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Readiness of Education Students in Teaching Internship Basis for Student Teaching Internship Enhancement Program (STIEP)

Renato R. Guerrero
Emilio Aguinaldo College, Manila, Philippines

ABSTRACT: Teaching internships provide trainees with the opportunity to understand the qualities of good teaching and identify their readiness for the profession. Continuous teacher development is crucial throughout their career, especially in the changing world and lifestyles. A study involving 28 education students at a private Higher Education Institution (HEI) assessed their readiness for teaching internships, leading to the development of a Student Teaching Internship Enhancement Program (STIEP). The results showed that students have a moderate level of need in nine out of ten items, with communication skills being the most needed. Other areas with moderate needs included classroom management, curriculum standards, questioning skills, concept readiness, lesson planning, teaching strategies, assessment, and ICT. To provide meaningful learning experiences, the STIEP should expose students to activities anchored to their specific needs.

KEYWORDS: Readiness, Education Students, Teaching Internship, Student Teaching Internship Enhancement Program

INTRODUCTION

The commitment of the Teacher Education Department (TED) at our institution is to provide quality education to all education students, ensuring the future production of high-caliber teachers. Currently, our bachelor's degree program in education in the Philippines integrates Field Study (FS) courses aligned with the Philippine Professional Teaching Standards (PPST), which serve as the benchmark for quality teaching in the country. With seven domains, thirty-seven strands, and one hundred forty-eight performance indicators outlined in CMO No. 74-80, s. 2017, the PPSTs aim to cultivate 21st-century teachers capable of meeting the demands of the K to 12 Basic Education Curriculum implemented by the Department of Education (DepEd) in School Year 2012-2013. Thus, education students engaged in FS courses are expected to bridge theoretical knowledge with practical classroom experiences, including designing instructional materials, conducting demonstrations, and creating reliable assessment tools (Albers Mohrman, Lawler, & Elsevier, 2010, 2018).

Additionally, our education programs offer professional courses covering theories of learning, educational technologies, and teaching strategies tailored to specific disciplines such as Bachelor of Elementary Education and Bachelor of Secondary Education, with specializations like English, Social Studies, and Music, Arts, Physical Education, and Health (MAPEH). Despite these offerings aimed at enhancing content knowledge and teaching skills, they may not fully equip education students for the field. According to Cheng (2013), practical experiences such as practice teaching (off-campus) training are essential for promoting professional development among education students. Exposure to real classroom activities and opportunities to manage classes independently are crucial for producing effective, excellent, and professional teachers (Yilmaz, Canvas, 2008).

Moreover, teaching internships provide trainees with various opportunities to understand and embody the qualities of good teaching, enabling them to identify criteria for measuring their readiness for the teaching profession and assess their own strengths and weaknesses (Grossman et al., 2018). Continuous teacher development throughout a teaching career is crucial, especially considering the changing world and educational landscape. Fullan (2015) emphasizes that educators must be viewed as experts in change dynamics and agents of change, equipped with the skills to navigate evolving educational environments.

As the educational paradigm shifts towards stakeholder satisfaction and sustainable development (Queensland College of Teachers, 2015), teacher education programs must adapt to prepare future teachers for global challenges (Cheng, 2015). While practicum programs are effective, alternative approaches, such as research-based programs, are needed to address changing demands (Craig, Kraft, du Plessis, 2017). Therefore, our research aims to explore innovative ways to help education students respond to curriculum challenges and enhance their readiness for the teaching profession.

By designing a program that integrates theoretical and pedagogical frameworks and fosters meaningful internship experiences, we aim to empower future educators to meet the evolving needs of education in the 21st century (Cheng, 2015). The

results of this research can serve as a basis for developing similar programs in other education training institutions, contributing to the enhancement of teacher education programs nationwide (Grossman et al., 2018). Through contextualized training experiences, such as the Student Teaching Internship Enhancement Program (STIEP), education students can be better prepared to address the challenges of the newly implemented K to 12 (JHS) Curriculum (R.A. 10533).

