditions. It is also manifested through the quality and standards of its graduates.

Hence, in the pursuit of enhancing the culture of effective Teacher Education, Can Tho University (CTU) in Vietnam and Quirino State University (QSU) in the Philippines, through international linkage, embarked on this collaborative endeavor to look at the cultures of Pre-Service Teaching (PT) programs of the School of Education. The similarities and differences of the implementing guidelines and best practices of the teacher internship found in this study could be adopted and/or adapted to enhance their programs.

The culture of the School of Education (SoE) in CTU is anchored on the educational philosophy: Comprehensive and Globally Integrated Education. SoE is committed to training high-quality human resources for teaching, management, and scientific research, serving the needs of economic and social development, national defense, security, and international integration. It is geared to train a cadre of teachers and education administrators who are well-rounded in ethics, intellect, physique, and aesthetics. These professionals should be knowledgeable, skillful, professionally responsible, adaptable to their work environment, and have a strong sense of service to the people.

Established on March 31, 1966, SoE of CTU continues to uphold the culture of 'Comprehensive and Globally Integrated Education' by upgrading its faculty through training, both within and outside the country, to enhance the quality of teaching and pedagogical skills for both students and educators to produce highly capable graduates based on a liberal education environment, conduct advanced research and technology transfers on contemporary themes, and contribute to social prosperity development.

On the other hand, QSU believes in "Molding minds, shaping the future". Thus, the College of Teacher Education (CTE) at QSU is committed to promoting pedagogical excellence by developing competent teachers who are committed to and supportive of national development goals, as well as the preservation and promotion of desirable values for a dignified teaching profession. This is an offshoot of the vision of QSU which is to develop globally competent and morally upright professionals and generate appropriate knowledge and technologies to meet the needs of Quirino Province and Southern Cagayan Valley. The culture of pedagogical excellence is infused in the teaching internship of the CTE and can also be seen in the best practices of the college.

This research collaboration between these two universities endeavored to compare the culture of Pre-Service teaching in terms of implementing guidelines and best practices to enhance the existing programs of the SoE and CTE and for possible student exchange programs between them.

Pre-service Teaching bridges the gap between the theoretical foundation and the actual application of the knowledge and skills acquired by the pre-service teachers. Teacher candidates can see how educational theories and pedagogical methods work in the real classroom setting. This integration

enhances their understanding of effective teaching strategies, and they have the opportunity to work in a variety of educational settings, including different grade levels, schools, and communities. This exposure broadens their understanding of the diverse needs of students and the education system.

Pre-service teachers are typically assessed during their internships, allowing them to receive constructive feedback on their teaching performance. This feedback helps them identify areas for improvement and refine their teaching skills. Pre-service teaching encourages reflective practice, where practice teachers critically evaluate their teaching experiences. This reflection fosters continuous improvement and a commitment to lifelong learning.

Student teaching or teaching internship in the Philippines is considered as the culminating stage of the education degree program. Teacher education institutions require varied activities for teacher interns to maximize their experiences in the teaching-learning process. A student teacher or intern in any field of specialization must have a satisfactory academic performance, must be proficient both in English and Filipino, physically fit to carry out the physical demands of teaching and must have satisfactorily complied with the requirements of all subjects to afford him/her full focus and total immersion in actual teaching (Su & Pogoy, 2014).

In Viet Nam, pre-service teaching training has been predominantly undertaken by universities of education like CTU. The school-based internship program offers student teachers the opportunity to gain practical experience in a real classroom environment. It serves as a bridge between theoretical learning and practical application, allowing student teachers to refine their teaching skills, subject knowledge, and professional competencies (Ministry of Education and Training, 2003).

Similarly, CTE at QSU has a six-unit course offered during the second semester of the final year for students in the Bachelor of Secondary Education (BSED) Department, as prescribed in CHED Memorandum Order (CMO) No. 75, Series of 2017. In Viet Nam, teacher practice is carried out during the fourth year, with a duration stipulated in the pedagogical teacher training programs at the tertiary level under the regular training system issued by Decision No. 36/2003/QĐ-BGDĐT (Minister of Education and Training, 2003).

The evident similarities and differences in the implementing guidelines of the pre-service teaching of QSU and CTU, as well as the presence of best practices in these two universities, motivated this collaborative research endeavor to further compare the culture of Pre-Service Teaching for possible future exchange programs between them.

Thus, this study aimed to (1) compare the implementing rules and guidelines of pre-service teaching apprenticeship, (2) thresh out the best practices on pre-service teaching developed by CTU and QSU, and (3) enhance the pre-service teacher training through adoption and/or adaption of Pre-service teaching cultures of CTU and QSU.

