EXPLORING THE EXPERIENCES AND PERSPECTIVES OF STUDENT TEACHERS TEACHING IN MABOLO NATIONAL HIGH SCHOOL, CEBU CITY, PHILIPPINES

[1]Ritchelle W. Origenes, [2]Gemma A. Bendebel, [3]Irish L. Tadios & [4]Jelord A. Debalucos
Mabolo National High School, DepEd Cebu City, Philippines

[1]Corresponding author: ritchelleorigenes@gmail.com

ABSTRACT

Purpose - To improve teacher education and education quality, this study explores the experiences and learning of student teachers during their practice instruction in public high schools in the Philippines.

Methodology - Semi-structured, in-depth focus group discussions with student teachers were conducted employing a phenomenological research design using Colaizzi's approach. Eight groups of student teachers participated in the focus group discussions (FGDs). Each group comprised five students, with 40 participants in total.

Findings - According to the findings, student teachers often struggle with the practical realities of teaching in public school and real-world scenarios instead of controlled training environments. Additionally, teaching-related learning experiences are crucial for adapting to diverse

student characteristics and developing teaching styles. A mentoring program is found to be essential, despite issues of communication and confidence. Moreover, having supportive mentors play a significant role in helping student teachers to become effective educators. The study also emphasized the need to enhance the teaching and learning setting through digital tools.

Significance - This study provides important insights into the obstacles and potential for improving teacher education quality in the Philippines and expanding the teaching practice program.

Keywords: Student teachers, mentorship program, teacher education program, public high school.

INTRODUCTION

The COVID-19 pandemic has had a significant impact on the education system worldwide. As a result, many institutions have been forced to close and transition to online education to ensure the health and safety of their students and employees. Consequently, student teachers must become familiar with new instructional approaches and technologies to continue their teaching practice. On the other hand, student teachers are confronted with new obstacles as schools progressively reopen and return to in-person learning. These new challenges compel them to use theoretical knowledge and build practical teaching abilities in real world situations.

While teaching in public schools in the Philippines, student teachers encounter various problems and possibilities, which have been the subject of several studies. Hernandez and Shroyer's (2017) study discovered that student teachers faced numerous challenges while practicing teaching, including classroom management, lesson planning, and student diversity. Denmark and Podsen (2013) emphasized the importance of mentorship in resolving these issues, as effective mentorship increases student teachers' confidence and competence. This was supported through a study conducted by Ersin and Atay (2021), which found that mentorship through online platforms allow student teachers to improve their teaching skills and adjust to the challenges of remote teaching.

Hojeij et al. (2021) highlighted issues faced by student teachers, including resource scarcity, subpar mentorship, and the lack of

professional support. This study accentuates the need for teacher education programs that offer real-time experiences, such as in-class teaching and lesson planning, to better prepare pre-service teachers for classroom practicalities. Likewise, Genç (2016) pointed out that inadequate preparation and lack of hands-on experience often result in difficulties in teaching practice. Therefore, increasing opportunities for pre-service teachers to practice teaching can bolster their competencies and confidence. Orland-Barak and Wang (2021) concur with the importance of effective mentorship in formulating professional identities and instructive practices for pre-service teachers. However, they also highlight the challenges mentors face, such as time constraints and conflicting expectations, calling for professional development opportunities to enhance their skill set. Notably, the COVID-19 pandemic's effect on student teachers' perspectives and teaching practice experiences remains largely unexamined, underscoring an urgent need for further exploration in this context.

