

# **INTERNSHIP IN TIMES OF PANDEMIC: A QUALITATIVE PHENOMENOLOGICAL STUDY**

**By**

**Tarhata S. Guiamalon**

Cotabato State University, Philippines.

Email: [tarhata\\_guiamalon@ccspc.edu.ph](mailto:tarhata_guiamalon@ccspc.edu.ph)

## **Abstract**

This study focuses on exploring the pre-service teachers experiences in times of pandemic. Teaching in these limited times brought mixed feelings among pre-service teachers as they practiced and applied theories they had learned. New roles and responsibilities of pre-service teachers are rapidly evolving as a result of pedagogical adaptations from physical to virtual environments. They need to be creative and adapt their practices to keep students engaged, regardless of what struggles they are facing. Nurturing professional identities involves adapting new ways of improving teaching skills through the use of technology. Practicum is challenging when it comes to the internet connection. In fact, we all know that students who don't have access to internet at home still don't have funding for it. To cope with the struggles during internship in the new normal, pre-service teachers can take initiative. The ability to manage urgent situations immediately and avoid falling behind when unexpected events occur could be achieved through time management. Establishing good relationships with students and colleagues can lead to productive and effective work. Pre-service teachers may be exhausted, frustrated, and sad, but this is a temporary and uncertain situation. It is always grateful to seek assistance from mentors who wish to improve their mentees in new ways. When we look at how technology develops knowledge competence and pedagogical skills, we see that it provides pre-service teachers with easy-to-access information, accelerated learning, and enjoyable opportunities to practice learned theories. They now have access to a broader range of knowledge thanks to technological advancements. Innovation-related experiences have been linked to learning progress. Innovation-related experiences have been linked to learning progress. Pre-service teachers should learn how to apply their knowledge and abilities by considering fundamental modern conditions, communication, teamwork, problem solving, and decision making. Pre-service teachers benefited from the intervening learning environment in the new normal. They learn to value their time and are encouraged to commit to a lifelong learning process. Because learning a new skill is a great way to stay motivated. They learn to navigate themselves by determining the best time to push themselves beyond their comfort zone. They recognized the value of a growth-oriented mindset. Their self-directed learning plan is tailored to their primary learning objective.

**Keywords:** Internship, Pre-service Teachers, Transition, Struggles.

## **1. Introduction**

The Cotabato State University (CSU) is a state-owned University located in Cotabato City, Philippines that caters students from Central Mindanao. CSU is envisioned to be a

world class development hub for sustainable, inclusive, and transformative peace and development in Southern Philippines. It is mandated to produce science and technology professionals; and peace development advocates; promote and undertake research and extension; generate resource; and provide progressive leadership in the fields of specialization [1].

One of its academic units is the College of Teacher Education (CTEd) with initial offering was Bachelor of Science in Industrial Education (BSIE) and Associate in Food Technology (AFT) starting of S.Y. 1984-1985. However, the BS in Industrial Education curriculum was changed by virtue of BOT Resolution No. 311, s. 1999 to Bachelor in Secondary Education with major specialization of Technology Livelihood Education (TLE), Mathematics, English and Music Arts Physical Education and Health (MAPEH) effective first semester of SY 1999-2000. To enrich and refine the curricular offerings of the college, as required by the Commission on Higher Education (CHED) and guided by CMO 78, series of 2017, the college renamed the BSED major in TLE into Bachelor of Technology and livelihood Education with two majors, industrial arts and home economics effective S.Y. 2018-2019, the first batch of the program undergo its major requirements of pre-service teaching.

Throughout this program, the students will acquire knowledge, skills, and foundational education necessary for practicing as a teacher. Next, acquire skills and knowledge in specialized training. Thirdly, students will understand how learning processes contribute to learning outcomes. Four, adopt a variety of teaching methods that will ensure effective learning in any environment. Fifth, maintain and apply ethical and professional standards. The final objective is to gain appropriate training in extension and research in order to engage in effective and workable programs related to community outreach.

In light of this, it is essential to explore how pre-service teachers experience their internships in the midst of COVID-19 pandemic. The result of this study will be used by the CSU particularly the CTEd and other stakeholders such as the cooperating schools in enhancing instructional practices, creating learning environment and improve the programs and activities.

