

Teaching Internship Triumphs and Struggles

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ABSTRACT

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Being a teacher is not just about delivering lessons and providing feedback; a teacher must be genuinely interested in helping students and must have the passion for teaching, with strong work ethics, and positive attitude. The study employed a cross-sectional design to determine students' triumphs and struggles. This study also aims to help Teacher Education Institutions address teacher interns' primary needs and concerns. Results of the study revealed that lesson planning is the primary struggle, the method or strategy and formulating objectives are the main concerns regarding lesson planning. This struggle is followed by the demonstrations teaching, where lesson plans and self-confidence are also the main issues. Other struggles of Teacher Interns are time management, preparation of instructional materials, and classroom discipline. To address these struggles, recommendation includes mentoring, feedback, and advice from course instructors and cooperating teachers, seminars, webinars, lectures, and family assistance and support to lessen Interns' struggles. On the other hand, intellectual, personal, and emotional advantages are the significant triumphs achieved by the Teacher Interns. Intellectual benefits include familiarizing oneself with the strategies and methods of teaching, improving communication skills, and learning from the lessons they teach while for personal benefit, Interns became more prepared to be assigned to any teaching assignments. On the other hand, stress management and maturity are some of the emotional benefits gained because self-confidence has been more developed.

Contribution/Originality: This study contributes to teaching internship literature by documenting triumphs and struggles. It employs reflective methodology, originates a framework for resilience, and offers one of few analyses of interns' dual experiences. The paper's primary contribution is finding that perseverance amid challenges fosters professional growth, while triumphs validate pedagogical competence.

1. Introduction

Most Teacher Interns find their Teaching Internship difficult because of the struggles they are experiencing along their way. They thought that it is just as easy as what they are expecting. Grossman et al. (2009) stated that Teaching Internship is challenging for prospective teachers. The expectations of prospective teachers and classroom realities are different (Melnick & Meister, 2008; Yıldız et al., 2016). Teaching Internship requires its practitioners clearly understand the necessary things to do to bring about the most desirable learning in the learner and be highly proficient in the required skills to carry out tasks. It imparts theoretical knowledge, practical knowledge, and skills in pedagogy where Teacher Interns can express their educational vision, ideas and understandings, which gives them the motivation to determine and evaluate their capacities and strength in teaching and learning. They undergo training to become capable and efficient teachers who can transfer their abilities and skills to the next generation of learners, but it is not easy to become a good teacher. The teacher performs diverse roles, facilitating learning and supporting students in their intellectual, social, and personal growth. Additionally, mentoring, counseling, being an emotional support system for students, planning and delivering lessons, assessing students' performances, and imparting knowledge, skills, or information to students are just some tasks a teacher performs.

Being a teacher is not just about delivering lessons and providing feedback; a teacher must be genuinely interested in helping students. They must have a passion for teaching, a strong work ethic, and a positive attitude. Being a good teacher requires complete knowledge, experience, and skills in the learning pedagogy a teacher wants to teach because teaching guides and supports students to develop knowledge, skills, and critical thinking to become effective and efficient individuals in the future. They impact society because they have significant roles in building the future of their learners. This is why teachers are lifelong learners; they need to stay updated on the changes in the curriculum, current teaching methods, strategies, and educational technology to establish a balanced and an environment that is supportive for learning. This is why Teacher Education Institutions educate and train student teachers before they undertake in-service teaching and also why Teaching Internship is one of the requirements for the degrees of Bachelor of Secondary Education (BSED), Bachelor of Technical Vocational Teacher Education (BTVTED), and Bachelor of Elementary Education (BEED). No teacher education student can graduate without finishing the required hours during field study and teaching internship in the Philippine Higher Education Institutions (HEI) context. A teaching Internship is a one whole semester, and total immersion in basic education schools with the guidance and mentorship of a cooperating teacher. Teacher Interns commonly take their in-campus teaching experiences either in the Laboratory School of their institution or outside their campus in the nearby basic education schools. Their experiences are more systematic and formal than during their junior years because it follows Department of Education (DepEd). Memorandum Order no. 30 of 2004, or the "Revised Policies and Standards for Teaching, "a multi-faceted human activity involving broad scope of planning, strategies, approaches, arrangements of organizations, and resources of materials in the process of teaching-learning.