The study "Teaching Internship from the Metaphorical Lens of Filipino Prospective Teachers" by Rogayan and Reusia (2021) sheds light on Filipino student teachers' unique experiences and perceptions. However, it does not fully address how these experiences have been shaped by the abrupt shift to online learning and the subsequent transition back to in-person classes caused by the COVID-19 pandemic. Hernandez and Shroyer (2017), Denmark and Podsen (2013), and Ersin and Atay (2021) focused on the importance of mentorship in overcoming challenges faced by student teachers but did not consider how mentorship processes have adapted in the face of the pandemic. Meanwhile, the effects of the pandemic on developing professional identities and instructional practices, as outlined by Orland-Barak and Wang (2021), require further examination. Consequently, there remains a gap in the literature concerning the compounded impact of the COVID-19 pandemic and the return to in-class teaching on student teachers' practice and perceptions. Importantly, there is a lack of research addressing the Philippine context, as most studies focus on Western settings.

This study aligns with Vygotsky's Social Development Theory and Kram's Mentoring Theory, both of which underscore the profound role of social interactions in learning and the mentoring process. Vygotsky's theory (1978) serves as a guide, reinforcing the importance of the intern-mentor relationship and its influence on student teachers' professional identities and pedagogical knowledge. Kram's

theory (1985) offers a comprehensive perspective on mentoring, encompassing career-related functions—coaching, exposure, and challenging assignments—and psychosocial functions—role modeling, acceptance, and confirmation. These theories collectively uphold the importance of mentoring for student teachers, emphasizing not simply the transfer of knowledge but also socialization, professional identity development, and the enhancement of self-efficacy and resilience, particularly during uncertain times like the COVID-19 pandemic. They provide a framework for understanding the necessary adaptations in mentoring interventions amidst shifts in learning modes.

Additionally, the study by Ambrosetti and Dekkers (2010) highlights the value of reflective practice in mentoring by enabling student instructors to critically assess their experiences and methods of instruction. They contend that professional growth and adjustment to shifting conditions in education depend on reflective practice. Similarly, Zeichner and Liston (2014) underline the importance of reflective practice in building critical teaching skills and the ability to adapt to a variety of classroom scenarios. Hudson & Hudson (2016) highlight the significance of digital technologies in improving mentoring relationships. Their findings imply that online platforms might promote ongoing communication and assistance between mentors and mentees, thereby overcoming the constraints of remote teaching and learning. The incorporation of digital resources into mentorship programs can assist bridge the gap between academic understanding and practical implementation, particularly in the setting of a pandemic. The study by Allen and Poteet (2011) finally emphasizes how critical it is to pair mentors and mentees according to compatibility and shared objectives. They contend that the effectiveness of the mentoring process can be greatly enhanced by a well-matched mentor-mentee pair, which will benefit student instructors. This method can be especially helpful in negotiating the new challenges brought up by the epidemic and the return to in-person instruction.

This study aimed to improve post-pandemic teacher education programs and mentorship by exploring the experiences and perspectives of student teachers throughout a crucial transition phase. As COVID-19 emerged, a marked shift was observed as student teachers moved from online learning to in-person teaching practice in public schools across the Philippines. This research aimed to highlight the dilemmas and prospects that student teachers encountered during

this transitional phase and provide important insights that could enhance teacher education programs and mentorship. An in-depth exploration of student teachers' experiences and viewpoints during this period offered a unique understanding of the future challenges of practical teaching in the post-pandemic world and public schools. The conclusions derived from this study are instrumental in assisting teacher education programs and mentorship across the Philippines, offering valuable suggestions for designing effective strategies and programs. These insights are expected to be pivotal in preparing student teachers to deal with the challenges of teaching in this evolving context, both now and in the future.

METHODOLOGY

Research Design

This study employed a phenomenological research design using Colaizzi's method to explore the experiences and learning of student teachers during their teaching practice (Dikec et al., 2022) at the Department of Education, Schools Division of Cebu City, Philippines. The study aimed to uncover the meaning and essence of the student teachers' experiences and perspectives regarding the teaching practice program.

