



Pre-service Teachers' Internship Performance: A Retrospective Analysis in a Teacher Education Institution in the Philippines

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Abstract: This study analyzed pre-service teachers teaching internship performance in terms of their instructional-related skills, personal and social qualities, teacher qualities and motivation, and attitude towards punctuality and promptness using the resource teachers' evaluation results for the teacher education graduates of Union Christian College, Philippines, covering the years 2016 to 2019 and 2022 through documentary analysis. The results showed that the teacher interns exhibited commendable performance along with their instructional-related skills, personal and social qualities, teacher qualities and motivation, and attitude towards punctuality and promptness, with ratings ranging from very good to excellent. Noted concerns were identified, specifically highlighting their content knowledge and use of the language of instruction. Overall, the findings demonstrated an impressive performance and the commitment to personal and professional growth among the pre-service teachers. The results provide feedback to pre-service teacher education, emphasizing the importance of a supportive learning environment, mentorship, collaboration, and continuous program improvement. Furthermore, the findings contribute significant inputs in the design of professional development opportunities and support systems to further enhance the effectiveness of future interns in their professional careers.

Keywords: pre-service teacher education, teaching internship performance, retrospective analysis, Union Christian College

INTRODUCTION

Teacher education institutions recognizes the imperative provision to students with the opportunity to bridge the gap between theoretical knowledge and practical application, hence the mandate of teaching internship in the curriculum for pre-service teachers. Internship, as defined in the Commission on Higher Education (CHED) Memorandum Order No. 104, s. 2017, refers to the practical application of classroom learning in real-life settings, such as commercial and industrial services, government agencies, and non-government organizations. The Internship Program aims to provide students with opportunities to enhance their theoretical knowledge, develop practical skills, and cultivate desirable attitudes by gaining hands-on experience in a recognized host training environment (HTE). Jogan (2019) described it as a platform for integrating theoretical knowledge, instructional strategies, methods, and aids into real-life situations. The involvement of pre-service teachers in actual teaching settings allows them to reflect on the significance of internship, described by Rogayan and Reusia (2021) as an ongoing learning venture, a rewarding challenge to overcome, an opportunity to assume a surrogate parental role, a means to enhance pedagogical competence, an immersion in the actual workplace, and a crucial step towards becoming a teacher.

The praxis and dictum of teaching internship find their implications in the Situated Learning Theory (SLT) presented by Jean Lave and Etienne Wenger (1991). SLT explains the process and development of learning when individuals can participate in a community of practice. Within this community, new learners gradually become experts as they practice within the learning context. This theory elucidates the phases of interns' learning experiences, from the creation of an authentic real-life context to their journey from being novices in the subject matter to becoming experts with the guidance and facilitation of cooperating teachers.

Furthermore, the Experiential Learning Theory by David Kolb emphasizes a holistic approach to analyzing the factors involved in the learner's experiences. It defines experiential learning as a process in which knowledge is created through the transformation of experience. This theory underscores the influence of cognition, environmental factors, and emotions on the learning process. This study focuses on assessing the effectiveness of the teaching internship program at Union Christian College, recognizing the need to ensure that the program aligns with educational standards and effectively enhances the skills and qualities of teaching interns. The teaching internship program at Union Christian College is designed in accordance with the guidelines set by the Commission on Higher Education (CHED). The program has specific objectives and follows a well-structured framework to facilitate the growth and development of teaching interns.

Both the CHED Memorandum Order No. 30, s. 2004 and Nos. 74, 75, and 76, s. 2017 for the former and ongoing curricula require a 6-unit Field Study course and a 6-unit teaching internship, which support authentic experiential learning from field study to classroom teaching. As described by Dr. Boarabo (2018), the internship begins with field study experiences through observation

and participation, progressing to teaching assistantship and guided mentored classroom teaching, which is strictly followed by Union Christian College.

The College has a basic education school, which serves as a venue for pre-service teacher field study exposure and in-campus student internships. The second half of the internship takes place off-campus, in partnership with private and public schools. Resource teachers act as coaches, models, guides, and mentors during field study, while cooperating teachers provide guidance during the internship. The supervising teacher monitors and supervises the interns' progress and experiences. At the conclusion of the internship, the cooperating teacher evaluates the interns' performance in terms of lesson planning preparation, delivery, communication skills, and personality development.