## **2. RELATED STUDIES**

Pre-service teachers are college students who are looking to become teachers. In order to remain abreast of the latest developments, a teacher needs not only initial training, but also periodic training. Teacher education, however, is viewed as a continuous process with two essential components. First, pre-service training consists of alternative studies of teaching theories and practices that include psychology, educational philosophy, and sociology of education that are useful for teaching specific subjects. The second type of learning is experiential learning. In this type of learning, reflection is key to learning. In 1984, David Kolb developed the Experiential Learning Theory, which was influenced by other great theorists such as John Dewey and Kurt Lewin. According to him, participation and discovery are essential components of knowledge construction. He proposes a four-stage experiential learning theory: concrete learning, reflective doing, abstract conceptualization, and active participation.

People around the globe have returned to routines and activities after shelter in-place orders were lifted. Technology has enabled people to stay in touch during this pandemic. In the Philippines, the "new normal" has brought about massive changes in the teaching process.

Education has evolved into an online environment from the traditional mode of instruction. Online teaching has created concerns for pre-service teachers' teaching internship as part of the "new normal." Providing pre-service teachers with opportunities to enhance their learning as well as preparing them to become effective teachers, teaching internships are considered an essential part of teacher training. They combine theory and practice to provide them with an opportunity to enhance their learning. This is an experience exploring real-world teaching practices with the guidance and supervision of a mentor. Basically, it pertains to the way people express themselves [2].

The new normal has altered and disrupted pre-service teacher training, but their experience has uniquely prepared them for the challenges ahead. Students' pedagogical training is supposed to be grounded in actual classroom practice. Their exploration should begin in the classroom while they practice teaching, while also becoming learners. Through 'live' interactions with cooperating students, pre-service teachers can sharpen their habits of "teaching" which affect their learning how to teach [3]. Learning to teach is an ongoing process that requires trials and errors under the close guidance of the cooperating teacher. As a result of realizing these phenomena, traditional instructions cannot be brought back, but rather alternative strategies for a better training must be adopted. It is not possible to return to what we were before COVID-19 [4] [5].

Even in the face of this outbreak, pre-service teachers will complete their program requirements without experiencing trial and error. As online classrooms grow rapidly, they face a number of challenges with respect to ensuring equity and access. They may not meet the pre-requisites for the experiential training, they will potentially begin their careers without any classroom experience working with their cooperating students. However, the challenge of innovation in practice teaching experiences provides both opportunities and responsibilities. Thus, pre-service teachers will need to adapt their instructional approaches based on the method of learning to teach in the new normal, according to [6]. By creating new experiences, they can learn new pedagogies. Professional growth and advancement are positively associated with it.

Challenges remain, however. To be eligible to be a teacher, pre-service teachers must learn the theories and practice them before entering the real world of teaching. Being a teacher in the real world involves rigorous experiences. One of the challenges pre-service teachers face during this period is building relationships with their mentors and cooperating students. It was cited by [7], [8], [9] and [10] that the paradigm shifts in preservice teachers' teaching in the new normal included a different preparation, challenging classroom conduct, internet issues, a change in how students' learning is evaluated, managing virtual classroom behavior, hopes for a "new normal" of education, salute and commitment to the profession. Mentors' patience in dealing with their new adaptation during this time is essential to support resilience training for them.

### **3. Methodology**

#### ***Research Design***

Pre-service teachers are asked to describe their experiences during times of pandemic using a phenomenological research design. Human experiences are explored and understood by using the concept of phenomenology, which was pioneered by German philosophers Edmund Husserl (1859-1938) and Martin Heidegger (1889-1976). This empirical research seeks to understand and describe a phenomenon's essence. Researchers describe phenomena

as accurately as possible [11] as part of a descriptive approach

### ***Participants of the Study***

The participants in this study were twenty-two (22) pre-service teachers in the day class section of the Bachelor of Technology Livelihood Education program major in Industrial Arts of the CSU CTEd. The "new normal" of pandemic prevention and control has caused these respondents to adapt to new internship and deployment conditions.

### ***Ethical Consideration***

For the purpose of this study, ethical approval has been sought and obtained. A voluntary consent was obtained from the participants. Data collection requires participant approval. A careful consideration is made to ensure that participants are fully informed about what is going on in this study, what level of commitment the participant will have to make, and how they may withdraw at any time if they so choose. It is of utmost importance that the identity of each participant is kept confidential upon their request, with the assurance that their identity will not be disclosed to anyone else.