Colaizzi's seven-step descriptive phenomenological method was utilized in this research. Researchers immersed themselves in the data, reading and re-reading the student teachers' teaching practice experiences. Significant statements explaining their experiences were identified, from which researchers extracted inherent meanings to develop a deeper understanding of the students' teaching experiences. These meanings were then clustered into themes, revealing common aspects of the students' experiences during the pandemic and the return to in-person classes. An exhaustive description of the phenomenon (student teaching in this unique context) was formulated. From this description, a fundamental structure delineating the essential aspects of the phenomenon—mentorship's role, adaptability in teaching approaches, and impact on professional identity—was developed. Finally, the research findings were returned to the participants for verification, ensuring that the study authentically reflected the student teachers' experiences.

Participants

The participants of this study were student teachers from Cebu Technological University, the University of Cebu, and Cebu Eastern College, who had their teaching practice at Mabolo National High School, Schools Division of Cebu City, Philippines. The participants were selected using purposive sampling based on their availability, willingness to participate, and the quality and richness of their experiences during their teaching practice. The sample size was determined based on data saturation. There were eight groups for focus group discussions (FGDs). Each group comprised five students with their fellow student teachers in the same subject area. Table 1 presents the demographic profile of the participants of the study:

Table 1

Demographic Profile of Participants

Demographics	Description	Number
Gender	Male	13
	Female	27
	Total	40
University	Cebu Eastern College	5
	Cebu Technological University	21
	University of Cebu	14
	Total	40
Subject Area	Math	5
	English	5
	Filipino	5
	TLE (Technology and Livelihood Education)	5
	MAPEH (Music, Arts, Physical Education and Health)	5
	Science	5
	Aralin Panlipunan (Social Studies)	5
	Edukasyon sa Pagpakatao (Values Education)	5
	Total	40

Data Collection

The primary data collection method was in-depth FGDs conducted face-to-face. The interviews were audio-recorded and transcribed

verbatim using the website application, Reduct.video, to ensure accuracy and comprehensiveness of the data. Reduct.video provides advanced transcription services, converting audio recordings of the interviews into written text. This application facilitated the identification and extraction of significant statements, a key step in Colaizzi's method. By creating precise transcriptions, Reduct.video aided in thoroughly evaluating each interview, highlighting relevant phrases or expressions directly related to student teachers' experience during the pandemic and returning to in-person classes. This supported subsequent steps of formulating meanings and clustering themes by providing an accurate and complete record of the participants' perspectives and experiences. This software tool strengthened the integrity and reliability of the data analysis process, as prescribed in Colaizzi's descriptive phenomenological method. The FGD questions were developed based on the research objectives and literature review. They are as follows:

1. What challenges did you face during your teaching practice experience?
2. Can you describe a specific moment during your teaching practice that was particularly challenging?
3. How did you address the challenges you faced during your practice?
4. What was your most significant learning experience during your practice, and how did it impact your development as a teacher-intern?
5. How was the support and guidance from your mentor during your practice?
6. Can you describe a specific moment when your mentor provided you with valuable guidance or feedback?
7. Did you receive support or guidance from other teachers or faculty members during your practice?
8. How did the support and guidance from your mentor and other teachers or faculty members impact your development as a teacher-intern?
9. How did your teacher education program prepare you for your practice?
10. Is there anything you wish your teacher education program had done differently to prepare you for your practice?
11. How has your practice influenced your perception of teaching?

Ethical Considerations

In this study, the researchers upheld ethical considerations significantly. They briefed participants about the study's objectives, emphasizing that participation was voluntary and that they had the right to withdraw at any time. Informed consent was obtained from the participants before the FGDs, with assurances of anonymity and data confidentiality. The researchers carefully managed participant interactions to foster open communication and create a secure environment for sharing experiences and perceptions, thereby enhancing the quality of the collected data.