Meanwhile, despite completing this curriculum requirement in an HEI and earning their Bachelor's Degree, Teacher Certification or license is still required. Teachers have to pass the Licensure Examination for Teachers (LET) before they can teach either in public or private schools. Some teachers also opt to enroll in advanced degrees like a

Master's Degree in education or a Master's of Arts in teaching a specific subject area to be more equipped and enhanced in teaching and to be more efficient in the chosen career.

Enrolling in an advanced degree is now beneficial, not only for their professional and personal growth but for employability as well, considering the fact that there are more teacher applicants than the demand for teachers, which is why screening for qualified applicants is necessary. Teacher applicants should pass the Philippine Professional Standards for Teachers (PPST) for them to be more qualified and be part of the screening process, where LET rating, education, training, experience, PPST, and other factors are to be considered during the ranking process. This is why experiences during their internship are necessary for them to be more confident as one of the teacher applicants for any teaching position they want to apply, especially if an applicant has no teaching experience at all.

As the researcher received feedback from her student teacher interns on their everyday issues and concerns during their internship, this study, *Teaching Internship Triumphs and Struggles*, aims to help address Teacher Interns' concerns and issues. It focuses on determining the different struggles experienced by the Teacher Interns during their teaching internships and identifying specific struggles in terms of lesson planning, demonstration teaching, classroom and time management, preparation of instructional materials, and others that Teacher Interns encountered during the Teaching Internship to recommend activities and interventions to address internship struggles. This also aims to enumerate triumphs Teacher Interns experience during the Internship to give inspiration and motivation to the incoming Teaching Internship Students.

2. Literature Review

This literature review aims to present information and relevant studies related to the concept and findings of the study on the triumphs and struggles of the Teacher Interns during their internship experiences.

Study of Stewart and Jansky (2022) on *Novice teachers and Embracing Struggle: Dialogue and Reflection in Professional Development* agrees that there must have interventions to address struggles experienced by Teacher Interns. They mentioned that support to Teacher Interns has a big impact considering that they experience challenges that included tension flowing from standardization, pacing constraints, and navigating complex relationships with veteran teachers.

Lesson Planning difficulty is relevant to the study of the researchers Albasin et al. (2022) as they mentioned in their study entitled *Anxiety of Practice Teachers on Final Teaching Demonstration* recommend more training workshops on lesson planning and letting them practice more teaching demonstrations to help manage their anxiety during their final teaching demonstration. Wrigley (2020) stated on their study on education, intellect, and well-being, that authors argue about intellectual, social, and emotional matters. The authors aim to build self-confidence in a repertoire of teaching strategies through introductory courses, school-based seminars, individual advice, and specific preparation related to curriculum units. Based on the study results, social relations, school atmosphere, and academic benefits for the students were improved. This implies that interventions such as proper orientation, seminars, and awareness of the possible

experiences helped interns be more motivated and active emotionally and independently.

Findings on the difficulty of Teacher Interns on Lesson Planning have relevance to the study of Hessong (2014) found that where interns who did not write detailed daily plans found struggles in teaching. Research and professional standards emphasized the importance of planning, as it undergirds every aspect of what happens in a classroom. Ansyari and Hui (2018) stressed that challenges in instructional planning particularly in the five aspects: writing good learning objectives, defining teacher roles, determining learning activities, assessing outcomes, and allocating the time needed for learning activities were encountered in the preparation of Lesson Planning.

Results of the study of Hemmerich et al. (2015) indicated that in a teaching internship, students able to learn and appreciate deeper the necessity of classroom practices, learning pedagogies, and clinical practice. Findings on the difficulty of Teacher Interns on the preparation of instructional materials has relevance to the study of Ramos and Morales (2014) which stated that teachers, as materials developers, consider materials development as an area of knowledge that helps them to improve their teaching practices materials developers, consider materials development as an area of knowledge that helps them to improve their teaching practices.