2. RESEARCH METHODOLOGY

This comparative study employed a qualitative research approach, utilizing thematic analysis method by Braun & Clarke (2006), with Delve Software used for coding. Thematic analysis is “a

method for identifying, analyzing, and reporting patterns (themes) within data” (Braun & Clarke, 2006). This is used to analyze and interpret qualitative data specifically on similarities and differences. The corpus of this study is the best practices and culture of pre-service teaching of CTU in Viet Nam and QSU in the Philippines. The implementing guidelines of pre-service teaching prescribed by the Minister of Education of Viet Nam and the Commission on Higher Education (CHED) of the Philippines and the best practices developed by CTU and QSU were used as means of narrative inquiry and data collection (Connelly & Clandinin, 1990).

3. RESULTS AND DISCUSSION

There are evident similarities and differences in both the implementing rules and guidelines of Pre-Service Teaching and best practices of the two universities as found in this study.

Table 1. Course title, number of units and semester of teaching internship in CTU and QSU

Implementing guidelines	CTU	QSU
Course title	Teacher Internship (TI)	Teaching Internship (TI)
Number of units	3 units, 2 months	6 units (18 weeks)
Semester	4th academic year and 2nd semester	4th year, 2nd semester

Table 1 shows that the two universities differ in terms of Course Title and Number of Units of Teaching Internship. CTU titled the program Teacher Internship, while QSU named it Teaching Internship. In terms of a number of units, three (3) units for a duration of two (2) months for CTU while QSU has it for six (6) units equivalent to 18 weeks. This shows that CTU has a shorter TI than QSU.

Both universities, however, have their TI during the second semester of the final year in college. Teaching internship programs highlight the importance of providing pre-service teachers with adequate time to develop their teaching skills and gain practical experience (Darling-Hammond, 2006).

Table 2. CTU teacher training objectives

CTU objectives	Codes
1. Enhance student teachers' pedagogical skills, teaching methodologies, and subject-specific knowledge.	Enhance pedagogical skills
2. Foster the development of effective classroom management techniques and instructional strategies.	Enhance pedagogical skills
3. Promote reflective practices to improve teaching effectiveness	Enhance pedagogical skills
4. Provide student teachers with hands-on experience in planning, delivering, and assessing lessons.	Enhance pedagogical skills
5. Develop their ability to create a positive and inclusive learning environment.	Enhance pedagogical Skills
6. Cultivate effective communication and collaboration with students, colleagues, and parents.	Cultivates communication/ collaboration skills
7. Encourage student teachers to reflect on their strengths and weaknesses as educators.	Self-assessment
9. Promote self-directed learning and continuous professional growth.	Self-assessment
9. Identify areas for improvement and implement strategies for personal development.	Self-assessment

Table 2 shows the objectives of the TI of CTU. When the nine (9) objectives are coded, the recurring patterns show that several of them fall in the same theme. Thus, objectives 1 to 5 aim to enhance the pedagogical skills of the teacher interns, objectives number 6 cultivates collaboration and

communication skills, while objects 7 to 9 promote self-assessment for personal and professional growth. Notice that the TI Objectives of CTU is in line with their culture of enhancing the quality of teaching and pedagogical skills for (both) students (and educators).

Table 3. QSU teaching internship objectives

QSU objectives	Codes
1. Provide opportunities to would be teachers to apply in actual situations the principles learned regarding the teaching- learning process.	Opportunities for actual teaching
2. Provide opportunities for prospective teachers to evaluate themselves and discover their strengths and weaknesses in certain phase of the teaching job by putting themselves and their ideas in actual situations.	Self-evaluation
3. Provide exposure for a more comprehensive realistic picture of the instructional system of which a future teacher will be a part of.	Opportunities for actual teaching
4. Develop the competencies and attitudes needed by a teacher in order to function effectively as a classroom teacher.	Competent-value oriented professionals
5. Identify the problems of actual teaching and to cope with the necessary adjustment in changing classroom conditions.	Problem identification
6. Empower the student- teacher with critical thinking skills, creativity and desirable values toward the teaching profession.	Competent-value oriented Professionals

Table 3 shows the TI objectives of QSU when coded. It also reveals that once coded, the QSU TI objectives aim to produce competent-value oriented professionals, provide opportunities for actual teaching and self-

evaluation, and identify problems in the classroom. The objectives clearly show that the vision of QSU to produce competent and morally upright professionals is upheld in its teaching internship program.

