

Perceptions of Training Establishment Institute and Host Training Establishment in the Deployment Phases of the Teaching Internship Program

Eleonor C. Jarapa, Bicol State College of Applied Sciences and Technology, Philippines
Melinda P. Pan, Central Bicol State University of Agriculture, Philippines

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Abstract

Being a teacher is not a simple task but rather a practice of patience, forbearance, and commitment to the profession and professional ethics. But before becoming an enhanced and effective classroom teacher, one must undergo a Teaching Internship or deployment. This study aims to determine the perceptions of the Training Establishment Institute (TEI) and the Host Training Establishment (HTE), the significant differences, and the best practices in the implementation of the Teaching Internship Program during the deployment phases and adapt from the best practices implemented by the respondent Private and Public Higher Education Institutions offering Teacher Education Courses. The data gathered were tallied and analyzed using descriptive methods. To answer the extent of implementation, weighted mean and ranking were used, while for the differences in the extent of implementation of the Teaching Internship Program between private and public, a t-test was used. Findings showed a high level of implementation in the deployment phases, and there are no significant differences in the performance of the teaching internship program in private and public HEIs in the province. For pre-deployment, private HEI has a greater mean of 3.73, while the public HEI has a mean of 3.64. In the deployment phase, private has a greater mean of 3.66 than the mean of the public HEI, which is 3.57. For post-deployment, private schools have a 3.68 mean, which is also greater than the mean of public schools, which is 3.61. Recommendations were proposed in the deployment phases of the Teaching Internship Program.

Keywords: Deployment, Perceptions, Implementation, Internship

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Introduction

Teaching Internship is a one-semester, 360-hour full-time teaching internship in basic education schools using a clinical approach under the mentorship of a cooperating teacher.¹ Here, students observe real class scenarios and learn how to mingle and approach elementary or high school students. They also experience daily classroom routines, instructions, classroom management, and actual teaching in front of a number of students. Philippine Commission on Higher Education Memorandum Order (CMO) No. 104, series of 2017, on the Revised Guidelines for Student Internship Program in the Philippines (SIPP) for all programs, Article 1, Section 1, “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 a recognized Host Training Establishment (HTE).² This study is conducted to determine the perceptions of the selected public and private Training Establishment Institute (TEI) and Host Training Establishment (HTE) in the pre-deployment, deployment, and post-deployment phases of the Teaching Internship Program; determine the significant differences in implementing the Internship Program among the selected respondents from the private and public HEIs in the Bicol Region, Philippines; and adapt from the best practices implemented by the selected Private and Public Higher Education Institutions respondents offering Teacher Education Courses in the region to further enrich the implementation of the Teaching Internship Program.

Methodology

This research used a purposive sampling method for the respondents. The study's respondents were the private and public TEI administrators, Student-Teacher Coordinators/ Supervisors, HTE cooperating School Principals, Cooperating Teachers, and the selected Pre-Service Teachers from the Private and Public Education Institutions offering Teacher Education Programs in the region. The study employs a quantitative research design. Weighted mean/ranking method was used to determine the perceptions of the Training Establishment Institute (TEI) and Host Training Establishment (HTE) in the pre-deployment, deployment, and post-deployment phases of the Teaching Internship Program; and in determining the significant differences between the implementation of the Internship Program among the private and public TEIs in Bicol Region, Philippines. It used a researcher-made survey questionnaire comprising the following parts. Part I pertains to the demographic profile of the respondents. Part II relates to the extent of implementation of the Teaching Internship Program as perceived by the private and public TEIs offering Teacher Education courses or programs along the deployment phases, such as the pre-deployment, deployment, and post-deployment phase, while part III pertains to the best practices of both TEIs and HTEs. T-test was used to determine the significant differences in implementing the teaching internship Program among Public and Private HEIs in the region.

¹ Commission on Higher Education Memorandum No. 74 Series 2017.

² Commission on Higher Education Memorandum No. 104 Series 2017.

