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Joseph Lobo*

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¹Institute of Education, Arts, and Sciences, City College of Angeles, Angeles City, Philippines



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Joseph Lobo*

Institute of Education, Arts, and Sciences, City College of Angeles, Angeles City, Philippines

*Corresponding author

Email: josephlobo@cca.edu.ph

ABSTRACT

This descriptive-survey study aimed to evaluate the implementation of the institute at City College of Angeles. Obtained data for this study were solicited via judgment sampling from 84 pre-service teachers from the Bachelor of Physical Education and Bachelor of Performing Arts programs who had their internship last academic year 2021-2022. Descriptive statistics such as frequency, mean and standard deviation were used to describe the quality of the internship program based on institutional and company evaluation, program effectiveness, and thematic analysis for the comments and suggestions of students on the internship program offered. Based on the results, the internship program of the institute is very effective since it is responsive to the community's needs, and students develop skills needed for their careers. On the other hand, the deployment of students to various public schools emerged as the central theme based on the results. On a positive note, pre-service teachers highly appreciate the internship program. The results of this study are expected to improve the program design of the pre-service teachers of the institute. Regular review of the curriculum and offered courses matching the needs of the industry should be performed. Additionally, recommendation on the possibility of forging linkages with other private schools and industries related to the program is a result of this study. Also, formulation and development of the institutional policies and guidelines of the program or deployment manual, which may serve as a reference for pre-service teachers, is highly suggested.

Keywords: Student Internship Program, Teacher Education, Bachelor of Physical Education, Bachelor of Performing Arts, Pre-service teachers

1. INTRODUCTION

Studies on the impact of the COVID-19 virus in different contexts have documented different modifications and encounters educators face in continuing teaching and learning (Adedoyin & Soykan, 2020; Debrah et al., 2021; Donitsa-Schmidt & Ramot, 2020a; Tarrayo & Anudin, 2021). The complete closure and urgency in shifting to an online class setting during the pandemic posed different challenges for HEIs, such as the development of school infrastructures, designing and implementation of courses on online platforms, and the accessibility of material resources readily available to teachers and students (Adedoyin & Soykan, 2020; Donitsa-Schmidt & Ramot, 2020b; Huertas-Abril et al., 2021; Rospigliosi, 2020; van der Spoel et al., 2020; Canaran & Mirici, 2020). In this, traditional professional development programs may not be suitable and adequate in dealing with the current condition brought by the pandemic. Therefore, professional development programs should consider a nuanced understanding of the dynamics of online teaching and transformative pedagogy (Donitsa-Schmidt & Ramot, 2020c).

Most education institutions have prepared extensively to implement different learning modalities during the pandemic and for the post-pandemic period. At this very moment, in the post-pandemic period here in the Philippines, most education institutions are gradually returning to face-to-face settings. After years of being locked and isolated inside their respective homes, they are now returning to experience schooling inside an actual classroom. Other institutions have also provided students with blended, hybrid, and hyflex learning opportunities. All these discoveries shed hope for all students to enjoy learning and attend school in a face-to-face setting or blended learning again. Also, this provides graduating students under the teacher education program to at least experience a face-to-face internship before they leave the four walls of the college/university. According to the Commission on Higher Education Memorandum Order (CMO) No. 104, Series of 2017, Article I: Guiding Principle, Section 1 or the Revised Guidelines for Student Internship Program in the Philippines (SIPP) for all Programs (CHED, 2017). An internship program is as follows:

The internship program is meant to provide students with an opportunity to complement their formal learning with practical knowledge, skills and desirable attitudes and to gain hands on experience in recognized Host Training Establishment (HTE).