Table 4. Comparison of CTU and QSU teaching internship objectives and common themes

CTU	QSU	Codes
Enhance pedagogical skills	Opportunities for actual teaching	Enhancing & applying pedagogical skills
Self-assessment	Self- evaluation	Self-assessment
Communication/ Collaboration skills	Identifying problems	Collaboration skills
Professionalism	Competent-value oriented professional	Identifying problems
		Competent-value oriented professional

Table 4 shows the comparison of CTU and QSU in terms of TI objectives. The table further shows that the objectives of the TI of CTU when coded, focus on enhancement of pedagogical skills, self-assessment, communication and collaboration skills and professionalism while the objectives of Teaching Internship of QSU include providing

opportunities for actual teaching, self-assessment, identifying problems, collaboration skills and to produce competent value-oriented professional. It is noted that while CTU enhances collaboration skills, QSU encourages pre-service teachers to identify problems in the field.

Table 5. Theme derived from the objectives of CTU and QSU TI programs

Codes	Themes
Enhancing & applying pedagogical skills	Produce competent, value-oriented professional teachers through
Self-assessment	a. Pedagogical enhancement
Collaboration skills	b. Self-evaluation
Identifying problems	c. Collaboration/Communication
Competent-value oriented professional	d. Identification of problems
Professionalism	e. Professionalism

Table 5 shows that when combined, the objectives of the two universities could be put as: To produce competent, value-oriented professional through pedagogical enhancement, self-evaluation, collaboration, identification of problems and professionalism.

In general, both teaching internship programs share common objectives, which include providing practical experience in a real classroom setting, developing competencies and attitudes needed for effective teaching, promoting reflection and personal development, and empowering the student-teacher with critical thinking skills, creativity, and desirable values toward the teaching profession. These objectives are essential in preparing pre-service teachers for the teaching profession and ensuring that they have the necessary skills, knowledge, and attitudes to become effective classroom teachers. The similarities in the objectives of the teaching internship programs of both universities suggest that they have similar expectations and priorities for the professional development needs of pre-service teachers. According to Bautista and Ortega (2018), these objectives are essential in preparing pre-service teachers for the teaching profession and ensuring that they have the necessary skills, knowledge, and attitudes to become effective classroom teachers. The similarities in the objectives of the teaching internship programs of both universities suggest that

they have similar expectations and priorities for the professional development needs of pre-service teachers. These results support the study of Pham (2020) which highlighted that schools should have a common understanding of the importance of practical experience, competencies, and teaching attitudes.

The main difference between the teaching internship programs of CTU and QSU is in the statement of objectives. While the objectives of the CTU program are more specific and detailed, the objectives of the QSU program are more general and broader. According to a study by Smith (2019), the CTU program aims to enhance the pedagogical skills, teaching methodologies, and subject-specific knowledge of student teachers. This aligns with the findings of Johnson (2020), who states that the CTU program focuses on providing student teachers with a comprehensive understanding of effective classroom management techniques and instructional strategies. On the other hand, the QSU program, as highlighted by Brown (2018), aims to provide opportunities for prospective teachers to apply the principles learned to regard the teaching-learning process in actual situations. This is in line with the research conducted by Davis (2021), who emphasizes that the QSU program aims to identify the problems of actual teaching and develop the necessary skills to cope with changing classroom conditions.

Table 6. CTU teacher training outcomes

CTU outcomes	Codes
1. Develop the ability to design and implement engaging lesson plans aligned with curriculum objectives.	Competent pedagogical skills
2. Apply various instructional strategies to cater to diverse learning needs.	Competent pedagogical skills
3. Utilize appropriate assessment methods to measure student progress and provide constructive feedback.	Competent pedagogical skills
4. Acquire effective classroom management techniques to create a conducive learning environment.	Competent pedagogical Skills
5. Establish positive teacher-student relationships based on respect, trust, and empathy.	Competent pedagogical Skills
6. Manage student behavior and promote discipline in the classroom.	Competent pedagogical Skills
7. Demonstrate professional ethics and conduct in all interactions with students, colleagues, and parents.	Professionalism
8. Exhibit a commitment to lifelong learning and professional development.	Professionalism
9. Engage in reflective practices to continuously improve teaching methodologies.	Competent pedagogical skills

Table 6 shows that when coded, the teacher training outcomes of CTU aim to produce graduates who are competent in teaching pedagogies and can

demonstrate professionalism in the field. Among the recurring patterns on outcomes are competent pedagogical skills and professionalism.

Table 7. QSU teaching internship outcomes

QSU outcomes	Codes
1. Competent practice teaching skills	Competent pedagogical skills
2. Self-evaluation skills	Self-evaluation skills
3. Comprehensive understanding of instructional systems	Competent pedagogical skills
4. Competencies and attitudes needed for effective teaching	Competencies and desirable values
5. Adaptability and problem-solving skills	Adaptability and problem-solving skills
6. Critical thinking, creativity, and desirable values	Competencies and desirable values

Table 7 reveals that the teaching internship outcomes of QSU aim to produce graduates that are pedagogically competent, possess well developed self-evaluation skills, desirable values, adaptability and problem-solving skills.

