

CHALLENGES AND COPING MECHANISMS OF PRE-SERVICE TEACHERS MAJOR IN FILIPINO IN THEIR FIELD STUDY PROGRAM

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ABSTRACT

The qualitative study, which used the method of descriptive qualitative research, aimed to explore the lived experiences of Filipino major students at Bataan Peninsula State University's Balanga Campus in blended learning for the school year 2022-2023. This study has six participants, from second- to fourth-year level students from the College of Education majoring in Filipino. The participants were selected using a purposive sampling method since the study aimed to acquire data that describes the lived experiences of the research participants. The data were gathered through semi-structured interview questions that allowed the researchers to further ask open-ended questions that could help them understand the insights and perspectives of the participants. The study was limited only to the second- to fourth-year students present in the college of education major in the Filipino academic year 2022-2023.

The themes that emerged from the research study were categorized with the topic of the study, by which the themes answered the problems that were indicated. The themes that come out after gathering the data are the following: the time management, learned essential and applicable knowledge, technical and technological, and utilized time management as a strategy. In the acquired knowledge that the participant acquired during blended learning, here are the emerging themes: time management, independent learners, and learning to collaborate. Given the summary of the findings from the transcription of the interview, the recommendations in that form are the following: (1) Students' goals, learning styles, expectations, and incentives should all be considered. It will have a favorable impact on their experience and drive to continue participating in blended learning. (2) Increase student awareness of the advantages, expectations, and challenges of blended learning settings. Students should get consistent and clear information from a variety of campus sources in order to make well-informed decisions about the learning environments that are most suited to their individual learning and lifestyles. Activities should be lessened that cause pressured and anxiety to the students.

Keywords: *challenges, coping mechanism, pre-service teacher, teaching strategies, internship, classroom management, communication skills, self-management, time management*

INTRODUCTION

This study focused on the difficulties and coping mechanisms faced by pre-service Filipino teachers throughout their internship experiences. Using pre-service teachers' observations, this is utilized to find the difficulties faced by in-service

teachers during their field study program and how to deal with such difficulties. This research study can provide interventions or programs that benefit aspiring pre-service teachers in the future.

Every teacher education program must include a teaching internship as a crucial step in preparing students to become fully qualified teachers. To become prepared and certified teachers in the nation,

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future educators are taught in the fundamentals of learning-centered teaching and immersed in the classroom environment throughout this phase. Emphasizing the value of field-based observation in teacher education is very desirable. Pre-service teachers develop working relationships with cooperating teachers during this field experience so they can plan lessons, create projects, evaluate student learning, learn different teaching philosophies, practice classroom management techniques, and further their understanding of teaching in a classroom setting.

As a result, students develop skills that are useful to the teaching profession, go through the process of becoming professionals, become aware of challenges and concerns pertaining to teaching practice, and acquire particular sorts of behaviors from effective instructors.

The impact of online teaching, the elements that affect pre-service teachers' professional development, the difficulties associated with poor online teaching substructure, the lack of experience of teachers, a lack of information and resources, complex home environments, and a lack of mentoring and support have all been the subject of extensive prior research in teacher preparation programs. (Huber & Helm, 2020; Judd et al., 2020; Zhang et al., 2020). In particular, teacher education has been impacted by the COVID-19 pandemic in a number of ways. As a result, many colleges and institutions have been forced to quickly adapt to online education in order to establish learning environments and train future instructors. (Flores & Gago, 2020). Both teacher educators and pre-service teachers must adjust to new kinds of instructional settings as a result of this rapid change, which also creates a number of difficulties and limitations that must be addressed. (Carrillo & Flores, 2020).

Pre-service teachers are presently significant because they will be the ones who shape and instill

the children's minds, hearts, and abilities for future learning. The noblest profession is teaching, especially since it is thought that teaching in schools is a greater importance. The educational system creates a solid foundation on which the young students can build a great future. The educational sectors were facing difficulties in adapting the curriculum to the demands of the local, national, and international communities as a result of new trends in education.