Data Analysis

The data analysis following Colaizzi's method of phenomenological analysis, involved a systematic process of identifying themes and developing a description of the phenomenon under investigation. The analysis process consisted of several steps. Firstly, the researchers read and re-read the transcripts to become familiar with the data and develop an overall understanding. Next, they identified statements or phrases relevant to the research questions and reflected on the essence of the participants' experiences. From these significant statements, the researchers derived meanings, interpreted the data, and developed codes or categories. These codes or categories were then clustered into overarching themes that captured the essence of the phenomenon under investigation. Finally, the researchers provided a comprehensive description of the phenomenon based on the themes identified.

Table 2

Themes and the Corresponding Codes

Theme	Code	Coded segment
Curriculum and student-related factors.	Challenges > Not assigned to their subject matter expertise.	And since economics is not my specialization, I think it is a challenge for me as well. Not all teachers would be able to assign a major because in reality there are some teachers that are not able to assign.

(continued)

Theme	Code	Coded segment
	Challenges > Had a hard time handling students.	There are some sections I have hard time with due to their roundness.
Teaching-related learning experiences of student teachers.	Interns > Flexible students for teacher-interns.	After that I saw that there are lots of instances like how to handle the students I know that all students are flexible enough for us teacher interns. They can adapt to our teaching styles.
	Interns > Confronted students.	And what I did is confront them that if they will not report them to the principal's office
Role and mentor-mentee relationship.	Interns > Tried improving on being patient.	I didn't know what they experienced or what they go through at home. Try my best and improve my patience
	Interns > Used strategies to catch students' attention.	So the challenges I have is how can I catch their attention and what are the strategies that I can use.
	Teacher Education Program (TEP) > Mentors of TEP strict in creating IMs and LP (+) (+)	I developed a lesson plan and instructional materials and I learned about these from mentors at the university.
	TEP > Realities of teaching are different from books on teaching.	Having a great classroom management. But the reality here in the public school like 42 or 44 Students who are all very noisy.
	Public school mentors > Advised by the mentor to be patient with challenging students.	But they just informed and explained to me that I need to be more patient.

Theme	Code	Coded segment
	Public school mentors > Supportive mentors.	So far my mentor is very supportive in terms of giving me a head start and checking on me from time to time to make sure that I'm on track with my lessons,
The significance of digital classroom facilities.	Classroom > digital facilities. Students > digital ready.	I hope all the classrooms will be digitally ready. I mean, our learners nowadays will learn more if they engaged digitally.

FINDINGS AND DISCUSSION

This section presents the data collected and the analysis used to address the study's issues methodically. The discussion is organized into four categories: (1) curriculum and student-related factors, (2) teaching-related learning experiences of student teachers, (3) role and relationship of mentors-mentees, and (4) the significance of digital classroom facilities.

Curriculum and student-related factors

Student teachers often encounter challenges when dealing with diverse student populations and adjusting to teaching realities that may differ from their training. Participant 3 noted, ''Public schools are very diverse,'' highlighting the varied backgrounds and needs of students. Similarly, Participant 18 expressed learning how to handle diverse students while Participant 21 emphasized encountering instances requiring different approaches due to students' varying attitudes. Hojeij and associates (2021) assert that cultural differences exist between students and future teachers, further complicating the teaching dynamic.

Teaching in public schools often diverges from the expectations set during student teachers' training. Participant 12 noted, ''We are not expecting them to be what we've expected from our field study or observation area,'' highlighting the contrast between theoretical

learning and practical application. It is common for public school teaching to differ from what student teachers have been taught.

Research supports this observation, indicating that student teachers' theoretical knowledge and practical skills often fall short when confronted with classroom realities. Studies such as those conducted by the Philippine Institute for Development Studies (Ulla, 2016), highlight difficulties such as classroom management and a lack of confidence experienced by student teachers during their practicum experiences.

When dealing with self-learning modules or instructing in public schools with diverse student populations, student teachers may encounter difficulties in controlling student behavior and develop engaging teaching strategies. Participant 12 emphasized, ''The most challenging part is controlling the students and having great classroom management.''