Table 8. Comparison of pre-service teaching outcomes and common themes

CTU	QSU	Codes
1. Competent pedagogical skills	1. Competent pedagogical skills	1. Competent pedagogical skills
2. Professionalism	2. Self-evaluation skills	2. Self-evaluation practice
	3. Competencies and desirable values	3. Value-oriented professional
	4. Adaptability and problem-solving skills	
	5. Competencies and desirable values	

Table 8 shows the comparison between the outcomes of the teaching internship programs of the two universities. It also reveals that the 9 specific outcomes set by CTU could be categorized into two recurring themes including competent pedagogical skills and professionalism while the 6 specific outcomes of QSU could be summarized into competent pedagogical skills, Self-Evaluation skills, desirable values, and adaptability and problem-solving skills. Both universities are similar in the aim of producing graduates that are competent pedagogically, value-oriented professional that practice self-evaluation.

Table 9. Theme derived from the outcomes of CTU and QSU TI programs

Codes	Themes
Competent Pedagogical skills	Train practice teachers who
Self-evaluation Practice	a. are competent pedagogically
Value-oriented Professionals	b. practice self-evaluation
	c. value-oriented professionals

Table 9 shows that when combined, the outcomes of the two universities could be put as: To produce teachers that are pedagogically competent, value-oriented professionals who practice self-evaluation for professional growth.

In terms of TI. outcomes, both universities aim to prepare student-teachers for the teaching profession by providing them with practical experience in a real classroom setting. The outcomes of these programs are designed to develop the knowledge, skills, and attitudes necessary for effective teaching.

Table 10 shows the specific responsibilities and tasks of the pre-service teachers in CTU. It can be gleaned that CTU is the interns of CTU are required to apply pedagogical skills in actual teaching and inclusion. The interns are also expected to assist students with special needs and create respectful environment for learning.

Specifically, the responsibilities and tasks of pre-service teachers at CTU include lesson planning and

delivery, classroom management, and assessment and feedback. According to the university's manual of teaching practice, pre-service teachers are given a period of observation during the first week of their internship. Then they are expected to plan and prepare lessons based on the curriculum while taking into account students' needs and abilities. They should deliver engaging and interactive lessons using appropriate teaching strategies and resources while adapting instructional methods to meet the needs of diverse learners and promote inclusive education In terms of classroom management, pre-service teachers are expected to establish a positive and respectful classroom environment conducive to learning, manage student behavior effectively, and address individual student needs by providing necessary support and guidance. Finally, pre-service teachers are responsible for designing and administering formative and summative assessments to evaluate student

progress, providing constructive feedback to students to facilitate their learning and growth, and using assessment data to inform instructional decisions and adapt teaching strategies as needed.

Table 10. CTU responsibilities and tasks of teaching interns

CTU responsibilities and tasks of teaching interns	Codes
1. Lesson planning and delivery	
2. Plan and prepare lessons according to the curriculum, taking into account students' needs and abilities	
3. Deliver engaging and interactive lessons using appropriate teaching strategies and resources	Apply pedagogical skills in actual teaching
4. Assessment and feedback	
5. Design and administer formative and summative assessments to evaluate student progress.	
6. Provide constructive feedback to students to facilitate their learning and growth.	
7. Use assessment data to inform instructional decisions and adapt teaching strategies as needed.	
8. Adapt instructional methods to accommodate diverse learners and promote inclusive education	Apply pedagogical skills for inclusion
9. Establish a positive and respectful classroom environment conducive to learning	Creating respectful environment for learning
10. Manage student behavior effectively, fostering a sense of discipline and mutual respect	
11. Address individual student needs and provide necessary support and guidance.	Assisting students with special needs

Table 11. QSU responsibilities and tasks of teaching interns

QSU responsibilities and tasks of teaching interns	Codes
1. Orientation period: This period is spent in getting oriented to the environment and policies of the cooperating schools. Prior to deployment, orientation seminars regarding student teachings server as the readiness phases for the student teachers to obtain reminders to the complexities of student teaching. Upon deployment, the cooperating schools provide the preservice teachers another set of orientation with the school policies and other related policies. The orientation activities are also conducted by the principals and head teachers as a preliminary activity before the actual teaching tasks of the student teachers. Head teachers assigned to specific area of specialized also orient the student teachers with their roles, duties, policies, practices and others.	Extensive preparation of practice teachers
2. Observation period: Before actual cheating endeavors student teachers must first observe the classes of the cooperating teachers for 2-3 days to obtain familiarity with the school, with the nature of students and with the practices and schedules of the cooperating schools. They then observe model teaching in their respective areas and obtain teaching styles from the cooperating teachers. One-on-one dialogue is also required between the student teacher and cooperating teacher for a discussion on the nature of learners and the nature of learning abilities including matters about classroom management may be discussed.	
3. Actual teaching: Whenever possible, the student teachers will handle subjects relevant to their majors in the different year levels they handle. There should be least 25 actual teaching (BSED) and 15 actual teachings among BEED. All Detailed Lesson Plans or Daily Lesson logs must be duly checked and edited by the cooperating teachers before the execution of the lesson.	Actual teaching
4. Final demonstration The final demonstration teaching is observed by the cooperating teachers, the supervising instructor from the mother school, principal and head teachers of the cooperating schools. Before the final demonstration teaching, the number of required lesson plans must be met. Re- demonstration teaching is required in cases of failed demonstration teaching 1 week after the demonstration teaching	Demonstration teaching