Thus, the purpose of this study is to investigate the difficulties and coping methods encountered by pre-service Filipino teachers during their internship at the Balanga Campus of the Bataan Peninsula State University during their field experience. It aimed to respond to the following two broad issues, including: What difficulties do pre-service teachers face during their internship? And how does the aspiring teacher handle such difficulties

This study focused on the challenges and coping mechanisms experiences of Pre-service teachers Major in Filipino in their field study program in Bataan, Peninsula, State University-Balanga Campus. This research study can offer developed programs or intervention activities that can help future pre-service teachers. It can also give insights to future pre-service teachers on what are the experiences of in-service teachers in their field study program based on pre-service teachers' observation.

OBJECTIVE OF THE STUDY

- To determine the challenges that preservice teachers experience during their internship.
- To describe the ways on how pre-service teacher cope with those challenges.

METHODS

This chapter describes and discusses how the researchers will gather the necessary data and

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information that will be use in the entire study. It describes who will be the respondents and focus of the research. This also shows the procedure of data collection and instruments used; these chapters also discuss the type of research, research method, and the research locale where the study will be conducted. This study utilized a qualitative research method. A narrative inquiry since the purpose of this study is to explore the internship experience including the challenges and ways how to cope with those challenges as a pre-service teacher of Filipino Major in Bataan Peninsula State University-Balanga Campus through their practicum experiences. So, the strategy that utilized in this study is an online interview that record their response through an open-ended question. This qualitative approach aims to determine the challenges that pre-service teachers experience during their internship and describe the ways on how to cope with those challenges as a pre-service teacher.

This study facilitates a Narrative inquiry that pre-service teachers major in Filipino in Bataan Peninsula, State University Balanga-Campus answers question about the challenge and coping mechanisms experiences of their field study program through an online interview. The thematic analysis that focused on the challenges and coping mechanisms of pre-service teachers conducted with an audio recorder for the gathered data. The participants in this study are the male and female pre-service teachers in the field of Filipino Major of Bataan Peninsula State University-Balanga Campus. The participants were 4th year Filipino Major students with the age of 21-23 years old, taking up Bachelor of Secondary Education in Bataan Peninsula State University. They are exposed to field study program for the past three months from October to December. Majority of them are deployed in the public schools in the province of Bataan and held a 30-40 students to be observed. They answered the questions which supplied the information that the study needed. The

data collection process take place at Bataan Peninsula State University. The questionnaires for the onlne interview were given to nine (9) 4th year college students major in Filipino of Bataan Peninsula State University Balanga-Campus. The Data collected from transcript of recorded of nine (9) 4th year college students major in Filipino at Bataan Peninsula State University-Balanga Campus. After the students completed the face-to-face interview, the data was collected. The responses of nine participants were sorted and analyzed in a four-phase thematic analysis. Transcribed, coding, categorized and generate the themes was initially done on the data collected, and significant statements for coding were identified. The data gathered were analyzed through MAXQDA software.

To note, the responses obtained from participants were initially sorted out into words and sentences. These analytic units were identified and coded. After that, codes were entwined and linked with each other to form the themes. The subsequent themes and codes were tabulated with their frequencies to enhance data precision.

RESULTS AND DISCUSSION

RESULTS

This study found that most of the challenges are related to Lack of Instructional Materials, Challenges in Dealing with the Students, Work relationship with Cooperating Teachers, Maintaining Barrier between the Learners and Problem in Managing time for various Tasks. So pre-service teachers are looking for ways to cope with the challenges they are experiencing such as Coping Mechanisms in Acknowledging the Mentor's Wisdom, initiating to Achieve Self-Development, Utilization of various instructional materials and Asking for Guidance of the Resource Teacher. A big challenge for pre-service teachers is what experiences they will face when it comes to

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teaching in the future. That's why as a pre-service teacher one of their tasks is to observe inside the class in Public Schools. Despite the situation, the resilience of the pre-service teachers is well recognized as they face the challenges head on by taking their own initiatives to strengthen their skills when it comes to their teaching day. That's why it's important to test their skills by getting into internships. it is also a test for them to increase their knowledge when the day of their teaching comes.

