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## **Evaluating the Effectiveness of the Online Student Teaching Internship: Input for Teacher Education Intervention Plan**

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### **Abstract**

Teaching internship is a practical training experience designed for pre-service teachers to develop their teaching skills in a real-world setting. Typically, interns work under the guidance of experienced teachers, allowing them to plan lessons, interact with students, and gain firsthand knowledge of classroom management. The COVID-19 pandemic prompted a rapid shift to online learning, including teaching internship. This study assessed the effectiveness of the online teaching internship program, with 43 pre-service teachers participating as respondents. The mixed-method sequential explanatory research design was used, incorporating both quantitative and qualitative data collection. Survey questionnaires collected quantitative data, while virtual interviews provided qualitative insights. Interview transcripts were systematically coded, categorized, and analyzed thematically. Findings revealed that pre-service teachers were highly satisfied with the knowledge, skills, attitudes, and personal development gained through the online teaching internship. However, pedagogical skill development emerged as the weakest area. No significant relationships were identified between participants' age, gender, field of specialization, or school assignment and their perceptions of the program's effectiveness. Four key challenges were identified in implementing online student teaching internships: technology availability and accessibility, learning assessment, classroom management, and student engagement. Based on these findings, recommendations were made to strengthen the program, including enhancing administrative and technical support, refining online assessment methods, and integrating more opportunities for direct interaction between pre-service teachers and their mentors.

**Keywords:** Effectiveness, Online Student Teaching Internship, COVID -19 Pandemic, Pre-Service Teachers, Intervention Plan Teacher Education

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## 1. Introduction

The Teaching Internship is a full-time, one-semester program conducted in basic education schools in the Philippines, either on-campus or off-campus, following a clinical approach under the guidance of a cooperating teacher (CHED, 2020). This internship serves as a vital opportunity to nurture future teachers (Peñeda et al., 2021). As a fundamental component of teacher education programs, it plays a crucial role in helping student teachers acquire and enhance their teaching competencies (Alpan et al., 2014).

According to Rupp & Becker (2021), teaching internship, commonly known as practice teaching or teaching practicums, is a key component of teacher education programs. It is designed to immerse student teachers in extensive, real-world classroom experiences. This internship provides aspiring educators with the opportunity to enhance their formal learning by acquiring practical knowledge, refining essential skills, and developing professional attitudes. Additionally, it offers hands-on training in a recognized host institution (CHED, 2017).

The COVID-19 pandemic has significantly affected teaching programs, especially teaching internships (Motte-Signoret, 2021). In response to the unique challenges and opportunities posed by the unprecedented circumstances of academic year 2020–2021, Teacher Education Institutions (TEIs) adopted innovative and adaptable approaches to learning delivery that align with the needs of educational institutions, educators, and students (CHED, 2020). One of these approaches is applied in delivering the teaching internship subject.

Cavite State University Naic, as a Teacher Education Institution adopted and implemented the Online Student Teaching Internship (OSTI for academic year 2021 – 2022. This learning delivery mode is in alignment with the Commission on Higher Education's (CHED) directives to adapt teaching internships based on institutional context and available resources,

The OSTI enables pre-service teachers to teach via distance learning platforms while adhering to the requirements of the Student Internship Program in the Philippines, per CHED Memorandum Order (CMO) No. 104, series of 2017 and the Guidelines on the Required Health Standards in Basic Education Offices and School per DepEd Order No. 014, series of 2020. This shift to online student teaching supports student well-being, ensures high-quality learning experiences, and prioritizes safety throughout the internship. Within the OSTI framework, teachers and students engage in virtual lessons, fostering interactions with cooperating teachers and school principals. The teaching internship under OSTI is designed to be experiential, incorporating various new normal learning modalities; developmental, emphasizing coaching and mentoring; and aligned with the Learning Continuity Plan (LCP) and the Most Essential Learning Competencies (MELCs).

As stated by De Leon-Enanoza et al. (2023), the COVID-19 pandemic radically transformed the landscape of education, not only altering how young learners were taught remotely but also reshaping the training of pre-service teachers. Amid this abrupt transition to online internship programs, student interns faced unprecedented challenges in their teaching preparations, difficulties in classroom management, struggles in lesson planning and instructional material selection. These obstacles tested their adaptability and skills, raising critical questions about the effectiveness of virtual training in shaping competent future educators. It is therefore in this context that this study aimed to assess the effectiveness of the online student teaching internship for academic year 2021–2022, offering invaluable insights that can drive meaningful improvements in teacher education programs. Specifically, it attempts to examine the following objectives:

1. To determine the pre-service teacher's assessment of the online student teaching internship in terms of the following components:
  - a. knowledge gained
  - b. skills acquired
  - c. attitude shaped
  - d. personality developed
2. To ascertain whether there is a significant difference in the perceived effectiveness of the online student teaching internship according to sub-components
3. To assess the pre-service teachers' overall perception on the effectiveness of the online student teaching internship
4. To determine whether there is a significant relationship between pre-service teacher's demographic characteristics and their perceived effectiveness of online student teaching internships
5. To identify the challenges encountered by the pre-service teachers in the online student teaching internship
6. To create an intervention plan to address the challenges that pre-service teachers perceive in their online student teaching internship

## 2. Conceptual Framework

In order to better explore key variables affecting pre-service teachers' assessment of the online teaching internship, the conceptual framework in Figure 1 was developed. The online student teaching internship served as the independent variable. The pre-service teachers' assessment focuses on their knowledge gained, skills acquired, attitude shaped, and personality developed, as well as the identification of challenges faced throughout the online internship process. Several mediating factors were considered, including age, sex, pre-service program or specialization, and the type of school where the interns are assigned. The primary outcome of this study, serving as the dependent variable, is the intervention plan.

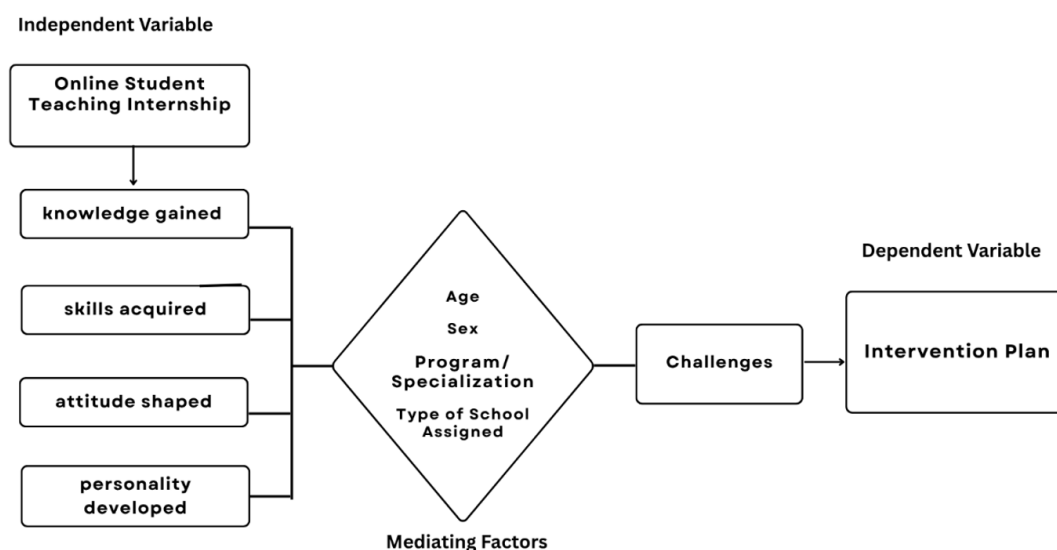


Figure 1. Study Framework

### 3. Methods

#### 3.1. Research Design

The mixed-method research design was used in this study. Data collected were analyzed using qualitative and quantitative methods. The mixed-method, according to Piccioli (2019) is particularly effective and successful in confirming results, identifying inconsistencies in the research-questions formulation, and in expanding the research breadth. Building on Creswell's (2014) insights, quantitative methods often utilize survey design to provide numerical description of trends, attitudes, and opinions within a sampled population. In this study, a survey was conducted to outline participants' profiles, focusing on their personal and academic backgrounds. Additionally, a qualitative research method was incorporated through unstructured virtual interviews, ensuring the validation of individual narratives.

#### 3.2. Respondent

The respondents of this study were composed of the 43 pre-service teachers assigned to various cooperating schools for the online student teaching internship during the academic year 2021 – 2022. Purposive sampling was used to select participants who had completed the online student teaching internship during the specified academic year. This technique ensured that only those with direct experience in the online teaching internship were included in the study.

#### 3.3. Instrument

This study utilized two research instruments: (1) a researcher-made survey questionnaire, and (2) a virtual interview guide question. Both instruments underwent expert validation. The survey questionnaire consisted of two parts: one capturing the demographic characteristics of the respondents and the other assessing their perceptions of the effectiveness of the online student teaching internship. Meanwhile, the virtual interview guide focused on identifying the challenges encountered by respondents during their online teaching internship.

#### 3.4. Research Procedure

The research methodology employed in this study integrated both quantitative and qualitative approaches to ensure a comprehensive analysis of the experiences of pre-service teachers during their online teaching internship. Data collection was carried out using a survey questionnaire and unstructured virtual interviews. The survey questionnaire was used to obtain numerical data on participants' demographic profiles and their assessment of the online teaching internship, while the interviews offered deeper insights into the challenges they faced during the experience. In adherence to ethical research standards, written consent was secured from all participants prior to the administration of the survey and interviews, ensuring voluntary participation, confidentiality, and anonymity.