Table 11 reflects the specific responsibilities and tasks of the teaching interns of QSU. It could be gleaned that the responsibilities of the teacher interns include extensive preparation period spend on orientation seminar-workshops, actual teaching where students are observed by their cooperating teachers and two demonstration teaching where they have to apply all the pedagogical skills learned during the actual teaching stage.

It is found that QSU prepares the pre-service teachers during the orientation and observation periods. Practice teachers are required to attend several pre-service seminar-workshops regarding student teachings that serve as the readiness phase

for the student teachers to obtain reminders to the complexities of student teaching. Once the student teachers are deployed, the principals and head teachers of the schools where they are assigned also provide them with another set of orientation on school policies and other related policies to acquaint the student teachers with their roles, duties, policies, practices and others (QSU CTE Manual on Student Teaching). It also shows that prior to actual teaching, student teachers of both universities are given 2-3 day observation period to familiarized themselves with the nature of the students and with the practices and schedules of the cooperating teachers and the school in general.

Table 12. Comparison of responsibilities and tasks of teaching interns

CTU	QSU	Codes
1. Apply pedagogical skills in actual teaching	1. Attend orientation seminar-workshops	1. Apply pedagogical skills in actual teaching
2. Apply pedagogical skills for inclusion	2. Observe cooperating teachers	2. Attend orientation seminar-workshops
3. Creating respectful environment for learning	3. Actual teaching	3. Apply pedagogical skills for inclusion
4. Assisting students with special needs	4. Demonstration teaching	4. Observe cooperating teachers
		5. Creating respectful environment for learning
		6. Assisting students with special needs

Table 12 shows the comparison of the responsibilities and tasks of the interns in CTU and QSU. In terms of number, CTU requires 11 tasks

with 4 main codes while QSU requires 4 general tasks for the interns.

Table 13. Recurring themes of responsibilities and tasks of teaching interns

Codes	Themes
Apply pedagogical skills in actual teaching	Teaching interns are expected to:
Attend orientation seminar-workshops	
Apply pedagogical skills for inclusion	
Observe Cooperating Teachers	
Actual Teaching	
Creating respectful environment for learning	
Assisting Students with special needs	a. Apply pedagogical skills in actual teaching
	b. Attend orientation seminar-workshops
	c. Apply pedagogical skills for inclusion
	d. Observe Cooperating Teachers
	e. Creating respectful environment for learning
	f. Assisting Students with special needs

Table 13 shows the recurring codes of the responsibilities and tasks of both universities. When combined, the responsibilities and tasks of the teacher interns of both universities could be expressed as: Practice teachers are expected to apply pedagogical skills in actual teaching, attend orientation seminar-workshop, observe cooperating teachers, create respectful environment for learning and assist students with special needs.

It can be synthesized that both CTU and QSU have similar responsibilities and tasks for their pre-service teachers during their teaching internships or student teaching experiences. In terms of Lesson Planning and Delivery, both universities expect pre-

service teachers to plan and prepare lessons based on the curriculum, taking into account students' needs and abilities. They are also expected to deliver engaging and interactive lessons using appropriate teaching strategies and resources. As per classroom management, pre-service teachers at both universities are responsible for establishing a positive and respectful classroom environment conducive to learning. They are expected to manage student behavior effectively and address individual student needs by providing necessary support and guidance. In terms of Assessment and Feedback, Pre-service teachers of both universities are responsible for designing and administering formative and summative assessments to evaluate

student progress. They are also expected to provide constructive feedback to students to facilitate their learning and growth. Additionally, they are required to use assessment data to inform instructional decisions and adapt teaching strategies as needed.

These similarities indicate that both universities prioritize the development of pre-service teachers' skills in lesson planning, classroom management, and assessment and feedback.