This study showed the challenges and coping mechanisms of pre-service teachers that they experienced in their internship program. One of the challenges of the pre-service teachers gathered by this study is Challenges Encountered in Lack of Instructional Materials, Instructional materials are the tools used to educate learners and help the teaching-learning process be more effective and meaningful. However, teachers face problems regarding sources of information or materials to be used in instruction especially those teaching in public schools., Challenges Encountered in Achieving Respect from the Learner, here they should respect you as their teacher because if they don't respect you, it's rude for you and it's also disrespectful. Of course, as a pre-service teacher they should also give you respect as a teacher because someday you will also come to be a teacher, so somehow even if you are a pre-service teacher, you also need respect and respect from those you meet or from students. And also let them know how they should treat you and the first respect must come from a parent first, a parent must teach a child how to respect the people they interact with or their teachers., Challenges Encountered in Getting along with the Cooperating Teacher, for pre-services it is important that they have a good relationship with cooperative teachers. This is also one of the challenges that pre-services have to face. As a pre-service and Future teacher, they need to show respect. Even if different the way they treat cooperative teachers is a habit, they need to adjust. Cooperative teachers are also a great help to them

because they will come from them to do what a teacher might have to do., Challenges Encountered in Maintaining barrier between the learners, barriers to learning are considered as the lack of access to the classroom environment and the lesson goal. When learners cannot fully participate in a learning activity, they cannot be truly engaged in learning. Challenges Encountered in Learners with lack of self-discipline, is all about students who talks back, students using their cellphone or talking with their seatmate, also arguing with teacher's instructions and not following the directions and Challenges Encountered in Problem in Managing time for various tasks, one of their problems is time management; they all need to complete the module and for observed for their performance, so how do they fit it in? They struggle to complete the module and the associated exercises, and they struggle to meet the deadline. They find it challenging to manage their time. They schedule time for everything to be done and pass what needs to be passed on time so that they are always prepared for everything that needs to be done as future educators. Despite the challenges of pre-service teachers they have coping mechanisms such as Coping Mechanisms in Acknowledging the Mentor's Wisdom, here is where you need to listen especially to the family, of course to your fellow teachers as well because once it's stressful you feel like you're alone, you don't have a partner, but there's something you can say or someone there to advise you and as it has become a profession, you should not think that you are the best of all.

Coping Mechanisms in Initiating to achieve Self-Development, be focused on what is being done and know the goal of why something is being done in order to have self-progress or self-development., Coping Mechanisms in Utilization of various instructional materials, one important dimension in teacher education that is getting a lot of attention is related to the use of instructional materials. Instructional materials are those materials used by a teacher to simplify their teaching. They include both

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visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. And Coping Mechanisms in Asking for Guidance of the Resource Teacher, the teacher or resource teacher will guide the pre-service teachers in their internship journey.

Discussion

The following themes have emerged from the data analysis:

Using semi-structured interviews, the researchers gathered the recorded data. The data were then transcribed and interpreted. Thematic analysis was used in this study's qualitative data analysis. According to Braun and Clarke (2006), thematic analysis enables the systematic processing of qualitative data through coding. A qualitative data analysis technique called thematic analysis includes going over a data set, such as an interview transcript. A qualitative analysis program called MAXQDA Software was used to conduct the interview. The data was originally transcribed, coded, classified, and used to construct the themes. MAXQDA software was used to evaluate the collected data. The following steps are outlined in relation to the application of thematic analysis: familiarizing oneself with the data, creating initial code, and looking for themes across the data. examining themes, then writing the report. This study deduced the following themes on the challenges and coping mechanisms of the Pre-service Teachers:

Challenges Encountered in Lack of Instructional Materials

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Instructional materials are the tools used to educate learners and help the teaching-learning process be more effective and meaningful. However, teachers face problems regarding sources of information or materials to be used in instruction especially those teaching in public schools.

