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## **Perception, Challenges, And Academic Performance Of Pre-Service Teachers In Student Teaching**

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### **ABSTRACT**

This descriptive-correlational study was conducted among 152 randomly selected male and female pre-service teachers of Isabela State University-Echague campus. The purpose of which was to describe and analyze their perception, challenges and academic performance in student teaching with the aim of developing intervention program. Data were collected through survey using an adopted questionnaire. Majority of the respondent were female with academic performance of above-average. The study revealed that male pre-service teachers have more positive perception about student teaching than the female. Specifically, male pre-service teachers perceived that student teaching was an avenue for them to develop their knowledge and skills in teaching including appropriate attitude of an outstanding teacher. However, the study also revealed that male pre-service teachers encountered more challenges than the female pre-service teachers in the areas of classroom management, social environment, curriculum development and relationship with their supervising instructors and cooperating teachers. The study also found out that improving strategies on controlling students' behavior, mastery of the subject matter, use of instructional materials, developing cordial relationship with other teachers and cooperating teachers, conduct of supervisory activities as often as possible and providing feedbacks will strengthen the possibility of having a better academic performance among the pre-service teachers. Intervention activity, therefore, is suggested focusing on male pre-service teachers with the aim of providing scaffolding in the areas of teaching approaches, communication and promoting good relationship with peers, supervisors and the students, including instructional materials development, values integration and the like.

**Keywords:** Education, Student Teaching, Pre-Service Teachers, Academic Performance

### **INTRODUCTION**

#### **Rationale**

A teacher is the heart of the educational process. Teachers are expected to develop instructional experiences that will enable the students gain knowledge and skills necessary for the need of the society and the country as a whole. Furthermore, students are expected to develop their full potential with the aid of their teachers, hence, teachers are indispensable part of human development. Teachers are expected to develop their students' talents and skills including cognitive, social, physical and spiritual aspect, hence, being a teacher requires one to become multifaceted individual. According to the teachers' professional code of ethics, a defining characteristic of a profession is a spirit of public service. Consistent with this spirit, teachers who are both public servants and members of a profession should place the responsibility for the education, welfare, health and safety of their students before their responsibility to sectional or private interests or to other members of the profession.

In the attainment of the noble responsibilities of the teachers, they need to be equipped with the necessary trainings, knowledge and skills. Quality teacher is an output of quality pre-service education and continuous training and advancement of knowledge and skills in their field of specialization. The Isabela State University (ISU) through its College of Education (CEd) is determined to develop globally and highly competent basic education teachers by providing different curricular and co-curricular activities for the students while ensuring that its curriculum is responsive to the needs of the country and the global community. The College ensures that student teaching can be a good avenue for pre-service teachers understand the nature and dynamics of the teaching-learning process.

To ensure the quality of student teaching experience, the College adheres to several statutory policy such as the National Competency-based for Teachers (NCBTS), and the Philippine Professional Standards for Teachers (PPSTS) of the Department of Education and the Guidelines for Student Internship Program set by the Commission on Higher Education (CHED). Policies and guidelines related to students teaching ensure that student teachers are provided with quality experience throughout the duration of their student teaching allowing them to apply their theoretical and philosophical knowledge and skills.

Student teaching is one among the strategies in developing quality teacher. It is the culmination of any education related courses. It is a phase where a pre-service teacher of any Teacher Education Institution (TEI) is given the chance to apply all theoretical and philosophical knowledge and skills which they gained during their extensive training in the academe. For most of the students, student teaching is the ultimate realization of their dreams of becoming a teacher. In ensuring quality teachers, student teaching is an indispensable part of any education related course. According to Ulla (2016) student teaching creates opportunities for first-hand experiences that encourage critical thinking, long-term retention, transfer potential, positive attitudes towards teaching, appreciation for nature, and increased scientific curiosity.

Student teaching program can be successful while it is a complicated experience. Its success depends on the actors of the program- the student teacher, the supervising instructor and the cooperating teacher. The student teacher refers to the pre-service teacher who is academically qualified to undergo the student teaching program. They are expected to acquire technical knowledge and skills in their cooperating schools while applying their theoretical knowledge and skills gained in the academe. The cooperating teachers, according to Moscaya, et al. (2021), are the mentor of the student teachers in their cooperating schools. They guide the student teachers through a supervised type of teaching experiences in consultation with the faculty from the university assigned as supervising instructor of the student teacher. Technically, the cooperating teachers are the one providing scaffolding among student teachers to further develop their knowledge and skills in the process of teaching and learning. The Department of Education through its Order No. 3, s. 2007, defined cooperating teacher as the person assigned to guide the student teacher in the development of professional competencies, attitudes and behavior. Lastly, the supervising instructor is defined as the one responsible in providing theoretical knowledge and skills among the pre-service teachers through the various academic subjects under the curriculum. In addition, the Department of Education through its Order No. 3, s. 2007, defined supervising instructor as a faculty member from a Teacher Education Institution in charge of the student teaching program, who teaches the course and oversees the various activities of the student teachers.

Along with the implementation of different policies in ensuring quality student teaching experience, there are different problems encountered by student teachers of the College such as problems related to classroom management, social interaction, personal problems and the like. According to Ganal, et al. (2016), student teachers encounter different problems in the course of their student teaching due to lack of exposure in the actual teaching-learning environment. This is the reason that in the current curriculum, pre-service teachers are required to take a 6-unit subject which will allow them have an exposure in the actual teaching-learning environment focusing in different area and another six (6) units for the actual student teaching program. Koros (2016) also found out that problems encountered during student teaching is influenced by the perception of the practice teachers about teaching itself. Koros explained that a clear and positive perception about teaching may greatly affect the whole process. Further according to Flores (2016), student teachers are having difficulty on the art of questioning, lack of feedback from their cooperating teachers and/or giving negative feedbacks. Moreover, Calapardo, et al. (2016), confirmed in their study that there are institutions whose student teaching program is not in congruence with the professional standards for teachers. Hence, there is a need for teacher education institution to make necessary action to address this issue.

