

A Meta-Synthesis on Mentoring Framework on Teaching Internship - Final

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Abstract

The teaching internship practices served as a guide for Teacher Education Institutions all over the world for teaching interns. The efficiency and effectiveness of various teaching internships practices for teaching interns across countries were meta-synthesized from the 16 selected studies from 2014 to 2021. The selected studies were screened using the Critical Appraisal Skills Programme (CASP) checklist for systematic review, and the selected studies were organized using the PRISMA 2020 flow diagram. Potential effective teaching internship program was identified as the meta-theme using thematic analysis. Consequently, nine sub-themes emerged from the meta-theme, namely, roles of a mentor, coaching and feedbacking, evaluation and reflection, training, field experiences, international participation, working environment, stakeholders' participation, and qualities of a teaching intern. The meta-synthesized teaching internship practices resulted in a meta-theme on a potential effective teaching internship program. As a result, it is recommended that Teacher Education Institutions may adopt this teaching internship program to ascertain its applicability and effectiveness.

Keywords: teaching interns, teaching internship program, meta-synthesis, Philippines

1. Introduction

Teacher Education Institutions (TEIs) strive for excellence in teacher preparation by pursuing continual development and adhering to international standards. Teacher education programs provide prospective teachers with various learning opportunities to assist them in becoming effective educators (Ahmed Abdullah, & Sultana Mirza, 2020). Teacher education is critical to enhancing the quality of any country's educational system and the quality of teaching interns and their training. According to Mannathoko (2013), a teaching internship is an integral part of teacher education because it allows teaching interns to put their theories into practice, as De-ville (2010) stated, by applying them to real-life school and classroom teaching situations. Internships in teaching help to bridge the gap between theory and practice. De-ville (2010) defines teaching practice as an internship experience that is part of the formative training process for teaching interns to develop skills. Furthermore, according to Ho (2012), teaching interns are in the process of learning to teach throughout their teaching internship, during which they must reflect on their practice-based professional development (Mwamakula, 2020). According to Ozdas (2018), teaching internship allows teaching interns to practice teaching procedures in real school settings while being supervised by a mentor teacher to prepare them for the teaching profession.

Teaching internship is grounded in Commission on Higher Education Memorandum Order (CMO) 104 s. 2017 in the Philippines, where it is the culmination of preservice professional training for Education students. It is a comprehensive laboratory experience that gives teaching interns various activities to help them improve their knowledge and skills in dealing with children in real-world situations. It is a haven for teacher education, educational experiments, research, and professional development. Because it prepares teaching interns to become qualified teachers, teaching internship training is an essential aspect of any teacher's education program.

The Teacher Education Institutions (TEIs) used a particular teaching internship program. As a result, this meta-synthesis is deemed necessary for studying the unique and similar teaching internship practices in some TEIs around the world. Hopefully, the meta-synthesis will result in a teaching internship program that Teacher Education Institutions may use and evaluate.

Research Objective:

This systematic review aims to propose a potential effective teaching internship program on teaching internships for teaching interns across countries using a meta-synthesis method.

2. Methodology

Meta-synthesis is a method of reinterpreting and reshaping existing qualitative findings (McClellan & Shaw 2005). It aims to formulate an evidence-based interpretation of a phenomenon or process and push conceptual understanding forward. This method involves synthesizing isolated findings from topically related qualitative research studies and qualitative results from mixed-method studies.

Search Strategy

A scholarly electronic database was used to identify the published papers published in English language journals related to the Mentoring Framework on Teaching Internship through Publish or Perish software via Google Scholar and Scopus databases. All of the studies relevant to the mentoring framework on teaching internships published from 2014 to 2021 were downloaded and analyzed. Keywords used in the Publish or Perish Software in Google Scholar database are pre-service teacher, Evaluation of mentoring frameworks, mentoring frameworks, qualitative research design. At the same time, keywords used in the Scopus database are pre-service and mentoring frameworks. Critical Appraisal Skills Programme (CASP) checklist for Systematic Review was used to screen remaining studies. Another keyword was inputted in the title section using the keyword — Preservice, to delimit the search in the two (2) databases. These terms were purposively selected to extract data from Google Scholar and Scopus to aggregate variables needed for the meta-synthesis. PRISMA 2020 flow diagram was used to organize the extracted data.

Selection/Inclusion Criteria

The studies that are included in this review are selected on the following including criteria: a study involving teaching interns in various programs, evaluation of mentoring frameworks, qualitative research outputs (theses, dissertations, published research articles), 2014-2021 studies, google scholar and Scopus databases, English language, must qualify using the CASP checklist for quality assessment.