“Then isa pa sa huli nakikita kong hamon sa classroom management ay yung kakulangan sa kagamitan pampagtuturo o yung mga equipment na ginagamit ng mga teacher sa pagtuturo, Kasi dahil nga public tayo yung mga gastos ng mga teacher ay nanggagaling sa kanilang mga bulsa.”

The instructional materials are important tools for achieving educational objectives of the country. The study has been revealed that in secondary schools there is lack of more materials used in the teaching of geography. The importance of use of instructional materials in teaching, should not be neglected. When necessary, materials for geography teaching are provided in schools and the challenges of using materials are solved, the aims of secondary level geography curriculum may be achieved and the performance of the students may be improved.

Challenges Encountered in Disrespectful Learners

In Achieving Respect from the learners, students should respect pre-service teachers as real teachers since they will someday become teachers themselves. As a result, they should continue to demand respect from other people and pupils. They must also communicate to them how a pre-service teacher wishes to be treated.

“Kung papaano ko ahm... maipapakita ah... kung papaano nila maipapakita sa akin ang respeto nila bilang isang pre-service teacher kase nung mga unang ah...nung mga unang beses akong pumapasok doon sa pinpasukan kong school, napagkakamalan akong ah... estudyante lang hindi ako ganong nirerespeto ng mga ahm... ng mga bata tinatawag pa nga nila akong kuya na akala nila ano

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lang... kaklase lang nila ako... so ayun din...isa sa mga... Isa 'yun 'yung respeto..."

According to the result of the study of Quadri, Dollah, & Wed (2022), the challenge of the classroom management by the pre service teacher came from four categories. They were physical design, rules and routines, teacher's students' relationship and discipline. In these challenges of classroom management came from four categories which are physical design. Pre-service teachers should design the environment by organizing its spaces, furnishings, and materials to maximize the learning opportunities also the engagement of every student, next is rules and routines and then teachers' students' relationship and discipline that when pre-service teachers build relationships with their students through strong emotional supports and high-quality teaching, it leads to increased cooperation and engagement in the classroom.

Challenges Encountered in Work Relationship with Cooperating Teacher

It is crucial for pre-service educators to get along well with cooperating instructors. This is another difficulty that pre-services must deal with. They must be respectful as they are future teachers in preparation. They must adapt, even if collaborating instructors approach them differently. They also benefit greatly from cooperative instructors since they will come to them to do any tasks that a teacher may be required to complete.

"Yung sa pakikitungo naman sa cooperative teachers ganun din kasi yun nga mayroon kaming eleven teachers na kailangan pakitunguhan kasi hindi naman naming alam ugali nila. So, kailangan talagang makisama ng maayos kaya maging maingat at kailangan respeto hindi lamg sa teachers kundi pati na rin sa buong school kasi hindi lang naman ikaw yung hindi lang naman sa mga teachers kailangan irespeto kundi pati na rin don sa community ng school."

The study of Cai, et al. (2022), provided evidence for the relationship between preservice

teachers 'teaching internship and professional identity through the mediating role of self-efficacy and learning management. In this phrase, providing evidence for the relationship between pre-service teachers and professional is important because it can help for pre-service teachers to getting along with their cooperating teacher and to be open like to tell a problem with students they observe.

Challenges Encountered In Maintaining Barrier Between The Learners

Barriers to learning are considered as the lack of access to the classroom environment and the lesson goal. When learners cannot fully participate in a learning activity, they cannot be truly engaged in learning.

"Yung medyo tinotropa tropa ka kasi nung mga studyante yung part na ako ahhh personally yung may part na sinasabihan ka nila ng maam ang sexy nyu naman po maam ano po bang facebook nyu po? yung mga ganun yun yung mrdyo mahirap sa kanila kasi kailangan ahhhmm hindi mo din ipakita sa kanila na pwede ka nila tropahin ganun."

