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PRESERVICE TEACHERS HAVE CONSIDERABLE APPREHENSIONS TOWARD TEACHING INTERNSHIP!

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HIGHLIGHTS

- ✓ The elementary and secondary preservice teachers are highly apprehensive of the teaching internship experience.
- ✓ This high level of teaching internship apprehension is true in all major teaching-learning domains, and preservice teachers' sex and specialization.
- ✓ The elementary and female preservice teachers posed a higher level of teacher internship apprehension than their secondary and male counterparts.
- ✓ The preservice teachers are particularly worried about classroom management and discipline, giving differentiated instruction, arousing and maintaining learner motivation, and provision of effective instructional strategies.



INTRODUCTION

Machado and Botnarescue (2008) regard teaching internships, also called student teaching or practicum teaching, as both a beginning and an end. They are the beginning of a training experience that offers students a supervised laboratory from which to learn. They are designed to smoothen the transition from the role of a student to that of a teacher (Salviana et al., 2018) and link theory with practice (Gupta, 2019).

While a teaching internship is an indispensable part of a teacher education program (Gupta, 2019), it can be a source of stress, anxiety, or concern (Eksi & Yakisik, 2016). These feelings could develop due to the nature of teaching internships, where the teacher interns or PSTs are expected to exhibit the highest level of professionalism (Boadu, 2014). While a mild level of stress or anxiety is normal or healthy, high levels of these emotions interfere with teaching and may cause problems during teaching internships. University supervisors must identify the PSTs' concerns or apprehensions during teaching internships to develop programs to help reduce these feelings.

Research on student-teacher anxiety concerns asserts that the levels of anxiety are related to some participant variables. Of these variables, sex expresses a differential influence on the levels of teaching internship concerns and anxieties. For instance, in the study by Tabancali et al. (2016), the level of teaching internship anxiety was significantly different among males and females. Further, sex did not significantly predict the level of anxiety, as disclosed by Soriano (2017). Other variables that could influence the levels of teaching internship concerns by PST might include the degree sought and specialization.

In the work of Tabancali (2016) and colleagues, there was a significant difference among the participants' levels of self-centered internship anxiety when compared by specialization. Likewise, significant differences by specialization were observed along self-centered and student-centered anxiety dimensions of teaching internship anxiety (Uredi et al., 2016).

Hence, this study was conceptualized to determine the preservice teachers' overall level of TIA and level of apprehension along lesson planning and preparation, learner-related factors, the teaching process, and personal factors; to determine the influence of the student teacher's degree, sex, and specialization on their overall levels of TIA; to compare the specific sources of TIA by degree and sex; and to identify teaching internship-related topics needed for capacity building and content of a proposed training internship survival handbook.



METHODOLOGY

This study employed both survey and causal-comparative research methods. The survey procedure determined the preservice teachers' level of teaching internship apprehensions. Meanwhile, the causal-comparative procedures were used to compare the PSTs' levels of TIAs according to degree program, sex, and specialization.

Three hundred sixty-three (363) preservice teachers (PST) from the College of Teacher Education of Benguet State University participated in this study. Of these respondents, 236 (65.01%) were from the Bachelor in Secondary Education (BSE) program, while 127 (34.99%) were from the Bachelor in Elementary Education (BEE) program. Most of the participants were females (82.09%).



FINDINGS

The preservice teachers going into the teaching internship are highly apprehensive of the teaching internship experience. These preservice teachers are most worried about learner-related factors. Meanwhile, it is in personal factors where their level of apprehension is lowest.

Table 1. Overall Teaching Internship Apprehension (TIA) and TIA Along the Four Factors

Source of apprehension	Mean	SD	Interpretation
Factor 1: Lesson planning and preparation	6.97 ^a	1.97	High
Factor 2: Learner-related	7.15 ^a	1.90	High
Factor 3: The teaching process	6.94 ^a	1.99	High
Factor 4: Personal factors	6.50 ^b	2.27	High
Overall	6.92	2.04	High

Means of the same letter are not significantly different at $p = .05$, Tukey's HSD

Overall level of TIA according to participant variables

The BEE cohort and the female teacher interns tend to have a higher level of apprehension than their respective counterparts. However, in both degrees, there were no significant differences among specializations. However, the Biological Sciences and Values Education majors have a moderate level of apprehensions.