Data Analysis

Thematic data analysis was used for the identification of essential or recurrent themes. Findings were summarized under thematic headings. The selected data were analyzed using Thematic analysis using the protocol of Clarke and Braune (2017). Thematic analysis is a method for identifying, analyzing, and interpreting patterns of themes within qualitative data, according to Caulfield (2020). The six-step guide to thematic analysis is the following: familiarization, generating initial codes, searching for themes, involving reviewing themes, defining and naming themes, producing the report.

3. Results And Discussion

The findings are interpreted in accordance with the study's objective, based on a meta-synthesis of the selected studies. Potential effective teaching internship program was identified as the meta-theme. Consequently, nine sub-themes emerged from the meta-theme, namely, roles of a mentor, coaching and feedbacking, evaluation and reflection, training, field experiences, international participation, working environment, stakeholders' participation, and qualities of a teaching intern. Figure below is the process for the research paper selection

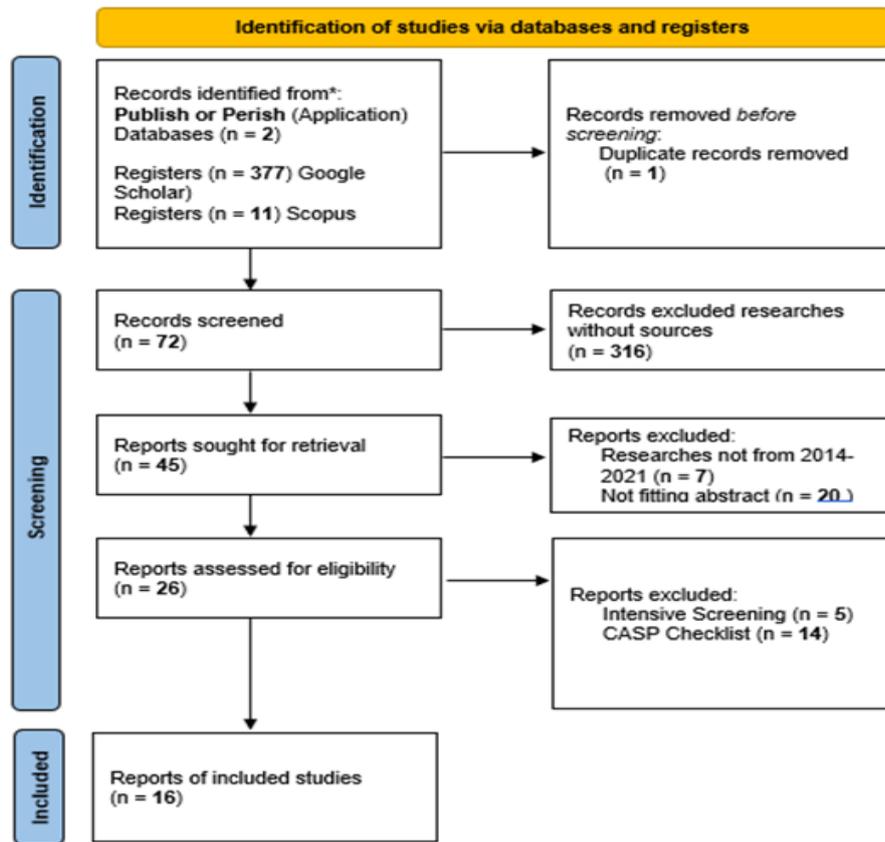


Figure 1. Identification of studies via databases and registers using PRISMA

There were three (3) stages of the research paper selection using the PRISMA Flow Diagram. The three stages are the following: Identification, Screening, and Included.

On the identification stage, Three Hundred Seventy-seven (377) studies were registered in Google Scholar, and Eleven (11) studies were registered in the Scopus database totaling to Three Hundred Eighty-eight (388) studies on the initial screening using the Publish or Perish software. One (1) study was removed because of the duplication of study in google scholar and Scopus resulting in Three Hundred Eighty-seven (387) studies on the identification stage.

There were three sub-stages in the screening stage. On the first substage, Three Hundred Sixteen (316) studies were excluded because of the unavailability of sources, which resulted in Seventy-two (72) studies. On the second substage, Seven (7) studies were excluded because it did not meet one of the inclusion criteria in the year of publication, and an additional twenty (20) studies were also excluded because the abstracts did not meet the researchers' requirements, and this resulted in Forty-five (45) studies. On the third substage, five (5) studies were excluded because of re-reading and re-screening by the researchers, and fourteen (14) studies were also excluded because it did not meet the requirements using the CASP checklists, and it resulted in twenty-six (26) studies on the final substage of the screening stage.

Another ten (10) studies were excluded in the last stage because of another re-screening and using the CASP Checklist and resulted in the final sixteen (16) studies.