Moreover, Teacher Interns struggles on classroom management agrees to the study of Marzano (2003) which points out that disorganized classrooms lead to ineffective teaching and learning, fostering an environment where chaos prevails and educational outcomes suffer. Teacher interns must hone classroom management skills to ensure a thriving learning environment. In contrast, he added that teaching and learning can only happen in a well-managed classroom, and this does not just appear out of nowhere. The one who should have control over almost everything that happens in class – the teacher – must deliberately create it. It is, therefore, imperative that every teacher training institution exhaust all means to help equip every education student with at least good classroom management skills before they handle classes in their student teaching internship (Su & Pogoy, 2014)

3. Research Methods

3.1. Research Design

The study employed cross sectional research design to interpret the result of the study. The quantitative method used frequency and ranking to determine students' triumphs and struggles regarding lesson planning, demonstration teaching, classroom management, preparation of instructional materials, classroom management, and others during face-to-face and virtual internships (Brookes & Griffiths, 1978). For the qualitative part, an informal interview was conducted to gather information. A focus group discussion was conducted in a small group with 3-5 former internship students to validate the quantitative analysis result and support the study's findings. (Hennink, 2013). Researcher-made questionnaire based on the initial interview with the former Teacher Interns were used to which comprises the following parts. Part I pertains to the demographic profile of the research participants. Second part is about the different struggles experienced by the Teacher Interns and the interventions to address those struggles as suggested by the respondents. Part III refers to the different triumphs achieved by the respondents during the Internship.

3.2. Participants

Participants of this study are the Teaching Internship Students during the School Year 2022-2023, and 2023-2024. A participant sampling technique using convenience sampling was used to determine the study's respondents. There were 200 expected Teacher Internship students during the said School Years and they were supposed to be the study participants. However, only 107 deployed students answered the questions in the provided Google Form link. This may be because some participants were graduates two years ago, and their Messenger accounts had already been changed. However, this was already 50% of the expected population and considered acceptable to represent the study. Alroobaea and Mayhew (2014) mentioned in the abstract of her study, that the results show that there is no particular number of participants for finding all usability problems. In this case, the number of respondents in the study may be considered valid and reliable. Meanwhile, more participants may expect better results of the research study.

3.3. Application Process & Data Collection Tools

To obtain the desired information on determining the triumphs and struggles of students during their teaching internship deployment, the study adhered to all ethical requirements and protocols in data collection. The researcher first sought the college dean's approval and the student respondents' approval to answer the questions through the request letter indicated in the first part of the Google form. After getting the approval to proceed, Sample Google Form Questionnaires were sent to a faculty member who was a former Student Teacher Coordinator and to the three students for content validity and pilot testing. After incorporating the comments and suggestions during pilot testing, the researcher sent a questionnaire form link to another three former internship students for the final validation. After another revision due to additional suggestions, a researcher-made questionnaire using Google Forms was forwarded to 200 students who underwent internship experiences during the School Years 2022-2023, and 2023-2024. Respondents were asked to complete the questionnaire during their free time, at home, and whenever with a strong internet connection. However, only 107 respondents from the two groups were able to return their answers to the researcher for different reasons.

3.4. Data Analysis

This study also utilized thematic analysis to determine students' triumphs and struggles as well as their struggles in lesson planning, demonstration teaching, classroom management, preparation of instructional materials, and others during their internships. Indicators were tallied and analyzed to determine the number of Interns who agreed on each specific indicator. The percentage was calculated by dividing the number of responses by the total number of students who responded to the given questions, multiplied by 100. Ranking was used based on the number and percentage of respondents' responses to each given indicator and to determine which one had the most students who experienced the given difficulties or triumphs.

4. Results

Presented below are the results, discussions, and implications of the data obtained which were arranged according the objectives of this study.