Before distributing the survey tool, respondents were briefly oriented on the purpose and significance of the study. Kothari (2004) emphasized that questionnaires are an effective tool for gathering data from individuals with varied backgrounds, as they ensure anonymity, save time, and minimize bias. The questionnaires were then distributed and completed by the respondents. Additionally, the interviews were scheduled based on the availability of the teaching interns, allowing for flexibility and an open exchange of information.

Following data collection, all responses were consolidated and analyzed based on their relevance to the study. Quantitative data gathered through the survey questionnaire were examined using descriptive analysis to identify trends and patterns. Meanwhile, qualitative data derived from the unstructured interviews were processed through an inductive thematic analysis, following the framework of Braun and Clarke (2006). The interview transcripts were transcribed and coded to identify dominant and emerging themes that shed light on the experiences of pre-service teachers.

The findings from both quantitative and qualitative analyses were synthesized to develop an intervention plan aimed at addressing the challenges faced by pre-service teachers in online teaching environments.

#### 4. Results and Discussions

The following data on the teaching interns' profiles were gathered to determine whether these variables have a significant relationship with their assessment of the online teaching internship, either positively or negatively.

**Table 1. Demographic Profile of the Pre-Service Teacher Respondents (n =43)**

Demographic	f	%
Sex		
Male	5	11.63
Female	38	88.37
Age		
22 – 23 years old	17	39.53
24 – 25 years old	21	48.84
26 years old and above	5	11.63
Program/Specialization		
Bachelor of Secondary Education		
Science	19	44.19
English	14	32.56
Bachelor of Elementary Education	10	23.25
Type of School		
Public	23	53.49
Private	20	46.51

Table 1 shows that most respondents are female (38; 88.37%), with most falling within the 24 to 25-year-old age group (21; 48.84%). A significant portion (19; 44.19%) are enrolled in the Bachelor of Secondary Education major in science and completed their online student teaching internship in public schools. The data aligns with the findings of Jugović et al. (2022) regarding gender differences in teacher education programs. Their study indicates that men are significantly less attracted to enroll in teacher education programs compared to women.

##### 4.1. Respondents' Assessment of the Online Student Teaching Internship

The respondents' assessment of the online student teaching internship is presented and discussed below. Their assessment is determined in terms of knowledge gained, skills acquired, attitude shaped, and personality developed.

##### 4.1.1. Knowledge Gained

The 'knowledge gained' component emphasizes the principles, teaching methods, and insights that respondents have acquired through their online teaching internship. With an overall mean score of 4.54 (Strongly Agree), pre-service teachers demonstrate a high level of satisfaction with the learning they have gained. The highest mean was recorded for the knowledge they acquired in preparing their lesson under the supervision of the cooperating teacher. According to De Leon-Enanoza et al. (2023), lesson planning played a vital role in the experiences of the teaching interns. Meanwhile, statement 4 received the lowest rating (M = 4.12), indicating that while respondents possess a deep understanding of the subject matter, effectively communicating key concepts remains a challenge due to the online platform.

**Table 2. Pre-Service Teachers' Perceptions on the Effectiveness of Online Teaching Internship in Terms of Knowledge Gained (N = 43)**

	Mean	SD	Adjectival Rating	Interpretation
<b>Knowledge Gained</b>				
1. I understand the teaching policies and practices used by my cooperating school.	4.65	0.477	Strongly Agree	Very Satisfied
2. I can easily follow my cooperating teacher's (CT) instructions to achieve learning objectives.	4.70	0.459	Strongly Agree	Very Satisfied
3. I can prepare lesson plans under the guidance of the cooperating teacher.	4.81	0.389	Strongly Agree	Very Satisfied
4. I can demonstrate a deep understanding of the subject matter and effectively communicate key concepts	4.12	0.492	Agree	Satisfied
5. I can organize the lesson in a logical and coherent manner	4.42	0.538	Strongly Agree	Very Satisfied
<b>Overall Mean</b>	<b>4.54</b>	<b>0.471</b>	<b>Strongly Agree</b>	<b>Very Satisfied</b>

##### Mean Range and Description

4.20 – 5.00	Strongly Agree	Very Satisfied
3.40 – 4.19	Agree	Satisfied
2.60 – 3.39	Uncertain	Neutral
1.80 – 2.59	Disagree	Not Satisfied
1.00 – 1.79	Strongly Disagree	Very Dissatisfied

### 4.1.2. Skills Acquired

The ‘skills acquired’ component encompasses the various pedagogical skills that respondents developed through their online teaching internship. With an overall mean score of 4.32 (Strongly Agree), the pre-service teachers express a high level of satisfaction with how their teaching skills have developed from their online teaching internship. Statement 4 notably received the lowest mean score (M = 3.79), suggesting that due to the online mode of instruction, pre-service teachers struggle to foster active student participation through group work, discussions, hands-on activities, and other interactive methods.