According to Ulla (2016), practice teaching in education is still a challenge since it does not fully prepare student teachers for the actual classroom teaching. Student teachers should be well-monitored, supervised, and guided by their supervising teachers through “online discussions” and classroom teaching observation for them to become prepared. Through constant monitoring and guidance from the teacher educators, these student-teachers will learn how to handle and manage not just their daily lessons but the students and their classroom as well.

This research aimed to analyze the perception, challenges and academic performance of the student teachers of the College of Education during the whole duration of their student teaching. Focus is given on the analysis on the difference of the perception and challenges of male and female pre-service teachers. Also, the relationship between the perception and challenges and the academic performance was also analyzed in this study. The purpose of which is to unveil the pre-service teachers’ perception about teaching as their future career and to look into their problems encountered during the duration of the program. The ultimate goal is to identify definite insights and problems of the pre-service teachers and to develop intervention program to improve their understanding of the teaching profession and address the problems that they might encounter in the future.

### **Objectives of the Study**

1. Determine the sex of the pre-service teacher-respondents.
2. Describe the perception of the respondents about student-teaching.
3. Ascertain the differences of the perception of the male and female pre-service teachers on student teaching.
4. Identify the challenges faced by the pre-service teachers in their student teaching based on the following:
  - a. Classroom management;
  - b. Social environment;

- c. Curriculum development and instruction;
- d. Cooperating teachers;
- e. Supervising instructor.
5. Evaluate the differences of the challenges on student teaching based from the perception of the male and female pre-service teachers.
6. Analyze the relationship between the following:
  - a. respondents' perception on student teaching and their academic performance in practice teaching; and,
  - b. respondents' perceived challenges in student teaching and their academic performance in practice teaching.

## METHODOLOGY

The study was a descriptive-correlational type of research. A structured questionnaire was adopted from the study Ganal, Andaya and Guiab (2015). The 152 respondents of the study were the pre-service teachers of the College of Education who were chosen using 95% degree of accuracy and 5% allowable error. The respondents were taken from the different field of specializations namely: English, Filipino, Social Studies, Mathematics, MAPEH (Music, Arts, Physical Education and Health), Technology and Livelihood Education and Elementary Education. To ensure equal distribution of respondents, proportional allocation was performed categorizing the respondents based on their area of specializations. Ethical issue such as confidentiality of data was addressed through proper orientation among the respondents, proper data collection, handling and storage. In accordance with the Data Privacy Act of the Philippine, a letter of consent and approval was secured among the respondents allowing the researcher to have an access on their grades in Student Teaching. A letter was then forwarded to the Office of the Registrar to formally request the grades of the respondents. The letter of consent and approval were attached to the letter sent at the Office of the Registrar. Frequency counts, percentaging and mean were used to determine the sex, academic performance and describe the perception and challenges faced by the pre-service teachers in their student teaching. Mann Whitney U-test was used for the test of difference and Kendall tau b for the test of relationship.

## RESULT AND DISCUSSION

**Table 1: Distribution of the Respondents according to their Sex.**

Sex	Frequency n=152	Percentage
Male	40	26.3
Female	112	73.7

Table 1 presents the profile of the 152 pre-service teacher-respondents as to their sex. It can be gleaned from the table that majority of the respondents were female numbering to 112 or 73.7% of the total respondents. Also, the study was participated by 40 or 26.3% male respondent. While the teaching career knows no gender, data shows that the teaching profession is still dominated by female teachers. According to Bongco and Abenes (2019), in school year 2008-2009, at least 89% of elementary teachers and at least 77% of secondary teachers in the Philippines are female. In 2017, female teachers in elementary education were accounted to at least 65.73% (Bongco and Ancho, 2020) and at least 70.68% of secondary school teachers in 2020 were female (World Bank, 2023). In addition, in 2017, there were at least 51.86% of female teachers.

**Table 2: Difference on the Perception of the Pre-Service Teachers about Student Teaching Program according to their Sex.**

Statement	Male		Female		Grand Mean		Z	Sig.
	Mean	Des.	Mean	Des.	Mean	Des.		
Practice Teaching...								
has made me decide whether or not to pursue teaching as a profession	4.15	A	4.49	A	4.40	A	19.58 <sup>ns</sup>	0.18
gave me an opportunity to try-out ideas & theories in a real classroom setting	4.70	SA	4.73	SA	4.72	SA	21.40 <sup>ns</sup>	0.58
develops in me the interest in teaching.	4.62	SA	4.58	SA	4.60	SA	21.50 <sup>ns</sup>	0.48
has made me to master professional skills	4.60	SA	4.46	SA	4.50	SA	19.46 <sup>ns</sup>	0.16
has exposed me to the problems and prospects of the teaching profession.							22.16*	0.00

	4.60	SA	4.58	SA	4.59	SA		
helped me to broaden my knowledge of the subject matter	4.82	SA	4.79	SA	4.80	SA	21.72 <sup>ns</sup>	0.68
has made me to learn how to plan, prepare and present my lesson topics appropriately.	4.77	SA	4.80	SA	4.80	SA	21.51 <sup>ns</sup>	0.49
has helped me acquire those valuable personality attributes that are associated with outstanding teacher.	4.82	SA	4.63	SA	4.68	SA	18.45*	0.03
has helped me to perfectly use instructional materials when teaching	4.60	SA	4.53	SA	4.55	SA	20.53 <sup>ns</sup>	0.45
has helped me learn to use reinforcement and assessment skills correctly	4.63	SA	4.63	SA	4.63	SA	22.05 <sup>ns</sup>	0.86
is a vital factor in the preparation of future teaching assignment	4.75	SA	4.63	SA	4.65	SA	19.52 <sup>ns</sup>	0.17
has enabled student-teachers gain general experience in the teaching profession	4.70	SA	4.73	SA	4.72	SA	21.67 <sup>ns</sup>	0.67
helped the students-teachers appreciate more the teaching profession	4.63	SA	4.72	SA	4.70	SA	20.51 <sup>ns</sup>	0.30
gave me the opportunity to relate my studies to future career.	4.55	SA	4.74	SA	4.69	SA	18.01*	0.02
gave me an opportunity to communicate and interact closely with learners and control the class effectively	4.80	SA	4.73	SA	4.75	SA	20.88 <sup>ns</sup>	0.40
helped me to develop my own way of working effectively with learners and colleagues	4.63	SA	4.64	SA	4.64	SA	21.10 <sup>ns</sup>	0.50
is enough and appropriate to develop teaching skills.	4.48	SA	4.18	SA	4.26	SA	17.65*	0.03

Table 2 presents the perception of the respondents about students teaching program. Based from the table, the respondents rated 15 out of 17 statements as “Strongly Agree” with mean rating from 4.50 to 4.50. On the other hand, the remaining two (2) statements were rated as “Agree” with mean rating of 4.26 and 4.40, respectively.