In teacher education, a teaching internship is a critical professional development exercise and an essential phase for every student in the teacher education program to prepare for becoming a full-fledged educator (Michos et al., 2022; Rogayan & Reusia, 2021; Ugalingan et al., 2021). The Commission on Higher Education (CHED) requires pre-service teachers (PSTs) to render direct teaching as a culminating stage where they experience teaching in actual/virtual classrooms. A joint memorandum (Joint Memorandum Order No. 39 of 2005) by the Commission on Higher Education and Department of Education was released to provide quality education in the country wherein guidelines on the deployment of pre-service teachers are specified (DEPED, 2005). The program provides numerous opportunities for interns to contextualize pedagogical skills and theoretical learning (Baylan, 2019). Additionally, this is where students may develop their future job performance as teachers (Jogan, 2019a). At this stage, interns are trained with the fundamentals of learning-centered instruction and immersed in the actual classroom experience to become fully-equipped and highly qualified educators. In recent years, Higher Education Institutions (HEIs) in the Philippines have been trying to design and implement innovative teaching internship programs not only to be effective and reflective teachers/practitioners but to be highly marketable and hireable to various schools (Borja II, 2018; De Castro & Laguador, 2016; McGee, 2019). The City College of Angeles (CCA), a duly accredited Higher Education Institution by the Commission on Higher Education in Angeles City, Philippines, adheres to its mission to offer quality education for the holistic development of competitive and technically capable professionals with a deep sense of excellence, resiliency, stewardship, and patrimony, such as Teacher Education. Mangila (2018) states that Teacher Education Institutions (TEIs) are institutionalized to offer quality and holistic pre-service education among prospective teachers. In the current setting, the teaching internship at the Institute of Education, Arts, and Sciences, specifically in the Bachelor of Physical Education and Performing Arts Program, is one semester to prepare interns for teaching. Pre-service teachers will be deployed for one semester outside of various public schools. Numerous studies consistently stress student evaluation in their internship program to improve education delivery (Tindowen et al., 2019a). In this way, pre-service teachers may reflect on significant issues and problems based on their experiences, which may be helpful for feedback about the quality of the college's teacher education program.

The primary goal of this present study is to solicit pre-service teachers about the internship program offered by the college according to their assessment based on institutional evaluation (IE), company evaluation (CE), and program effectiveness (PE). It aims to answer the following research questions:

1. How may the level of internship program of the Bachelor of Physical Education and Bachelor of Performing arts be described in terms of:
 - a. Institutional evaluation;
 - b. Company evaluation; and
 - c. Program effectiveness
2. What are the comments and suggestions of the pre-service teachers regarding their internship program?
3. What are the suggestions and recommendations based on the results of this study?

The interns' assessment will be used to improve the internship program, providing a challenging yet worthwhile experience to students taking the Bachelor of Physical Education and Bachelor of Performing Arts programs under the Institute of Education, Arts, and Sciences of City College of Angeles, Philippines.

2. METHODOLOGY

2.1. Design

This present study has utilized a survey-descriptive study that aims to describe the evaluation of the Pre-service teachers regarding their internship program. A type of study which is designed to describe the distribution of one or more variables, without regard to any causal or other hypothesis (Aggarwal & Ranganathan, 2019).

2.2. Population and Sampling

Respondents are pre-service teachers under the Bachelor of Physical Education (BPEd) and Bachelor of Performing Arts (BPeA) who had their internship program in the academic year 2021-2022. Judgment sampling has been utilized to gather participants for the study. It is also called purposive sampling, a sampling technique where the researcher deliberately chooses participants for the study due to the qualities the participants possess (Etikan, 2016; Lobo et al., 2022). Pre-service teachers who have participated in this study are all studying at City College of Angeles, located in the City of Angeles, Pampanga, Philippines.

2.3. Instrument

An adapted instrument from Tindowen et al. (2019b) was utilized, which was based on the Commission on Higher Education Memorandum Order (CMO) No. 104, Series of 2017, which is entitled the Revised Guidelines for Student Internship Program in the Philippines (SIPP). It is a 19-item questionnaire divided into three sub-categories which are: Institutional evaluation (9 items), company evaluation (7 items), and

effectiveness of the student internship program (3 items) which will be recorded on a 5-point Likert scale from 0 'Not applicable' to 4 'Strongly Agree.' The reliability of the said questionnaire from the original study of Tindowen et al. is $\alpha = .90$, which can be considered valid and reliable for this present study. Meanwhile, an open-ended question was used to describe the comments and suggestions of the pre-service teachers regarding their internship program.