School belonging depends on what kind of relationships students engage in, which depends in turn on differences in affect, power, and reciprocity, conceived over continua: affect, from negative to neutral to positive; power, held in different degrees by the teacher or student or shared; and reciprocity, from complete to none (Shelton, 2019). It depends on the students how the school became popular, which depends on affects, power, and reciprocity, conceived in the usual effect from the negative to the positive power that is covered by the different degree of the teacher or student that is divided until completion.

Challenges Encountered in Problem in Managing time for various tasks

One of their problems is time management; they all need to complete the module and for observed for their performance, so how do they fit it in? They struggle to complete the module and the associated

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exercises, and they struggle to meet the deadline. They find it challenging to manage their time. They schedule time for everything to be done and pass what needs to be passed on time so that they are always prepared for everything that needs to be done as future educators.

“Sige, siguro yung isang hamon na nararanasan ko is yung paano ko imamanage yung time ko as a pre-service teacher kase pag kunware andon kana sa school so kami kasi meron lang kaming 4 hours of observation yung 3 hours meaning papasok kami sa school ay sa room mag-oobserve and then 1 month ay 1 hour of paggawa ng modules. So, ang challenge ko siguro is paano ko namamanage paano ako imanage yung oras na kumbaga yung module namin for that week paano ko siya maipapa...maitatapos na iobserve for two days with 4 hours each bali 8 hours nayon at gawin siya in 8 hours nayun na kung saan ma magagather ko lahat ng information na need ko doon sa activities so, yun yung nakakapagod kase”

In the light of the important findings revealed in this study, the study concludes that the respondents practice scheduling, goal setting, prioritizing task, managing paperwork and managing interruptions to manage thier time and excessive paperwork and reports is a challenge met by the faculty members in managing thier time. Lualhati, G. (2019). What the research found is that scheduling is a response and goal setting and task prioritization is very valuable. So that their time and excessive paperwork are not wasted and meet the times they need.

Coping Mechanisms in Acknowledging the Mentor's Wisdom

Listening to the words of wisdom from elders here is where you need to listen especially to the family, of course to your fellow teachers as well because once it's stressful you feel like you're alone, you don't have a partner, but there's something you can say or someone there to advise you. you and as it

has become a profession, you should not think that you are the best of all.

“Yung mga ginagawa ko is makinig lang sa mga...hindi lang makinig sa pamilya kundi makinig din sa mga payo ng mga naging ano ko teacher isa sa natutunan ko is isa mga larangan ng pagtuturo once na nasa propesyon kana hindi mo pa rin isipin na magaling kasi isa yan sa natutunan ko”

Van der geast, S. (2018). The wisdom and experience of the elder become valuable when they aroused for the good of others: the ∩panyin advises. The style of advising was beautifully depicted by another elder. Based on this, it is about the mechanisms of recognizing or confronting the mentor, it is said that justice or experience is important especially for the elderly and it is also good for others and the counseling style is also described as the best of all, of course counseling is it is especially important for those who are older than you because they have developed more experience in what is happening.

Coping Mechanisms in Asking for Guidance of the Resource Teacher

The teacher or resource teacher will guide the pre-service teachers in their internship journey.

“si ma'am mismo ang maghahatol kasi ako bilang ST nila hindi ako maaaring magbigay ng isang hudyat or isang gawain na gagawin nila kasi nga under pa ako ng BPSU kaya sabi ko sa kanila hintayin natin si ma'am para si ma'am ang magbibigay ng hatol kung anu pwedeng mangyari ganun lang parang ikaw lang yung magbibigay ng mga batayan or guideline upang ma keep muna ng ganun tapos isasangguni mo sa iyong CT at siya yung gagawa ng hakbang kung ano mangyayari atleast nakatulong ka sa bata nakatulong kapa sa pinaka CT mo naintindihan niyo ba yun? Parang way ng ganun.”

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Alike the outcome of Han, T., Tulgar's research. (2019), that the study raised significant issues for EFL teacher training programs in Turkey regarding the alignment of pre-service teacher education with the students' needs in terms of teaching skills and training mentors to assist them.