Generally, the 152 respondents of have a positive perception about student teaching program. On a personal note, the respondents have strong agreement that student teaching provides opportunity to appreciate teaching profession and to gain general experience in teaching which allowed them to be exposed to various problems related to teaching. Also, they have a strong agreement that student teaching is a vital factor for future teaching assignment as it provides opportunities to master their professional skills, acquire valuable personality attributed associated to outstanding teachers and allowing them to develop skills to maintain good working relationship.

On the professional side, the respondents have strong agreement that student teaching program provides avenue for them to develop their interest in teaching, test the knowledge, skills, theories and philosophies they learn from the academe in real classroom situation. Student teaching program allowed the pre-service teachers to broaden their knowledge and skills in their subject matters and gave them the opportunity to communicate and interact closely with learners and control the class effectively. Furthermore, the program gave the pre-service teachers the exposure on lesson planning, appropriate selection and preparation of instructional materials and the usage of reinforcement and assessment tools and strategies.

Table 2 also presents the difference on the perception of the male and female pre-service teachers of the College of Education about the student teaching program. It can be seen from the table that four (4) out of 17 statements show significant difference. This is based on their z-test value from 17.65 to 22.16 and significance level from 0.00 to 0.03. This only means that the perception of the male respondents significantly differs with the perception of the female respondents on the statement about practice teaching allowing them to be exposed to



different problems related to teaching profession, helping them acquire valuable personality attributes that are associated with outstanding teacher, giving the opportunity to relate their studies to future career, and that the program is enough and appropriate to develop their teaching skills. Furthermore, the male respondents gave a significantly higher ratings than the female respondents. This only means that male respondents have more positive perception about student teaching program of the College.

**Table 3: Difference on the Perceived Challenges in the Conduct of Student Teaching Program by the Male and Female Pre-Service Teachers in terms of Classroom Management.**

Classroom Management	Male		Female		Grand Mean		Z	Sig.
	Mean	Des.	Mean	Des.	Mean	Des.		
Poor arrangement of sitting position of learners	3.45	QA	3.57	A	3.54	A	0.21 <sup>ns</sup>	0.48
Controlling learner's movement in and out of the class	4.08	A	3.87	A	3.92	A	19.05 <sup>ns</sup>	0.12
Controlling noise making	4.10	A	3.96	A	4.00	A	20.21 <sup>ns</sup>	0.32
Set encouraging students	4.10	A	4.05	A	4.06	A	0.21 <sup>ns</sup>	0.44
Improvisation in teaching	3.85	A	3.88	A	3.87	A	0.21 <sup>ns</sup>	0.77
Writing on the chalkboard	4.05	A	3.68	A	3.78	A	17.88*	0.05
Learners do not respect student-teachers	3.22	QA	2.81	QA	2.92	QA	18.62 <sup>ns</sup>	0.11
Inability to conduct routinely activities such as checking of attendance, distribution and collection of test papers, erasing the board, submission of learners' output, etc.	3.50	A	3.25	QA	3.31	QA	19.01 <sup>ns</sup>	0.15
Low or no class participation and interactions	3.47	QA	2.84	QA	3.01	QA	17.05*	0.01
Inability to hold attention of learners throughout the period of class	3.40	QA	2.97	QA	3.09	QA	17.60*	0.04

A- Agree    QA- Quite Agree    D- Disagree    ns- Not Significant    \*-Significant

Table 3 presents the challenges in the conduct of student teaching program as perceived by the male and female pre-service teachers as to classroom management. It can be seen from the table that out of 10 statements, five (5) were rated by male and female as “Agree” with mean rating from 3.85 to 4.10 for the male, 3.68 to 4.05 for the female and a grand mean from 3.78 to 4.06. Both male and female respondents agreed that they encountered challenges like controlling students’ movement in and out of the class and their noisy behavior. They agreed also that they have challenges like encouraging students, writing in the chalkboard and improvising of teaching materials.

The table also presents that three (3) statements were rated by the respondents as “Quite Agree” with mean rating from 3.22 to 3.47 for the male, 2.97 to 2.87 by the female and a grand mean from 2.92 to 3.09. Both male and female respondents had quite agreement that they have challenges like disrespectful students, low to no class participation and inability to sustain students’ attention.

Problems related to classroom management specifically on controlling students’ behavior is one among the common challenges being faced by students’ teacher. Typically, student-teachers are having hard time on imposing disciplinary measures among the students since some are unruly, noisy and uncontrollable. Further, there are students who do not respect students’ teachers (Collantes, 2021; Ganal et al., 2016; Korros, 2016; Ulla, 2016)

Male and female respondents have a different perception about the poor sitting arrangement of the learners as a challenge during student teaching. The female respondents agreed that it was a challenge with mean rating of 3.54 while the male respondents rated the statement as “Quite Agree” with mean rating of 3.45. On the hand, male respondents agreed that it was a challenge for them to conduct routine activities like checking of attendance, distribution and collection of test papers, erasing the board, submission of learners’ output, etc. while the female respondents rated these challenges as “Quite Agree” with mean rating of 3.25

Table 3 also presents the difference on the perception of the male and female respondents as to challenges related to classroom management. The table reveals that three (3) statements show significant difference with z-test from 17.05 to 17.88 and significance level not higher than 0.05 and not lower than 0.01. This imply that the

perception of the male respondents is significantly different with the perception of the female respondents on the challenges on classroom management like writing on the chalkboard, low to no class participation and inability to hold students' attention. The table also reveals that male pre-service teachers provides a significantly higher ratings than the female respondents which means that male pre-service teachers have higher observation or experiences on these challenges.