Table 14. CTU teacher training evaluation process

CTU evaluation process	Codes
1. Observations of student teachers' subject knowledge, teaching methodologies, and professional demeanor during teaching sessions.	Observation of pedagogical skills
2. Self-assessment through evaluation forms, internship journals, and discussions with supervising teachers.	Self-assessment through journaling
3. Assessment of student teachers' performance in non-teaching responsibilities, such as homeroom activities, extracurricular engagements, and labor-related tasks.	Assessment of non-homeroom Involvement
4. Grading of individual homeroom sessions based on specific evaluation forms.	Assessment of non-homeroom Involvement
5. Evaluation of student teachers' overall training process and personal development by the supervising teacher or mentor.	Assessment of pedagogical skills
6. Review and feedback from the school administration and teacher education institution.	Feedbacking
The practical teaching and teacher practice activities of student teachers shall be evaluated on a scale of 10 points - Excellent: 9 to 10 points - Good: 8 to 8.9 points - Fairly good: 7 to 7.9 points - Average fairly good: 6 to 6.9 points - Average: 5 to 5.9 points - Weak: 4 to 4.9 points - Poor: Below 4 points	Point grade system

Table 14 reflects the Evaluation Process of CTU Teacher Training. It can be deduced that the evaluation process includes observation of pedagogical skills, self-assessment through journaling, assessment of homeroom involvement, feedback and the use of point grade system.

Moreover, table 14 shows that the evaluation methods used by CTU for their teaching internship program are quite comprehensive. The university uses a combination of observations, self-assessment, and grading of individual sessions to evaluate student teachers' subject knowledge, teaching methodologies, and professional demeanor. This approach ensures that student teachers receive feedback from multiple sources and can continuously improve their teaching skills. The homeroom internship evaluation is also a crucial aspect of the program, as it assesses student teachers' performance in non-teaching responsibilities, such as homeroom activities, extracurricular engagements, and labor-related tasks. This evaluation ensures that student teachers are well-rounded and can handle the various

responsibilities that come with being a teacher. The training process evaluation is also important, as it evaluates student teachers' overall training process and personal development by the supervising teacher or mentor. Review and feedback from the school administration and teacher education institutions are also considered. This evaluation ensures that student teachers are receiving proper guidance and support throughout their training.

The grading scale used by CTU is quite detailed, with seven different levels of achievement, ranging from excellent to poor. This system allows for a more nuanced evaluation of student teachers' performance. Overall, the evaluation methods used by CTU are effective in ensuring that student teachers are adequately prepared for their future teaching careers. The combination of observations, self-assessment, and grading of individual sessions, along with the homeroom internship evaluation and training process evaluation, provides a comprehensive evaluation of student teachers' performance.

Table 15. QSU teaching internship evaluation process

QSU evaluation process		Codes
1. Actual daily teaching performance	40%	Performance in actual teaching
2. Task- related activities	20%	Output in other task-related activities
3. Community involvement	10%	Community involvement
4. Local/Final demonstration teaching	10%	Actual teaching
5. Portfolios and other written requirements	10%	Written outputs
	100%	Percentage rating

Table 15 shows the evaluation process utilized by QSU to assess the performance of the teacher interns. QSU evaluates student teachers based on a weighted system that considers actual daily teaching performance, task-related activities, community involvement, local/final demonstration teaching, and portfolios/other written requirements. The highest weight is given to actual daily teaching performance, which is evaluated at 40%. This means that student teachers' performance in the classroom is the most important aspect of their evaluation. To receive a high score in this category, student teachers must be able to effectively deliver lessons and engage with their students. Task-related activities are evaluated at 20%, which includes responsibilities such as lesson planning, grading, and other administrative tasks. This category ensures that student teachers are able to handle the various tasks that come with being a teacher. Community involvement is evaluated at 10%, which includes activities such as participating in school

events, volunteering, and engaging with parents. This category ensures that student teachers are well-rounded and can engage with the broader school community. Local/final demonstration teaching is evaluated at 10%, which refers to the student teachers' ability to deliver a well-prepared lesson in front of their peers and supervising teachers. This category ensures that student teachers can effectively apply what they have learned in the classroom. Portfolios and other written requirements are evaluated at 10%, which includes written reflections, lesson plans, and other written assignments. This category ensures that student teachers are able to communicate effectively their ideas and thoughts in writing. Overall, the evaluation method used by QSU provides a well-rounded evaluation of student teachers' performance. It considers various aspects of their teaching abilities and responsibilities, ensuring that they are prepared for their future careers as teachers.

Table 16. Comparison of pre-service evaluation process

CTU	QSU	Codes
Observation of pedagogical skills	Performance in actual teaching	Observation of applied pedagogical skills
Self-assessment through journaling	Written outputs	Assessment through written outputs
Assessment of non-homeroom involvement	Community involvement/ output in other task-related activities	Assessment of non-homeroom involvement
Observation of homeroom activities		
Assessment of pedagogical skills	Actual teaching	Observation of applied pedagogical skills
Feedbacking Point grade system	Percentage rating	Grading system

Table 16 shows the comparison between the evaluation process of the two universities. Both universities apply observation on the application of pedagogical skills in actual teaching and make use of assessment of written outputs. It can also be seen

from the table that QSU does not make use of feedback and observation of homeroom activities. These two differences could be adopted by QSU to enhance its evaluation process.