Table 1. Studies focusing on teaching internships included in the qualitative meta-synthesis

| No. | Authors | Year | Setting | Publication type | Design | Teaching Internship Practices |
|-----|---|------|-------------|------------------|--------|--|
| S1 | Phang, B. L., Sani, B. B., & Azmin, N. A. B. M. | 2020 | Malaysia | Article | Mixed | <ol style="list-style-type: none"> 1. Significant roles of the mentor teacher, 2. Importance of coaching and feedback, 3. Mentor Teachers Perceived Themselves as Holding Multiple Identities, 4. Mentor Teachers Perceived that Meetings Should Be Held on a regular Basis, 5. Mentor Teachers Had Vague Responses on System Requirements, 6. Mentor Teachers Claimed to Share Various Practical Pedagogical Knowledge, 7. Mentor Teachers Objected to Being Observed by Pre-Service Teachers |
| S2 | Asuncion, R. J. R., & Ballesteros, Z. D. | 2021 | Philippines | Article | Mixed | <ol style="list-style-type: none"> 1. Working environment influenced the development of the social and behavioral skills 2. Experiences developed the soft skills 3. mentors helped pre-service teachers to develop their passion in teaching 4. training enhanced pre-service teachers' soft skills |
| S3 | Magday Jr, W. D., & Pramoolsook, I. | 2020 | Thailand | Article | Mixed | <ol style="list-style-type: none"> 1. Pre-evaluation, During evaluation, after evaluation helped the pre-service teachers during internship; 2. Mentoring the teaching interns develops their personality, lesson planning skills, mastery of the lesson content, teaching methods, classroom management, and questioning skill. 3. Teaching Internship Program provided student teachers a challenging, relevant and rewarding internship experience allowing them to develop desirable professional interests, attitudes, ideals, character and skills. |
| S4 | Quinco-Cadosales, M. N. | 2018 | Philippines | Article | Mixed | <ol style="list-style-type: none"> 1. Student Teaching Program (STP) is composed of objectives, content coverage, and pedagogical practices. 2. STP developed the personal and professional competencies of SIs through regular meetings and conferences. |
| S5 | Quinco-Cadosales, M. N. | 2017 | Philippines | Article | Mixed | <ol style="list-style-type: none"> 1. Supervisor and cooperating teachers mentored the SIs; 2. Consultations provide feedback to improve teaching; 3. Stakeholders input improved the STP; 4. Training provided in STP developed the SI's personal and professional competencies |
| S6 | Beckford, C. | 2020 | Tanzania | Book | Quali | <ol style="list-style-type: none"> 1. Participation in the international programs 2. International Community Service Learning |
| S7 | Van, N. T., Said, H., & Mokhtar, M. | 2020 | Malaysia | Article | Quali | <ol style="list-style-type: none"> 1. Intercultural Competence Growth 2. Improving adaptable skills (Studying abroad) 3. Global Teaching Experience 4. Enhancing Travelling Skills 5. International Teaching Practicum |
| S8 | Barbosa, P., & Wang, W. | 2020 | USA | Article | Quali | <ol style="list-style-type: none"> 1. Dialogic Problem-posing pedagogy |

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|-----|--|------|-------------|---------|--------|---|
| S9 | Mortari, L., Silva, R., & Ubbiali, M. | 2020 | Italy | Article | Quali | 1. Four labels that appear connected with civic skills: (a) the ability to act in a service perspective; (b) the empathic listening; (c) the self-critical skills and (d) the collaborative skills |
| S10 | Tasdemir, M. Z., Iqbal, M. Z., & Asghar, M. Z. | 2020 | Turkey | Article | Quanti | 1. Pave a more reliable and effective foundation of pre-service teacher education. 2. Teach the student teachers adequate knowledge and practice by a proper pre-service education |
| S11 | Ndayimirije, M. I., & Bigawa, R. N. | 2020 | Burundi | Article | Mixed | 1. Equipping with reflective and research skills among PST |
| S12 | Mendoza, J. J. N. | 2020 | Philippines | Article | Quali | 1. Reflection of the pre-service teachers on pedagogical effectiveness 2. Developing intercultural competence 3. Inclusive intercultural education 4. Scaffolded reflections helped the students to formulate and articulate their personal belief system into teaching |
| S13 | Slay, L. E., & Morton, T. B. | 2020 | USA | Article | Quali | 1. Modelling effective practices support teaching 2. Developing a PST's identity 3. Developing strong pedagogy 4. Developing PST's empathy |
| S14 | Bugis, Y. M., & Larkins, R. | 2020 | USA | Article | Quali | 1. Developing PST's knowledge and use of technology 2. Building PST's confidence 3. Developing PST's skill, competence, and attitude 4. Incorporate Trainings in the curriculum and pedagogy 5. Training on the use of equipment and software |
| S15 | Montalbo, Pogoy, Pepito, Villarante | 2017 | Philippines | Article | Mixed | 1. Inclusion of Financial Literacy in the curriculum |
| S16 | Pogoy, A. M., & Su, S. C. | 2014 | Philippines | Article | Quali | 1. Conduct of field study, 2. Qualification of the PST Mentors 3. Duration of the pre-service teaching or practicum, 4. Nature of pre-service teaching experience, 5. Forms of assessment and 6. Pre-service teaching innovations 7. Policies and practices in pre-service teaching |