## **4. RESULTS AND DISCUSSIONS**

### ***Experiences of Pre-service Teachers in Times of Pandemic***

The main question about their feelings as pre-service teachers in the new normal clearly revealed the research question regarding their experiences in the new normal. As a support for this, probing questions were provided in order to obtain accurate responses. Based on the following guide questions, here are the elicited statements.

There is no doubt that being a pre-service teacher in the new normal is not easy. There are a number of challenges that need to be overcome during the internship period. In some cases, students are finding it difficult to cope with the use of educational technology because they lack the skills to do so. In spite of the fact that they were not actually placed in the actual internship setting, accordingly, this feels quite nice and enjoyable. In spite of their stressful and exhausting experiences, pre-service teachers feel excited and happy because they are nearing the finish line.

*“Being a pre-service teacher in the new normal is not easy because of the difficulty of talking to students, especially those who are struggling with technology. However, it is nice to see other students trying.” (Pre-service Teacher No. 1)*

*“As a pre-service teacher in a new normal life I still can't get the heart and mind out of the excitement because even though this is what happened in our world I'm still learning and I know I'm close to the top of success, but I still feel really happy.” (Pre-service Teacher No. 2)*

*“I am excited because it provides me with the opportunity to experience how to manage students in a short period of time through group chat. There are times when it is exhausting because we are not really deployed to school with an actual internship, but it is also training.” (Pre-service Teacher No. 3)*

*“I've faced challenges every day that I've had to go through, but sometimes the challenges are fun in spite of these issues that our government is taking into consideration in order to take care of us.” (Pre-service Teacher No. 4)*

### ***Changes of Roles and Responsibilities as Pre-Service Teachers***

Pre-service teachers face new responsibilities and roles as they enter the new norm. Many things need to be adjusted because of many changes. However, instead of receiving instructions, they are the ones who are responsible for imparting knowledge to their cooperating students; this time they are the ones who are responsible for teaching the concepts to them. Though these changes have occurred, pre-service teachers have taken responsibility for their work and have been more determined to improve their performance. In some cases, they simply need to adjust to roles and responsibilities since they haven't been to school in a while. Then there are changes that are really affecting their schedules, and they are starting to adopt the adjustments and changes to conform to all the responsibilities that they have, specifically on the use of digital technologies in their normal teaching methods. The narrations included the following statements:

*"I am glad to be able to perform my responsibilities as a pre-service teacher. I enjoy teaching because I've experienced being one."* (Pre-Service Teacher No.1)

*"Because we haven't been to school in a long time, sometimes it's just a matter of getting used to roles and responsibilities. It's true that there are changes affecting our schedules, but I'm slowly adapting all the adjustments and changes that I have to comply with all the responsibilities I have."* (Pre-Service Teacher No. 2)

*"We used to be lazy before. We made responsibilities, sometimes even later. Now, there have been many changes. We are going to do it on time, because we don't want to be dumped and there will be a lot more work for us to do."* (Pre-Service Teacher No. 3).

*"Pre-service teaching is a new role for me. It's so hard to adjust things especially when I'm just a student following teachers then, but now I am one of them, I mean pre-service teacher or future educator. I used to listen to the teachers at school. Do assignments and activities but now I'm doing the activities for students."* (Pre-Service Teacher No.4)

*"There are a lot of adjustments to make, so it is difficult It is challenging due to the fact that not all students are familiar with digital tools (like me). "* (Pre-Service Teacher No. 5)

### ***Feelings and Transitioning***

In the transition of the virtual classroom from a physical school environment, it is difficult to adjust to the new environment. As a result of slow internet connections, pre-service teachers have difficulty reaching instructions. The sad thing is that not all of them can afford to buy a load just to sustain their needs during the internship period. By using group chat, they communicate with their cooperating students. Furthermore, not all of their students are online all the time or have their own cellphones to keep up with updates on the group chat. As well as receiving instructions from their mentors when it comes to receiving information. Because of this, they prefer to have actual interactions rather than dealing with hassles. Although these issues exist, technological advancement brings us good today since we are able to learn things we didn't know before. The informants' responses are as follows:

*"I found it difficult because we were just having a group chat, and other students didn't have a signal in their area. Other students don't have a cellphone. "* (Pre-Service Teacher No. 1)

*"In group chat, not all students are always online for my instructions. It's sad and difficult sometimes, but I have to cope. (Pre-Service Teacher No. 2))*



*“The reason I prefer the physical environment for learning is that if I have any instructions or activities in my class, the students can give their output to me personally. However, the process is also challenging and exhausting. The same applies when I ask my critique teacher for guidance and advice. As a pre-service teacher, I sometimes feel shy when I ask my critique teacher what are the next things to do.” (Pre-Service Teacher No. 3).*

*“It is very difficult for me. This is especially true when it comes to the Internet connection. In some cases, the students are not able to understand the teacher's instructions.” (Pre-Service Teacher No. 4)*

*“For me, I am much more comfortable in physical environments, so that if there are instructions or activities that I need to do in my class, they can personally give them to me. I also find it difficult and exhausting.” (Pre-Service Teacher No. 5)*

*“There are some of us who can't afford loads, so we prefer face-to-face classes. At home, we have things to do that affect our studies. Having things to do in our house can make it difficult for us to manage time.” (Pre-Service Teacher No. 6)*

*“The new way of teaching feels new to me. I'm used to traditional teaching methods. I'm unfamiliar with things like using software such as Microsoft and other things related to how the new normal works.” (Pre-Service Teacher No. 7)*

### ***Struggles as Intern in Times of Pandemic***

It is not easy for pre-service teachers to deal with the struggles that are faced in the new normal as a result of the new educational environment. It has always been the case that poor internet connections have been the driving force behind learners' inability to complete learning activities on time. There are times they have to wait until the night for a stable signal. It requires them to still awake until midnight in order to prepare daily routines, such as making lesson plans for practice teaching demonstrations before going to bed. It's normal for a practice teacher to experience this. There have been financial struggles during this time as a result of uncertain circumstances. On the other hand, in terms of their experiential learning, they are struggling because they are not actually being deployed in accordance with their field of specialization. The reason why some pre-service teachers do not have sufficient knowledge prior to their internship is because they have a modular learning modality which they used as a learning method before their internship. As a result of the COVID 19 outbreak, they are unable to experience how a concept is actually taught in the classroom.

In terms of digital technology, and especially the use of the internet, there is too much stress for them to handle. This is also true about the way the cooperating students respond to them and how they respond to them. There still seems to be a struggle for them when it comes to the way they should handle their students. As a result, their cooperating students are not very active, and they may not be very familiar with the content of the modules they are taking. Due to the limited use of digital technology, they cannot monitor each other and thus they are unable to share information with one another. In this regard, they cannot be blamed for not having access to materials that are to be provided by their parents.

### ***Following are the responses of the informants:***

*“I think it's a great experience to be a pre-service teacher. Initially, everything seemed okay but, as time went on, things started going wrong and I said, “Oh, can I? Can I cope with it?” I felt like I was crying because the adjustment was so severe. The student almost exclusively communicates via messenger.” (Pre-Service Teacher No. 1)*

*"It is not easy to be a pre-service teacher. During our teaching demonstrations, we encounter challenges that we haven't encountered before, for example, how to handle elementary students, and those struggles are hard to handle. There are many things that need to be done. When we need to accomplish something, it's exhausting, we feel down, and it's frustrating sometimes. "Sometimes I say I'm tired. I mean I'm really tired!" (Pre-service Teacher No. 2)*

*"Fortunately, I am also able to cope up with the help of my co-interns and critic teachers. To be able to get closer to my students, I made sure that I monitored them each day on a group chat platform. My critic teacher has given me specific instructions on what steps I need to take in order to complete this task. The most important thing is to simply enjoy the internship." (Pre-Service Teacher No. 3)*

*"I have gone through a lot of hard work as a pre-service teacher in the new normal, and I am still unable to instruct with authority. Students I had left were stubborn and unable to follow the instructions in group chat. Second, I do not know how I can cope with the pressure of work, but I am gradually getting better. Also, financially because I have to go to school. There is also a lack of teaching tools, such as a laptop." (Pre-Service Teacher No. 4)*

