



PROHIBITION OF INTERNSHIP AMONG THE TEACHER EDUCATION STUDENTS DURING PANDEMIC: A BASIS FOR A LEARNING CONTINUITY PLAN

JULIEFER S. FERNANDO, Ph.D.¹, ELAINEE TANG-ZAPATA, MAEd²

<https://orcid.org/0000-0003-4818-4307>¹, <https://orcid.org/0009-0008-1780-2719>²

juliefersfernando@yahoo.com¹, elainezapata@gmail.com²

Dr. Carlos S. Lanting College

16 Tandang Sora Ave, Novaliches, Quezon City 1116 Metro Manila, Philippines¹⁻²

DOI: <https://doi.org/10.54476/ioer-imrj/759611>

ABSTRACT

The COVID-19 pandemic affected different sectors of the society. Education was one of the sectors that was greatly affected by it. Challenges are being experienced by the schools and their managers. For a department or college offering a teacher education program, teaching internship was one of the program requirements that needed to have systematic planning for it is interconnected with the Basic Education and the Department of Education. This research aimed to identify the perceptions of the students who were affected by the postponement of teaching internship, using a total sampling technique among the graduating students of the Department of Teacher Education of DCLC. The method used in this research was descriptive correlational, a quantitative approach, to compare and contrast, and to describe the relationship between variables. To interpret the data statistically, the researchers employed the following statistical treatment: tally, frequency, ranking method, weighted average mean, independent sample t-test, and analysis of variance. The findings of the study were used as the basis for the learning continuity plan that may be proposed by the researchers for the departments or colleges offering teacher education programs. It was a detailed design that provides guidelines for those who would like to divert to the virtual teaching internship. This shows that education sectors can easily adapt to different changes due to its innovative nature.

Keywords: teaching internship, virtual teaching internship, learning continuity plan

INTRODUCTION

The onset of the coronavirus rapidly spread around the different parts of the world which made it a global issue wherein a lot of policies were immediately implemented to control the spread of the virus. It affects the education system of different income level countries (Wajdi et al., 2020). All sectors of the State were greatly affected including its People, Territory, and Government. One of the sectors that was greatly affected is Education. Face to face classes were prohibited. Educational sectors whether private or public left with no choice but to

adapt with what they called “the New Normal in Education”.

In the Philippines, extensive efforts were extended from the school administrators down to the classroom implementers for the reason that education must not be sacrificed for it is a fundamental right of the children and the youth as stated in Article 14 of the 1987 Philippine Constitution. The government, in spite of attending to a lot of poverty-related issues did not neglect its obligation towards its people with regard to education through its agencies, the Department of Education, and the Commission on Higher Education.

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

FERNANDO, J.S., ZAPATA, E.T., *Prohibition of Internship among the Teacher Education Students during Pandemic: A Basis for a Learning Continuity Plan*, pp. 41 - 51

As an effect of the pandemic, teaching internship has been suspended in compliance with the CHED Advisory No. 7 dated May 24, 2020. The teaching internship at the Department of Teacher Education (DTE) has been suspended. Therefore, there is a need for the department to come up with a plan for its students to finish their academic program and begin with their teaching profession. On the same CHED advisory, there is a clause that states for HEIs in MGCQ areas, in-campus OJT and internship programs can be authorized provided there is strict compliance with physical distancing and other health protocols. The said clause implicates that case-to-case basis and depending on the nature of the program there are internships that may still be allowed to proceed and continue their operations.

Education sectors in the Philippines complied with the mandate of the government that there is no face-to-face learning and diverted to an online and modular approach. Several webinars were funded to provide extensive training to all educators whether in the private or public sector of different levels: primary, secondary, and tertiary. Educators are also leaders; therefore, their leadership skills shall also be developed in order to contribute to effective decision-making in their respective organizations (Fernando, 2021). School administrators shall include them in providing policies and guidelines that would not hamper the progress of the children and the youth, to education. The culmination of teacher education students 4 years of study and practice would not be meaningful without the mentoring of a seasoned practice mentor (Baylan, 2019). However, there were guidelines and policies released institutional in compliance with the national guidelines, which prohibits the practice of internship. Teacher Education program was one of those programs that needs to be postponed starting the A.Y 2021-2022.