The data suggests that student engagement in online teaching during the COVID-19 pandemic posed the greatest challenge for pre-service teachers. Students exhibited a lack of interest and motivation to learn, primarily due to home distractions making it difficult for pre-service teachers to maintain enthusiasm and feel assured in their teaching effectiveness. As noted by Prakasha et al. (2023), a student's interest in learning plays a crucial role in determining their level of engagement in an online classroom environment.

**Table 3. Pre-Service Teachers’ Perceptions on the Effectiveness of Online Teaching Internship in terms of Skills Acquired (n = 43)**

	Mean	SD	Adjectival Rating	Interpretation
<b>Skills Acquired</b>				
1. I can prepare and use instructional materials, technology, and other resources effectively.	4.53	0.499	Strongly Agree	Very Satisfied
2. I can demonstrate proficiency in written communication, including lesson plans, reports, and reflection papers.	4.44	0.497	Strongly Agree	Very Satisfied
3. I can use a variety of assessment techniques to gauge student understanding and adjusts instructions accordingly.	4.47	0.543	Strongly Agree	Very Satisfied
4. I can encourage active student participation through group works, discussions, hands-on activities, and other interactive methods.	3.79	0.552	Agree	Satisfied
5. I can communicate clearly and effectively with the cooperating teacher, students, and other staff.	4.35	0.523	Strongly Agree	Very Satisfied
<b>Overall Mean</b>	<b>4.32</b>	<b>0.523</b>	<b>Strongly Agree</b>	<b>Very Satisfied</b>
<i>Mean Range and Description</i>				
4.20 – 5.00	Strongly Agree	Very Satisfied		
3.40 – 4.19	Agree	Satisfied		
2.60 – 3.39	Uncertain	Neutral		
1.80 – 2.59	Disagree	Not Satisfied		
1.0 – 1.79	Strongly Disagree	Very Dissatisfied		

### 4.1.3. Attitude Shaped

The ‘attitude shaped’ component reflects the personal perspectives and feelings that respondents have formed as a result of their online teaching internship experience. Despite the virtual classroom setting, pre-service teachers express a high level of satisfaction with the attitudes they have developed with them, reflected in an overall mean score of 4.67 (Strongly Agree). Statement 4 received the highest mean rating (M = 4.81), demonstrating that pre-service teachers have effectively incorporated integrity and honesty into all aspects of their work responsibilities. This result underscores the significant findings of María Vallespir Adillón et al. (2024) emphasizing that academic integrity—rooted in honesty, trust, fairness, respect, and responsibility is crucial in the preparation of future educators.

**Table 4. Pre-Service Teachers’ Perceptions on the Effectiveness of Online Teaching Internship in terms of Attitude Shaped (n = 43)**

	Mean	SD	Adjectival Rating	Interpretation
<b>Attitude Shaped</b>				
1. I learned the importance of attendance and punctuality in class.	4.72	0.584	Strongly Agree	Very Satisfied
2. I become reliable and imbued a sense of responsibility in handling the tasks assigned to me.	4.74	0.436	Strongly Agree	Very Satisfied
3. I learned to work with my superiors and peers comfortably.	4.42	0.493	Strongly Agree	Very Satisfied
4. I learned to apply the virtues of integrity and honesty in all aspects of my work.	4.81	0.389	Strongly Agree	Very Satisfied
5. I learned to seek feedback from the cooperating teacher and incorporated it into practice.	4.67	0.469	Strongly Agree	Very Satisfied
<b>Overall Mean</b>	<b>4.67</b>	<b>0.474</b>	<b>Strongly Agree</b>	<b>Very Satisfied</b>
<i>Mean Range and Description</i>				
4.20 – 5.00	Strongly Agree	Very Satisfied		
3.40 – 4.19	Agree	Satisfied		
2.60 – 3.39	Uncertain	Neutral		
1.80 – 2.59	Disagree	Not Satisfied		
1.0 – 1.79	Strongly Disagree	Very Dissatisfied		

4.1.4. Personality Developed

The ‘personality developed’ component highlights the traits and characteristics that respondents cultivated through their online student teaching internship experience. With an overall mean score of 4.59 (Strongly Agree), pre-service teachers express a high level of satisfaction with the personality development they experienced upon completing the program. Statement 4 obtained the highest mean score (M = 4.98), indicating that pre-service teachers developed a strong sense of respect toward their cooperating teacher, colleagues, and students. Meanwhile, demonstrating self-confidence during the online teaching internship received the lowest mean score (M = 4.26) suggesting that without face-face interaction, pre-service teachers may struggle to use technology and to build rapport with students, making it harder to gauge their understanding and reactions, which affects confidence in their delivery. This finding aligns with the study of Teoh Sian Hoon et al. (2023), which highlights that pre-service teachers' confidence particularly in using technology is still in their infancy.