In order to facilitate the analysis and interpretation of the data obtained, this study will follow a point-scale interpretation to describe responses per item for the institutional and company evaluation and program effectiveness shown in Table 1.

Table 1: Point-scale interpretation

Range of weighted mean	Qualitative Description	
	Institutional and Company Evaluation	Program Effectiveness
3.50 – 4.00	Fully Implemented	Very Effective
2.50 – 3.49	Implemented	Effective
1.50 – 2.49	Partially Implemented	Slightly Effective
1.00 – 1.49	Not Implemented	Not Effective

This present study has utilized descriptive statistics to analyze the obtained data. Frequency and Mean were used to describe the pre-service teachers' evaluation of their internship program based on institutional evaluation, company evaluation, and program effectiveness. Finally, thematic analysis was performed to describe the pre-service teachers' comments and suggestions regarding their internship program.

3. RESULT AND DISCUSSION

Table 2. Pre-service teachers' assessment on their internship program according to Institutional evaluation

Statements	Mean	SD	QD
Conduct of pre-deployment and orientation with regards to the student internship program, including its requirements and expectations.	3.65	.655	FI
Provision of needed services and assistance such as recommendations finding the company	3.53	.738	FI
Coordination with the industry in the implementation of internship.	3.55	.610	FI
Forging of Memorandum of Agreement (MOA) between CCA-IEAS and the company/agency	3.41	.924	I
Academic preparations of Students to undertake company assignments and its challenges	3.49	.802	I
Regular monitoring of the School/Department through the OJT Coordinator with regards to students' progress in the company	3.54	.721	FI
Giving of timely feedbacks to preservice teachers	3.70	.557	FI
Conduct of a student internship program evaluation upon completion of students in their internship program.	3.67	.587	FI
Giving of results of school assessment to pre-service teachers	3.59	.585	FI
TOTAL	3.57	.560	FI
<i>*FI-Fully Implemented; I-Implemented; PI-Partially Implemented; NI-Not Implemented</i>			

Table 2 illustrates the assessment of the pre-service teachers of their internship program according to institutional evaluation (IE). Most of the pre-service teachers answered that they received timely feedbacks (M = 3.70, SD = .557), the conduct of a student internship program evaluation upon completion of their internship program (M = 3.67, SD = .587), pre-deployment and orientation regarding their internship program (M = 3.65, SD = .655), providing the result of the school assessment to pre-service teachers (M = 3.59, SD = .585), coordination with the industry in the implementation of the internship program (M = 3.55, SD = .610), regular monitoring of the school/department through the internship coordinator regarding their progress (M = 3.54, SD = .721) and provision of needed service and assistance such as recommendations finding a company (M = 3.53, SD = .738). These statements were perceived by pre-service teachers as fully implemented by the institute. On the one hand, academic preparations of students to undertake company assignments and its challenges (M = 3.49, SD = .802) and forging of MOA between CCA-IEAS and the company/agency (M = 3.41, SD = .924) were all perceived as Implemented. Overall, the overall mean of the institutional evaluation was deemed fully implemented based on respondents' responses (M = 3.57, SD = .560).

The findings revealed that the conduct of the pre-deployment and orientation on the internship program of BPED and BPeA pre-service teachers is fully implemented. This construed that the Institute of Education, Arts and Sciences is very much particular with the critical points and reminders to be provided; to the students before onboarding/deployment (Dawaton, 2021). This pre-deployment orientation benefits all pre-service teachers on what to expect during their practice teaching phase and the particular documents such as Daily Time Record (DTR) and other pertinent documents needed to be submitted and reported to their respective cooperating teachers and practice teaching professors.