OBJECTIVES OF THE STUDY

This research explored the impact of the postponement of teaching internships among the graduating students of Teacher Education at Dr. Carlos S. Lanting College as a basis for a Learning Continuity Plan. Specifically, it sought answers to the following questions: 1.) Profile of the

respondents; 2.) Impact of the prohibition of internship among the graduating students of Teacher Education in terms of psychological, professional, sociological, and socio-economic factors; 3.) Level of readiness of the graduating students of Teacher Education towards Virtual Teaching Internship in terms of technology, methodologies, and innovation; 4.) Significant relationship between the impact of prohibition of internship and the level of readiness of the graduating students of Teacher Education; 5.) Significant difference in the perceptions of the respondents in the impact of the prohibition of internship and level of readiness when they are grouped according to their profile; 6.) Significant difference in the perceptions of the respondents' level of readiness towards virtual internship when they are grouped according to their profile; and 7.) Learning Continuity Plan.

METHODOLOGY

Total sampling was conducted among all the graduating students of the Department of Teacher Education of Dr. Carlos S. Lanting College. It is composed of a Bachelor of Elementary Education and a Bachelor of Secondary Education. Total population sampling was used as a sampling technique to determine the number of samples. It is a type of purposive sampling technique where the whole population of Education graduating students was selected as respondents of the study.

A descriptive correlational design was used in this study. It is used to compare or contrast and to describe the relationship between two or more variables. To interpret the data statistically and effectively, the researchers employed the following statistical treatment:

Tally. The tally is used to determine the count of occurrences per category.

Frequency. The frequency was used to determine the number of observations per category.



Ranking Method. The ranking method was used in this study to determine the most and the least responses of the respondents.

Weighted Average Mean. The weighted mean was used to determine the average in the set of numbers with associated weights or values.

Independent sample t-test. Independent sample t-test was used to compare the mean of two independent samples.

ANOVA. Analysis of variance was used to compare the mean of three or more independent samples.

Scale. Five (5) point Likert Scale was utilized for the respondents to indicate their perception on the prohibition of Internship programs in terms of psychological/personal, career/professional, sociological, and socio-economic status. Respondents choose from the five alternatives ((Strongly Agree (SA), Agree(A), Neither Agree Nor Disagree(U), Disagree(D), Strongly disagree (SD))).

Four (4) point Likert scale were utilized for the respondents to indicate their perception of the level of readiness towards Virtual Teaching Internship in terms of technology, methodologies, and innovation. Respondents choose from the four alternatives (Very Much Ready, Much Ready, Quite Ready, Not Ready)

RESULTS AND DISCUSSION

1. Profile of the respondents

Table 1 reveals the profile of the respondents: gender, age, program, and socio-economic status. The majority of the respondents are female with a percentage of 92% and 8% are male respondents. This implies that females are more inclined to take up teacher education programs. Gender imbalances among teachers have a lot to do with gender stereotyping, and the power and prestige connected with certain occupations within the profession (Van Damme, 2017).

In terms of age, it shows that 16 out of 25 respondents belong to the age bracket of 20-24 years old which represents the highest percentage of 64 %, rank 1. 6 or 24% of the respondents belong to 25-29 years old, rank 2. Two (2) of them are 30-34 years old which represents 8%, rank 3.

Only one (1) of the respondents belongs to age bracket 35 years old and above. This indicates that the majority of the respondents have an age range of 20-24 years old which is the ideal age range for finishing a baccalaureate degree.

Table 1
Demographic Profile of the Respondents

| Gender | Frequency | Percentage |
|------------------------|-----------|------------|
| Female | 23 | 92 % |
| Male | 2 | 8 % |
| Age | | |
| 20-24 yrs. | 16 | 64 % |
| 25-29 yrs | 6 | 24% |
| 30-34 yrs. | 2 | 8% |
| 35 years old and above | 1 | 4% |
| Program | | |
| BEEd | 13 | 52% |
| BSEd | 12 | 48% |
| Gross Monthly Income | | |
| Below Php 10,000 | 2 | 8% |
| Php 11,000 – 20,000 | 6 | 24% |
| Php 21,000 – 30,000 | 13 | 52% |
| Php 31,000 and above | 4 | 16% |

The frequency and percentage distribution of the respondents in terms of the Program. Thirteen (13) or 52%, (rank 1) of the respondents are BEEd. Twelve (12) or 48 %, rank 2, of the respondent’s parents are BSEd. It shows that there is no wide gap between the two different programs of education in terms of demand.