Results and Discussion

Pre-deployment Phase

Pre-deployment Phase refers to the activities and experiences that the TEI implements and the pre-service teachers' experiences before their actual internship with the selected cooperating schools.

Table 1 reveals that the top 3 indicators in the extent of implementation in the Pre-Deployment Phase of private schools include inviting speakers to discuss related topics like Lesson Planning, Classroom Management, Assessment, and others during seminars and community extension, which is highly implemented, followed by requesting Internship teachers to check lesson plan and conducting feedback on the demonstration teaching conducted during pre-deployment teaching; and conducting a survey on the student's preferred school for deployment during orientation and general assembly. It shows that private higher education institutions are considering the expertise of professional teachers from different schools to deliver topics related to classroom management, lesson planning, and assessment to enhance their students' knowledge and skills. Based on the interviews, these private institutions believed their students still needed to improve classroom management before deployment. Table 1 shows the perceptions of private and public Training Establishment Institute in the pre-deployment phase of the Teaching Internship Program.

Indicators	Private		Public	
	WM	I	WM	I
Pre-Deployment Activities				
1. Preparation of Requirements				
1.1 Securing Memorandum of Agreement, Medical Clearance, and notarized parent's permit.	3.71	HI	3.72	HI
1.2 Conducting an exit conference or interview with the Internship teacher or guidance counselor.	3.64	HI	3.50	HI
Average Weighted Mean	3.68	HI	3.61	HI
2. Orientation and General Assembly				
2.1 Conducting a survey on the student's preferred school for deployment.	3.77	HI	3.66	HI
2.2 Discussing the possible challenges/ expectations that Interns may encounter and the dos and don'ts during deployment.	3.62	HI	3.80	HI
Average Weighted Mean	3.70	HI	3.73	HI
3. Pre- Demonstration Teaching				
3.1 Requiring students to conduct pre-deployment demonstration teaching.	3.70	HI	3.82	HI
3.2 Requesting Internship teachers to check the Lesson Plan and conduct feedback on the demonstration teaching conducted.	3.82	HI	3.76	HI
Average Weighted Mean	3.76	HI	3.79	HI
4. Seminars/ Community Services				
4.1 Conducting seminars/ team buildings and extension activities related to teaching vocation and careers.	3.76	HI	3.39	HI

4.2 Inviting speakers to discuss topics like Lesson Planning, Classroom Management, Assessment, etc.	3.83	HI	3.60	HI
Average Weighted Mean	3.8	HI	3.50	HI
5. Pinning Ceremony				
5.1 Inviting administrators and guest speakers during the program.	3.73	HI	3.51	HI
5.2 Starting the program with an entourage and calling each student to come up on stage.	3.72	HI	3.13	HI
Average Weighted Mean	3.73	HI	3.32	HI
Grand Average Weighted Mean (Pre-Deployment)	3.73	HI	3.59	HI

Table 1. Perceptions of Private and Public Training Establishment Institutes in the Pre- Deployment Phase of the Teaching Internship Program

Legend:	WM- Weighted Mean	I- Interpretation
Scale:	3.25-4.00:	Highly Implemented (HI);
	2.50-3.24:	Moderately Implemented (MI);
	1.75-2.49:	Slightly Implemented (SI);
	1.00-1.74:	Not Implemented (NI)

Attending different seminars and conferences is an essential activity as part of their program to improve the capacity of their students to achieve relevant competencies. Meanwhile, giving feedback on the quality of the lesson plans submitted by the students during pre-demonstration teaching is a very important part of the learning process for the students. Knowing the strengths and weaknesses of the students in terms of lesson planning would be beneficial for them to determine what areas they still need to improve. Likewise, it is part of the practice of most private schools to conduct surveys among students about their preferred school because knowing students' preferences is important to the institution. Table 2 shows the summary of the pre-deployment activities as perceived by the private and public TEI.