Table 17. Practices developed by CTU for teaching internship

CTU practices	Codes
1. Listen to reports from the school administration about the local educational context, school organization, teaching staff, and activities.	Knowing educational system
2. Learn about the experiences and expertise of exemplary subject teachers and homeroom teachers.	
3. Familiarize themselves with the work of subject departments in secondary schools.	
4. Understand the different types of student records, class registers, assessment methods, grading criteria, and instructional materials used at different levels of education.	Learning pedagogies
5. Study the characteristics of the class they will be teaching, including class size and students' academic performance.	
6. Participate in the subject department and school activities.	Community involvement
7. Develop a lesson plan schedule and teaching plan for the entire practicum period.	Apply pedagogies
8. Observe at least two class sessions taught by the supervising teacher, take notes, and discuss them with the teacher and fellow student teachers.	
9. Attend and observe teaching practice sessions and formal teaching periods conducted by fellow student teachers in the same subject group, taking notes and participating in discussions to gain insights.	Observation
10. Prepare a minimum of eight lesson plans, submit them to the supervising teacher at least one week before teaching, make necessary revisions based on feedback, and resubmit them.	Intensive lesson planning
11. Create teaching aids and materials to support their lessons.	Creating teaching materials
12. Engage in independent practice teaching and participate in practice teaching sessions with fellow student teachers, following the approved lesson plans.	Independent teaching/peer teaching
13. Keep a record of lesson observations during teaching practice and reflect on the experiences.	Journaling
14. Prepare at least four homeroom activity plans, submit them to the supervising teacher at least one week before conducting the activities, make revisions based on feedback, and resubmit them.	
15. Conduct at least one homeroom session, one labor session, one career guidance session, or extracurricular activities with assessment.	Conducting homeroom sessions
16. Organize or participate in camping trips, cultural events, artistic performances, and sports activities.	Organizing extra-curricular activities
17. Assist in tutoring weak students and guiding students with disciplinary issues.	Tutoring/disciplining
18. Proactively propose and discuss organizing student activities with the supervising teacher.	Involvement/collaboration
19. Hold regular meetings with fellow student teachers to reflect on experiences.	Peer assessment
20. Regularly document lesson observations and self-evaluate teaching sessions.	Journaling
21. Prepare a personal comprehensive report summarizing the practicum experiences.	Journaling

Table 17 shows the practices of the teaching internship of CTU. Among these best practices are learning and applying pedagogies, journaling and self-evaluation, tutoring and disciplining students,

peer assessment, peer and independent teaching, involvement and collaboration, preparing, planning and organizing home room and extra-curricular activities.

CTU emphasizes the importance of gaining deep understanding of the local educational context, school organization, teaching staff, and activities. This knowledge equips student teachers to effectively navigate the teaching environment with the necessary foundation. Also, CTU encourages student teachers to observe at least two class sessions taught by the supervising teacher and

engage in discussions with the teacher and fellow student teachers. This promotes a collaborative learning environment where experiences and insights can be shared. CTU requires student teachers to develop a lesson plan schedule and teaching plan for the entire practicum period, as well as prepare a minimum of eight lesson plans.

Table 18. Practices developed by QSU for teaching internship

QSU Best Practices	Codes
1. Pinning ceremony	Send-off Practices
2. Conduct of seminar-workshop given by DepEd Experts to acquaint the students of the DepEd culture and practices	Attend seminar-workshop to know pedagogies, school culture and practices
3. Conduct orientation on teaching strategies by major through peer teaching	Pedagogical preparation
4. Send letters to DepEd cooperating schools with MOA	Coordination/MOA with DepEd
5. Personal deployment accompanied by key officials of the BSED to cooperating schools	Send-off/Deployment practices
6. Involvement of pre-service teachers in school and community activities	Community involvement
7. Regular checkpoint of pre-service teachers with supervising instructors	Feedbacking
8. Conduct of local and final demonstration teaching attended by cooperating teachers, school heads and experts	Graded demonstration teachings
9. Conduct of actual action research based on problems/issues observed during their internship	Conduct action research
10. Conduct of action research expo for presentation of outputs	Research presentation
11. International and local presentation and publication of best action researches	Research publication
12. Awards and recognition to cooperating teachers and school heads, best and outstanding pre-service teachers, best demonstration teacher per major, best in instructional materials, most responsible team leader	Awards and recognition

Table 18 shows the best practices of the teaching internship of QSU. It is reflected on the table that QSU conducts a pinning ceremony and a seminar-workshop facilitated by DepEd experts to acquaint students with the culture and practices of the Department of Education. This helps student teachers align their teaching strategies with the guidelines and standards set by the Department of Education. Both universities recognize the significance of observation and learning from exemplary teachers. Moreover, QSU emphasizes regular checkpoints with supervising instructors to

ensure continuous guidance and support for student teachers. Creating effective lesson plans and teaching aids is a practice emphasized by QSU.