Lastly, the socio-economic status of the respondents was based on the gross monthly income of the family. Among the twenty-five



respondents, there were thirteen (13) respondents whose gross monthly income ranged from Php 21,000 – Php 30,000. Six (6) or 24% of respondents have a monthly income of Php 11,000

– Php 20,000. Four (4) have a monthly income of Php 11,000 and above with a percentage of 16% and only two (2) of the respondents whose monthly income was below Php 10,000.

2. Impact of the prohibition of teaching internships during the pandemic

Table 2

Impact of Prohibition of Teaching Internship among the graduating students of Teacher Education

| Variable | WM | SD | I | RANK | Variable | WM | SD | I | RANK |
|--|------|------|----|------|--|------|------|----|------|
| Personal/Psychological Aspect | | | | | Sociological Aspect | | | | |
| Caused less to no physical and mental stress such as anxiety, burnout, and hopelessness | 3.68 | 0.56 | A | 5 | Increased social interaction with peers and teachers | 4.12 | 0.88 | A | 1 |
| Boost my confidence in the field of teaching which resulted in motivation to continue and complete my studies. | 4.48 | 0.96 | SA | 1 | I had a feeling of missing out on networking opportunities | 2.6 | 0.90 | D | 5 |
| Made me realize that a teaching career still suits my personality, lifestyle, passions, and goals. | 4.44 | 0.96 | SA | 2 | The postponement improved my social skills | 3.68 | 0.85 | A | 4 |
| Handled the stress very well and easily adapted to the new changes/guidelines | 3.8 | 0.58 | A | 4 | Increased family time, personal development, and adopted new activities | 4.08 | 0.70 | A | 2 |
| Stayed positive and immersed myself in deep learning of complex content knowledge and skills which made me more excited to learn | 4.44 | 0.65 | SA | 2 | Gain more trust among school leaders and management | 4.08 | 0.73 | A | 2 |
| Career/Professional Aspect | | | | | Socio-economic Aspect | | | | |
| The postponement gives me adequate time to prepare to adapt to alternative modalities of teaching | 4.08 | 0.57 | A | 3 | The delay in internship made opportunities to take a break from my studies and be free from paying school fees | 3.48 | 1.08 | A | 3 |
| The postponement would greatly affect my performance in the Licensure Examination for teachers in the future. | 4.00 | 0.76 | A | 5 | Open opportunities for jobs and generate more income | 3.88 | 1.01 | A | 1 |
| The postponement has caused the continuity of my future career plans | 4.04 | 0.79 | SA | 4 | The suspension made me decide to drop out of school. | 1.76 | 0.88 | SD | 5 |
| More chances/opportunities to be hired in the workplace in the future | 4.52 | 0.59 | SA | 1 | I experience inequalities with regard to access to and use of technologies in preparation to online classes | 2.6 | 1.22 | D | 4 |
| Made me realize to continue my current academic program/majors and career plans. | 4.40 | 0.65 | SA | 2 | Saved some money because of less school expenses | 3.76 | 1.20 | A | 2 |

Table 2 presents the impact of the prohibition of internships among the graduating students of Teacher Education during a pandemic. The variables in identifying the impact are the

following: psychological, professional, sociological, and socio-economic. The psychological impact reveals that respondents had more confidence in the field of teaching which resulted to motivation to

continue and complete their studies. It gathered the highest mean of 4.48 interpreted as “strongly agree”, rank 1. The next in rank is that it made them realize that a teaching career still suits their personality, lifestyle, passions, and goals. Another indicator that falls in rank 2 with a weighted mean of 4.44 is that they stayed positive and immersed themselves in deep learning of complex content knowledge and skills which made them more excited to learn. Third in rank which garnered a weighted mean of 3.8 is they handled the stress very well and easily adapted to the new changes/guidelines. Lastly, it caused less to no physical and mental stress such as anxiety, burnout, and hopelessness, has a weighted mean of 3.68. Student teachers may require learning arena-specific interventions to promote the development of individual interests in teaching (Rotgans and Schimdt, 2011).