ACTIVITIES	Private			Public		
	M	EOI	R	M	EOI	R
Pre-Deployment Activities						
Demonstration Teachings	3.76	HI	2	3.79	HI	1
Preparation of Requirements	3.68	HI	5	3.61	HI	3
Seminars/ Community Services	3.83	HI	1	3.50	HI	4
Orientation and General Assembly	3.70	HI	4	3.73	HI	2
Pinning Ceremony	3.73	HI	3	3.32	HI	5
Overall Weighted Mean (Pre-Deployment)	3.73	HI		3.59	HI	

Table 2. Summary of Implementation During the Pre-Deployment Phase in Public and Private TEIs

Legend:	M - Mean	EOI - Extent of Implementation	R- Rank
Scale:	3.25-4.00:	Highly Implemented (HI)	
	2.50-3.24:	Moderately Implemented (MI)	
	1.75-2.49:	Slightly Implemented (SI)	
	1.00-1.74:	Not Implemented (NI)	

The activities under the pre-deployment phase, shown in Table 2, show that community services ranked first in the private school (M=3.83) while demonstration teachings ranked first

for the public school (3.79). On the other hand, preparation of requirements (3.68) is the least implemented activity among private schools, while Pinning Ceremony is the least one among public schools (M=3.32).

Private institutions tend to do community services before their deployment phase. They are considering the importance of helping other stakeholders and individuals in the community. Public institutions engaged their time more in the pre-demonstration teachings before their deployment as their preparations for the everyday tasks performed by the pre-service teachers during the internship period. This is similar to the study of Bansiong, A. J. (2021), on Teaching Internship Apprehensions of Pre-service Teachers. In his research, he stressed the importance of preparations before the deployment of pre-service teachers to make the students more prepared mentally and emotionally.³ However, the bottom indicators, which are the preparation of requirements to private institutions and the pinning ceremony to the public institutions, give implications that the study's respondents take it less highly implemented than the top indicators in implementing the Teaching Internship Program.

Deployment Phase

The deployment phase is the most awaited phase of the candidate for the Teaching Internship. This is the phase where students are deployed and experience the actual scenario of being a teacher. It allows pre-service teachers to apply what they have learned in the first three years of their course in actual classroom practices. Table 3 reveals the perceptions of both private and public TEIs in the deployment phase of the internship program.

Activities	Private			Public		
	M	EOI	R	M	EOI	R
Endorsing properly the Pre-Service Teachers to the cooperating school principal and coordinator	3.74	HI	3	3.83	HI	1
Conducting/ attending HTE orientation for the Pre-Service Teachers	3.76	HI	1.5	3.65	HI	2.5
Discussing the school's Curriculum and Teacher's Guide to be used as a reference in Lesson Planning.	3.70	HI	4.5	3.65	HI	2.5
Visiting and monitoring students, the HEIs' supervisor	3.62	HI	7.5	3.57	HI	8
Scheduling mentoring and coaching days with the student.	3.49	HI	9	3.44	HI	9
Coordinating with the HTE Principal and cooperating teachers regarding the concerns and challenges students and teachers encounter.	3.65	HI	6	3.58	HI	5
Conducting Quasi Teaching/ Student Consultation.	3.62	HI	7.5	3.58	HI	5
Inspecting the relevance of the instructional materials.	3.70	HI	4.5	3.49	HI	7
Attending observations during the final demonstration teaching of Pre-Service Teachers.	3.76	HI	1.5	3.58	HI	5
Requiring students to do a tree planting activity in the school where they are deployed.	3.38	HI	10	2.06	SI	10
Average Weighted Mean	3.64	HI		3.44	HI	

Table 3. Perceptions of Private and Public TEIs and HTE in the Deployment Phase of the Teaching Internship Program

³ Bansiong, A. J. (2021). Teaching Internship Apprehensions of Pre-service Teachers. *Mountain. Journal of Science and Interdisciplinary Research (formerly Benguet State University Research Journal)*, 81(2), 6-16.