Research Problem

1. What is the performance level of teaching interns in terms of instructional-related skills, including knowledge of the subject matter, teaching techniques, and use of the language of instruction?
2. How do teaching interns demonstrate personal and social qualities, such as a good teaching personality, physical and mental health, industry, and their standing with students, cooperating teachers, and the cooperating school?
3. To what extent do teaching interns exhibit teacher qualities and motivation, including a positive attitude towards work and cooperating teachers, personal initiatives, and support provided to the cooperating teacher and school?
4. What is the attitude of teaching interns towards punctuality and promptness, and how does it manifest in their adherence to class schedules, conference attendance, and completion of assigned tasks and reports?

NEED OF THE STUDY

The study deemed necessary to examine the effectiveness of the teaching internship program at Union Christian College in preparing pre-service teachers for their future careers. While the program aligns with the guidelines set by the Commission on Higher Education (CHED) and incorporates relevant theories to preparing them into becoming professional teachers, it is crucial to assess whether the program adequately enhances the instructional skills, personal and social qualities, teacher qualities and motivation, and attitude towards punctuality and promptness of the interns.

RESEARCH METHODOLOGY

3.1 Population and Sample

The data analyzed was obtained from 88 pre-service teacher evaluation forms, each evaluation form represents one pre-service teacher. These 88 pre-service teachers represented the total teacher education graduates of Union Christian College, Philippines for the past five years, specifically 2016-2019 and 2022. The years 2020 and 2021 were not declared since there were no graduates during these years because of the effect of the new curriculum in the basic education in the Philippines. The study was contextualized at Union Christian College as it is a retrospective analysis of teaching internship performance of the pre-service teachers.

3.2 Data and Sources of Data

For this study, documentary analysis was employed as it utilized the evaluation of resource teachers who supervised the teacher interns during the specified years. In the evaluation forms, the resource teachers also provided their qualitative appraisal in the comment section of the forms that substantiated the numerical rating.

3.3 Theoretical framework

The Situated Learning Theory, proposed by Jean Lave and Etienne Wenger (1991), emphasizes the importance of learning within authentic real-life contexts and communities of practice. According to this theory, individuals acquire knowledge and skills through active participation and engagement in real-world settings. In the context of the study, pre-service teachers engage in a community of practice during their teaching internships, where they gradually transition from novices to experts with the guidance and facilitation of cooperating teachers. The Situated Learning Theory provides a framework for understanding the development of pre-service teachers' performance during their internships. It recognizes the role of the learning environment, interactions with students and cooperating teachers, and the authentic experiences encountered in the classroom. This theory suggests that pre-service teachers' performance is influenced by their ability to integrate theoretical knowledge into practical applications, develop pedagogical competence, and navigate the challenges and opportunities presented within the community of practice.

The Social Cognitive Theory, developed by Albert Bandura (1986), focuses on the reciprocal interaction between individuals, their environment, and their cognitive processes. This theory posits that individuals learn by observing others and modeling their behavior. It emphasizes the role of self-efficacy, which refers to an individual's belief in their ability to successfully perform a specific task. According to this theory, individuals are more likely to engage in and excel at tasks for which they have a high level of self-efficacy. In the context of the study, the Social Cognitive Theory provides insights into the factors that influence pre-service teachers' performance. It recognizes that self-efficacy beliefs play a significant role in their instructional skills, personal and social qualities, teacher qualities and motivation, and attitude towards punctuality and promptness. Positive experiences, effective mentoring, and feedback from cooperating teachers can enhance pre-service teachers' self-efficacy, leading to improved performance and outcomes during their internships.

The study integrates the Situated Learning Theory and the Social Cognitive Theory to provide a comprehensive understanding of the factors that shape pre-service teachers' performance during their teaching internships. The Situated Learning Theory highlights the importance of the learning environment, the gradual development of expertise, and the integration of theoretical knowledge into practice. The Social Cognitive Theory emphasizes the role of self-efficacy beliefs and the influence of observation and modeling on performance.

3.4 Statistical tools

The weighted mean was used to treat the gathered data and to provide proper analysis and interpretation of the finds.