In terms of professional impact, the data reveals that respondents are positive about having more opportunities to be hired in the future, has a weighted mean of 4.52. Rank 2 with a weighted mean of 4.40 strongly agreed that they realized to continue their current academic program/majors and career plans. Next in rank with a weighted mean of 4.08, agreed that the postponement gives them adequate time to prepare to adapt to alternative modalities of teaching. The postponement has caused continuity of their future career plans has a weighted mean of 4.04. Last in rank with a weighted mean of 4.0 they agreed that the postponement would greatly affect their performance in the Licensure Examination for teachers after graduation. Student-teachers' professional identities determine the polarity and intensity of the emotions they experience through goals and actions, while these emotions in turn signal and shape the constructional processes of emerging identities (Chen et al., 2022).

Sociological impact shows that the respondents had an increased social interaction with peers and teachers. It gathered the highest mean of 4.12 interpreted as “strongly agree”, rank 1. It increased family time, personal development and adopted new activities, falls in rank 2 with a weighted mean of 4.08. Another indicator that falls in rank 2 with a weighted mean of 4.08 is they gained more trust among school leaders and

management. The postponement improved their social skills and was the fourth in rank with a weighted mean of 3.68 and for the last rank with a weighted mean of 2.60, respondents disagreed that they had a feeling of being missed out on networking opportunities.

The researchers believe that socio-economic impact is one of the important factors to be identified during the pandemic because of its effect on the economy. The data reveals that respondents agreed that it opened opportunities for jobs and allowed them to generate more income, which has a weighted mean of 3.88. Rank 2 with a weighted mean of 3.76 agreed that it saved some money because of less school expenses. Next in rank with a weighted mean of 3.48, agreed that the delay in internship made opportunities to take a break from their studies and be free from paying school fees. Respondents disagree that they experienced inequalities with regard to access to and use of technologies in preparation for online classes, which has a weighted mean of 2.60. Last in rank with a weighted mean of 2.60 strongly disagree that the suspension made them decide to drop out of school.

3. Level of readiness of the graduating students of teacher education toward virtual teaching internship

Table 3 reveals the level of readiness of the graduating students of Teacher Education towards virtual teaching internships in terms of technology, methodologies, and innovation. Descriptive statistics (means, standard deviations, and ranking) by item within the three variables were presented in the table. The mean distribution of values in the table ranges from 1.40 to 3.88. The use of synchronous technology such as Webex/Google Meet/Zoom as web conferencing tools and asynchronous technologies such as discussion boards, Google Drive, e-mail, etc., gathered the highest weighted mean of 3.44. Two indicators placed in rank 2 such as effective in the use of the devices: smartphones, laptops, and desktop PCs during online classes and effective in the use of the available learning management systems or resources (Google Classroom, Schoology, Edmodo etc.). On the other hand, the



lowest mean of 1.40 recorded on the statement “Efficiently use the library’s online databases/resources (e.g EBSCO) with a standard deviation of 0.58.

Table 3
Level of Readiness of the graduating students of Teacher Education towards Virtual Teaching Internship