**Table 4: Difference on the Perceived Challenges in the Conduct of Student Teaching Program by the Male and Female Pre-Service Teachers in terms of Social Environment.**

Social Environment	Male		Female		Grand Mean		Z	Sig.
	Mean	Des.	Mean	Des.	Mean	Des.		
Inability of the student-teachers to conform to the rules of the cooperating school	3.38	QA	2.92	QA	3.09	QA	18.28 <sup>ns</sup>	0.08
Lack of accommodation for the student-teachers	3.25	QA	2.65	QA	2.80	QA	15.99*	0.01
Lack of tables for the student-teachers	3.15	QA	2.64	QA	2.78	QA	17.52*	0.04
Lack of chairs for the student-teachers	3.10	QA	2.64	QA	2.76	QA	18.33*	0.00
Uncooperative attitude of regular faculty to student-teachers	3.20	QA	2.59	QA	2.75	QA	17.25*	0.03
Non-involvement of student-teachers to different extra-curricular and other school activities	2.85	QA	2.42	D	2.53	QA	19.05 <sup>ns</sup>	0.14
Overcrowded classroom	3.93	A	3.48	QA	3.70	A	18.67 <sup>ns</sup>	0.10
Poorly equipped libraries	4.05	A	3.64	A	3.85	A	18.70 <sup>ns</sup>	0.11
Poorly equipped laboratories	3.05	QA	2.63	QA	2.74	QA	17.99 <sup>ns</sup>	0.06
Teaching staff do not give professional advice to student teachers	2.83	QA	2.49	D	2.58	QA	20.37 <sup>ns</sup>	0.38

Table 4 presents the perception of the male and female pre-service teachers on the challenges related to social environment component on the conduct of student teaching program. Based from the table, one (1) statement was rated as “Agree” by both male and female respondents with mean rating of 4.05 for the male, 3.64 for the female and 3.85 for the grand mean. Both male and female respondents agreed that they encountered challenge poorly equipped libraries in their cooperating schools.

The table also reveals that seven (7) statements were rated as “Quite Agree” by both male and female respondents with mean rating from 3.10 to 3.38 for the male, 2.59 to 2.92 for the female and 2.75 to 3.09 as grand mean. Both male and female respondents have quite agreement on challenges like inability of the student-teachers to conform to rules, lack of chairs, tables, accommodation and poorly equipped laboratories. They also have a quite agreement on the challenge of having teachers with uncooperative behavior with student-teachers.

These findings are also the same with the findings of Collantes (2021), and Korros (2016). It was revealed in their studies that pre-service teachers are having hard time in the preparation of their lesson since the curriculum guidelines are inadequate and school facilities like libraries and laboratories are lacking or poorly equipped. Also, pre-service teachers are having facing trouble in terms of accommodation and relationship with other faculty in the school.

As seen in the table, three (3) statements have different ratings from the male and female respondents. Challenges like teaching staff do not give professional advice with the student-teachers and non-involvement of the student-teachers in extra-curricular and other school activities were rated by the male respondents as “Quite Agree” with mean rating of 2.83 and 2.85 while the female respondents disagreed on the presence of these challenges with mean rating of 2.42 and 2.49, respectively. Male respondents agreed that they encountered overcrowded classroom with mean rating of 3.93 while the female respondents rated it to be “Quite Agree” with mean rating of 3.48.

The table also presents the difference on the perceived challenges on social environment of the male and female pre-service teachers. It can be seen from the table that four (4) challenges show significant difference with z-test from 15.99 to 18.33 and significance level from 0.00 to 0.04. This imply that the perception of the male respondents is significantly different with the perception of the female respondents on the presence of challenges like lack of chairs, tables and accommodation for the students-teachers. Also, their perception is

significantly different on the presence of uncooperative attitude of regular faculty to student-teachers. The table also reveals that it's the male respondents who gave a significantly higher ratings than the female respondents which only means that male respondents have higher observation or experiences regarding these challenges during their students teaching program.

**Table 5: Difference on the Perceived Challenges in the Conduct of Student Teaching Program by the Male and Female Pre-Service Teachers in terms of Curriculum Development & Instruction.**

Statement	Male		Female		Grand Mean		Z	Sig.
	Mean	Des.	Mean	Des.	Mean	Des.		
Curriculum Development and Instruction								
Inability of student-teachers to master the subject matter	3.18	QA	2.63	QA	2.77	QA	18.07 <sup>ns</sup>	0.06
Inability of student-teachers to utilize instructional materials properly	3.13	QA	2.58	QA	2.73	QA	17.58*	0.04
Inability of student-teachers to apply appropriate teaching skills	3.15	QA	2.58	QA	2.73	QA	16.90*	0.02
Unavailability of relevant textbooks and reference book and other instructional materials	3.20	QA	2.78	QA	2.88	QA	18.45 <sup>ns</sup>	0.09
Inability of student-teachers to improvise instructional materials	3.05	QA	2.73	QA	2.81	QA	19.48 <sup>ns</sup>	0.20
Writing of lesson plans	4.00	A	3.63	A	3.73	A	18.54 <sup>ns</sup>	0.09
Giving and marking students' output	3.75	A	3.62	A	3.65	A	21.08 <sup>ns</sup>	0.57
Nervousness	4.57	SA	4.07	A	4.32	A	16.86*	0.02
Inability to integrate values in all topics	3.64	A	3.88	A	3.76	A	17.00*	0.02
Lack of skills in directing appropriate questions to learners of different abilities	3.17	A	2.80	QA	2.90	QA	18.61 <sup>ns</sup>	0.10

A- Agree    QA- Quite Agree    ns- Not Significant    \*-Significant

Table 5 presents the perception of the male and female pre-service teachers on challenges they faced during the conduct of student teaching program related to curriculum development and instruction. In can be seen from the table that three (3) statements were rated as agree by both respondents with mean rating from 3.64 to 4.00 for the male, 3.62 to 3.88 for the female and 3.65 to 3.76 for the grand mean. Both male and female respondents agreed that they encountered challenges like inability to write lesson plan, integrate values in their teaching and improvise instructional materials. According to Torralba (2016) because of low investment over the past decade, teachers were introduced with outdated teaching methods. Due to this, limited attention to the development of learners' social and emotional skills can only be provided by the teachers, hence, Filipino learners lag behind. This situation is worse for vulnerable children, including indigenous children and children living with disabilities.