IV. RESULTS AND DISCUSSION

4.1. The performance level of teaching interns in terms of instructional-related skills

Table 1. Performance of the pre-service teachers along with their instructional related skills

Instructional-related Skills	Y1	Y2	Y3	Y4	Y5	O.R.	DER
Knowledge of the subject matter	4.12	3.96	4.05	3.84	3.96	3.99	Very Good
Daily Preparation	4.23	4.20	4.34	4.28	3.86	4.18	Very Good
Teaching techniques	4.38	3.74	4.21	4.12	3.42	3.97	Very Good
Use of the language of instruction	3.64	3.86	4.28	4.14	3.42	3.87	Very Good
Classroom Management	4.12	4.04	4.12	4.24	3.72	4.05	Very Good
Creativity	4.20	4.31	4.14	4.26	3.68	4.12	Very Good
General Rating	4.12	4.02	4.19	4.15	3.68	4.03	Very Good

Table 1 presents the performance of pre-service teachers in terms of their instructional-related skills over a five-year period. The table provides valuable insights into the strengths and areas of improvement for pre-service teachers, allowing for a compelling discussion on their development and implications for their future teaching careers. Drawing from previous research studies conducted in the past five years, we can further explore the implications of the findings in Table 1:

Knowledge of the subject matter. The pre-service teachers consistently demonstrated a very good level of knowledge of the subject matter throughout the five-year period, with an overall average rating of 3.99. This indicates a strong foundation in the content they are expected to teach. Previous studies have highlighted the importance of subject matter knowledge for effective teaching (Shulman, 1986). Teachers who possess deep content knowledge can provide meaningful and accurate explanations, anticipate student misconceptions, and facilitate students' understanding and learning.

Daily Preparation. The pre-service teachers consistently exhibited a very good level of daily preparation, as reflected in their ratings ranging from 4.18 to 4.34. This implies that they were conscientious in planning their lessons, organizing instructional materials, and considering the needs of their students. Adequate lesson preparation is crucial for delivering coherent and engaging lessons (Darling-Hammond, 2017). It allows teachers to align their instructional strategies with learning objectives, differentiate instruction, and adapt to the diverse needs of their students.

Teaching techniques. The pre-service teachers demonstrated a very good level of teaching techniques, although with some variation across the years, as seen in their ratings ranging from 3.74 to 4.38. Effective teaching techniques encompass a range of strategies, such as questioning, classroom discussions, and the use of multimedia resources. Previous research suggests that employing varied teaching techniques enhances student engagement, promotes active learning, and accommodates diverse learning styles (Hattie, 2009). Continued support and training in the development and refinement of teaching techniques can further strengthen pre-service teachers' instructional practices.

Use of the language of instruction. The pre-service teachers generally exhibited a very good level of using the language of instruction, with ratings ranging from 3.64 to 4.28. Language proficiency and clarity of communication are essential for effective instruction, particularly in diverse classrooms (Gibbons, 2015). Strong language skills enable teachers to convey complex ideas, facilitate meaningful discussions, and address students' language needs. Ongoing language development support and professional learning opportunities can enhance pre-service teachers' ability to use language effectively in their instructional practice.

Classroom Management. The pre-service teachers consistently demonstrated a very good level of classroom management skills, as indicated by ratings ranging from 4.04 to 4.24. Effective classroom management is crucial for creating a positive and productive learning environment (Emmer & Sabornie, 2015). Well-managed classrooms minimize disruptions, promote student engagement, and support optimal learning. Pre-service teachers' competence in classroom management contributes to a conducive atmosphere for teaching and learning.

Creativity. The pre-service teachers consistently exhibited a very good level of creativity in their instructional approaches, with ratings ranging from 4.12 to 4.31. Creativity in teaching involves innovative lesson designs, the incorporation of diverse resources, and the ability to engage students' interest and curiosity (Craft, 2015). Creative teaching practices foster student motivation, critical thinking, and deeper learning experiences. Pre-service teachers' creative approaches contribute to engaging and meaningful instruction.

The general rating for the pre-service teachers' performance in Table 1 is consistently very good, with an overall average rating of 4.03. These findings suggest that the pre-service teachers possess a strong foundation in instructional-related skills. The implications of these findings align with previous research emphasizing the importance of effective instructional practices, subject matter knowledge, classroom management, and creativity in promoting student learning and achievement (Hattie, 2009; Darling-Hammond, 2017; Emmer & Sabornie, 2015; Craft, 2015).

4.2. Performance of the Pre-service Teachers along with Their Personal and Social Qualities

Table 2. Performance of the pre-service teachers along with their personal and social qualities

Personal and Social Qualities	Y1	Y2	Y3	Y4	Y5	O.R.	DER
Teaching Personality and Character	4.21	4.26	4.34	4.22	4.06	4.22	Excellent
Physical and Mental health	4.16	4.28	4.56	4.44	3.96	4.28	Excellent
Industry	4.26	4.34	4.22	4.28	4.10	4.24	Excellent
Standing with students, cooperating teachers, and the cooperating school	4.22	4.44	4.48	4.21	3.96	4.26	Excellent
General Rating	4.21	4.33	4.40	4.29	4.02	4.25	Excellent

The findings presented in Table 2 demonstrate the performance of pre-service teachers at Union Christian College over a five-year period, along with their personal and social qualities. These results provide valuable insights and have significant

implications for understanding the development and contributions of pre-service teachers during their teaching internships. Furthermore, these findings align with previous research studies conducted in the past five years, which support and justify the excellent ratings observed in Table 2.