In regards to the provision of needed service and assistance, coordination with the industry in the implementation of the internship program and the partnership entered through the Memorandum of Agreement (MOA) between CCA-IEAS and company (schools under the Department of Education) was perceived as fully implemented/ implemented respectively by students. The internship program has been divided into two phases since the pandemic struck. First, the students are deployed inside the college, where they will be required to finish 120 hours; second, they will be deployed to public schools to finish the remaining 240 hours. For their deployment in public schools, the institute has made some immediate actions to create a partnership with the Department of Education to deploy pre-service teachers to various Junior High School (JHS) and Senior High School (SHS) institutions. This partnership is vital to the internship of pre-service teachers because this will provide experience to students to apply the pedagogy in teaching, theories, and skills they have acquired during their early college years. Added by Jogan (2019b), this will provide direct experience to pre-service teachers on various roles of a teacher, including teaching and developing command, over the subject. However, due to an unexpected situation, the deployment of the pre-service teachers did not commence. Due to time constraints, from the preparation of MOA to signing, there are only a few days left for pre-service teachers to be deployed, and this will compromise the accomplishment of their required Internship hours to fulfill, which is 360 hours. In that, the institute decided that the students would pursue their internship and finish the program inside the college in an online class setting. On a positive note, pre-service teachers understood the current situation of IEAS, which was discussed further by the OJT coordinator, and still appreciate the institute's efforts.

Lastly, all pre-service teachers are being monitored by completing different course works required and through their Daily Time Record (DTR) with a compilation of class evidence and other office work they have performed. The OJT Coordinator collects all the documents from assigned Internship Professors weekly. This will ensure that pre-service teachers submit their activities, DTR, and other pertinent documents promptly and check if they have completed the required hours they need to complete in a week. In this regard, the cooperating teachers provide timely comments about their progress based on their performance.

Table 3. Pre-service teachers' assessment on their internship program according to Company evaluation

Statements	Mean	SD	QD
Appropriateness of the kind of training needed and required	3.64	.575	FI
Designed of the training to meet the course objectives and expected competencies	3.67	.565	FI
Coordination with CCA-IEAS, through the OJT Coordinator, in the implementation and conduct of the internship.	3.65	.655	FI
College Treatment to pre-service teachers	3.64	.616	FI
Facilitation of the training, including the provision of the necessary resources/facilities needed to achieve the objectives of the student internship program	3.66	.569	FI
Assigned a supervisor to oversee students' work	3.53	.704	FI
Supervision of the Supervisor through regular meeting, consultation or advise	3.58	.683	FI
TOTAL	3.63	.676	FI
<i>*FI-Fully Implemented; I-Implemented; PI-Partially Implemented; NI-Not Implemented</i>			

Table 3 illustrates the assessment of pre-service teachers on their internship program based on company evaluation (CE). The findings revealed that most of the statements in this category are all perceived as Fully Implemented. Moreover, the most striking statement which garnered the highest mean among the statements was that the training was designed to meet the course objectives and expected competencies ($M = 3.67$, $SD = 5.65$). The overall company evaluation based on students' responses is Fully implemented ($M = 3.63$, $SD = .676$).

Even if all the pre-service teachers acquired all the required academic units needed before their practice teaching phase, the institute is highly devoted to providing training and seminars/webinars as refreshers focusing on essential topics such as the preparation of a detailed lesson plan (DLP), values integration, and effective teaching techniques and strategies that they can utilize while they are in their internship program. This academic year, the Physical Education department, spearheaded by the Academic Coordinator and OJT Coordinator, successfully organized a series of online training focusing on the essential needs of pre-service teachers

applicable in the new normal of education. Also, the college provides a non-threatening and favorable environment to pre-service teachers who make them appreciate their profession deeply. Additionally, it was perceived by the students that the college is responsive and provides the necessary resources and facilities that they can utilize for a holistic teaching experience.