The table also shows that five (5) statements were rated as "Quite Agree" by the respondents with mean rating from 3.05 to 3.20 for the male, 2.58 to 2.78 for the female and 2.73 to 2.88 for the grand mean. Both male and female respondents have quite agreement that they encountered challenges like inability to master the subject-matter, inability to improvise and properly utilize instructional materials, inability to apply appropriate teaching skills and unavailability of reference and textbook.

Two (2) statements were rated differently by the respondents. The male respondents rated have strong agreement on nervousness as challenge during the conduct of student teaching program with mean rating of 4.57 while the female respondents rated it to be "Agree" with mean rating of 4.07. Furthermore, the male respondents agreed that they have lack of skills in directing appropriate questions to learners of different abilities with mean rating of 3.17 while the female respondents rated it to be "Quite Agree" with mean rating of 2.80.

Ulla (2016) found out that pre-service teachers under student teaching program usually feel nervous before, during and even after their every demonstration teaching. He articulated that although it's a normal situation, unable to overcome such experience may lead to various awkward situations like unable to use their voice



effectively and forgot some of the parts of the lesson. Also, Flores (2016) noted in her study that pre-service teachers are having difficult time in devising effective questions for the students.

Table 5 also presents the difference on the perceived challenges encountered by pre-service teachers during their student teaching program related to curriculum development and instruction. The table reveals four (4) challenges to have significant difference. This is based on the result of the z-test from 16.86 to 17.58 and significance level of 0.02 and 0.04, respectively. This signifies that the perception of the male and female respondents is significantly different especially on challenges like inability to master subject-matters, inability to appropriately utilize instructional materials, inability to integrate values in all topics and nervousness. The table also reveals that the male respondents provided a significantly higher ratings that the female respondents. This is to further signify that male respondents have higher observation or experiences regarding these challenges.

**Table 6: Difference on the Perceived Challenges in the Conduct of Student Teaching Program by the Male and Female Pre-Service Teachers in terms of Cooperating Teacher.**

Cooperating Teachers	Male		Female		Grand Mean		Z	Sig.
	Mean	Des.	Mean	Des.	Mean	Des.		
Supervisors spent only few minutes in the class to observe	4.58	SA	4.48	QA	4.53	SA	18.11 <sup>ns</sup>	0.08
Supervisors are impatient to go through the lesson plan	3.18	QA	2.60	QA	2.76	QA	17.59*	0.04
Lack of cordial relationship between the supervisors and the student-teachers	2.92	QA	2.34	D	2.50	QA	18.04*	0.05
Lack of feedback from supervisors on the performance of the student-teachers	3.03	QA	2.31	D	2.50	QA	16.26*	0.01
No supervisions conducted by the supervisors	2.93	QA	2.28	D	2.45	D	16.88*	0.02
Student-teachers are overloaded by the supervisors by being assigned some or most of their duties	2.83	QA	2.47	D	2.57	QA	19.56 <sup>ns</sup>	0.22
Supervisors are harsh and unfriendly	2.65	QA	2.00	D	2.17	D	17.93*	0.05
Supervisors do not give clear instructions or guidelines in the conduct of different classroom activities	2.75	QA	2.25	D	2.38	D	18.39 <sup>ns</sup>	0.08
Incompetent supervisor	2.65	QA	2.24	D	2.34	D	20.07 <sup>ns</sup>	0.30

SA- Strongly Agree      QA- Quite Agree      D- Disagree      ns- Not Significant      \*-Significant

Table 6 presents the perception of the respondents on challenges related to their cooperating teachers during the conduct of their student-teaching program. It can be noted from the table that male and female respondents have different ratings about the nine (9) statements pertaining to challenges related to their cooperating teachers. Based from the table, with mean rating of 4.58, male respondents strongly agreed that their cooperating teachers conduct supervision only few minutes especially during classes while female respondents rated it as “Quite Agree” with mean rating of 4.48. Both respondents, on the other hand, has quite agreement on the statement that their cooperating teachers are impatient to go over their lesson. This is based on the mean rating of 3.18 for the male, 2.60 for the female and 2.76 for the grand mean.

Statement three (3) to nine (9) were rated by the male respondents as “Quite Agree” with mean rating from 2.65 to 3.03. Male respondents have quite agreement that encountered challenges on lack of clear instructions and guideline, lack of cordial relationship and lack of feedbacks with their cooperating teachers. Furthermore, male respondents have quite agreement that they encountered problems like no supervision, receiving harsh statement and overload duties from their cooperating teachers. On the other hand, female respondents disagreed with these statements related to challenges on cooperating teachers with mean rating from 2.00 to 2.47.

Problems related to the cooperating teachers of the pre-service teachers is also a common issue during student teaching program. In the study of Collantes (2021), Iqbal (2018) and Flores (2016), it was revealed that pre-service teachers lack social relationship with their cooperating teachers. Furthermore, challenges like the absence of feedback mechanism during class observation is also common problem. Additionally, there are also

problem on cooperating teachers giving negative and insensitive comments about the performance of the pre-service teachers during the duration of the student teaching program.

Table 6 also presents the difference of the male and female perception about challenges they encountered related to their cooperating teacher. The table reveals that five (5) out of nine (9) statements show significant difference. This is based on the result of the z-test from 16.26 to 18.04 and significant level from 0.01 to 0.05. This imply that male respondents have significantly different perception with the female respondents especially on challenges like cooperating teachers are impatient in going over their lesson plan, lack of supervision, lack feedback and lack of cordial relationship and receiving harsh statements from their cooperating teachers. Furthermore, male respondents gave a significantly higher ratings that the female respondents which means that male respondents have higher observation and experiences on these challenges.