Teaching Personality and Character. The consistent high ratings in teaching personality and character (ranging from 4.06 to 4.34) indicate that pre-service teachers at Union Christian College consistently demonstrate positive teaching personalities characterized by professionalism, empathy, and effective communication skills. These findings are supported by previous research studies that have highlighted the importance of these qualities in fostering positive student-teacher relationships and promoting effective instruction (Wubbels, Brekelmans, & Hooyman, 2013). Positive teaching personalities contribute to creating a conducive learning environment, which further enhances student engagement and academic achievement (Roorda et al., 2011).

Physical and Mental Health. The ratings for physical and mental health (ranging from 3.96 to 4.44) indicate that pre-service teachers at Union Christian College maintained a good level of physical and mental well-being throughout their internships. These findings are consistent with previous research studies that have emphasized the significance of teacher well-being in relation to job satisfaction, effectiveness, and overall teaching performance (Kyriacou, 2001; Stoeber & Rennert, 2008). Sound physical and mental health positively impact pre-service teachers' ability to manage classroom dynamics, sustain their commitment to teaching, and provide effective support to students (Caprara et al., 2006).

Industry. The consistently high ratings for industry (ranging from 4.10 to 4.34) indicate that pre-service teachers at Union Christian College displayed a high level of diligence and commitment throughout their internships. These findings align with previous research studies that have recognized the importance of teachers' work ethic and dedication in their professional growth and student outcomes (Hattie, 2012; Leithwood et al., 2008). The strong work ethic observed among pre-service teachers contributes to effective lesson planning, continuous professional development, and active engagement in the teaching and learning process (Fishman et al., 2013).

Standing with Students, Cooperating Teachers, and the Cooperating School. The consistently excellent ratings for the standing of pre-service teachers with students, cooperating teachers, and the cooperating school (ranging from 3.96 to 4.48) indicate that they established positive relationships within the educational community. These findings are consistent with previous research studies that highlight the importance of positive relationships in promoting student engagement, academic achievement, and overall classroom climate (Roorda et al., 2011; Wubbels & Brekelmans, 2005). Positive relationships with students, colleagues, and the school community foster a collaborative and supportive learning environment, benefiting both pre-service teachers and their students.

The general rating of 4.25, reflecting the overall performance and qualities of pre-service teachers, further supports the excellence observed in their instructional skills, personal and social qualities, and overall professional readiness. These findings are consistent with previous research studies that have highlighted the significance of effective teaching practices, integration of theoretical knowledge, and the development of professional competencies (Darling-Hammond, 2017; Ingersoll & Strong, 2011).

3.3. Performance of the Pre-service Teachers along with Teacher Qualities and Motivation

Table 3. Performance of the pre-service teachers along with teacher qualities and motivation

Teacher Qualities and Motivation	Y1	Y2	Y3	Y4	Y5	O.R.	DER
1. Attitude towards work	4.23	4.32	4.28	4.16	4.04	4.21	Excellent
2. Attitude towards cooperating teacher	4.32	4.50	4.38	4.28	4.12	4.32	Excellent
3. Personal initiatives	4.10	4.18	4.32	3.76	3.90	4.05	Very Good
4. Support to the cooperating teacher and school	4.22	4.44	4.48	4.21	3.96	4.26	Excellent
5. Participation and support to curricular and co-curricular activities	4.12	4.34	4.38	4.21	3.90	4.19	Very Good
6. Relationship with cooperating teachers and fellow student teacher	4.32	4.54	4.28	4.11	3.94	4.24	Excellent
General Rating	4.22	4.39	4.35	4.12	3.98	4.21	Excellent

Table 3 presents the performance of pre-service teachers in terms of teacher qualities and motivation over a span of five years, providing valuable insights into their development and contributions during their teaching internships. The table showcases consistently high ratings across various dimensions, indicating the interns' exceptional qualities and motivation. These findings align with previous research studies conducted in the past five years, highlighting the implications and justifications for the results.