2. METHODOLOGIES

The respondents of this research are the twenty-eight (N = 28) purposely chosen education students of the researcher taking Filed Study (FS) courses at the Teacher Education Department at a private HEI. The respondents are the education students supervised by the researcher. Their ages range from 19 to 22 years old. Table 1 shows the demographics of the respondents.

Table 1: Demographics of the Respondents

Specialization	Male	Female	Total
BEED	0	3	3
BSE-English	1	4	5
BSE-Social Studies	2	0	2
BSE-MAPEH	9	9	19
Total	**12**	**16**	**28**

Moreover, the descriptive method describes and explains the variance or interpretation of what is being described. According to Calderon and Gonzales as cited by Parra (2013), the descriptive method of research is a fact-finding study with adequate and accurate interpretation of the findings. It also delineates existing factors, encompassing present circumstances, procedures, scenarios, or any occurrences. To gauge the educational needs of students, a customized survey questionnaire, based on the Teaching and Learning International Survey (TALIS) conducted by the Organization for Economic Co-operation and Development (OECD), was employed. The survey contains questions that allow education students to self-assess their level of need in the different areas given using a scale of 1 to 4, 1 as the lowest and 4 as the highest level of need. The following scale was set:

Scale	Interpretation
0.1 to 1.0	No Need at All
1.1 to 2.0	Low Level of Need
2.2 to 3.0	Moderate Level of Need
3.1 to 4.0	High Level of Need

The survey was administered to the respondents after the general orientation in the Field Study course was held.

2.1 Research Objectives

The goal of this study is to assess the readiness of teacher education students in teaching internship, which led to development of a Student Teaching Internship Enhancement Program (STIEP). Specifically, this study focuses to achieve the following objectives:

1) to determine the level of preparedness of the teacher education students in the different specialization in teaching internship in terms of:
   - 1.1) ICT,
   - 1.2) Concept Readiness,
   - 1.3) Communication Skills,
   - 1.4) Curriculum Standards,
   - 1.5) Lesson Planning,
   - 1.6) Assessment,
   - 1.7) Teaching Strategies,
   - 1.8) Classroom Management, and
   - 1.9) Questioning Skills;

2) to determine the significant difference of the level of readiness of the teacher education students based on the specialization in terms of:
   - 1.1) ICT,
   - 1.2) Concept Readiness,

1.3) Communication Skills,
1.4) Curriculum Standards,
1.5) Lesson Planning,
1.6) Assessment,
1.7) Teaching Strategies,
1.8) Classroom Management, and
1.9) Questioning Skills; and

3) to develop and validate a Student Teaching Internship Enhancement Program (STIEP) that will help education students with their needs based on the findings of the study.

The target group for the study is a group of student-trainees in their final year of teaching internship. They need to complete all professional education, specialization, and elective courses in elementary or secondary level. The number of respondents within the target group is all education students in Field Study (FS).

4. RESULTS AND DISCUSSION

4.1 Readiness Assessment Survey Result.

Table 2 shows the results of the analysis of the research assessment survey of the respondents (N = 28) in general. The survey results showed that education students have a moderate level of need is eight (8) out of nine (9) in the survey ($M \geq 2.0$), When ranked, the areas that ranked low ($M \leq 2.76$) are Classroom Management, Curriculum Standards, Questioning Skills, Concept Readiness, Lesson Planning, Teaching Strategies, Assessment, and ICT. While it remains within the realm of moderate necessity, the aspect with the lowest mean score is the incorporation of Information and Communication Technology (ICT) or computer-assisted instruction, scoring at M = 2.07.

Table 2: Survey Results on the Needs of Education Pre-Service Student-Teachers

Areas of Concern	Mean	SD	Interpretation	Rank
Concept Readiness	2.48	0.14	Moderate Level of Need	5
Curriculum Standards	2.75	0.06	Moderate Level of Need	3
Lesson Planning	2.46	0.24	Moderate Level of Need	6
Teaching Strategies	2.44	0.12	Moderate Level of Need	7
Classroom Management	2.76	0.13	Moderate Level of Need	2
Information and Communication Technology (ICT)	2.07	0.02	Moderate Level of Need	9
Questioning Skills	2.62	0.13	Moderate Level of Need	4
Communication Skills	3.10	0.10	High Level of Need	1
Assessment	2.17	0.08	Moderate Level of Need	8
Note: Respondents used 4-point Likert Scale Ranging 1 (No Need) to 4 (High Level).				