Coping Mechanisms in Initiating to achieve Self-Development

Be focused on what is being done and know the goal of why something is being done in order to have self-progress or self-development

“Ginagawa ko lang doon dapat maging po...ano meron kang pokus sa ginagawa mo at alam mo kung ano yung purpose...purpose...hahaha nabulol na...basta ayun kung ano yung purpose mo kung bakit mo ginagawa yung bagay na yun. Pre-service teacher ka, ano ba yung gampanin mo dapat malinaw sayo yun, yun ayun yung mga istrategiya na dapat alam mo para mapagtagumpayan yung pagiging pre-service teacher at siyempre gaya nga ng mga nasabi ko kanina na mga hamon hindi lang naan porket na may ganon is andoon nalang yun.”

The study of Pradita (2022) learning engagement in the case of pre-service teachers worked not only for their own successful learning, but it helped them to have a depiction of how successful teaching was. Through their cognitive investment, they did understand the whole process of online learning during the pandemic. If only they gave up in the first very beginning, they could not make a synthesis and might end up wailing the condition. Pradita's study (2022) interacts with the case of pre service teachers who seem to be not doing it so that they can succeed in learning, But it helps to have a description for their teaching to be successful. Through their cognitive investment, they understood the whole process of online learning during the pandemic.

Coping Mechanism in Utilization of various instructional materials

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One important dimension in teacher education that is getting a lot of attention is related to the use of instructional materials. Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught.

“Ah katulad nga ng sabi ko kanina use of multiple types of instructional material hangga't yung instructions mo o yung makikipag-usap mo sa estudyante o sa mga guro o resource teacher mo ay maayos at maganda ang pagkakabuo...ahh magkakaintindihan at magkakaroon ng mabuting komunikasyon sa bawat isa.”

According to the study of Ugalingan, Edjan, Valdez,.et al (2021), specifically, interaction in an online environment, lack of self-confidence in teaching, and technical difficulties emerged as challenges during the internship, while development of learner autonomy, collaboration with supervisor, and modeling teaching strategies in online learning were viewed as opportunities for the learners. The succeeding sections elaborate on these challenges and opportunities. According to the study of Ugalingan Edjan, Valdez,.et al (2021), the particular interaction in an online environment is said to be a lack of self-confidence in the teaching of a teacher and it also comes to the point that they have problems with This is technically the challenge of the internship, while the development of student autonomy is working with the supervisor and even modeling teaching strategies through online.

CONCLUSIONS

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The noblest profession is teaching, especially since it is thought that teaching in schools is a greater importance. The educational system creates a solid foundation on which the young students can build a great future. The educational sectors were facing difficulties in adapting the curriculum to the demands of the local, national, and international communities as a result of new trends in education. This study can serve as a basis for setting up professional learning settings that enable them to learn how to be effective teachers, reflecting the requirements of students in need of learning support in the classroom, and establishing certain standards for teacher preparation.

RECOMMENDATIONS

This research study can also provide interventions or programs that benefit aspiring pre-service teachers in the future. As a result, students develop skills that are useful to the teaching profession, go through the process of becoming professionals, become aware of challenges and concerns pertaining to teaching practice, and acquire particular sorts of behaviors from effective instructors.

This study identifies areas where preservice teachers' practicum preparations lack. To improve pre-service teachers' skills and offer solutions to the difficulties they encountered during their internship, the university should pay attention to this.

The study can benefit the pre-service teachers to have more knowledge, skills, to inspire and encourage future educator in terms of teaching because of their experiences. It will also advantageous for the University as well, to understand what particular area these pre-service teachers need to be developed, so that suitable training may be develop to address these issues and provide a remedy for the graduates' dismal performance on the professional teacher licensing examination.

This study would also be helpful in giving incoming practice teachers the knowledge and skills they need to set themselves up to handle potential stressors because it is also in the study's best interest to inform them about the difficulties they may as well be facing in the future

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