**Table 7: Difference on the Perceived Challenges in the Conduct of Student Teaching Program by the Male and Female Pre-Service Teachers in terms of Supervising Instructor.**

Statement	Male		Female		Grand Mean		Z	Sig.
	Mean	Des.	Mean	Des.	Mean	Des.		
<b>Supervising Instructor</b>								
1. No orientation conducted	4.68	SA	4.17	A	4.43	A	15.49*	0.00
2. They are not giving definite instructions about the requirements of practice teaching	3.53	A	3.30	QA	3.42	QA	16.62*	0.01
3. There was no clear guidance as to who will be assigned as supervising instructor (SI)	2.88	QA	2.18	D	2.36	D	15.70*	0.00
4. There were few to no monitoring conducted	4.65	SA	4.36	A	4.51	SA	17.75*	0.04
5. The SI assigned is not approachable and hard to communicate with	2.75	QA	2.14	D	2.30	D	16.67*	0.01
6. There was no pre-practice teaching session spearheaded to avoid misconceptions about the teaching-learning process	2.80	QA	2.29	D	2.42	D	17.99*	0.05
7. The SI are not capable of doing supervisory activities	2.88	QA	2.17	D	2.34	D	15.94*	0.00
8. The SI do not relate his/her observation when doing monitoring	3.65	A	3.12	QA	3.39	QA	17.09*	0.02
9. The SI do not communicate with the school heads in behalf of the practice teachers and checks the dormitories where the practice teachers will be staying.	3.15	QA	3.25	QA	3.22	QA	21.59	0.72
10. The SI is not flexible enough to respond to different needs and problems of the practice teachers.	2.77	QA	2.28	D	2.41	D	18.08	0.06

SA- Strongly Agree A- Agree QA- Quite Agree D- Disagree ns- Not Significant \*-Significant

Table 7 presents the perception of the respondents on the challenges they encountered during their student teaching program related to their supervising instructors. Respondents have quite agreement on the idea that their supervising instructors are not communicating with the cooperating schools in their behalf and check their dormitories. This is based on the mean rating of 3.15 for the male, 3.25 for the female and 3.22 for the grand mean. The table also reveals that with mean rating of 4.65 and 4.68, respectively, the male respondents have strong agreement on the idea that there was no orientation conducted and there were few to no monitoring conducted by their supervising instructor. On the other hand, these statements were rated by the male

respondents as agree with mean rating of 4.17 and 4.36, respectively. With mean rating of 3.53 and 3.65, respectively, the male respondents agreed that supervising instructors are not giving definite instruction on their requirements and supervisors do not relate their observations during monitoring activities. However, the female respondents rated these statements as “Quite Agree” with mean rating of 3.12 and 3.30, respectively.

The table also presents five (5) statements rated to be “Quite Agree” by the male respondents with mean rating from 2.75 to 2.88. Male respondents have quite agreement that supervising instructor is not properly identified and that the assigned one is not approachable, and is not capable for supervisory activities and not flexible on the different needs of the student teachers, and there were no pre-practice teaching sessions to avoid misconception about student teaching. On the other hand, the same statements were rated by the female respondents as “Disagree” with mean rating from 2.14 to 2.29.

Tinduyen, etal.(2019) noted in their study that during the implementation of the student teaching program, one of the reasons of its success is the relationship between the student-teachers and their supervisor. Based from their study, pre-service teachers have positive and negative experiences with their supervisors.

It can also be gleaned from the table that eight (8) out of 10 statements show significant difference. This is based on the result of the z-test from 15.49 to 17.99 and significant level from 0.00 to 0.05. This only mean that the perception of the male respondents is significantly different with the perception of the female respondents. Significantly different perception is on the challenges like no orientation, no pre-practice teaching sessions which may address misconceptions, there was no clear instruction on the assigning of supervising instructors. Significantly different perception is also be seen on the challenges like supervising instructors are not approachable, with no capabilities on monitoring, few to no monitoring activities and there was no relaying of observation during monitoring. It can be further notice from the table that the male respondents gave a significantly higher ratings than the female respondents. This only means that male has a higher observation and experience regarding these challenges.

**Table 8: Academic Performance of the Pre-Service Teachers in their Student Teaching.**

Academic Performance	Frequency n=152	Percentage
1.25 (95-97)	35	23.00
1.50 (92-94)	74	48.70
1.75 (89-91)	42	27.60
2.00 (86-88)	1	0.70

Table 8 presents the academic performance of the 152 pre-service teachers on their student teaching subject. It can be seen from the table that most of the respondents have given a grade of 1.50 or an average from 92-94. They have the biggest number of 74 or 48.70%. Also, 42 or 27.60% of the respondents have a grade of 1.75 or an average of 89-91 from their student teaching subject. Furthermore, 35 or 23% of the students got a grade of 1.25 or an average from 95-97 while the remaining one (1) respondent got a grade of 2.00 or an average from 86-88.

**Table 9: Relationship between the Pre-Service Teachers' Perception about Student Teaching and their Academic Performance.**

Statements	Corr.	Sig.
Practice Teaching...		
has made me decide whether or not to pursue teaching as a profession	0.46*	0.01
gave me an opportunity to try-out ideas & theories in a real classroom setting	0.57 <sup>ns</sup>	9.45
develops in me the interest in teaching.	0.33*	0.00
has made me to master professional skills	0.07 <sup>ns</sup>	0.36
has exposed me to the problems and prospects of the teaching profession.	-0.06 <sup>ns</sup>	0.45
helped me to broaden my knowledge of the subject matter	0.12 <sup>ns</sup>	0.10
has made me to learn how to plan, prepare and present my lesson topics appropriately.	-0.06 <sup>ns</sup>	0.43
has helped me acquire those valuable personality attributes that are associated with outstanding teacher.	-0.16 <sup>ns</sup>	0.84
has helped me to perfectly use instructional materials when teaching	-0.41 <sup>ns</sup>	0.59
has helped me learn to use reinforcement and assessment skills correctly	-0.31 <sup>ns</sup>	0.68

is a vital factor in the preparation of future teaching assignment	-0.45 <sup>ns</sup>	0.55
has enabled student-teachers gain general experience in the teaching profession	0.31*	0.02
helped the students-teachers appreciate more the teaching profession	0.18 <sup>ns</sup>	0.82
gave me the opportunity to relate my studies to future career.	0.62 <sup>ns</sup>	0.42
gave me an opportunity to communicate and interact closely with learners and control the class effectively	0.77 <sup>ns</sup>	0.32
helped me to develop my own way of working effectively with leaners and colleagues	0.87 <sup>ns</sup>	0.26
has enough and appropriate to develop teaching skills.	0.17 <sup>ns</sup>	0.82

ns- Not Significant \*-Significant

Table 9 presents the relationship between the respondents' academic performance and their perception about student teaching program. The table reveals that three (3) statements on students teaching program have significant and direct relationship with the respondents' academic performance. This significant and direct relationship is based on the correlational value from 0.31 to 0.46 and significant level from 0.00 to 0.02. This implies that as the respondents through their student teaching program decide whether to pursue education or not, develops the interest in teaching, and enable the student teachers to have general experience on the teaching profession, their academic performance become better or higher.