*"The experience is actually exhausting, stressful, and terrifying. The repetitive nature of the tasks makes it exhausting. I find it frustrating, because it's not my job to get up early in the morning, and I'm not used to it. Unfinished schoolwork will be handled from 12:00 midnight to 1:00 am. However, you must get up early in order to avoid getting caught during the shake-in process. As I have been teaching for almost a week, I have not been able to come up with a lesson plan due to my busy schedule. It is also important that we sometimes take time out to bond with friends in order to relax and refresh our brains." (Pre-Service Teacher No. 5)*

*"The situation is not easy. Even though the students are struggling as I am now, it is still hard for me to get to know them since I don't know them that well. Oh no! Not all students are really active on group chat, especially when there is an announcement in group chat that everyone should be aware of. Because of this, sometimes if I ask them to do something, some of them don't even know about it since they are not actively participating in group chat because of a lack of load. It is also difficult because most students do not fully understand the content of their module." (Pre-Service Teacher No. 6)*

*"I am finding it very challenging to cope with the new normal of teaching in this particular new world as a pre-service teacher. Each time I go, I'm most likely to get in trouble. Apart from the expensive fare, I am having difficulty. Another problem is the long-term departure of the public vehicle. The driver waited for a passenger for at least an hour. Besides that, why is the internet signal so poor here in our area? Sometimes it takes so long to get something done that it takes until the night. I know it's hard, but I can't do it! It's so hard, but I am still able to do it, at least for the future." (Pre-Service Teacher No. 7)*

*"I found it to be very challenging, especially when it comes to the use of digital technology and the internet. I find it too stressful! In spite of this, we enjoy our experience as pre-service teachers because of its uniqueness. We have a few advantages over the previous pre-service teachers, their schools were different. While we stayed in school and were able to make college subjects with different fields. My frustration is the internet that is so slow, especially when I'm dealing with students who are so intoxicated by the lack of access to the internet that they cannot pass on their projects on time because of the weather conditions we*

*are experiencing now.*" (Pre-Service Teacher No. 8)

### ***Coping with the Struggles***

It is good to know that pre-service teachers are capable of managing themselves in the new normal, despite the current situation and the challenges they face. Each struggle has its own solution, and every problem has a solution. It all depends on how an individual treats it and how they find ways to deal with it in order to cope with the situation. In order to manage stressful situations, it is important to have strong self-confidence as well as a strong faith. The development of self-confidence as well as an increase in self-efficacy can also be extremely helpful during this period. Among the narrations of the informants were the following:

*"It is necessary to watch a social media or YouTube video in order to fully comprehend the lesson the students will be taught. Future challenges as an intern are a strength that helps us achieve our goals."* (Pre-Service Teacher No. 1)

*"I think I'm able to cope with it by managing my time because it's a new system. Unless you turn it around, you will have to wait for sure."* (Pre-Service Teacher No.2)

*"I am going to motivate myself so that I will be able to handle it. There are many positive reasons why these struggles should be fought for students, when it comes to teaching them."* (Pre-Service Teacher No. 3)

*"Of course, when there are struggles, there should always be a way out! So, what I have been doing to cope with them is that I go to the ride early in order to make sure I get there in time. Sometimes I have taken advantage of free rides when there is an opportunity to do so. Although it's not simple, there's still hope, there's a dream, there's still hope. Despite the deadline being a bit tighter, I'm scrambling to pass the activities so my students won't have a hard time with me. This is such an awesome experience to be able to be able to prove to everyone that it is a good time."* (Pre-Service Teacher No.4)

*"I was aware for myself that I didn't know how to do some things, but thankfully, thanks to our critic teachers, I was able to improve in some areas. I applied what they taught me, and I trained myself to always be optimistic. I'll save money. I will not spend a lot of money to ensure my mama doesn't face financial struggles. With regard to the lack of access, we planned a time and date to borrow and use a laptop."* (Pre-Service Teacher No. 5)

*"The way I cope with with these struggles is by saying to myself: "You can do that; you know more about it". All struggles have a positive outcome. Additionally, I pray that God please give me the strength to fight these struggles that I have, so that I can overcome them. God will guide me on this journey."* (Pre-Service Teacher No. 6)