Legend:	M - Mean	EOI - Extent of Implementation	R- Rank
Scale:	3.25-4.00	Highly Implemented (HI)	
	2.50-3.24	Moderately Implemented (MI);	
	1.75-2.49	Slightly Implemented (SI);	
	1.00-1.74	Not Implemented (NI)	

Based on the results of the study, the top 3 indicators in the extent of implementation in the Deployment Phase of private schools include conducting/attending Host Training Establishment (HTE) orientation for the Pre-Service Teachers ($WM=3.76$) which is highly implemented followed by attending observations during the final demonstration teaching of Pre- Service Teachers ($WM=3.76$) and endorsing the Pre- Service Teachers properly to the cooperating school principal and coordinator ($WM=3.74$).

Private HEIs believe in the significance of conducting orientation to the students because it provides basic knowledge and information regarding the rules and regulations of the establishment or institution. They also try to observe the pre-service teachers during final demonstration teaching to determine how far the students have gone through the internship process and what improvements they still need to work on before they become full-fledged professional teachers. They also conduct formal endorsement of pre-service teachers to the HTE to maintain harmony and let the students feel the support of the institution in their internship program.

This signifies that academic institutions would like to ensure the safety and security of the students in their workplaces by properly endorsing the HTE. Attending to the needs of the students and identifying their progress are being practiced by the HEIs. Moreover, based on the results of the study, the top 3 indicators in the extent of implementation in the Deployment Phase of public schools include endorsing the Pre-Service Teachers properly to the cooperating school principal and coordinator ($WM=3.83$), which is highly implemented, followed by conducting/ attending HTE orientation for the Pre-Service Teachers ($WM=3.65$) and discussing the school's Curriculum and Teacher's Guide to be used as a reference in Lesson Planning ($WM=3.65$). On the other hand, Public HEIs, give priority in endorsing properly the Pre-Service Teachers to the cooperating school principal and coordinator so that the students can really feel the support of their Student Teacher Coordinators and their respective teachers. This process also builds rapport with the principal on recognizing the coordinators who will serve as the focal person. They also attend HTE orientation to determine the necessary rules and regulations and other provisions their students will be responsible for during their internship. They also see to it that the students have a full grasp of the school's curriculum and teachers' guide in order to create and implement effectively their lesson plans.

Results revealed that all the indicators anchored to Article 7, section 14.2.2 and 17 of the CMO 104 series of 2017 which is about monitoring and evaluation, and Host Training Establishments (HTEs) are highly implemented in both private and public Higher Education Institutions as the Commission on Higher Education Memorandum No. 104 Series 2017 section 1 stresses that 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).² Teaching Internship Program allows every student to experience actual experiences of their chosen vocation.

Post Deployment Phase

The post-deployment phase is the phase where pre-service teachers are done with their deployment observation, actual teaching, and final demonstration teachings and cleared from all the requirements of their respective cooperating schools. Table 4 shows the perceptions of the HTE's perceptions on the post deployment phase of the Teaching Internship Program in the region.

Based on the results of the study, the top 2 indicators in the extent of implementation in the Post-Deployment Phase of public schools include giving additional enhancement activities ($WM=3.65$) and requiring students to submit necessary outputs such as portfolios containing narrative/ accomplishment reports and others ($WM=3.61$) which are highly implemented. Table 4 reveals the perceptions of private and public TEIs and HTE in the post deployment phase of the Teaching Internship Program.