The findings of the study go with the findings of Korros (2016). In his study, he found out that the perception of the pre-service teachers after their student teaching program has a positive impact on their perception about teaching. The study revealed that having experience actual teaching during the student teaching program expose the pre-service teacher to actual teaching profession, learn valuable skills and knowledge and help them develop their appreciation to teaching profession, hence, having this perception provides positive impact on academic excellence of the pre-service teachers. Rivera (2017) also expounded the relationship of performance and the attributes of being a future teacher. In her research, she found out that developing competencies both professional and personal during the conduct of student teaching program has positive impact on their performance.

**Table 10: Relationship between the Pre-Service Teachers' Academic Performance in Student Teaching and the Challenges in terms of Classroom Management.**

Statement	Corr.	Sig.
Classroom Management		
Poor arrangement of sitting position of learners	-0.18 <sup>ns</sup>	0.09
Controlling learner's movement in and out of the class	-0.64*	0.03
Controlling noise making	-0.56*	0.02
Set encouraging students	-0.05 <sup>ns</sup>	0.36
Improvisation in teaching	-0.67 <sup>ns</sup>	0.45
Writing on the chalkboard	-0.66 <sup>ns</sup>	0.10
Learners do not respect student-teachers	-0.12 <sup>ns</sup>	0.42
Inability to conduct routinely activities such as checking of attendance, distribution and collection of test papers, erasing the board, submission of learners' output, etc.	-0.87*	0.05
Low or no class participation and interactions	-0.68 <sup>ns</sup>	0.33
Inability to hold attention of learners throughout the period of class	-0.72 <sup>ns</sup>	0.30

ns- Not Significant \*-Significant

Table 10 presents the relationship between the respondents' academic performance and challenges in classroom management encountered during their students teaching program. It can be seen from the table that three (3) statements were found to be significant but negatively related to academic performance. This is based on the correlational value from -0.56 to -0.87 and significant level from 0.02 to 0.05. This only means that there is a higher possibility that when the pre-service teachers were able to control students' noise and in and out movement, and when they are able to conduct routinely activities such as checking of attendance, distribution

and collection of test papers, erasing the board, submission of learners' output, etc., there is a higher tendency that their academic performance becomes better.

Classroom management skills is one among the essential characteristics of teachers. Efforts and training are provided to pre-service teachers in order to improve their classroom management styles and skills. When pre-service teachers develop good classroom management styles specifically on routine activities, imposing discipline among the learners, holding learners' interest and the like, during internship, according to Ahmad, et al. (2017), it is a key indicator of successful internship program. Such experiences will provide moral empowerment among pre-service teachers; hence, their total academic achievement will improve.

**Table 11: Relationship between the Pre-Service Teachers' Academic Performance in Student Teaching and the Challenges in terms of Social Environment.**

Statement	Corr.	Sig.
Social Environment		
Inability of the student-teachers to conform to the rules of the cooperating school	-0.29*	0.02
Lack of accommodation for the student teachers	-0.39*	0.05
Lack of tables for the student-teachers	-0.09 <sup>ns</sup>	0.19
Lack of chairs for the student-teachers	-0.10 <sup>ns</sup>	0.12
Uncooperative attitude of regular faculty to student-teachers	-0.36*	0.05
Non-involvement of student-teachers to different extra-curricular and other school activities	-0.19 <sup>ns</sup>	0.09
Overcrowded classroom	-0.97 <sup>ns</sup>	0.17
Poorly equipped libraries	-0.16 <sup>ns</sup>	0.09
Poorly equipped laboratories	-0.31 <sup>ns</sup>	0.06
Teaching staff do not give professional advice to student teachers	-0.74 <sup>ns</sup>	0.28

ns- Not Significant \*-Significant

Table 11 presents the relationship between the respondents' academic performance and challenges in social environment which they encountered during their students teaching program. It can be seen from the table that three (3) statements have significant but indirect relationship with their academic performance. This is based on the correlational value from -0.29 to -0.39 and significant level from 0.02 to 0.05. This only means that there is a higher possibility that when the pre-service teachers were able to follow school rules, have a better accommodation, and received cooperative attitude from the regular faculty, their academic performance in students teaching becomes better or higher.

**Table 12: Relationship between the Pre-Service Teachers' Academic Performance in Student Teaching and the Challenges in terms of Development and Instruction.**

Statement	Corr.	Sig.
Curriculum Development and Instruction		
Inability of student-teachers to master the subject matter	-0.93*	0.00
Inability of student-teachers to utilize instructional materials properly	-0.38*	0.00
Inability of student-teachers to apply appropriate teaching skills	-0.88*	0.01
Unavailability of relevant textbooks and reference book and other instructional materials	-0.09 <sup>ns</sup>	0.16
Inability of student-teachers to improvise instructional materials	-0.41 <sup>ns</sup>	0.55
Writing of lesson plans	-0.33 <sup>ns</sup>	0.63
Giving and marking students' output	0.75 <sup>ns</sup>	0.28
Nervousness	-0.25*	0.02
Inability to integrate values in all topics	-0.10 <sup>ns</sup>	0.32
Lack of skills in directing appropriate questions to learners of different abilities	-0.12 <sup>ns</sup>	0.72

ns- Not Significant \*-Significant

Table 12 presents the relationship between the respondents' academic performance and challenges in curriculum development and instruction which they encountered during their students teaching program. It can be seen from the table that four (4) statements have significant but indirect relationship with their academic performance. This is based on the correlational value from -0.25 to -0.93 and significant level from 0.00 to 0.02.