*"In order for me to handle the challenges I face; I have to believe in myself and in God and to have the confidence in myself that any hardship will be overcome as long as you have the confidence in yourself that it will be a success. My problem with math is that I'm taking videos to increase my knowledge and teach it well. Now that I'm collecting solutions and putting together efforts, I'm glad I'm able to help myself better."* (Pre-Service Teacher No. 7)

*"I am able to cope with the problems that arise during an internship in the new normal by gaining confidence in myself and by telling myself (sometimes to myself) that "You can do it!"*



*You are afraid of people, but I know that I am capable of doing it. The only thing you have to do is build confidence, courage, durability, and time management for the work you have to do as an intern. Do not just think about the problems. It is important to always consider the outcome if you succeed” (Pre-Service Teacher No. 8).*

### ***Managing Daily Routines***

It is important for pre-service teachers to learn how to spend their time well. As a result, they are able to promote appropriate balance between developing their professional identities and building their reputations. Practicing teaching does not only involve preparing lesson plans and selecting the right materials to be used in the classroom. In addition to exercising conscious control over time spent, it is also important to establish a process of being able to plan their time effectively and efficiently.

*“I believe that daily routines are an excellent means of promoting and developing professional identities over time. You will be able to achieve a higher level of self-efficacy when you know how to use your time effectively.” (Pre-Service Teacher No. 1)*

*“I believe that time management and preparing ourselves for future opportunities are essential components of a successful teaching career. (Pre-Service Teacher No. 2).*

*“I manage it by having good time management and doing all my daily tasks in an organized and efficient manner.” (Pre-Service Teacher No. 3).*

*“In order to be an effective person, I have to be respectful, exemplary, take initiative, and complete my routines in a right way, so as be able to be successful in life.” (Pre-Service Teacher No. 4)*

*“For me I'm doing a daily task in my notebook so I'll know what to do next. I don't think I'm going to be dumped. I do the task on at a time for me not to be pressured and not encountered difficulty.” (Pre-Service Teacher No. 4)*

*“Maintaining my strategies like I manage my time. Separate school work from home activities for home.” (Pre-Service Teacher No. 5)*

*“By being respectful, exemplar and take initiative because doing my routines in a right way helps me to be an effective person.” (Pre-Service Teacher No. 6)*

### ***G. Maintaining Relationship with Students and Colleagues***

#### ***despite of new Ways of Connecting Them***

During this trying times, pre-service teachers may have to be innovate in finding ways to maintain relationship with students and colleagues. The new normal caused most of them to rethink current contact option that seem to lack the ability to communicate appreciation, care and concern with them. Trying to earn their students’, they need guidance on how to build strong, lasting relationship. Through the use of technology, pre-service teachers may encourage their cooperating students to ask question and give time to listen about their concerns. So as to with their colleagues, they support each other in the working place on an initiative, engage committee work, and offer their help. Nurturing relationship with students and colleagues is worth trying to be extra patient and understanding with each other. Establishing norms develop a friendly connection with each other. Using Facebook to acknowledge others and make them feel enhances relationship. Video recordings, video

greetings, YouTube and many other services to connect with each other keeps you in real despite of limited face-to-face interactions. Great pictures with today's smartphone technology find creative ways to maintain relationship. The responses were as follows:

*"Through technology, we still have the opportunity to get in the way of each other. We're going to have a constant communication and interaction on social media." (Pre-Service Teacher No. 1)*

*"I maintain my relations with them through group chat. And also understanding how they feel about their situation." (Pre-Service Teacher No. 2)*

*"We communicate through messenger, chatting with them in a professional way." (Pre-Service Teacher No. 3)*

*"By cooperating each other and respecting one another, giving opinions and also by communicating." (Pre-Service Teacher No. 4)*

*"I'm going to talk with my student using technology so I'll check on them all the time. If they're struggling with their module and I've got help from my co-interns." (Pre-Service Teacher No. 5)*

*"For me, I think we should respect each other." (Pre-Service Teacher No. 6)*

#### ***H. Ways of meeting with your mentor develop your knowledge competence and pedagogical skills***

Functions of new ways of meeting with pre-service teachers' mentors help to develop their craft towards progressive knowledge competence and pedagogical skills. Their mentors serve as source of their inspiration through advice and guidance. Every growth-fostering interaction inspires mutual learning and development. Alternative methods such as email, chats, and text messaging allow flexibility in keeping lines of communication open though more limited and prone to misunderstanding.