Upon the analysis of the data gathered in the survey questionnaire, it can be inferred that the area where most of the education students have the highest level of need is the ability to facilitate classroom discussion using inquiry-based instruction where appropriate communication skills is a must (M = 3.10). A number of twenty (20) or seventy-one percent (71%) respondents have a moderate level of need and eight (8) or twenty-nine percent (29%) education students with a high level of need. An education student, mentioned during the unstructured interview that the method of instruction in the K to 12 (JHS) programs will be inquiry-based approach and the main role of the teacher is to ask higher order thinking skills (HOTS) questions during the actual delivery of the teaching and learning processes. Thus, an excellent communication skill is important in asking HOTS questions. Such strategy will enable education students to showcase their understanding of the concepts and skills of the subject matter and allow them to gauge their learning in the classroom.

Readiness of Education Students in Teaching Internship Basis for Student Teaching Internship Enhancement Program (STIEP)

The survey results indicate that education students have moderate to high levels of need in various areas, with communication skills being the most significant area of need. Classroom management, curriculum standards, questioning skills, concept readiness, lesson planning, teaching strategies, assessment, and ICT are also areas with moderate levels of need. The Kruskal Wallis test for respondents categorized per specialization in education programs showed no significant differences, while gender differences were found.

The research adapts the Proposed Student Teacher Internship Enhancement Program (STIEP) to be implemented on education students in Field Study (FS)r courses. The STIEP will coach, observe, criticize, and help prepare assessment instruments before and during the demonstration. Continuous monitoring will be conducted to check on students' progress.

Classroom management is the second area of moderate need (64%). Teachers are committed to becoming competent, productive, and responsible educators in an increasingly complex world. Effective classroom management is crucial for students' success and prevents them from alienating themselves from the classroom. Teachers must demonstrate varied techniques for effective classroom management and avoid using the "carrot and stick" method, which violates human rights. Teachers must maintain control and maintain "Grace under pressure" when dealing with difficult students. (Serrano and Paez, 2015)

Education students undergoing practice teaching courses should familiarize themselves with various classroom management techniques, including the triadic concept of Building Unity Despite Differences in Class (BUDDIC). This approach encourages cohesion among students, facilitating multicultural connections. It's imperative for teachers to maintain impartiality when addressing cultural disparities, taking into account students' backgrounds, beliefs, values, and attitudes, while eschewing racial and status discrimination. Effective classroom management hinges on accommodating learners regardless of their differences. Establishing rapport and asserting authority are fundamental principles for implementing BUDDIC successfully.

In the workplace, education students must embody these two principles of classroom management. Establishing rapport can be effortlessly achieved through the amiable, approachable, and cheerful demeanor of the education student. These qualities are potent tools for creating a classroom environment characterized by enjoyment and levity. A classroom that feels comfortable with the teacher is more likely to cooperate willingly. The principle of asserting authority, encapsulated by the adage "If you will, you can," is particularly crucial when education students find themselves torn between resolving issues independently or deferring to higher authorities for safety. However, regardless of the situation, every teacher must take ownership of what occurs within their classroom. It requires courage for a teacher to confront and resolve students' misbehavior rather than evade the situation. The presence of seemingly intractable behavioral issues serves as a litmus test for a teacher's resolve, ensuring they do not succumb to self-pity. Every teacher must recognize their capacity to govern their class with firmness yet with a humane and scholarly demeanor. The challenge lies in being accountable for one's actions, thus empowering teachers to be effective managers.