Language and cultural diversity contribute to the demographic complexity of student populations in public schools, posing challenges to both teachers' instructional methods and effectiveness (Yuan, 2018), as well as student teachers. Participant 12 also highlighted, ''The next challenge is coping with the modules because the modules' design is not really for face-to-face setup because it is just modular.''

When dealing with self-learning modules or teaching in public schools with varied student populations, student teachers struggle to control student conduct and devise compelling teaching approaches (Coleman et al., 2023). Despite these challenges, educators can enhance their patience and modify their lesson plans to better meet the needs of their students.

Teaching-related learning experiences of student teachers

Student teachers employ techniques to capture their students' attention and accommodate their learning preferences, showcasing their keen observational skills. Participant 6 articulated their challenges, stating, ''So the challenges I have are how I can catch their attention and what strategies I can use. So how can I address these challenges as I research the different motivations and strategies that I can use in every section with different learning styles.'' Participant 31 reflected on their

experience, stating, ''At first, there was a one-week observation, and then I entered six different sections, and then I observed each section composed of different students, and they had different characteristics.'' Research by Coleman et al. (2023) suggest that more observant student teachers are better equipped to tailor their instruction to meet the diverse learning needs of their students. Through experience and observation, student teachers gain insights into their students' various learning styles and preferences (Smith & Dalton, 2005).

When the student teachers observe their students' progress and development, they experience a profound sense of achievement. Participant 14 expressed pride, stating, ''I'm very proud of myself that during this third grading period, most of my students obtained 75 percent, and others had higher scores.'' Similarly, Participant 22 echoed this sentiment, saying, ''I'm very proud of myself because most of them passed the quarterly assessments.'' A key motivator for student teachers to continue teaching and refine their practice is the high level of personal satisfaction derived from witnessing their students' knowledge and skills grow (Iliya & Ifeoma, 2015).

Gaining valuable experience working in public schools can help student teachers understand the variations in student demographics and learning environments. Participant 13 stated, ''The most significant learning experience I had is handling students or diverse students because we all know that students have different needs.'' Student teachers need to be adaptable and dedicated to the development of themselves, their students, and the communities in which they work. Providing meaningful job experiences in public schools allows them to observe and learn from a wide range of student populations and classroom configurations (Robinson, 2015).

To preserve a healthy learning environment, student teachers must also confront students who act inappropriately. Participant 7 mentioned, "I confronted them and if they do not behave, I will report them to the principal's office.'' Participant 28 stated, ''I have already confronted them as well as their advisor regarding their behavior during our class time.'' Student teachers who are more confident in their ability to manage student behavior are more likely to view their teaching experience positively (Sharma & Nuttal, 2016). While student teachers may face difficulties in the classroom, they can improve their abilities and methods through practice and observation.

Role and relationship of mentors-mentees

When approaching their mentor teachers, student teachers often experience anxiety and lack of confidence in their communication skills, especially if they are assigned challenging students or tasks outside their areas of expertise. Participant 21 shared, ''I don't feel confident talking to my mentor. I don't know why.'' Participant 15 said, ''I am so shy to approach my mentor because she is always busy.'' Participant 22 expressed, ''I don't feel comfortable with a male mentor.'' This aligns with the findings of Teng (2017) which indicated that during their practicum, student teachers experienced a range of emotions, including anxiety, frustration, and happiness. These feelings were associated with their successes and failures in the classroom and their interactions with their mentors. It may be difficult for naturally shy or quiet student teachers to adapt to new situations and build relationships with their mentors and students during the mentorship program. On the other hand, Izadinia (2016), found that both student teachers and mentor teachers viewed encouragement, support, open communication, and feedback as the most important factors in the mentorship process. This was evidenced by the fact that there were no substantial disagreements between their ideas.