4.1. Teaching Internship Students Struggles

Based on the researcher's initial interview and study, Teacher interns encountered struggles during their internship. These struggles encountered were summarized and ranked as shown in the table. Table 1 shows that the most struggle is the preparation of the Lesson Plan, followed by Demonstration Teaching, next to the most struggle is Time Management then, the preparation of instructional materials and classroom management. On the other hand, Teacher Interns-Cooperating Teacher relationship and communication, internet connection access, and power interruption have the lesser number of respondents agreed consecutively.

Table 1: Teaching Internship Students Struggle

Struggles	Frequency	Rank
Lesson Planning	29	1
Demonstration Teaching	25	2
Time Management	16	3
Instructional Materials	13	4
Classroom Management	12	5
Teacher Interns-Cooperating Teacher Relationship and Communication	5	6.5
Internet Connection/ Access	5	6.5
Power Interruption	2	8
Total	107	

From the table, interviewed interns elaborated that they needed to prepare lesson plans and instructional materials for the lesson simultaneously, while internet access or connection and power interruptions sometimes hinder the possibility of faster work. They also need to apply classroom management skills while teaching demonstrations which resulted to negative feedback from the cooperating teachers. This is why teaching internships is still not easy for Teacher Interns; they encountered challenges that, in a way, can hinder their ability to derive maximum benefit from the exercise as Loughran mentioned. Some teacher interns started with perseverance and excitement but were still unprepared during their internship period which seemed to be very different from their expectations at the beginning.

These is also relevant to the study of Parveen and Mirza (2012) where it was mentioned in their study entitled Internship Program in Education: Effectiveness, Problems, and Prospects that 70 % of the respondents emphasized that implementing lessons in actual classroom situations was the major problem encountered by Teacher Interns. 20% of the respondents stressed that their problem is classroom management, while 10% of the respondents said that their problem is developing visual aids to be used in teaching, but they were not able to use them properly. This study shows that Teacher Interns' common problems are lesson implementation, classroom management, and preparation of instructional materials.

4.2. Common Concerns in every Struggle Encountered

As the researcher explored the data gathered from the results, the researcher collected specific struggles of Teaching Internship students during the internship in terms of lesson planning, demonstration teaching, time management, instructional

material preparation, and classroom management.

4.3. Lesson Planning

A Lesson Plan is the primary tool a teacher uses before teaching. This is teacher's guide on what and how to teach the lesson because it contains an organized and structured way to teach the learners. Preparing the lesson plan is necessary to keep teaching more focused and effective. A lesson plan ensures that all the required content and procedures are covered so that learners can learn the best.

Table 2: Internship Students' Specific Struggles in Lesson Planning

Struggles in Lesson Planning	Frequency	Percentage of Respondents	Rank
Method or teaching strategy	45	42.10%	1
Formulating objectives	30	28%	2
Preparing proper motivation	15	14%	3
Choosing the appropriate subject matter	14	13.20%	4
Proper Procedures	1	0.9%	6
Preparing Evaluation	1	0.9%	6
Giving Assignment	1	0.9%	6
Total	107	100%	

Table 2 indicates the most challenging area for Teacher Interns in Lesson Planning in which the method or teaching strategy is the most challenging part, while procedures, evaluation, and assignment are minor struggles. Findings also revealed that Teacher Interns generally experienced a normal level of anxiety in terms of planning the during their final teaching demonstration. However, there is a need for them to improve their knowledge about the application of different teaching strategies. The student teachers also feel the same level of anxiety when it comes to class management. Lastly, they experienced an acceptable level of anxiety about being evaluated, although they tend to be very anxious about whether their respective evaluators will accept their performance. It also implies that most students, even from other countries, found Lesson Planning challenging among Teacher Interns. These results give the researcher an idea to suggest that coordinators conduct additional training and workshops on Lesson Planning and stress management to help interns cope with their struggles easily. These may also raise awareness among the department faculty to provide further moral and emotional support to the teacher interns. Any support from parents and colleagues could also be great for the Interns experiencing such difficulties and emotional struggles.