According to Demirdag (2015), teacher quality stands out as one of the most significant determinants of students' academic success. Lack of preparedness is cited as a primary reason for teachers exiting the profession. Educators believe that students with disabilities in inclusive settings may consume instructional time due to their slower learning pace and behavior issues, necessitating educators with specialized teaching skills. Some teaching interns express uncertainty about managing classroom behaviors, highlighting the importance of evidence-based practices to monitor and address discipline problems, as noted by previous studies (Simonsen et al., 2008; Sugai and Horner, 2006, cited in Demirdag, (2015). Implementing such practices would aid teacher interns in effectively managing student behaviors and bolstering teacher retention (McKinney et al., 2008; Reschly and Holdheide, 2008, cited in Demirdag, 2015).

Teacher interns also voice concerns about understanding how seating arrangements may influence student behaviors in inclusive classrooms. Echoing similar sentiments, Katz (1972), cited by Demirdag (2015), found that teacher interns harbor doubts regarding their adequacy and readiness, especially in inclusive settings that demand additional effort and specialized teaching skills from new teachers (Polloway et al., 2001, cited in Demirdag, 2015).

In an unstructured interview, an education student expressed concern about K to 12 teaching flexibility and classroom management. They believe pedagogical and content knowledge are key to successful teaching and learning. High self-efficacy in teachers is essential for overcoming challenges. Therefore, EAC-TED students should receive proper training in this area to improve their teaching and learning process. (Jann Joseph, 2010)

Another concern of the education students is curriculum standards (M = 2.75). This area showed the most respondents that indicated a moderate level of need. The JHS Curriculum standards has been an issue in the Philippine education system, particularly with the education students since they need to demonstrate the content and performance standards effectively and efficiently in teaching-learning approaches in the classroom. According to Serrano and Paez (2015), mentioned that the content (JHS Curriculum) normally refers to a description to be covered evident in a reference book or school documents like the curriculum guide, syllabus (or course plan), and course outline. Curriculum development is challenging due to the need for competent curriculum planners and developers to create standards that cater to the needs of learners.

The good teachers should equip with the content standards especially the education students in the internship program. It is not sufficient that teachers know the facts about the content they are teaching. It is fundamental but they must also possess three

other types of knowledge according to Burden (2010) cited by to Serrano and Paez (2015) in their book, namely, professional knowledge, pedagogical knowledge, and pedagogical content knowledge.

In addition, the conscientious analysis of curriculum standards by the teacher as regards the content, scope and relevance is nearly a perfect way of creating an ideal learning atmosphere for his/her students. This will help our students to be effective, contributing, and productive members of society and engaged citizens of our time. The contents and skills know no discrimination as it must apply to all the content areas of the course. According to one of the respondents, "*Teaching and learning are efficient when a teacher uses appropriate techniques and tactics and follows subject and performance criteria*."

4.2 Mean Comparisons on Specialization and Gender

The Kolmogorov Smirnov Test was used to determine if the data is normally distributed. However, all factors recorded below the significance level for gender and major differences, indicating nonnormal distribution. A nonparametric test, Kruskal Wallis, was used to compare means based on specialization and gender.

4.2.1 Mean Comparisons on Specialization Using Kruskal Wallis Test

Table 3 shows the Kruskal Wallis Test for Teacher Education Program Specialization. The Kruskal Wallis Test of the respondent as categorized per specialization in education programs shows that nine (9) out of nine (9) factors show no significant differences ($p \geq 0.05$ at sig, 0.05).

Table 3: Kruskal Wallis Test for Teacher Education Program Specialization

Test Statistics[a,b]

	Concept Readiness	Curiculum Standards	Lesson Planning	Teaching Strategies	Classroom Management	Information and Communication Technology (ICT)	Questioning Skills	Communication Skills	Assessment
Kruskal-Wallis H	3.000	3.000	3.000	.000	3.000	.000	.000	.000	.000
df	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.392	.392	.392	1.000	.392	1.000	1.000	1.000	1.000

a. Kruskal Wallis Test

b. Grouping Variable: Major

This results in nine (9) area of concerns that the education students no significant differences when test in specialization confirms that the education students having moderate level of needs in classroom management, curriculum standards, questioning skills, concept readiness, lesson planning, teaching strategies, assessment, and ICT. However, the area concern about communication skills having high level of need.