On the other hand, since pre-service teachers were not deployed outside, the institute assigned supervisors to each student from the faculty members aligned with their specialization, full-time and part-time. All supervisors or cooperating teachers are provided with a detailed orientation of the institutes' expectations during the students' internship. This will ensure that the student's experience is smooth throughout the internship phase, highly supervised by their cooperating teachers. During the orientation of the faculty members regarding their expected roles and responsibilities during the internship program – one of which is to provide regular meetings, consultation, and advice to their assigned interns. The support of the cooperating teacher is crucial to the overall development of high-caliber teachers who are a pivotal component of a quality education system (Griffiths et al., 2021a). Since most of the assigned cooperating teachers are highly experienced and professionals in their respective fields of specialization, the importance of their mentoring skills to pre-service teachers is vital since this is a powerful learning and teaching strategy based on a collaborative relationship, which permits interns to advance their professional skills, as well as their professional identity (Griffiths et al., 2021b).

Table 4. Pre-service teachers' assessment on their internship program according to Program effectiveness

Statements	Mean	SD	QD
Exposure to real world problems and practice	3.54	.773	VE
Development of workplace values and ethics	3.63	.676	VE
Improvement of personal skills and human relations	3.64	.655	VE
TOTAL	3.60	.640	VE
<i>*VE-Very Effective; E-Effective; SE-Slightly Effective; NE-Not Effective</i>			

Table 4 illustrates the assessment of pre-service teachers on their internship program according to program effectiveness (PE). The result yielded that most of the respondents under this category were perceived by the pre-service teachers as very effective. Moreover, the most striking statement which garnered the highest mean among the statements is the improvement of personal skills and human relations ($M = 3.64$, $SD = .655$) of the pre-service teachers. Overall, the total mean of the program effectiveness is ($M = 3.60$, $SD = .640$), which the students perceived to be very effective.

The results show that students' internship program exposed them to real-teaching practice and to develop the hard and soft skills needed for their chosen profession as a teacher. Their experience during their practice teaching phase gave them an image of their future workplaces and opportunities to discover how they were positioned regarding knowledge, skills, and proficiencies (Boyd et al., 2019). The internship program's result is a vital part of the teacher education curriculum as it helps students acquire the required aptitudes and skills through hands-on and real-life training.

Lastly, the results revealed that students could develop values and ethics in the workplace that they have experienced, and they have improved their personal and relationship skills. It means that the internship program not only focuses on the improvement of a pre-service teacher's capacity to teach, but it also lets students adapt and adjust to the workplace that they entered and develop a sense of appreciation for the work of being a teacher and uphold the ethical standard in teaching. It also provides an avenue to practice their social skills by creating a harmonious relationship with their cooperating teacher and students. Clear enough, the student internship program of the institute, specifically in the Bachelor of Physical Education and Bachelor of Performing Arts programs, significantly contributes to the development of skills, personal qualities, and competencies needed by the graduates.

Comments and Suggestions of Students Regarding their Internship Program

Theme 1. On-site deployment to public Schools

Based on the students' responses, the central theme emerged is their practice teaching deployment to various public schools. Due to time constraints, the deployment of the students to various public schools did not commence. Some of the responses of the respondents are as follows:

PT17 – *Must be face to face.*

PT34 – *If only we've been deployed outside CCA.*

PT40 – *It's unfortunate that we haven't experienced the F2F practice teaching due to some conflicts. But I'm glad that our school and our institute gives us the opportunity to hone our skills and improve our teaching capabilities. I'm hoping that the next batch of practice teachers will experience the F2F practice teaching.*

PT66 – *I know it's late already, but I wish we were deployed outside the college, and for the next batch, I wish they will be deployed outside the college because it is really necessary for the holistic development of the Pre-Service Teachers.*