4.4. Demonstration Teaching

Demonstration teaching is a step-by-step verbal discussion of the lesson in front of the learners using an instructional aid while applying classroom discipline and time management. This is how the teacher discusses the concepts and lectures a student needs to learn. Different teachers practice different styles and strategies in teaching so that the learners can learn the concepts, processes, and necessary skills.

Table 3 shows students' common struggle encountered during the demonstration teaching. According to the respondents, preparation of lesson plans is the most common struggle followed by the self-confidence and the preparation of instructional materials

and time management respectively. This result is in contrary to the study of Enoc (2019) the researcher found out that there are also teachers who can modulate their voice well but lack fluency and accuracy, thereby not achieving effective communication. Hence, both of these factors are important for a successful teaching demonstration. Therefore, every teacher training institution must also go the distance in making sure that every teacher candidate learns to modulate his or her voice, “an important educational resource” (Servilha, 2015, p. 13).

Table 3: Struggles of the Internship Students in the Conduct of Demonstration Teaching

Struggles in Demonstration Teaching	Frequency	Percentage of Respondents	Rank
Preparation of Lesson Plans	38	35.5 %	1
Self-confidence	33	30.8 %	2
Preparation of Instructional Materials	22	20.6 %	3
Time management	14	13.10%	4
Total	107	100%	

4.5. Time Management

Time management is planning, organizing, and controlling how much time to spend on a specific task or activity effectively and efficiently. It also helps to accomplish more tasks with more focus and less time pressure. One of the struggles experienced by the teacher interns during the internship is time management.

Table 4: Specific struggles of the Internship Students in terms of Time Management

Struggles in Time Management	Frequency	Percentage of Respondents	Rank
Unavailability of resources	49	45.8 %	1
Working student	24	22.4%	2.5
Student and parent at the same time	24	22.4%	2.5
Distance from the cooperating schools	10	9.4%	4
Total	107	100%	

Table 4 shows that, regarding time management, unavailability of resources is their most significant struggle. They reported that insufficient resources hindered their ability to manage time effectively. It is followed by being both a working student and a mother. On the other hand, only few agreed that the distance from the cooperating school as an issue in terms of time management.

These results imply that teacher interns face various factors that impact their time management. Time management is a common issue for most students, not only for Teacher Interns but also for everyone who has lots of duties and tasks as a performing individual. According to Cemaloğlu and Filiz, optimal time planning involves determining clear goals and priorities (Can, 2000). Time management and planning should be considered integral qualities for anyone striving to be efficient in every aspect of life. In support to the study of Cemaloğlu and Filiz who argue that time planning is one of the most crucial elements of effective time management, and suggests that students may establish their objectives and methods to create short-, mid-, and long-term time plans, the researcher suggests that Teacher Interns should be enhanced in managing their time effectively and wisely while avoiding unnecessary activities and

waste of time. The researcher also suggests that workshops and practice under time pressure could also be a great help for them to be used enough to manage their time in any circumstance that may arise.

4.6. Preparation of Instructional Materials

Instructional materials play a vital role in engaging learners and enhancing the effectiveness of demonstration teaching. Amadioha (2009) emphasizes this in his study, stating that these materials facilitate tangible interactions between students and content. Through the instructional materials shown by the teacher during the actual teaching, learners able to connect and relate easily with what the teachers are discussing about.

Table 5: Specific struggles of the Internship students in terms of preparation of Instructional Materials.

Struggles in the Preparation of Instructional Materials	Frequency	Percentage of Respondents	Rank
Absence of an internet connection or gadget to be used	70	65.4 %	1
Human distractions such as visitors, families, and friends	23	21.5%	2
Financial resources	14	13.10%	3
Total	107	100%	

Table 5 reveals that most students agreed that lack of internet connection or suitable devices as their most considerable hurdle, followed by human distractions such as visits from family and friends hinder their preparation. Financial limitations as a barrier to acquiring necessary instructional resources is also a struggle. Most students struggle to prepare instructional materials because of the different pressures caused by the preparations. Some do not know what instructional material will be used for each learning content; some are because of time constraints, while others lack the resources to buy the necessary materials for the preparations. Students living in an area with poor internet signal find it very struggling for teacher interns. It was emphasized that when students engage with instructional materials, they can manipulate and provide insights into the concepts, which allows teachers to assess understanding in real time.