| | WM | SD | I | RANK | | WM | SD | I | RANK |
|---|------|------|-----------------|------|--|------|------|------------|------|
| Technology | | | | | Methodologies | | | | |
| Having computers and a stable internet connection to use for online classes | 3.4 | 0.82 | Much Ready | 4 | Has the knowledge in using different teaching methods necessary to facilitate online classes and maximize the role of the learner | 3.44 | 0.51 | Much Ready | 2 |
| Effectively use devices such as smartphones, laptops, and desktop PC during online classes | 3.44 | 0.71 | Much Ready | 2 | Has the ability to design and create authentic assessments, online quizzes, tests and assignments | 3.36 | 0.64 | Much Ready | 6 |
| Perform the basic functions of word/presentation and spreadsheet software applications. | 3.4 | 0.58 | Much Ready | 4 | Effectively use a plagiarism checker in checking the activities and assignments of students to deal with plagiarism and cheating. | 1.44 | 0.65 | Not Ready | 10 |
| Effectively use any of the available learning management systems or resources (Google Classroom, Schoology, Edmodo) | 3.44 | 0.58 | Much Ready | 2 | Can use a combination of both synchronous and asynchronous activities | 3.44 | 0.58 | Much Ready | 2 |
| Effectively use search engines such as Google or Yahoo to search for information for online learning. | 3.36 | 0.57 | Much Ready | 6 | Can design interactive online teaching and learning activities that provide students with opportunities for interaction using different online platforms | 3.48 | 0.51 | Much Ready | 1 |
| Efficiently use the library’s online databases/resources (e.g EBSCO) | 1.4 | 0.58 | Not Ready | 10 | Has good skills in designing classes and time management of students in their learning. | 3.36 | 0.49 | Much Ready | 6 |
| Navigate the search engine in a web browser to search for answers to a course-related question | 3.24 | 0.60 | Much Ready | 8 | Has knowledge to appropriately select strategies in relation to the selection of instructional media and delivery methods that will be used in teaching. | 3.4 | 0.50 | Much Ready | 5 |
| Maintain a system for storing and retrieving materials to an online dropbox/cloud storage application | 3.24 | 0.52 | Much Ready | 8 | Has knowledge on podcasting of academic lessons or online courses to aid in teaching | 1.48 | 0.65 | Not Ready | 9 |
| Using online collaboration tools in the online environment. | 3.32 | 0.63 | Much Ready | 7 | Can design instructional videos like lecture and tutorial videos and use it to teach in an online environment | 3.44 | 0.65 | Much Ready | 2 |
| Use synchronous technology such as Webex/Google meet/Zoom as web conferencing tools and asynchronous technologies such as discussion boards, Google drive, e-mail, etc. | 3.56 | 0.51 | Very Much Ready | 1 | Ability to deliver and operate content in various learning platforms, and can troubleshoot technical problems that learners may encounter in online | 3.28 | 0.61 | Much Ready | 8 |
| | | | | | | | | | |
| Innovation | | | | | | | | | |
| I have the willingness to accept changes in the new normal in Education | 3.72 | 0.54 | Very Much Ready | 2 | | | | | |
| I am motivated to have innovation in online instruction | 3.52 | 0.59 | Very Much Ready | 8 | | | | | |
| I am self-directed to take responsibility for learning and to be more enthusiastic about preparing of learning activities | 3.6 | 0.50 | Very Much Ready | 7 | | | | | |
| I devote time to learn about new strategies or tools used for online learning | 3.64 | 0.49 | Very Much Ready | 5 | | | | | |
| I am open to be trained, learn new ideas, and improve myself | 3.88 | 0.33 | Very Much Ready | 1 | | | | | |
| I am receptive to share ideas with my classmates | 3.72 | 0.46 | Very Much Ready | 2 | | | | | |
| Upgrade my technical skills in order to adopt myself of technological developments | 3.72 | 0.46 | Very Much Ready | 2 | | | | | |
| Fostering an online positive learning environment with students/teachers | 3.64 | 0.49 | Very Much Ready | 5 | | | | | |
| I have the ability to use gamification to enhance digital learning experiences and boost engagement among students in my online classes | 3.44 | 0.71 | Much Ready | 9 | | | | | |



The table also presents that in terms of methodologies, the statement “can design interactive online teaching and learning activities that provide students opportunities for interaction using different online platforms” obtained the highest mean of 3.48 with a standard deviation of 0.51. Respondents are also much ready in terms of using different teaching methods necessary to facilitate online classes and maximize the role of the learner, using a combination of both synchronous and asynchronous activities and designing instructional videos like lecture and tutorial videos and using them to teach in an online environment as posted in statement number 1, item no. 4 and 9. Educators transmit knowledge to the learners. To be able to do it effectively, educators must upgrade themselves into 21st-century educators and possess the qualities that it requires (Fernando, 2021).

In terms of innovation, it implies that the respondents are very much ready with the highest weighted mean of 3.88 on the statement “I am open to be trained, learning new ideas and improve myself” and with the lowest weighted mean of 3.44 on the statement “I have the ability to use gamification to enhance digital learning experiences and boost engagement among students in my online classes”.

Based on the findings, it can be inferred that the respondents, teacher education graduating students considered themselves much ready in terms of technology and methodologies in a virtual internship with a composite mean of 3.18 and 3.01 and a standard deviation of 0.09 and 0.07, respectively. Internship programs link classroom knowledge with workplace realities provide an experimental experience to the students and enable them to make their place in the dynamic job market of this modern era (Anjum, 2020). It can also be interpreted that in terms of innovation, the students considered themselves “Very much Ready” with a composite mean of 3.65 and a standard deviation of 0.10. Respondents are aware that a teaching internship provides an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers’ teaching styles, and improve their

performances in light of feedback given by subject mentors and supervisors (Jogan, 2019).