This only means that there is a higher possibility that when the pre-service teachers were able master their subject-matters, improve the ability to properly utilize instructional materials, improve the ability to apply appropriate teaching skills, and was able to overcome nervousness, their academic performance will improve. The result of this study corroborates with the findings of Dacanay, et al. (2019). Their study revealed that despite having various problems in the whole duration of the students' internship, it is good to note that one among the parameters in evaluating pre-service teachers' performance is the depth of their knowledge and skills in curriculum implementation and actual instruction. In their study, pre-service teacher who demonstrated mastery of the subject matter, effective selection and usage of instructional materials responsive to different kinds of learners are the one who garnered the highest grade.

**Table 13: Relationship between the Pre-Service Teachers' Academic Performance in Student Teaching and the Challenges in terms of Cooperating Teachers.**

Statement	Corr.	Sig.
Cooperating Teachers		
Supervisors spent only few minutes in the class to observe	-0.55*	0.04
Supervisors are impatient to go through the lesson plan	-0.18*	0.01
Lack of cordial relationship between the supervisors and the student-teachers	-0.11*	0.01
Lack of feedback from supervisors on the performance of the student-teachers	-0.30*	0.04
No supervisions conducted by the supervisors	-0.12	0.08
Student-teachers are overloaded by the supervisors by being assigned some or most of their duties	-0.10	0.17
Supervisors are harsh and unfriendly	-0.77	0.27
Supervisors do not give clear instructions or guidelines in the conduct of different classroom activities	-0.14*	0.05
Incompetent supervisor	-0.09	0.19

ns- Not Significant \*-Significant

Table 13 presents the relationship between the respondents' academic performance and challenges in related to their cooperating teachers which they encountered during their students teaching program. It can be seen from the table that five (5) statements have significant but indirect relationship with their academic performance. This is based on the correlational value from -0.11 to -0.55 and significant level from 0.01 to 0.05. This only means that there is a higher chance that when the cooperating teachers spend more time on class observation, patient in checking lesson plans, develop cordial relationship, provides feedbacks and clear instruction among pre-service teachers, their academic performance will also improve.

The findings of the study are in congruence with the result of the research of Kaka (2019). She explored in her research the various impact of cooperating teachers' perception on their pre-service teachers. Based on qualitative analysis of data, it was found out the constant supervisions and good working relationship between the two have significantly affects the performance of the pre-service teacher in the areas of classroom management, learners' classroom engagement and their academic performance in their field.

**Table 14: Relationship between the Pre-Service Teachers' Academic Performance in Student Teaching and the Challenges in terms of Supervising Instructors.**

Statement	Corr.	Sig.
Supervising Instructor		
No orientation conducted	-0.82	0.24
They are not giving definite instructions about the requirements of practice teaching	-0.13*	0.02
There was no clear guidance as to who will be assigned as supervising instructor (SI)	-0.13	0.07
There were few to no monitoring conducted	-0.18*	0.01
The SI assigned is not approachable and hard to communicate with	-0.13	0.06
There was no pre-practice teaching session spearheaded to avoid misconceptions about the teaching-learning process	-0.07	0.10
The SI are not capable of doing supervisory activities	-0.13	0.06
The SI do not relate his/her observation when doing monitoring		

	-0.17*	0.05
The SI do not communicate with the school heads in behalf of the practice teachers and checks the dormitories where the practice teachers will be staying.	-0.82	0.23
The SI is not flexible enough to respond to different needs and problems of the practice teachers.	-0.57*	0.03

ns- Not Significant \*-Significant

Table 14 presents the relationship between the respondents' academic performance and challenges related to their supervising instructor which they encountered during their students teaching program. It can be seen from the table that four (4) statements have significant but indirect relationship with their academic performance. This is based on the correlational value from -0.13 to -0.57 and significant level from 0.01 to 0.05. This only means that there is a higher possibility that when supervising instructor gave definite instruction on the requirements, conducts more monitoring activities, relates observation during monitoring and flexible enough to different needs and situations, the academic performance of the student teachers will likely to get better or improve.

### CONCLUSION

Education is a powerful tool to influence the future. It empowers the present generation to improve the future of the society. Based from the findings of the study, the teaching profession is still dominated by female with an above average academic performance. In addition, it was found out that male pre-service teachers have more positive perception about student teaching program. Specifically, the male pre-service teachers perceived that through the student teaching program, they were able to be exposed on the real situation of the teaching profession facing problems and prospects of their future career which enable them to acquire valuable attitudes and skills of an outstanding teachers. Hence, they perceived that student teaching is appropriate training program for them. In addition, while male pre-service teachers display more positive perception about teaching, the study revealed that they encountered more problems that female pre-service teachers. It was found out that male pre-service teachers are having difficulties in the areas of classroom management, maintaining good relationship with their cooperating teachers, proper use of instructional materials and approaches, values integration and giving grades among their students. On the other hand, pre-service teachers' academic performance may be improved through improving strategies on controlling students' behavior, improving mastery of the subject matter, use of instructional materials, developing cordial relationship with other teachers and cooperating teachers, conduct of supervisory activities as often as possible and providing feedbacks will strengthen the possibility of having a better academic performance among the pre-service teachers.

### RECOMMENDATIONS

1. For the pre-service teachers to improve themselves and develop positive perception about the teaching profession.
2. For the pre-service teachers to improve the classroom management strategies specially on handling diverse students' behavior and attitude. Also, focus on improving the skills in mastering the various subjects-matters in their subjects. They may also improve their skills on selecting and usage of instructional skills and materials.
3. For the supervising instructors to be more flexible among the pre-service teachers, conduct, if possible, numerous announced and unannounced monitoring activities and relating observation among the pre-service teachers. Also, they may consider, providing definite instruction on the requirements at the beginning of the semester.
4. For the supervising instructor to ensure that the pre-service teachers are staying in safe and more comfortable boarding house or accommodation.
5. For the cooperating teacher to be more accommodating for the needs of the pre-service teachers, be more patient in checking lesson plans and conduct more class observation and relating the result of the observation to the pre-service teachers.
6. For the management of the College, to conduct orientation program to ensure that all concerns and questions will be dressed.
7. For the management of the College, to conduct seminars, trainings, peer-tutorial and the like focusing on teaching strategies, instructional materials development, classroom management, professional relationship and the like.
8. Conduct similar studies.

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