Activities	Private			Public		
	WM	EOI	R	WM	HI	R
Conducting post-conferences with the Pre- Service Teachers	3.64	HI	3	3.52	HI	4
Requiring students to submit necessary outputs such as portfolios containing narrative/ accomplishment reports and others	3.74	HI	1	3.61	H	3
Giving additional enhancement activities.	3.60	HI	4	3.65	H	1
Asking pre-service teachers to answer an evaluation of the whole teaching internship experience	3.69	HI	2	3.58	H	2
Overall Weighted Mean	3.67	HI		3.59	HI	

Table 4. Perceptions of Private and Public TEIs and HTE in the Deployment Phase of the Teaching Internship Program

Legend:	M - Mean	EOI - Extent of Implementation	R- Rank
Scale:	3.25-4.0	Highly Implemented (HI)	
	2.50-3.24	Moderately Implemented (MI)	
	1.75-2.49	Slightly Implemented (SI)	
	1:00-1.74	Not Implemented (NI)	

On the other hand, the top two (2) indicators in the extent of implementation in the Post-Deployment Phase of private HEIs include requiring students to submit necessary outputs such as portfolios containing narrative/ accomplishment reports and others ($WM=3.74$) and asking pre-service teachers to answer an evaluation of the whole teaching internship experience Conducting post-conferences with the Pre- Service Teachers ($WM=3.69$) which are also verbally interpreted as highly implemented.

Public HEIs also have the same weaknesses as private HEIs in giving additional enhancement activities and conducting post-conferences. This implies that these practices should be given more attention by these HEIs in maintaining the effectiveness of their interventions for internship programs.

A summary of the perceptions of the HTE and TEI in the extent of implementation of the deployment phases of the internship program among selected private and public HEIs in Region V, Philippines is shown in Table 5.

ACTIVITIES	Mean		P-Value	I
	Private	Public		
Pre-Deployment	3.73	3.64	.12	NS
Deployment	3.66	3.57	0.034	S
Post-Deployment	3.68	3.61	0.24	NS
p-value ≤ 0.05 Significant				

Table 5. Differences in the Implementation of the Deployment Phases of the Teaching Internship Program Among Private and Public HEIs

Legend: I= Interpretation S= Significant NS= Not Significant

Private TEI has a greater mean of 3.73 in the pre-deployment phase, while the public has a mean of 3.64. The p-value in the pre-deployment was 0.12, which is less than 0.05. This shows no significant difference in the implementation of the Internship program. In the Deployment Phase, Private TEI has a greater mean of 3.66 than the mean of the public TEI, which is 3.57. It has a p-value of 0.034, less than the greater 0.05, which signifies that the implementation of the internship program during the deployment phase is significant.

On the other hand, the mean of private schools during post-deployment is 3.68, which is greater than the mean of public schools, which is 3.61. p-value is 0.24 and less than 5%. This denotes no significant difference in the implementation of the Internship Program in the post-deployment of teaching internship students. The result shows that private and public institutions implement the same activities and programs in the pre-deployment phase of the Teaching Internship. In contrast, during the deployment, private institutions vary in terms of implementation. On the other hand, both private and public institutions implement similar activities in the post-deployment phase.

Conclusion

The following conclusions are derived based on the findings of the study:

1. There is a high level of implementation in the pre-deployment phase of the teaching internship program in the selected private and public TEIs in the Bicol region in terms of requiring students to conduct pre-deployment demonstration teaching, inviting speakers to discuss related topics like Lesson Planning, Classroom Management, Assessment; and conducting a survey on the student's preferred school for deployment.

The results imply that the public TEIs have mechanisms to evaluate the students' competencies by conducting demonstration teaching through formative and summative evaluation while allowing the students to identify some challenges ahead of time as part of their preparation in facing the real world of work inside the classroom. Khalil and Elkhider (2016) also conducted formative evaluation during the design and development phases to improve instruction and learning materials and ensure they are aligned with the learning goal and objectives towards

attaining learning outcomes and necessary competencies.⁴ Likewise, Orosz and Ochua (2023) mentioned that demonstration teachings helped the student teachers since they could improve their teaching strategies and techniques to teach English.⁵ Further, Okotubu (2020) found that demonstration teaching effectively improves students' academic achievement and knowledge retention as part of their training to become professional teachers.⁶ Moreover, feedback from a cooperating teacher after the demonstration teachings is necessary to enhance the teaching learning process of the Pre-Service Teachers.