Every time a student teacher interacts with a class, they require the guidance and presence of a mentor. Participant 18 narrated, ''It could have been better if my mentor had been around when I conducted my class so she could see my performance.'' Participant 28 said, ''During my first week of teaching, I felt anxious and unsure because students were disrespectful. I hope back then that my mentor was around.'' Participant 10 also expressed, ''I like that my mentor is at the back of the class, so there will be more insights during the post-conference.'' However, Participant 25 responded differently, ''I like not having my mentor around because I have the freedom in terms of my teaching strategies.'' Mentor teachers significantly impact the professional development of student teachers through their counsel, examples, and encouragement (Izadinia, 2015). Mentor teachers can help their student teachers by encouraging them to be patient and by providing opportunities for career advancement. Izadinia (2016) suggested that mentor teachers should consider how their role affects the identity formation of their student teachers. In addition, Christophersen et al. (2016) posited that effective mentors aid in the development of student teachers' professional identities by encouraging them to think critically about their teaching techniques and providing constructive criticism of such practices.

Mentors who share strategies for grabbing students' attention, pay close attention to details, and offer advice on enhancing visual aids are highly valued by student teachers. Participant 23 noted, ''My mentor always tells me a story about how to get the students' attention and their characteristics.'' Participant 16 also said, ''So, when my mentor observed me during my discussion, she told me to raise my voice and to get the students to tell me what they need and also to improve on my visual aids.'' Orland-Barak and Wang (2021) argue that mentoring programs for future educators should be collaborative, contextual, and individualized. They also stress the value of developing a mutually respectful and trustworthy rapport between the mentor and mentee.

Moreover, successfully deploying teacher mentorship programs involves overcoming numerous obstacles. Effective communication and collaboration among all parties involved in the mentoring process are crucial and there must be enough time and resources devoted to the task (Orland-Barak & Wang, 2021). Student teachers particularly value mentors who examine their lessons, encourage the development of their teaching abilities, and provide constructive criticism. Participant 2 shared, ''I like my mentor because she checks on me occasionally to ensure that I'm on track with my lesson.'' Similarly, Participant 20 said, ''So what my mentor did was that she would check where I was or what's my status with the lessons that should be discussed in that week.'' Janssen et al. (2019) stress the importance of advising student teachers on effective pedagogical methods and providing options for incorporating technology into the classroom. Likewise, findings by Moulding et al. (2014) show a beneficial relationship between student teachers' academic performance and the encouragement they receive from their mentors. It was also observed that student teachers who have positive role models in their lives, such as mentors or family members, have a greater chance of thriving in the classroom (Meierdirk & Fleischer, 2022). Having supportive and helpful mentors during the student teachership program can improve the teaching experience and aid in developing the abilities needed to become a successful teacher.

Significance of digital classroom facilities

Student teachers advocate for installing digital tools in classrooms to enhance the educational process. Participant 18 said, ''I hope all the classrooms will be digitally ready.'' Participant 27 also supported this, stating, ''I mean, our learners nowadays will learn more if engaged

digitally.'' These student teachers, who belong to a generation of active technology users for entertainment, work, and education believe in the importance of digital tools to improve the educational process. This view is supported by Rabah (2015); who found that implementing ICT in schools can positively affect students' motivation, performance in class, and overall educational experience.

These results are related to Vygotsky's Social Development Theory, which suggests that digital tools in the classroom might act as mediational tools to support student understanding and collaborative learning. Vygotsky proposed that learning is a socially mediated process and highlighted the importance of cultural resources and social interactions in cognitive development. Students' learning experiences can be improved by using digital tools to create dynamic, engaging learning environments where they can work with classmates and get immediate feedback from teachers. This is consistent with Vygotsky's concept of the Zone of Proximal Development (ZPD), which holds that learners can reach higher comprehension levels with the right kind of assistance and direction—which digital tools can offer.