Teacher interns find preparing and thinking of the proper and suited instructional materials a struggle, considering the budget allocation and other disturbances as contributing factors that seem challenging to address. Moreover, it is crucial to establish a balanced schedule that accommodates family and social commitments, minimizing distractions that could impact their productivity in preparing instructional materials.

To address these challenges, the researcher suggests that interns attend seminars or workshops on preparing instructional materials and prepare for potential expenses associated with their internships. Interns need to have budgeting and creativity skills. They should determine their priorities and set aside other unimportant activities and expenses so that they can spend more valuable time on instructional materials preparation. Another suggestion is to ask for the support of the education institution as well as allow teacher interns to utilize the available instructional material that can be found in their institution. These suggestions are similar to the study of Dr. Parveen, as one interviewee mentioned that they facilitate the student-teachers in all possible ways,

such as they allowed student- teachers to use existing audio-visual aids and other teaching equipment available in their school for conducting their lessons. Another participant also said in their study that they always seek out that the administrative and teaching staff offer full cooperation to student-teachers.

4.7. Classroom Management

Classroom management encompasses creating and sustaining an environment conducive to learning by organizing physical and other necessary resources (Şişman, 1999). Sivri and Balci (2015) highlight that effective classroom management is vital for achieving educational and instructional goals.

Table 6: Struggles of Internship Students in terms of Classroom Management

Struggles in Classroom Management	Frequency	Percentage of Respondents	Rank
Student / Learner's attention and interest	47	43.9 %	1
Student's Participation	42	39.3 %	2
Student's Discipline	17	15.9 %	3
Discipline among Students	1	0.9 %	4
Total	107	100%	

Table 6 presents that the most struggle among teacher interns is getting the students' or learners' attention and interest during the discussion. as agreed by 43.9 % of the respondents. While only 0.9% of the respondents said that discipline among students is a struggle. Findings led the researcher to suggest that giving possible engaging activities and group tasks could help to lessen the struggles they were experiencing during their internship. Interns could make the learning more engaging and applicable to the age and interests of the learners, so that they can be managed accordingly. Additionally, involving interns in solving common school issues can give them additional knowledge on how to address problems related to classroom management. This researcher's suggestions are anchored to the study of Enoc (2019) which emphasizes that demonstrating organization, maintaining discipline, and implementing strategies for promoting positive behavior are all essential components of effective classroom management.

In the study of Parveen and Mirza (2012) they emphasized that their respondents also assisted Interns by providing skills and knowledge to help them improve their classroom management. They involve them in solving day-to-day problems faced by the children. They advised interns to prepare a timetable that could help them become professional teachers.

Being exposed to the different struggles and challenges, Teacher Interns themselves found ways to address the common issues they faced during internships.

Table 7 reveals Interns' perceptions of the possible interventions that could help address Teacher interns' struggles. Most of the interviewed respondents supported these possible interventions. According to them, being an experienced mentor, coaching, giving advice, and providing feedback from their respective cooperating teachers became a good example and helped interns as they applied it in overcoming struggles in

time management and classroom management. In the same way, attending seminars, workshops, lectures, or discussions with the subject teacher and browsing published research gives additional ideas on how to prepare lesson plans, demonstrate lessons, and prepare instructional materials. Meanwhile, family support contributed to the interns' emotional and moral strength. Psychologically, teacher interns became more comfortable and relaxed as they knew and felt the support of their families. The study of Parveen and Mirza (2012) supports some of these suggestions, such as encouraging collaborative planning between supervisors and student-teachers. Student-teachers should be allowed to develop and discuss lesson plans with their concerned supervisors before delivering them in the classroom.

Table 7: Recommended Intervention Activities to Address Internship Struggles as perceived by the respondents and the researcher.