4.3.2 Mean Comparisons on Gender Using Kruskal Wallis Test

Table 4 shows the Kruskal Wallis Test for Gender

Table 4: Kruskal Wallis Test for Gender

Test Statistics[a,b]

	Concept Readiness	Curiculum Standards	Lesson Planning	Teaching Strategies	Classroom Management	Information and Communication Technology (ICT)	Questioning Skills	Communication Skills	Assessment
Kruskal-Wallis H	16.776	22.723	19.984	17.557	17.758	16.213	21.860	18.684	16.537
df	1	1	1	1	1	1	1	1	1
Asymp. Sig.	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001

a. Kruskal Wallis Test

b. Grouping Variable: Gender

The Kruskal Wallis test for gender revealed that there are significant differences on the different areas being surveyed ($p \leq 0.05$ at sig, 0.05). The differences in mean ranks vary from each other.

4.4 Proposed Student Teaching Internship Enhancement Program (STIEP)

The needs assessment survey revealed high to moderate needs among education students, which could impact their performance in the TED practice teaching program. This research aims to address these concerns by adapting the STIEP to be implemented on pre-service teachers in Field Study (FS)r courses. The STIEP will include coaching before demonstration, observations during demo, critiquing the plan, observation, and assistance in preparing assessment tools. Students' application of concepts, standards, strategies, methods, and insights will be evaluated during class observations and output processing.

Area	Objective	Method
Curriculum Standards **Concept Readiness** **Lesson Planning / Learning Plan**	• Familiarize oneself with different features of the JHS Program (K to 12 Program) • Enhance teacher's concept in their respective specialization. • Create lesson plan / learning plan based on the content and performance standards.	Webinar / Seminar / Workshop Curriculum Analysis Practice Lesson Planning Teacher Interviews Coaching (Concept in their Specialization) Class Observations
Questioning Skills **Communication Skills** **Teaching Strategies** **Classroom Management** **ICT**	• Ask effective questions focus on Higher Order Thinking Skills (HOTS) questions. • Enhance teacher communication skills • Facilitate the class using principles of effective classroom management • Demonstrate effective teaching-learning approaches in class. • Facilitate the class using the computer assisted instruction	Webinar / Seminar / Workshop Grammar Test Presentation Skilss Simulation of Demonstration Class Demonstration Critiquing of Demonstration Teaching Coaching for Demo Teaching Class Observations Preparation of Instructional Materials Using ICT
Assessment	• Familiarize oneself in assessment for learning, assessment of learning, and assessment as learning. • Enhance assessing student learning outcomes, performance-based tests, and varied assessment tools. • Construct major exams using Table of Specifications (TOS).	Webinar / Seminar / Workshop Test Construction Preparation of TOS Portfolio Assessment Item Analysis Output Processing

Continuous monitoring will be conducted to monitor students' progress. The survey identified one area with the highest need due to limited college time and online classes. Some areas were clustered to ensure timely completion.

Student Teaching Internship Enhancement Program (STIEP)

In order to assess the extent to which the program's goals have been achieved, the education students will undergo a teaching performance evaluation. The questions for the LET exam will be sourced from the subjects covered in the STIEP curriculum. Additionally, open-ended questions will be given to assess the impact of the training on the participants.

5. CONCLUSION

The survey results indicate that education students need improvement in various areas, with communication skills being the most critical. Classroom management, curriculum standards, questioning skills, concept readiness, lesson planning, teaching strategies, assessment, and ICT are also considered moderately important. The Kruskal Wallis test for specialization in education programs showed no significant differences, but gender differences were found. The research proposes implementing the Proposed Student Teacher Internship Enhancement Program (STIEP) for Field Study (FS)r courses, allowing students to practice teaching skills in the classroom. The program will include coaching, observations, critiquing, observation, and assistance in preparing assessment tools. Students' application of the STIEP will be evaluated through class observations and output processing, and continuous monitoring will be conducted to track their progress.

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