By emphasizing the value of mentoring relationships in professional growth, Kram's Mentoring Theory also encourages the use of digital resources in educational contexts. Digital tools can improve resource sharing and communication between mentors and mentees in mentorship programs, creating a more encouraging and productive learning environment. Digital platforms can enable ongoing communication, giving mentees access to a multitude of materials and chances for collaboration, and mentors the ability to offer prompt feedback and support. This can aid student instructors in bettering their professional identities and instructional techniques, especially when it comes to adjusting to the increasingly technologically-dependent modern classroom. With the help of seasoned mentors, student instructors can more adeptly negotiate the intricacies of modern learning environments by incorporating technology.

CONCLUSION AND RECOMMENDATIONS

Insights for Improving Teacher Education Programs and Mentorship

The findings underscore the necessity for comprehensive and well-designed teacher education and mentorship programs in public

schools that provide effective support and direction to student teachers, assisting them in becoming successful instructors in the real world. In other words, teacher education programs should prioritize the development of classroom management skills to better prepare student teachers for managing diverse student groups in public schools. Thus, by emphasizing classroom management skills, it could improve the quality of teaching and learning in learning environment. In addition, creating a supportive environment is crucial in ensuring high quality learning environment. This could be done by cultivating a supportive and non-judgmental environment that will encourage student teachers to take risks, develop their communication skills, and seek feedback. Mentor teachers and teacher education programs should collaborate to establish this supportive atmosphere. Mentorship programs should be designed to be collaborative, contextual, and individualized, emphasizing the importance of building a mutually respectful and trustworthy relationship between mentors and mentees. Providing practical experience will allow student teachers to gain practical experience in real-world classroom settings, such as public schools. This hands-on experience will enable them to learn from various student populations and develop effective teaching strategies. Moreover, integrating digital tools will enhance teaching quality. Thus, by incorporating technology into teacher education programs will prepare student teachers for modern teaching methods. Utilizing digital tools can improve the educational process, as suggested by the student teachers.

The experiences and perspectives of student teachers offer valuable insights into the challenges of teaching and learning in public schools, the importance of mentoring and teacher education programs, and ways to enhance the teaching and learning environment. Student teachers often encounter difficulties with challenging students and teaching situations that differ from their training. However, they also acquire crucial learning experiences by adapting their teaching strategies to meet their students' needs, addressing unacceptable student behavior, and experiencing the satisfaction of seeing their students grow and learn. Throughout their mentorship program, student teachers face various challenges, including a lack of confidence in communicating with their mentors and the need for guidance and feedback. Therefore, it is vital for student teachers to have mentors who are encouraging and supportive to facilitate their professional development.

Mentoring programs in public schools that connect student teachers with supportive mentors who share strategies, offer advice, and provide constructive criticism can be highly beneficial. Teacher education programs should prepare student teachers for the actual teaching and learning environment by ensuring they understand the diverse student population and promoting the use of digital tools, adaptability, and visual aids in the classroom.

To enhance mentoring and teacher education programs, emphasis should be placed on providing student teachers with comprehensive training and support. This includes allowing them to work with diverse student populations and providing opportunities to practice effective teaching techniques tailored to various learning styles. Additionally, mentorship programs in public schools should foster open dialogue and constructive feedback between teachers and mentors.

The study's limitations included potential bias or subjectivity in data collection and analysis, the small sample size, and the focus on only one public high school in Cebu City, Philippines. Making the conscious choice to attend just one school was influenced by a number of reasons. First of all, by concentrating on a single school, it was possible to examine the unique context, difficulties, and experiences of student teachers in that particular setting in greater detail. By using this strategy, the researchers were able to collect rich, qualitative data and create a thorough grasp of the distinct dynamics at work at that particular school. Practical and logistical factors also played a role in the choice. It would take a great deal more time, money, and staff to conduct the study in several schools. The researchers were able to better manage these resources and guarantee better data collecting and analysis by focusing their efforts on a single school. However, these limitations could be mitigated by implementing rigorous data collection and analysis procedures, expanding the sample size if feasible, and acknowledging the study's potential limitations in terms of generalizability.

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Conflict of Interest

The authors reported no potential conflict of interest.

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