Attitude towards work. The interns consistently demonstrated a positive attitude towards work, as indicated by their excellent ratings across all five years ($M=4.21$). This finding is consistent with previous studies that have emphasized the importance of a positive work attitude among pre-service teachers. Research has shown that a positive attitude towards work is linked to increased job satisfaction, commitment, and performance (e.g., Klassen & Chiu, 2010). The interns' strong work attitude implies their dedication to their profession, their willingness to go above and beyond, and their commitment to continuous improvement.

Attitude towards cooperating teacher. The interns consistently exhibited a positive attitude towards their cooperating teachers, receiving excellent ratings throughout the five-year period. This aligns with previous research highlighting the significance of a positive teacher-cooperating teacher relationship. Studies have emphasized that a positive attitude towards cooperating teachers enhances the quality of mentorship and support received by pre-service teachers (e.g., Wang & Odell, 2002). The interns' positive attitude towards their cooperating teachers suggests a conducive learning environment, effective guidance, and fruitful mentorship, contributing to their professional growth and development.

Personal initiatives. The interns displayed commendable personal initiative, as evidenced by their very good ratings across most years. This finding is supported by previous research that emphasizes the importance of pre-service teachers taking personal initiatives in their professional development. Studies have shown that personal initiatives, such as seeking feedback, engaging in reflective practices, and pursuing additional learning opportunities, positively impact teaching effectiveness (e.g., Korthagen et al., 2011). The interns' personal initiatives signify their proactive approach to learning and their commitment to becoming reflective and autonomous practitioners.

Support to the cooperating teacher and school. The interns consistently provided substantial support to their cooperating teachers and schools, receiving excellent ratings over the five-year period. This finding aligns with previous studies that emphasize the significance of pre-service teachers offering support to their cooperating teachers and schools. Research has highlighted the positive impact of pre-service teachers' support in reducing workload, enhancing classroom management, and fostering collaborative learning environments (e.g., Ronfeldt et al., 2014). The interns' support to their cooperating teachers and schools indicates their willingness to contribute, collaborate, and be active participants in the educational community.

Participation and support to curricular and co-curricular activities. The interns actively participated in and supported curricular and co-curricular activities, with very good ratings in most years. This finding is in line with previous research that underscores the importance of pre-service teachers' involvement in broader school activities. Studies have shown that participation in curricular and co-curricular activities enhances pre-service teachers' understanding of students' holistic development and fosters their integration into the school community (e.g., Feiman-Nemser & Buchmann, 1985). The interns' active participation signifies their commitment to holistic education and their willingness to contribute beyond the classroom.

Relationship with cooperating teachers and fellow student teachers. The interns maintained excellent relationships with their cooperating teachers and fellow student teachers, as indicated by their high ratings. This finding is consistent with previous research highlighting the significance of positive relationships among teachers. Studies have emphasized that positive relationships with cooperating teachers and peers contribute to pre-service teachers' professional development, emotional well-being, and effective collaboration (e.g., Johnson et al., 2014). The interns' strong relationships suggest a supportive and collaborative learning environment, fostering mutual learning and growth.

Internship Performance of Pre-service Teachers along with Their Attitude towards Punctuality and Promptness

Table 4. Performance of the pre-service teachers along with their attitude towards punctuality and promptness

Attitude towards Punctuality and Promptness	Y1	Y2	Y3	Y4	Y5	O.R.	DER
1. Report to class on time	4.23	4.32	4.28	4.16	4.04	4.21	Excellent
2. Attends conferences promptly	4.19	4.28	4.36	4.20	4.00	4.21	Excellent
3. Reports to assigned tasks ahead of time	4.19	4.22	4.28	4.08	4.00	4.15	Very Good
4. Performs assigned reports and works promptly	4.36	4.22	4.26	4.20	4.10	4.23	Excellent
5. Accomplishes assignments carefully and accurately	4.22	4.44	4.48	4.21	3.96	4.26	Excellent
Grand Rating	4.24	4.30	4.33	4.17	4.02	4.21	Very Good

Table 4 presents the performance of pre-service teachers along with their attitude towards punctuality and promptness over a span of five years. The table provides valuable insights into the interns' adherence to schedules, meeting deadlines, and their overall attitude towards time management. These findings have significant implications for the teaching internship program and highlight the importance of punctuality and promptness in the development of pre-service teachers. The discussion below provides justifications and implications of the findings based on previous research studies conducted in the past five years.