**Table 5. Pre-Service Teachers’ Perceptions on the Effectiveness of Online Teaching Internship in terms of Personality Developed (n = 43)**

	Mean	SD	Adjectival Rating	Interpretation
<b>Personality Developed</b>				
1. I gained self-confidence during the online student teaching internship.	4.26	0.574	Strongly Agree	Very Satisfied
2. I learned to adhere to the school's dress code, identification badges, and grooming standards.	4.40	0.652	Strongly Agree	Very Satisfied
3. I learned to maintain a positive attitude and avoid engaging in gossip or negative conversations.	4.79	0.407	Strongly Agree	Very Satisfied
4. I learned to show respect towards the cooperating teacher, colleagues, and students.	4.98	0.151	Strongly Agree	Very Satisfied
5. I become accurate and efficient at work.	4.53	0.499	Strongly Agree	Very Satisfied
<b>Overall Mean</b>	<b>4.59</b>	<b>0.457</b>	<b>Strongly Agree</b>	<b>Very Satisfied</b>
<i>Mean Range and Description</i>				
4.20 – 5.00	Strongly Agree	Very Satisfied		
3.40 – 4.19	Agree	Satisfied		
2.60 – 3.39	Uncertain	Neutral		
1.80 – 2.59	Disagree	Not Satisfied		
1.0 – 1.79	Strongly Disagree	Very Dissatisfied		

4.2. Respondents’ Perceived Effectiveness of the Online Teaching Internship Based on Sub-components

Table 6 shows that there is a significant difference on the pre-service perceived effectiveness of the online teaching internship based on the sub-components: knowledge gained, skills acquired, attitude shaped, and personality developed (F = 6.07759; p-value is .000596). The result is significant at  $p < .05$ .

**Table 6. Analysis of Variance (ANOVA) on Significant Differences between and among Sub-Components (n = 43)**

Sub-components	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.253	3	1.0843	<b>6.07759</b>	<b>.000596</b>
Within Groups	29.974	168	0.1784		
Total	33.227	171			

Post-hoc comparisons presented in Table 7 using the Tukey HSD test indicated that the mean score for the sub-component 2, skills acquired (M = 4.31) was significantly different. However, knowledge gained (M = 4.51), attitude shaped, and personality developed (M = 4.67; M = 4.60) respectively did not significantly differ. This result suggests that while the online teaching internship was effective in fostering knowledge and impacted on the pre-service teachers' attitude and personality, further efforts are needed to enhance the development of their pedagogical skills. The findings can be attributed to the diverse backgrounds and levels of exposure pre-service teachers have in acquiring pedagogical skills. Additionally, they are mentored by different cooperating teachers with varying teaching competencies, which further influences their learning process. Also, the learning environment can be a contributing factor as this is a provider of different learning experiences.

**Table 7. Post Hoc Test on the Pre-Service Teachers’ Perceived Effectiveness of the Online Teaching Internship based on Sub-variables (n = 43)**

Tukey HSD		Mean	Mean Difference	Q	Sig.
Knowledge gained	Skills acquired	4.51	0.20	3.19	.11524
	Attitude shaped	4.31	0.16	2.53	.28312
	Personality developed	4.67	0.09	1.37	.76646
Skills acquired	Attitude shaped	4.51	0.37	5.70	<b>.00048</b>
	Personality developed	4.31	0.29	4.55	<b>.00840</b>
	Attitude shaped	4.60	0.07	1.16	.84651
Attitude shaped	Personality developed	4.67	0.07	1.16	.84651
		4.60			

HSD<sub>.05</sub> = 0.2364 Q<sub>.05</sub> = 3.6698

4.3. Respondents' Overall Perception on the Effectiveness of Online Teaching Internship

Table 8 shows the overall perception of the pre-service teachers on the effectiveness of the online teaching internship. With the calculated overall mean score of 4.31 (Strongly Agree), the respondents perceived that the online student teaching internship program was highly effective. Although pre-service teachers expressed a positive level of satisfaction, the work atmosphere and formal training received the lowest mean ratings (M = 4.07; M = 4.19) respectively. This outcome is attributed to the online learning environment during the teaching internship period.