Overall, the internship program offered by the program is highly effective. The college is dedicated in offering a quality program where all the students will gain the required skills and competencies for them to be qualified as highly proficient educators. This is consistent with previous conducted studies stressing the importance of internship program to train and expose students in a real classroom setting training them to be qualified and professional teachers of the nation (Baylan, 2021; Dos Santos, 2020; Elisa et al., 2020; Greve et al., 2020; Lozano Cabezas et al., 2022; Zhao & Zhang, 2017)

4. CONCLUSION AND RECOMMENDATIONS

The evaluation of pre-service teachers is vital for improving the internship program designed by the college where this study was conducted and other institutions that offer teacher education programs. Results of this study will also help the administration to identify the needs and gaps that the pre-service teachers noticed during their practice teaching period. Addressing these lapses and improving the current internship program may help future pre-service teachers maximize their talents and potential through this training, which may result in highly competent and qualified candidates for teaching opportunities.

From the results obtained from this study, it can be concluded that the assessment of pre-service teachers according to Institutional evaluation and Company evaluation is highly implemented. Additionally, the overall effectiveness of the internship program is highly well-organized. This can be interpreted that the Institute of Education, Arts and Sciences highly value the importance and significance of the internship program in the preparation of the students in the teaching profession.

Generally, the assessment of pre-service teachers regarding their internship program resulted positively. In this, the college and institute shall be able to consistently sustain or exceed the level of its program's effectiveness. In this regard, this will ensure that the students will be able to experience a well-designed program which can be an avenue for them to train and prepare themselves before they enter the real world of teaching. One of the main concerns that emerged in this study is the time constraint in the preparation and signing of the Memorandum of Agreement in regards to the partnership between the City College of Angeles (CCA) and the Department of Education (DepEd), which affected the deployment of the pre-service teachers to public schools. In order to implement the deployment of pre-service teachers efficiently, the Institute of Education, Arts, and Sciences, through the OJT Coordinator, should prepare the MOA at least the semester before the practice teaching course of the students in order to avoid such inconvenience and to address early the gaps and needs about the partnership.

Additionally, the curriculum and course syllabus for Teacher Education, specifically in the Bachelor of Physical Education and Bachelor of Performing Arts programs, should be reviewed regularly to match the needs of the industry and organization. In this, the curriculum structure should be aligned and designed to prepare graduates to become skilled and active experts in their field of specialization.

The Institute of Education, Arts, and Sciences, through the OJT Coordinator, may look into possibilities of forging linkages with other private schools and other industries such as Fitness gyms, for-profit dance organizations, and other related organizations in the field of Physical Education and Performing Arts to maximize the experience of the students that they can acquire from their internship. Furthermore, the institute may consider formulating and developing institutional policies and guidelines regarding the student internship program or deployment manual that may serve as a reference for students.

This study is limited to the Bachelor of Physical Education and Bachelor of Performing Arts pre-service teachers and does not generally describe the entire population of Teacher Education programs under the Institute of Education, Arts, and Sciences. This present study highly recommends conducting a similar study on the other Teacher Education programs of the institute and other colleges and universities in the city or even in a local or regional setting to support or refute the findings of this study. In an international setting, other researchers may utilize this survey's result as a basis and a revisitation of the quality of their institution's current internship program. The questionnaire used for this study may be improved or replaced with a much tailor-fitted instrument that is highly applicable to the current setting of the institution where a similar study is going to be conducted. Internship program in the field of teacher education is offered across different countries and educational institutions; however, it highly differs in how it is being implemented and the quality level.

Overall, the internship program of the Teacher Education of the institute, specifically in the Bachelor of Physical Education and Bachelor of Performing Arts programs, is very effective. A testimony to the commitment of the college to provide quality education to all Angeleño youths and an institution of hope that produces professional Physical Education and Performing Arts teachers who are highly competitive and technically proficient individuals steered by the four core values of the college: excellence, resiliency, stewardship, and patrimony.

CONFLICT OF INTEREST

No conflict of interest.

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