4. Relationship between the impact of prohibition of internship and the level of readiness of the graduating students of teacher education

Table 4
Test of significant relationship on the impact of prohibition of internship and the level of readiness of the graduating students of Teacher Education

| | | Impact of Prohibition | Level of Readiness |
|-----------------------|-------------|-----------------------|--------------------|
| Impact of Prohibition | Pearson's r | — | |
| | p-value | — | |
| Level of Readiness | Pearson's r | -0.054 | — |
| | p-value | 0.799 | — |

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 4 presents the test of the significant relationship between the impact of the prohibition of internship and the level of readiness of the graduating students. To test the relationship that exists, Pearson correlation was used to identify if there is a relationship that exists on the implementation and challenges encountered. The implementation and challenges were found to be very weak (Pearson $r = -0.013$) or negligible negative correlation and statistically not significant, ($r = 0.054$, $p = 0.799$). Hence, there was no significant relationship between the impact of the prohibition of internships and the level of readiness of the graduating students of Teacher Education.

5. Difference in the perceptions of the respondents on the impact of prohibition of internship when they are grouped according to profile

The test of significant differences in the perceptions of the respondents in the impact of



prohibition of internship and demographic profile are demonstrated in Table 5. To test the difference an independent samples t-test was conducted on

the gender and program. This test was found to be statistically not significant, $t(23) = 0.560, p > .05$

Table 5

Test of significant difference in the perceptions of the respondents in the impact of prohibition of internship when they are grouped according to their profile

| Demographic Profile | Group | Mean | SD | t | p | Decision |
|---------------------|--------|------|-------|-------|-------|----------|
| Gender | Female | 3.86 | 0.377 | 0.560 | 0.581 | NS |
| | Male | 3.70 | 0.424 | | | |
| Program | BEEd | 3.90 | 0.385 | 0.718 | 0.480 | NS |
| | BSEd | 3.79 | 0.370 | | | |

| Demographic Profile | Source of Variation | Sum of Squares | Mean Square | F | p | Decision |
|----------------------|---------------------|----------------|-------------|------|-------|----------|
| Age | Between Groups | 0.46 | 0.15 | 1.11 | 0.366 | NS |
| | Within Groups | 2.90 | 0.14 | | | |
| Gross Monthly income | Between Groups | 0.47 | 0.16 | 1.14 | 0.355 | NS |

These results indicate that female respondents ($M = 3.86, SD = 0.377$) have the same perception on the impact of prohibition as the male respondents ($M = 3.70, SD = 0.424$). In terms of program, the results indicate that there was no significant difference in the perception of respondents when grouped according to their program with $t(23) = 0.718, p > .05$. This implies that BEEd students ($M = 3.90, SD = 0.385$) do not differ in the perception on the impact of prohibition on internship with BSEd students ($M = 3.79, SD = 0.370$). The table also presents the test of significant differences in the perceptions of the respondents regarding the prohibition of internship among the graduating students of Teacher Education and demographic profile in terms of age

and gross monthly income. Results of the One-way ANOVA showed that there is no significant difference in the perception of respondents across the demographic profile at the 0.05 level of significance with age $F(3,21) = 1.11, p > 0.05$, gross monthly income with $F(3,21) = 1.14, p > 0.05$. The null hypothesis which suggested that there was no significant difference in the perception of respondents in the impact of the prohibition of internship when they were grouped to their demographic profile cannot be rejected.