This result is an indication that without the physical interaction, pre-service teachers may have struggled to build strong connections with their mentors, colleagues, and students, leading to a less engaging work environment. Nwoko et al. (2023) emphasized that fostering collaboration with key stakeholders, including parents, colleagues, students, and the school's leadership team, is essential for cultivating a positive work environment. Moreover, frequent technical difficulties, unstable internet connections, and platform limitations can contribute to an overwhelming and stressful work atmosphere. Also, many pre-service teachers might not have received adequate guidance on effectively utilizing digital tools, virtual classrooms, and online pedagogical strategies, affecting their confidence and teaching efficiency. Meanwhile, Aburumman et al. (2022) mentioned that virtual interactions often lack non-verbal cues, making it harder to foster a supportive and dynamic environment. Miscommunications or delayed responses can also add to frustration.

**Table 8. Pre-Service Teachers' Overall Perception on the Effectiveness of the Online Teaching Internship, (n = 43)**

	Mean	Standard Deviation	Adjectival Rating	Interpretation
1. The orientation to policies and practices	4.60	0.489	Strongly Agree	Highly effective
2. The work atmosphere	4.07	0.334	Agree	Effective
3. The formal training received	4.19	0.619	Agree	Effective
4. The supervision received	4.49	0.624	Strongly Agree	Highly effective
5. The roles and responsibilities given	4.21	0.630	Strongly Agree	Highly effective
<b>Overall Mean</b>	<b>4.31</b>	<b>0.539</b>	<b>Strongly Agree</b>	<b>Highly effective</b>
<i>Mean Range and Description</i>				
4.20 – 5.00	Strongly Agree	Highly effective		
3.40 – 4.19	Agree	Effective		
2.60 – 3.39	Uncertain	Fairly effective		
1.80 – 2.59	Disagree	Slightly effective		
1.0 – 1.79	Strongly Disagree	Not effective		

4.4. Correlation between Pre-Service Teacher's Demographic Characteristics and Their Perceived Effectiveness of Online Student Teaching Internships

Table 9 shows no correlation between pre-service teacher's age and their perceived effectiveness of the online student teaching internship

**Table 9. Correlation between the Pre-Service Teacher's Age and Their Perceive Effectiveness of the Online Student Teaching Internship**

Chi Square Test	1.4747
<i>p</i>	0.4784
<i>df</i>	1

\*Correlation is significant at the 0.05 level (2-tailed)

The results in Table 10 indicate that the pre-service teachers' sex did not significantly influence their perception of the effectiveness of the online student teaching internship ( $r = -.0401$ ;  $p$  value = .7981). The data implies that both male and female pre-service teachers viewed the online teaching internship as effective.

**Table 10. Correlation between the Pre-Service Teacher's Sex and Their Perceived Effectiveness of the Online Student Teaching Internship**

Effectiveness		Sex
	Pearson Correlation	-.0401
	sig (2-tailed)	.7981
	N	43

\*Correlation is significant at the 0.05 level (2-tailed)

No significant relationship was found between the pre-service teachers' field of specialization and their perceived effectiveness of the online teaching internship. This result is shown in Table 11 ( $\chi^2 = 3.3154$ ;  $p$  value = 0.1905). The analysis indicates that the pre-service teachers' area of specialization, Bachelor of Secondary Education (Science, English) and Bachelor of Elementary Education) does not significantly impact their perception of online student teaching internship effectiveness. This means that the area of specialization does not affect the evaluation of the online teaching internship's effectiveness.

**Table 11. Correlation between the Pre-Service Teacher's Area of Specialization and Their Perceived Effectiveness of the Online Student Teaching Internship**

Chi Square Test	3.3154
<i>p</i>	0.1905
<i>df</i>	1

\*Correlation is significant at the 0.05 level (2-tailed)

The correlation between the pre-service teachers' perception of the online student teaching internship's effectiveness and the assigned school type (public or private) is shown in Table 12. The *p*-value is 0.656. The result is not significant at  $p < 0.05$ . This suggests that the pre-service teachers' evaluation of the success of the online student teaching internship is unrelated to the kind of school to which they are assigned. Both respondents assigned in the public and private cooperating schools believe online teaching internship to be effective.

**Table 12. Correlation between the Pre-Service Teacher’s Assigned Type of School and Their Assessment of the Effectiveness of the Online Student Teaching Internship**

		Type of school	Effectiveness
Type of school	Pearson Correlation	1	.069*
	sig (2-tailed)		.656
	N	43	43
Effectiveness	Pearson Correlation	.069*	1
	sig (2-tailed)		.656
	N	43	43

\*Correlation is significant at the 0.05 level (2-tailed)

#### 4.5. Pre-Service Teachers’ Challenges in the Implementation of the Online Student Teaching Internship

Four themes emerged as challenges to pre-service teachers in the implementation of the online student teaching internship. As shown in Table 13, these themes are technology availability and accessibility, assessment of learning, classroom management, and student engagement.