2. During the Deployment Phase in public and private TEIs, there is a high level of implementation in terms of inspecting the relevance of the instructional materials, properly endorsing the Pre-service teachers to the cooperating school principal and coordinator, and conducting/ attending HTE orientation for the Pre-Service Teachers.

Furthermore, public schools have also highly implemented the inspection of the relevance of the instructional materials used by the pre-service teachers. However, this is considered to have the lowest mean score. Some institutions need help to connect with their students during the scheduled mentoring and coaching sessions because some students must report regularly to their internship teachers. Abifarin (2019) also believed that the teachers or the student-teachers need to be very inquisitive, creative, and highly knowledgeable in identifying the appropriate instructional materials that will help them to teach any lesson brilliantly, effectively, and successfully.⁷ However, choosing and preparing the suited and interactive instructional materials would be time-consuming on the part of the pre-service teachers.

3. The bottom three (3) indicators in the extent of implementation during the Deployment Phase of private schools include HEIs' supervisor visiting and monitoring the students ($WM=3.62$) and conducting Teaching/Student Consultation ($WM=3.62$), which are also highly implemented followed by scheduling the mentoring and coaching day with the student ($WM=3.49$) and requiring students to do a tree planting activity in the school where they are deployed ($WM=3.38$) with the least mean scores for private schools.

This imply that private HEIs also closely supervised the pre-service teachers during their internship by visiting them regularly in the schools where they were deployed. Asking for some challenges during the internship helps the students address their concerns immediately. Student Internship coordinators ensure students' mental well-being through constant communication and regular consultation. Kaur et al. (2021) emphasized that the challenges faced during an internship can function as stressors, which may inhibit student learning and harm their emotional and psychological well-being, influencing their identity as future teachers and their intention to continue as teachers.⁸ Thus, monitoring the student's progress during the internship is an important duty and responsibility of the Student Internship Coordinators. Though this

⁴ Bernstein, E., Herman, A. M., & Lysniak, U. (2021). A longitudinal examination of preservice teachers' beliefs toward implementation of competitive activities. *Journal of Physical Education and Sport*, 21(5), 2712-2721.

⁵ Orosz, A., Recino, U., & Ochoa, M. C. (2023). Demo lessons and peer observation to enhance student teachers' competencies and exit profiles. *International Journal of Learning, Teaching and Educational Research*, 22(6), 638-658.

⁶ Okotubu, J. O. (2020). Effect of Demonstration Teaching Method on Students' Academic Achievement and Retention in Auto Mechanics Trade in Technical Colleges in Delta State. *International Journal of Education and Evaluation*, 6(5), 6-13.

⁷ Abifarin, M. S. (2019). Assessment of Instructional Materials Utilization by Teachers and Student-Teachers in the Classroom: The Essential Parameters. Glory-Land Publishing Company.

⁸ Kaur, A., Kabilan, M. K., & Ismail, H. N. (2021). The Role of Support System: A Phenomenological Study of Pre-Service Teachers' International Teaching Practicum. *Qualitative Report*, 26(7).

indicator obtains one of the lowest scores, the sending institutions are doing their best to provide the services students need during the internship program.

4. There is a high level of implementation in the Post-Deployment Phase in public and private TEIs in terms of requiring students to submit necessary outputs such as portfolios containing narrative/ accomplishment reports and others and asking pre-service teachers to answer an evaluation of the whole teaching internship experience.

Private TEIs who always believed in the necessity for the students to submit a portfolio as evidence of their learning outcomes. These reports provide the necessary elements of their acquired knowledge and skills during their internship. They also evaluate the teaching internship experience by administering survey questionnaires to get essential student feedback. The survey result serves as baseline information that will be used to improve their program offerings continually. Jorre de St Jorre and Oliver (2018) also noted the importance of a portfolio where, in some professional courses, students received early and ongoing guidance on collecting evidence of their achievements for a portfolio.⁹ Khan and Jawaid (2020) added that a portfolio is evidence of a task performed by the student, along with reflection on it. It focuses on the value of reflection to see how students appreciate the learning process and recognize their achievement as an important element of their success during internships.¹⁰

5. There is no significant difference in the deployment phases of the Internship program. The p-value in the pre-deployment was 0.12, which is less than 0.05. In the Deployment Phase, it has a p-value of 0.034, which is less than the greater 0.05, which signifies that the implementation of the internship program during deployment is significant. The post-deployment p-value is 0.24 and less than 5%, which denotes no significant difference in the implementation of the Internship program in the post-deployment phase of the teaching internship program.