6. Difference in the perceptions of the respondents in the level of readiness when they are grouped according to their profile

Table 6

Test of significant difference in the perceptions of the respondents in the level of readiness when they are grouped according to their profile

| Demographic Profile | Group | Mean | SD | t | p | Decision |
|---------------------|--------|------|-------|--------|-------|----------|
| Gender | Female | 3.25 | 0.335 | -0.618 | 0.543 | NS |
| | Male | 3.40 | 0.354 | | | |
| Program | BEEd | 3.10 | 0.291 | -2.77 | 0.011 | S |
| | BSEd | 3.43 | 0.295 | | | |

| Demographic Profile | Source of Variation | Sum of Squares | Mean Square | F | p | Decision |
|----------------------|---------------------|----------------|-------------|------|-------|----------|
| Age | Between Groups | 0.24 | 0.08 | 0.56 | 0.645 | NS |
| | Within Groups | 2.96 | 0.14 | | | |
| Gross Monthly income | Between Groups | 0.30 | 0.10 | 0.74 | 0.543 | NS |
| | Within Groups | 2.90 | 0.14 | | | |



Table 6 shows the test of significant difference in the perceptions of the respondents in the level of readiness of the graduating students of Teacher Education towards virtual teaching internship when they are grouped according to their profile in terms of gender and program. Independent sample t-test was calculated to determine the difference/variability or test the significance of the difference between the gender, program, and perception on the level of readiness. In the gender, the difference between these variables was not significant, $t(23) = -0.163$, $p = >0.05$. The perception of female respondents ($M = 3.25$, $SD = 0.335$) and male respondents ($M = 3.40$, $SD = 0.354$) is the same or do not differ on level of readiness. Distance education, remote teaching, and online instruction are not new approaches to pedagogy or curriculum design, but they have taken on renewed salience (Williamson, et al., 2020).

The table also reveals that in terms of program, the results indicate a significant difference between BEEd ($M=3.10$, $SD=0.291$) and BSEd ($M=3.43$, $SD=0.295$) and, $[t(23) = -2.77$, $p = <0.05]$. BEEd and BSEd respondents differ or have different perceptions of the level of readiness toward virtual teaching internships.

The table also implies the test of significant differences on the perceptions of the respondents in the level of readiness towards virtual internship and demographic profile. ANOVA was conducted to determine if significant differences exist in the perception of the respondents in the level of readiness when they are grouped according to their demographic profile. A one-way ANOVA revealed that there was no significant difference in the level of readiness across the demographic profile with age $F(3,21) = 0.56$, $P>0.05$, the result indicates that since the p-value is greater than 0.05 and the calculated F-value is less than the critical F-value, the null hypothesis is accepted.

The results also demonstrate that in terms of monthly income, The respondents were divided into four groups for the income they receive monthly (Group 1: Below Php 10,000, Group 2: Monthly income of Php 11,000 – Php 20,000, Group 3: Monthly income of Php 21,000 – Php 30,000, Group 4: Monthly income Php 31,000 and

above. Based on the findings, it reveals that there was no significant difference in the level of readiness of graduating students when grouped according to their monthly income. A statistically no significant difference was found among the different groups across demographic profiles with monthly income $F(3,21) = 0.74$, $P>0.05$. The result indicates that the p-value is greater than 0.05 or the calculated F-value is less than the critical F-value, therefore it is evident to accept the null hypothesis.

CONCLUSION

The findings of the study reveal that the respondents remain to have a positive outlook despite the postponement of the teaching internship. They remain calm and understanding of the uncertainties in education even if it means a delay in their degree completion. Respondents chose to focus on the positive impact of the pandemic such as generating income, more time with family, more time to reflect on their future, etc. They developed more trust towards the school management and the educational system of the country.

Given a chance for a virtual teaching internship, respondents declared that they are ready and willing to adapt to the new normal in education phenomena. Respondents are technology-ready, prepared for the uptrend methodologies for online learning, and equipped to face different innovations.

RECOMMENDATION

The output of this research is a learning continuity plan for a virtual teaching internship. It mainly consists of guidelines and procedures for the implementation of virtual teaching internships. It consists of the definition of virtual teaching internship, the process of the endorsement of teaching interns to the Basic Education Department, designation of critic teachers, student monitoring guidelines and procedures, the role of cooperating teachers, responsibilities of the student-teachers, the role of the college supervisor, virtual teaching internship restrictions, action research guidelines, and the process once limited face to face will be announced. The said

learning continuity plan is essential for the department to ensure the stakeholders of its organization and readiness in the implementation of virtual teaching internships. It is a solution to a problem that students have to stop because of the impossibility of teaching internships during the time of the pandemic. Higher Education Institutions offering teacher education programs may still proceed especially if they have their laboratory schools because education for all levels did not stop, therefore, there is no reason for the teaching internship to be postponed.