**Table 13. Thematic Analysis of Pre-Service Teachers’ Challenges in the Implementation of the Online Student Teaching Internship**

Pre-Service Teachers Illustrative Responses	Theme
<ul style="list-style-type: none"> <li>▪ "My device constantly malfunctioned; audio would abruptly stop, and my camera would not work properly..."</li> <li>▪ "The most common problem I encountered is unclear or occasionally delayed communication, especially when the internet is slow..."</li> <li>▪ "Most of the time, our lessons and discussions are interrupted by the internet..."</li> <li>▪ "Cannot afford to buy gadgets needed for the online teaching internship..."</li> <li>▪ "Occasional power interruptions..."</li> <li>▪ "My students and I have faced numerous instances when our internet connection has failed, disrupting our online classes..."</li> <li>▪ "Even though it is beyond my family's budget, I have to make adjustments like purchasing a laptop and setting up an internet connection..."</li> </ul>	Technology Availability and Accessibility
<ul style="list-style-type: none"> <li>▪ "There were cheating on assignments..."</li> <li>▪ "The outputs that students turn in are copied from the internet..."</li> <li>▪ "I came across the same output submitted by different students..."</li> <li>▪ "A case of cheating occurred during the assessment..."</li> </ul>	Assessment of Learning
<ul style="list-style-type: none"> <li>▪ "It is hard to motivate the students..."</li> <li>▪ "Students' failure to submit their work on time is a challenge ..."</li> <li>▪ "Students' tardiness during synchronous discussions..."</li> <li>▪ "My biggest challenge is getting the students involved in the lesson in a virtual setting..."</li> <li>▪ "I have to think of an effective and varied strategies that will make the students participate..."</li> </ul>	Student Engagement
<ul style="list-style-type: none"> <li>▪ "Controlling background noise on both the teacher’s and the students’ end during the online lesson..."</li> <li>▪ "I found it challenging to effectively manage my time because I had to prepare my lesson in PowerPoint format for presentation..."</li> <li>▪ "I spend many more hours in preparing my lectures..."</li> <li>▪ "Too nonchalant students during online classroom discussion..."</li> <li>▪ "It is challenging to build rapport with students via screens..."</li> </ul>	Classroom Management

To create a successful student teaching internship program, these challenges need to be addressed:

##### 4.5.1. Technology Availability and Accessibility

Ensuring that every pre-service teacher has equal access to technology and dependable internet connectivity emerged as the most significant challenge. Implementing the online internship program successfully is hampered by disparities in access and limited infrastructure. Financial burdens are frequently associated with integrating technology in education. Acquiring necessary hardware, software, and infrastructure can be costly (Josh, 2023).

##### 4.5.2. Assessment of Learning

Restricted physical interaction with students during the COVID-19 pandemic made it difficult for the pre-service teachers to observe their students’ learning behaviors and provide timely feedback. Traditional assessment methods, such as projects,

presentations, and performance tasks, were difficult to implement in remote learning environments. Ensuring the validity and reliability of online assessments was a complex task.

Developing reliable and valid online assessments required careful consideration and adaptation. This challenge necessitated innovative approaches to assessment, such as online quizzes, digital portfolios, and peer assessment. However, the limitations of these methods often made it difficult to accurately assess students' learning and provide meaningful feedback

#### 4.5.3. Student Engagement

The COVID-19 pandemic presented significant challenges for pre-service teachers in engaging their students effectively. Many students lacked access to reliable internet connectivity and devices, hindering their participation in online learning activities. The absence of physical classrooms limited opportunities for students interacting with in-person, making it difficult to establish rapport and build relationships with students. Also, non-verbal cues and body language, which are crucial for effective communication, were often lost in online environments.

Maintaining student motivation and engagement in remote learning environments was challenging, as students faced distractions and potential burnout. Pre-service teachers had to quickly adapt to new teaching methods and technologies, often with limited training and support. Developing and engaging students in online lessons and activities requires significant effort and creativity.

#### 4.5.4. Classroom Management

The pandemic significantly impacted the traditional classroom setting, presenting new challenges for pre-service teachers in managing their virtual classrooms. The absence of physical presence made it difficult to establish rapport with students and monitor their engagement and behavior. Maintaining student focus and motivation in an online environment was challenging, as students may face distractions at home. This challenge required pre-service teachers to develop new strategies and skills to effectively manage their virtual classrooms and create positive learning experiences for their students.