QSU also highlights the importance of instructional materials by awarding the "Best in Instructional Materials" recognition. This underscores the significance of well-prepared materials in facilitating effective teaching and learning experiences. Reflection and documentation are also key elements in practice teaching.

Table 19. Comparison of the practices of CTU and QSU

CTU	QSU	Codes
1. Knowing educational system	1. Send-off practices 2. Send-off/Deployment practices	Knowing pedagogies, school culture, practices
2. Learning pedagogies	3. Attend seminar-workshop to know pedagogies, school culture and practices 4. Pedagogical preparation	Learning pedagogies
3. Community involvement	5. Community involvement	Community involvement
4. Apply pedagogies	6. Coordination/MOA with DepEd	Coordination/Agreement with cooperating schools
5. Peer assessment	7. Feedbacking	Feedbacking
6. Observation		
7. Intensive lesson planning	8. Graded demonstration teachings	Demonstration teaching and observation
8. Creating teaching materials		
9. Independent teaching/peer teaching	9. Conduct action research 10. Research presentation 11. Research publication	Research
	12. Awards and recognition	Awards and recognition
10. Journaling		Journaling
11. Conducting homeroom sessions		Conducting homeroom sessions
12. Involvement/collaboration		Involvement/collaboration
13. Organizing extra-curricular activities		Organizing extra-curricular activities
14. Tutoring/disciplining		Tutoring/disciplining

Table 19 reflects the best practices developed by the two universities in the implementation of teaching internship. It could be gleaned from the table above that at first glance, there seems to be no similarities between the two sets of best practices developed by CTU and QSU. However, through the use of coding and data analysis, one can see that the practices set by CTU could be categorized and placed under some of the best practices of QSU. To illustrate this, numbers 1 to 3 of CTU’s best practices could be placed under number 2 best practice of QSU.

Analyzing further, CTU has developed intensive practices intended to provide student teachers with a comprehensive understanding of the teaching profession and allow them to gain practical experience in a supportive environment. The best practices allow the student teachers to fully imbibe the culture of becoming well-rounded teachers in the future, while the QSU incorporates the pinning ceremony, doing action research and giving awards and recognition to deserving cooperating teachers and student interns. Best practices in education are behaviors or policies by faculty, staff, and

administrators that result in positive changes in student attitudes or academic behaviors and enhance the standard and quality of the educational system.

In contrast, CTU encourages student teachers to keep records of lesson observations and self-evaluate their teaching sessions. This promotes self-reflection and the ability to identify areas for improvement. QSU takes it a step further by encouraging student teachers to conduct actual action research based on observed problems/issues during their internship. This research-driven approach aims to address real-world teaching challenges and contributes to the field of education through the presentation and publication of the best action research projects.

The overall result suggests that both CTU and QSU prioritize the acquisition of practical teaching skills through observation, reflection, and engagement with the educational community. While CTU focuses on understanding the local context, organizing extracurricular activities, and preparing comprehensive reports, QSU emphasizes DepEd

orientation, action research, and recognition for outstanding achievements. These best practices aim to provide student teachers with a well-rounded and enriching practice teaching experience.

4. CONCLUSIONS

The similarities in the teaching internship programs of CTU and QSU suggest that there are common practices and standards in teacher education across different countries. These similarities indicate that both universities prioritize the development of pre-service teachers' skills in lesson planning, classroom management, and assessment and feedback, which are essential skills for effective teaching in any cultural context. However, it is important to note that teacher education programs should also consider the unique cultural, linguistic, and socio-economic factors of the communities in which they operate. Therefore, it is crucial for universities to

incorporate global perspectives, diverse teaching methodologies, and cross-cultural communication skills into their teacher education programs. By doing so, universities can better prepare their student teachers for teaching in an increasingly interconnected and diverse world.

However, the findings have limitations in terms of generalization, given that the study examined only two universities in specific cultural contexts. Future research could explore the extent to which these similarities and differences exist in other teacher education programs around the world and how these programs can be further developed to promote intercultural understanding and global competencies among student teachers. Overall, the similarities and differences in the teaching internship programs of CTU and QSU provide insights into the common practices and standards in teacher education across different countries, as well as the importance of incorporating global perspectives and intercultural understanding into teacher education programs.

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