Intervention Activities	Frequency	Percentage of Respondents	Rank
Mentoring/ Feedbacking	37	34.6%	1
Advice of Cooperating Teachers	30	28%	2
Seminar/ Webinar	12	11.2%	3
Lecture/ Discussion of the Subject Teacher	11	10.3%	4
Family Assistance	7	6.5%	5
Browsing/ Reading Research related to the Internet	5	4.7%	6.5
Workshop	5	4.7%	6.5
Total	107	100%	

4.8. Teaching Internship Triumphs

The study revealed that Interns faced different struggles during their internship; however, interviewed respondents also mentioned successes and accomplishments received and experienced during their internship.

Table 8: Teaching Internship Triumphs of Teacher Interns during their Internship

Teaching Internship Triumphs	Frequency	Percentage of Respondents	Rank
Intellectual advantage	40	37.80 %	1
Personal benefit	34	31.10%	2.5
Emotional benefits.	33	31.10%	2.5
Total	107	100%	

From the answers of the respondents. The table shows that intellectual advantage is a significant triumph for them and followed by personal and emotional benefits.

4.9. Intellectual Advantage

Intellectual advantage is the major triumph achieved by the Teacher Interns. This refers to the knowledge and information gained by the Interns during their actual teaching and immersion.

Table 9: Teaching Internship Students Triumphs in Terms of Intellectual Benefits

Intellectual Benefits	Frequency	Percentage of Respondents	Rank
Equipped with the new trends in teaching	31	29.2%	1
Enhanced skills in Lesson Planning	27	25.5%	2
Improved communication skills	25	23.6%	3
Learned from the lesson they taught.	23	21.7%	4
Total	106	100%	

The result reveals the intellectual benefits of Teaching Internship students during the Internship. Respondents mentioned that they were equipped with the new teaching trends, enhanced their lesson planning and communication skills, and also learn from the lesson they taught.

From the result, respondents agreed that while preparing the lesson plan for the next day's teaching, they realized the proper strategies and approaches applicable to their teaching. At the same time, they were able to develop their speaking and communication skills while speaking in front. Additionally, by studying the lessons to be taught, they were reminded of the lessons they were teaching. During the interview, some respondents said they had forgotten the lessons discussed with them during elementary and high school. However, upon reviewing the lessons to be taught to their students, they were reminded of the lessons and further enjoyed reading them.

This study is also relevant to the study of Parveen and Mirza (2012) about the Internship program in education: effectiveness, problems, and prospects that Internship program permits interns to understand different teaching theories and practice better. The study also says that it enhances the intern's knowledge of his potential to reach their goals and professional targets. This implies that despite trials, which are part of training for a teacher intern, interns also gain knowledge from the lessons they teach. This will allow them to be enhanced and prepared for their upcoming Licensure Examinations for Teachers and other professional commitments and opportunities.

4.10. Personal Benefit

Aside from intellectual benefits, teacher interns were also benefited personally. This refers to the personal dealings and accomplishment achieved from their internship experiences and identified in the table shown below.

Table 10: Students' Triumphs in Terms of Personal Benefit.

Personal Benefits	Frequency	Percentage	Rank
More aware of what Teaching Internship is	55	51.9 %	1
Accomplished and proud	27	25.5%	2
More ready to be an actual classroom teacher	13	12.3%	3
Relate to their students' situations and experiences	11	10.3%	4
Total	107	100%	

Table 10 explains after the Internship, respondents became fully aware of what Teaching Internship really is. They felt accomplished and proud, became more ready to be an actual classroom teacher. They also expressed that they directly relate to their students' experiences. Based on the answers of some of the interviewed respondents, they became prouder of themselves as they could finish their internship with flying colors after months of struggles and challenges. They said they felt satisfied and accomplished as they surpassed the challenges they could not imagine before deployment. Still, they could do it due to the determination and support of family and institutions.