### 5. Pedagogical Skills Development Training Plan for Pre-Service Teachers

Prepared for:	Students Enrolled in EDFS 23 – Teaching Internship Bachelor of Secondary Education Bachelor of Elementary Education
Period:	Two (2) Weeks before the Deployment of the Pre-Service Teachers
Description:	This training plan for pre-service teachers is a structured framework designed to enhance the pedagogical skills of would-be teachers. The training plan addresses various developmental component crucial for pre-service teachers, focusing on equipping them with the pedagogical content knowledge (PCK), skills in lesson planning, classroom management, instructional materials development, and assessment.

### 6. Key Components of the Training Plan

#### 6.1. Identified Challenges

The training plan recognizes several challenges in teaching resulted from the qualitative data, including:

- Technology Availability and Accessibility: Ensuring that future teachers can effectively utilize technology in their classrooms.
- Assessment of Learning: Developing skills to assess and evaluate student learning outcomes accurately.
- Student Engagement: Strategies to actively engage students and foster a positive learning environment.
- Classroom Management: Training pre-service teachers in effective techniques for managing classroom dynamics.

#### 6.2. Skills Development

The plan emphasizes the development of specific skills in pre-service teachers, categorizing their development as effective or less effective based on the quantitative data gathered. Pedagogical skills include pedagogical content knowledge (PCK), lesson planning, classroom management, instructional materials development, and assessment.

#### 6.3. Knowledge Acquisition

Participants are expected to gain substantial knowledge related to pedagogy, curricula, and teaching methods, which is deemed effective in preparing them for real-world teaching scenarios.

#### 6.4. Attitude Formation

An important aspect of the training is fostering positive attitudes towards teaching, which influences how pre-service teachers engage with their students and approach their profession.

#### 6.5. Personality Development

The plan also aims to shape the personality traits of pre-service teachers, enhancing their capabilities to relate to students, work collaboratively with colleagues, and navigate the challenges of teaching.

#### 6.6. Feedback Mechanisms

Collecting feedback from participants is essential to refine and improve the training plan continuously, making it more relevant and effective in addressing the challenges faced by pre-service teachers.

**Table 14. Key Activities in the Training Plan for Pre-Service Teachers' Pedagogical Skill Development**

Day	Pedagogical Skills	Objective	Responsible Person
Orientation on the Student Teaching Internship			Department Chairperson Program Coordinators EDFS Professors
<b>Tuesday</b>	Pedagogical Content Knowledge (PCK)	Deepen understanding of the subject matter and its pedagogical implications  Develop the ability to connect subject matter knowledge with effective teaching strategies	EDFS Professors
<b>Wednesday</b>	Lesson Planning	Explain the importance of lesson planning in effective teaching  Develop a detailed lesson plan for a specific lesson	EDFS Professors  Professional Education (Prof Ed) Subject Teachers
<b>Thursday</b>	Classroom Management	Identify key factors that influence classroom climate and student behavior  Develop strategies for creating a positive, conducive, and supportive learning environment.	EDFS Professors  Prof Ed Subject Teachers
<b>Monday</b>	Instructional Materials Development	Develop instructional materials that directly address learning objectives  Utilize technology tools to create innovative instructional materials	EDFS Professors  Prof Ed Subject Teachers
<b>Tuesday</b>	Assessment	Identify the purpose and function of various assessment tools  Design assessment tasks that promote higher order thinking skills  Provide meaningful feedback to students based on assessment results.	EDFS Professors  Prof Ed Subject Teachers  Prof Ed Subject Teachers
Pinning and Candle Lighting Ceremony			Department Chairperson Program Coordinators EDFS Professors TED Faculty Members

## 7. Conclusion

The online student teaching internship is a remote learning experience where pre-service teachers gain practical teaching skills in a virtual environment. Instead of being physically present in a classroom, interns engage with students through online platforms, delivering lessons, managing virtual classrooms, and applying instructional strategies. The results of present study showed that respondents were highly satisfied with the knowledge, skills, attitudes, and personality they developed during the online teaching internship. The development of pedagogical skills was identified as the weakest sub-component. The respondents viewed the online student teaching internship as highly effective. No significant correlations were found between the pre-service teachers' age, sex, field of specialization, type of school assignment and their perceived effectiveness of the online teaching internship. Four themes emerged as challenges to pre-service teachers in the implementation of the online student teaching internship. These themes are technology availability and accessibility, assessment of learning, classroom management, and student engagement. The proposed intervention plan is titled "Pedagogical Skills Development Training Plan for Pre-Service Teachers. This training plan is a structured framework designed to enhance the pedagogical skills of would-be teachers. The training plan addresses various developmental facets crucial for pre-service teachers, focusing on equipping them with the pedagogical content knowledge (PCK), lesson planning, classroom management, instructional materials development, and assessment.

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