Report to class on time. The ratings for reporting to class on time consistently remained high throughout the five-year period, ranging from 4.04 to 4.32, with an average rating of 4.21. These findings align with previous research studies that have emphasized the positive impact of punctuality on classroom management and student engagement (Stauffer, 2019). Punctuality demonstrates professionalism and sets a positive example for students, contributing to a productive learning environment. The consistent excellent rating in this aspect indicates that the interns recognize the importance of being punctual and understand its influence on their teaching effectiveness.

Attends conferences promptly. The ratings for attending conferences promptly also remained consistently high, ranging from 4.00 to 4.36, with an average rating of 4.21. Timely attendance at conferences is essential for professional development and networking opportunities (Adams, 2020). The interns' high ratings in this aspect indicate their commitment to continuous learning and their recognition of the value of attending conferences for their professional growth. Prompt conference attendance enables them to stay updated with current educational practices and connect with experts in the field.

Reports to assigned tasks ahead of time. The ratings for reporting to assigned tasks ahead of time ranged from 4.00 to 4.28, with an average rating of 4.15, indicating a consistently very good performance. Previous studies have highlighted the benefits of completing tasks ahead of schedule, such as reduced stress, improved quality of work, and enhanced time management skills (Ames, 2017). The pre-service teachers' ability to report to assigned tasks ahead of time demonstrates their organizational skills and proactive approach to meeting deadlines. This attribute is crucial for effective teaching, as it allows for adequate preparation and delivery of high-quality instruction.

Performs assigned reports and works promptly. The ratings for performing assigned reports and works promptly ranged from 4.10 to 4.36, with an average rating of 4.23, indicating consistent excellence. Timely completion of assigned reports and tasks reflects professionalism, accountability, and respect for the teaching profession (Harris, 2018). The interns' high ratings in this aspect highlight their commitment to fulfilling their responsibilities diligently and their understanding of the importance of timely completion in maintaining smooth administrative processes within educational institutions.

Accomplishes assignments carefully and accurately. The ratings for accomplishing assignments carefully and accurately ranged from 3.96 to 4.48, with an average rating of 4.26, indicating consistent excellence. Previous research studies have emphasized the significance of accuracy and attention to detail in completing assignments (Struthers et al., 2019). The interns' high ratings suggest that they demonstrated meticulousness and precision in their work, ensuring the delivery of high-quality outputs. Their commitment to accomplishing assignments carefully and accurately reflects their dedication to professional standards and their pursuit of excellence.

The overall grand rating for attitude towards punctuality and promptness across the five-year period was very good, with an average rating of 4.21. These findings reinforce the notion that punctuality, meeting deadlines, and promptness are vital attributes

for pre-service teachers (Doherty, 2021). The consistent high ratings indicate that the interns displayed a strong sense of responsibility and professionalism, recognizing the impact of these qualities on their teaching effectiveness and professional reputation.

Implications to Practice

The grand rating of excellent indicates that the performance of the pre-service teachers during their teaching internships is commendable. The consistent ratings across various categories demonstrate their continuous growth, development, and commitment to their professional roles.

These findings have several implications for pre-service teacher education and the teaching internship program. Firstly, the positive performance of the pre-service teachers highlights the effectiveness of the teaching internship program in preparing them for their future careers. The program's emphasis on instructional skills, personal and social qualities, and punctuality and promptness has evidently contributed to the interns' development and readiness to become competent teachers.

The findings also underscore the importance of providing a supportive and conducive learning environment within the teaching internship program. Mentoring and guidance from cooperating teachers and the institution have played a significant role in the interns' performance and overall development. The positive relationships established with students, cooperating teachers, and the cooperating school further emphasize the significance of collaboration and professional relationships in creating an effective teaching and learning environment.

To maintain and further enhance the performance of pre-service teachers, continuous program improvement is necessary. The findings can serve as a basis for identifying areas of strength and areas that require further attention. For example, while the interns generally demonstrate strong instructional skills, there may be specific teaching techniques or aspects of language use that could be further developed and refined. Additionally, the findings can inform the design of professional development opportunities and support systems for pre-service teachers. Strategies that promote creativity, self-efficacy, and further development of personal and social qualities can be implemented to ensure the continued growth and effectiveness of future interns.

In conclusion, the findings highlight the positive performance of pre-service teachers during their teaching internships. Their strong instructional-related skills, personal and social qualities, teacher qualities and motivation, and attitude towards punctuality and promptness demonstrate their readiness and competence as future teachers. These findings affirm the effectiveness of the teaching internship program and provide valuable insights for program improvement and the continued preparation of pre-service teachers for their professional careers.

I. ACKNOWLEDGMENT

This study is supported by the college administration of Union Christian College under the faculty research program.

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