*"Through their advices and knowledge, they impart to us. This is a way to develop myself." (Pre-Service Teacher No.1)*

*"We ask them through Facebook/messenger about our concerns. We're going to meet them Provided that we're following COVID-19 health protocols." (Pre-Service Teacher No.2)*

*"For me, group chat is a means of communication with my mentor so that he can teach me more about what to do and how to teach the student. Often, I'm asked to send a video lesson or recorded video of my teaching demo." (Pre-Service Teacher No. 3)*

*"When I'm done with my teaching demonstration, my critic teacher would call us for suggestions and recommendations about our performance. She/he gives us advises, new techniques and methods to improve our skills provided that we follow health protocols during our meeting." (Pre-Service Teacher No. 4)*

*"Visiting his/her at their office sometime because it can't always be. I'll go there to update my student's recordings from their modules, group chat interactions and video*

*recording reports.” (Pre-Service Teacher No. 5)*

*“Our mentors teach and guide us on how to teach well during orientation through group chat and sometimes at school. Just once to avoid violating the policies on health protocols. As the mentor speaks, I am recording it to get the full details of their instruction. Then I played it at home for review.” (Pre-Service Teacher No. 6)*

*“For me, his feedback, I've been able to develop what things I need to do. I become an optimistic, open-minded person. At first, I wasn't used to being criticized, but now I'm happy to know that it's for my improvement.” (Pre-Service Teacher No. 7)*

*“My mentors always check on me if I have development skills in progress. Sometimes I have a one-on-one demo with him. He taught me how to use applications from my phone's play store. Those are video editors to make a video lesson. I'm excited about modern strategies, despite the absence of the presence of students. I'm going to send it in our chat group even if it's not continuous. Sometimes I uploaded it on our page or saved by the usb for her to watch. Then rate it for feedback.” (Pre-Service Teacher No.8)*

### ***I. Opportunities provided by the new normal***

As pre-service teachers started their practicum in the new normal, they found themselves balancing their time at school placement and household responsibilities. Positive feelings are directly imposed to avoid difficult situation that might affect their professional development. Utilizing of technology for education help them become more productive along with appropriated designed strategies that combines SMS, printed handouts, and continuous mentors' feedback taking advantage of the high mobile penetration in teaching-learning process. Continuous seeking of knowledge provides continuous professional development among pre-service teachers. The interview responses were narrated as follows:

*“Even though we are in new normal, as a pre-service teacher I still learned a lot of new techniques and strategies that continue developing my pedagogical skills.” (Pre-Service Teacher No. 1)*

*“New normal makes me better teacher in new ways. It teaches me to make my own ways to be better.” (Pre-Service Teacher No. 2)*

*“For me it's positive. Holding patience and even how to research through internet despite of poor connections. I've learned clerical works because of my mentors.” (Pre-Service Teacher No. 3)*

*“For me, lacking because of health protocols. You don't feel like you're free to take out what you've learned. But it's a good thing because there are a lot of ways like using technology.” (Pre-Service Teacher No. 4)*

*“It helps me practice my teaching skills with distance learning. I become flexible in using educational technology during my school and multi-tasking at home. I'll go home in a hurry to breastfeed my baby. Then what's on my mind is planning of what to do next to finish my tasks.” (Pre-Service Teacher No. 5)*

*“The new normal provides me opportunities in my teaching career through seeking more about information and having a self-discover through the challenges that pandemic brought*

to us.” (Pre-Service Teacher No. 6)

“I learned to be independent.” (Pre-Service Teacher No. 7)

“It helps me a lot to have self-initiative, well decision-making, missing the shyness and I learn how to ask my mentors on what is the next thing to do. He taught me how to prioritize tasks. I am grateful of that. Happy, have funs and enjoy life.” (Pre-Service Teacher No. 8)

## 5. CONCLUSION

The new normal has brought challenges, but it has also created a sense of adventure for pre-service teachers. Their experience has provided them with valuable knowledge and skills. In order to develop their self-worth and self-efficacy as pre-service teachers, it is imperative that they are technologically literate to move through any practicum process they may encounter, whether it be online or offline, as they progress through their practicum program

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