The result shows that private and public TEIs implement the same activities and programs in the pre-deployment phase of the Teaching Internship. In contrast, during the deployment, private institutions vary in terms of implementation. On the other hand, both private and public institutions implement similar activities in the post-deployment phase. This has relevance to the study of Bernstein, E., and Herman (2021). On a longitudinal examination of pre-service teachers' beliefs toward implementation of competitive activities. In his study, one of the students mentioned his experiences with Lesson Planning and perceptions of the different activities while the internship was ongoing. This study identified the strong beliefs that PSTs held about competitive activities and how those beliefs influenced instruction. The PSTs became aware of these beliefs during student teaching as they experienced actual scenarios of Student Teaching.¹¹ This means that pre-service teachers are experiencing implementations of Teaching Internship activities, either locally or internationally. The experiences of the researcher's students are similar to the study's findings regarding the different activities performed during the pre-, during, and post-deployment phases of the Teaching Internship Program.

⁹ Jorre de St Jorre, T., & Oliver, B. (2018). Want students to engage? Contextualise graduate learning outcomes and assess for employability. *Higher Education Research & Development*, 37(1), 44-57.

¹⁰ Khan, R. A., & Jawaid, M. (2020). Technology enhanced assessment (TEA) in COVID 19 pandemic. *Pakistan journal of medical sciences*, 36(COVID19-S4), S108.

¹¹ Bernstein, E., Herman, A. M., & Lysniak, U. (2021). A longitudinal examination of preservice teachers' beliefs toward implementation of competitive activities. *Journal of Physical Education and Sport*, 21(5), 2712-2721.

6. Some of the best practices given by the respondents are having an exit conference after the internship with parents and stakeholders; constant follow-up of both HTE and TEI with Teacher Interns to know their social and psychological status; conducting seminars and teaching demonstrations prior to deployment; daily journal of insights learned; Conducting regular and post-conference with the PST. Using digital instructional tools to get pupils' attention during the conduct of demonstration teaching; Giving house rules prior to the start of the discussion, simple rewards such as smileys, simple tokens, additional points, and different appreciation claps to those students who behave and participate well in the class to maintain classroom management. According to the student respondents, wearing formal and attractive clothes and accessories of teachers could also be a best practice. Wearing a smile and having a sense of humor while teaching to catch the attention of the learner.

The reward system as one of the best practices has relevance to the result of the study made conducted by Kamron Phungphai and Atipat Boonmoh in their research entitled Students' Perceptions Towards the Reward to Enhance Their Learning Behaviors and Self-Development. The findings revealed that receiving rewards influenced students' positive emotions - enjoyment, excitement, relaxation, and engagement. The findings also showed that they were highly satisfied with the use of rewards which enhanced their self-development since a teacher used them as external goals. Rewards were used as positive reinforcement for learning behavior. The use of rewards was also used to build more powerful activities in the classroom.¹² However, teachers must not always do the reward system so the students do not get used to and over-familiar with the said strategy for they might be able to be more after and look for the rewards that teachers may give once they behave in the class, listen well to the discussion and give their best on the tasks assigned to them.

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¹² Phungphai, K., & Boonmoh, A. (2021). Students' Perception towards the Use of Rewards to Enhance Their Learning Behaviours and Self-Development. *JEE (Journal of English Education)*, 7(1), 39-55.

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Contact emails: ecjarapa@astean.biscast.edu.ph
melinda.pan@cbsua.edu.ph