REFERENCES

- Anjum, S. (2020). *Impact of internship programs on professional and personal development of business students: A case study from Pakistan. Future Business Journal.* <https://fbj.springeropen.com/articles/10.1186/s43093-019-0007-3>
- Baylan, S. (2019). A qualitative study of teacher interns' experiences of pair teaching during teaching practice sessions. *International Journal for Innovative Research in Multidisciplinary Field*, 5(6). https://www.researchgate.net/publication/350616866_A_Qualitative_Study_of_Teacher_Interns'_Experiences_of_Pair_Teaching_During_Teaching_Practice_Sessions
- Chen, Z., Sun, Y., & Jia, Z. (2022). *A study of student-teachers' emotional experiences and their development of professional identities.* *Frontiers in Psychology*. Volume 12 – 2021. <https://doi.org/10.3389/fpsyg.2021.810146>
- Commission on Higher Education (2020). *Guidelines for the prevention, control and mitigation of the spread of coronavirus disease 2019 (COVID-19) in Higher Education Institutions (HEIs).* Office of the Chairperson. https://www.deped.gov.ph/wp-content/uploads/2020/03/CHED_12February2020_Guidelines-for-the-Prevention-Control-and-Mitigation-of-the-Spread-of-the-2019-nCoV-ARD-in-Higher-Education-Institutions-HEIs.pdf
- Teaching internship may proceed provided that it will be done online and student teachers will not be required to go to school. The department will resume its teaching internship starting A.Y 2021-2022 and will endorse its students to the Basic Education Department of Dr. Carlos S. Lanting College. There will be a Memorandum of Understanding between the two departments that will be secured before the endorsement of students.
- Fernando, J. (2021). Compliance of higher education institutions to outcome-based education for the 21st century learners. *IOER International Multidisciplinary Research Journal*, 3 (2), doi: 10.54476/iimrj304
- Jogan, S.. (2019). *Evaluating the effectiveness of a school internship.* *International Journal for Social Studies*. 5(2). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3474308
- R Core Team (2021). *R: A Language and environment for statistical computing.* (Version 4.0) [Computer software]. <https://cran.r-project.org>. (R packages retrieved from MRAN snapshot 2021-04-01).
- The jamovi project (2021). *jamovi.* (Version 1.8) [Computer Software]. <https://www.jamovi.org>.
- Rotgans, Jerome I. & Schmidt, Henk G. (2011). *Situational interest and academic achievement in the active-learning classroom.* *Learning and Instruction*, 21(1), 58-67. <https://doi.org/10.1016/j.learninstruc.2009.11.001>
- Van Damme, Dirk (2017). *Why do so many women want to become teachers?* OECD Education and Skills Today. <https://oecdeditoday.com/why-do-so-many-women-want-to-become-teachers/>
- Wajdi, M. B. N., Kuswandi, I., Al Faruq, U., Zuhijra, Z., Khairudin, K., & Khoiriyah, K. (2020). Education policy overcome coronavirus, a study of Indonesians. *Journal of Education and*



Technology, 3, 96-106.
<https://doi.org/10.29062/edu.v3i2.42>

Williamson, B., Eynon, R., & Potter, J. (2020). *Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency*. *Learning, Media and Technology*, 45(2).
<https://doi.org/10.1080/17439884.2020.1761641>

AUTHORS' PROFILE

Juliefer S. Fernando, Ph.D, LPT, holds a double degree of Bachelor of Arts major in Social Science and Bachelor of Secondary Education major in Social Studies from the University of Santo Tomas. She obtained her Master of Arts in Education major in Administration and Supervision from DCLC and her Doctor of Philosophy major in Educational Management from the University of Calocan City. She has taught various General Education courses, Major courses and Professional Education courses in college, Senior High School, and Graduate Studies. She is at present an Associate Professor II and the Program Head of the Department of Teacher Education of DCLC

Elaine Tang-Zapata, MaEd, LPT, is an Assistant Professor III and a Faculty Coordinator of the Department of Teacher Education of DCLC. Her expertise is on the field of mathematics and statistics. She graduated with a Latin Honor on her degree of Bachelor of Secondary Education major in Mathematics from University of Cagayan Valley. She is also engaged in the field of teaching for over a decade and a statistician to a numerous undergraduate and graduate researches.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).