Results have relevance in the study of Pence and Macgillivray (2008) on their study The impact of an International Field Experience on Preservice Teachers; findings say that all the students benefited positively both professional and personal changes as a result of this international field experience. Students increased their confidence and developed better appreciation and respect for differences between others and other cultures. This implies that actual and field experiences benefit interns' personal and professional growth. These experiences may be shared with their future students and learners. The benefits of their experiences may also serve as an example and a challenge to pursue their dreams, especially for those who will teach immediately after their graduation.

4.11. Emotional Benefit

Emotional benefit is having positive feelings, emotional satisfaction, and fulfillment gained from the product of labor or experiences.

Table 11: Teacher Interns' Triumphs in Terms of Emotional Benefit

Emotional Benefits	Frequency	Percentage	Rank
Skills to manage stress, time, and resources	33	31.1 %	1
Develop self-confidence	30	28.3%	2
Develop maturity in handling students with different behaviors	23	21.7 %	3
Became cooperative and obedient with their co- interns and cooperating teachers.	20	18.9 %	4
Total	106	100%	

Table 11 shows that for emotional benefits, skills on managing their stress, time, and resources were built. It is followed by self-confidence, and they also became mature in handling students with different behaviors, while others could cooperate with their co-interns and strengthen their obedience to their cooperating teachers.

While experiencing challenges during internships, interns also grow emotionally. They became mature and strong enough to face the challenges that accompanied their experiences. Moral and emotional assistance from the Higher Education Institution and the cooperating schools, such as pre-pre-deployment seminars on stress management and feedback from their cooperating teachers, helped them grow emotionally. They became used to the disturbances that happen each day in cooperating schools and at home, and felt ready to face being full-fledged teachers. They learned to adjust to some emotional destruction from their internship experiences, especially when they relate to

their students' difficulties and hardships. Those became their motivating factors for them to overcome struggles easily.

5. Conclusion

Results of the study reveal that lesson planning is the primary struggle, and methods or strategies and formulating objectives are the main concerns regarding lesson planning. This is followed by the demonstrations teaching, where lesson plans and self-confidence are also the main issues. Teacher Interns' other struggles are time management, preparation of instructional materials, and classroom discipline.

However, despite those struggles, students were able to face those trials and did their best because they were determined to finish the task given to them. They had a strong mind and heart to reach their dreams and achieve their goals. With those struggles that they had overcome, they suggested some interventions based on their experience to help future Teacher Interns. Those suggestions include mentoring, feedback, and advice from the subject and cooperating teachers. Additionally, seminars, webinars, lectures, and family assistance and support could help lessen Interns' struggles. Teacher Interns also realize that an internship is accompanied by struggles, triumphs, and successes. These were the intellectual advantage, personal benefits, and emotional benefits. Specifically, intellectual benefits include familiarizing oneself with the strategies and methods of teaching, improving communication skills, and learning from the lessons they teach. For personal benefit, students became fully aware of what a Teaching Internship is; there is now a feeling of being prepared whenever they will be assigned as a classroom teacher in a real classroom scenario, and they can directly relate to the situations of the learners they are handling. They could now manage stress, time, and resources for emotional benefit. Self-confidence was more developed among Interns. They became more mature in handling students with different behaviors. They could cooperate with their co-interns and obey their cooperating teachers as an emotional benefit by conducting seminars, asking the Cooperating Teachers to extend mentoring assistance, giving additional lectures, reminders, and other support to make the students' internship easier

Based on the findings of this study, recommendations from the respondents and the researchers were drawn. First is faculties may integrate into their subject the conduct of demonstration teaching during the lower year of the pre-service teachers in the department. Another is additional seminars and training among Teacher Interns may be conducted, not just about Lesson Planning, assessments, classroom management, and other related tasks, but also mental and psychological aspects and readiness. Lastly, further interview and guidance counselling may be done to prepare Interns mentally, emotionally, and morally.

Ethics Approval and Consent to Participate

The researcher follows research ethics set by the Research, Extension, Production and Enterprise Development (REPED) of Bicol State College of Applied Sciences and Technology (BISCAST). Necessary procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants.

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Conflict of Interest

The author declares no conflict of interest

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