Table 2. Levels of TIA Compared According to Participant Variables

Variable	n	Mean	P value	SD	Interpretation
Degree					
BEE	127	7.22 ^a	0.006	1.57	High
BSE	236	6.71 ^b		1.74	High
Sex					
Male	65	6.52 ^b	0.041	1.74	High
Female	298	6.96 ^a		1.67	High
Specialization					
BEE-General Education	113	7.19 ^a	0.384	1.88	High
BEE-Pre-elementary Education	14	7.40 ^a		1.70	High
BSE-Biological Sciences	15	5.59 ^a	0.087	1.69	Moderate
BSE-English	42	6.57 ^a		1.92	High
BSE-Filipino	13	6.65 ^a		1.78	High
BSE-Mathematics	35	7.23 ^a		1.38	High
BSE-PE, Health, Music, and Arts	39	6.83 ^a		1.91	High
BSE-Physical Sciences	21	6.75 ^a		1.77	High
BSE-Social Studies	21	7.20 ^a		1.56	High
BSE-Tech. and Livelihood Educ.	38	6.84 ^a		1.42	High
BSE-Values Education	12	5.46 ^a		1.79	Moderate

Means with the same letter are not significantly different at $p \leq 0.05$, Tukey's HSD

The most important areas of TIA

The teaching-learning areas the teacher interns are most worried about are those related to how learners' misbehaviors are handled, how to adapt to their different needs, and how to motivate them.

Table 3. Areas of Apprehension Arranged from the Most to the Least Pressing

Areas of Apprehension	BSE		BEE		Overall	
	Mean	Rank	Mean	Rank	Mean	Rank
Handling problems on classroom management, pupil control, and student misbehavior	7.12	2	7.78	1	7.35	1
Adapting to the needs, interests, and abilities of learners.	7.13	1	7.43	5	7.23	2
Motivating students to learn	7.06	3	7.50	2.5	7.22	3
Understanding and using different instructional strategies	6.93	4	7.50	2.5	7.13	4
Planning and incorporating activities in my lessons	6.92	5	7.44	4	7.10	5
Budgeting time and judging the flow of my lessons	6.82	6	7.31	6	6.99	6



CALL TO ACTION



The College of Teacher Education of Benguet State University (CTE-BSU) may consider forging a memorandum of agreement with the local Department of Education (DepEd) so that preservice teachers from the former can have their field observation, participation and teaching assistantship in schools under the latter. This way, the preservice teachers will be better exposed to the realities of teaching and better prepare them for teaching internship.



CTE-BSU may consider devising mechanism that enhance the mentoring and supervisory capacities of cooperating teachers in the laboratory schools.



DepEd teachers may also be invited to share their best practices for addressing the areas the preservice teachers are most apprehensive about.



CTE-BSU may prioritize the areas the preservice teachers are most apprehensive about, such as classroom management and discipline, differentiated instruction, learner motivation, and instructional strategies, during pre-deployment seminars. These seminars should provide practical tips, strategies, and resources to help the preservice teachers overcome their apprehensions.



CTE-BSU may consider crafting a teaching internship survival handbook that addresses the specific areas of apprehension among preservice teachers, such as classroom management and discipline, differentiated instruction, learner motivation, and instructional strategies.



MAJOR REFERENCES

Bansiong, A. J. (2021). Teaching Internship Apprehensions of Pre-service Teachers. *Mountain Journal of Science and Interdisciplinary Research* (formerly Benguet State University Research Journal), 81(2), 6-16.



ABOUT THE MATERIAL

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