The final collection of 16 studies included fifteen (15) journal articles and one (1) book. Authors were affiliated with institutes located in Asia (10 publications), Africa (2 publications), North America (3 publications), and Europe (1 publication). Data were collected and analyzed using qualitative (9) and mixed methods (7). Of the sixteen (16) publications, it resulted in one meta-theme and nine sub-themes.

Meta-theme: Potential Effective Teaching Internship Program

The teaching internship program is ideal for teaching interns who want to put their theoretical skills into practice in an actual classroom setting (Mangila, 2018). Teaching interns can benefit from the teaching internship program, which provides them with practical experience. It allows them to experience what it's like to be a teacher. During this time, they get experience in preparation, authentic teaching, and assessing student learning. It gives students many chances to enhance their abilities and apply what they've learned in class (Anar, Petersen, & Villanca, 2017).

The teaching internship program provides opportunities and pathways for teaching interns to enhance their formal learning formation with practical knowledge, competencies, and attitudes. It offers an industry-based experience (CMO no. 104, 2017).

Further, teaching internship programs, according to Magday and Pramoolsook (2020), equip teaching interns with a problematic, relevant, and satisfying internship experience that allows them to acquire desirable professional interests, attitudes, ideals, character, and skills.

The potential effective teaching internship program as a meta-theme generated nine sub-themes.

Sub-theme 1. Roles of a Mentor

According to Garza et al. (2019), mentoring has been used for many years as a support mechanism to help beginning teachers overcome the obstacles, they face throughout their induction into the teaching profession, particularly for those who struggle with the work demands.

According to Burley and Pomphrey (2011), mentoring has become more associated with collaboration, collegiality, and engagement, meaning a reciprocal relationship in which both mentor and mentee gain and learn. Mentoring, as a result, represents the co-construction model of learning, in which new information is created through collaboration and social interaction.

Further, Ellis, Alonzo, and Nguyen (2020) stressed that a good mentor collaborates with the university, develops a disposition and professional knowledge in mentoring, establishes an effective relationship with the teaching intern, facilitates the teaching interns' learning, models effective teaching and makes connections between theory and practice, provides direction and support, and adopts a progressive mindset and supports the teaching intern.

Sub-theme 2. Coaching and Feedbacking

According to Starkey and Rawlins (2012), practice teaching can only be effective if teaching interns are regularly monitored, supervised, and directed to help them become better prepared. Supporting teaching interns in their teaching internship and providing emotional and instructional support, according to Becker, Waldis, and Staub (2019), is a challenging undertaking that necessitates ample time for interactions and specialized tactics for these interactions. According to Tindowen, Bangi, and Parallag (2000), supervising teachers make sure that feedback is given regularly, both one-on-one and in groups. Feedback on teaching performance among teaching interns, according to Coco (2000), is an essential element of the learning process since it allows teaching interns to understand their strengths and shortcomings in teaching approaches and pedagogies.

The provision of feedback is one coaching approach that can help teachers grow. Feedback is frequently given in practical guidance during conferences, with encouragement for in-depth study on teaching and learning processes or students' development. Matsko et al. (2018) reported that other coaching practices are collaborative work between teaching interns and cooperating teachers. These activities might include co-planning, co-teaching, and sustained inquiry into teaching practices, all of which authentically initiate the complexities of teaching and learning. According to Crasborn and Hennissen (2010), cooperating teachers could also lead discussions in a less directive manner, starting with the teaching interns' perspective, demonstrating attentive behavior, and asking open-ended questions to encourage teaching interns to take an active role in their professional development and to come up with their questions and learning needs.

According to Hattie (2011), the process of teaching and learning is more effective when feedback is used to recognize progress, engage the learner, and determine the following stages. Teaching interns learn how to reflect on and improve their teaching and are more likely to stay in the field when they seek critical feedback from cooperating teachers and mentors while acknowledging that their growth as teaching interns varies over time with effort. Jones, Tones, & Foulkes (2018) stated that effective implementation of feedback leads to more noticeable and significant improvements in understanding and performance.

Sub-theme 3. Evaluation and Reflections

Assessing the quality of teaching practice for teaching internships is essential. Ozdas (2018) put forward that teachers' expected roles make teacher training especially necessary. There is a need to be organized to strike a balance between theoretical and practical aspects in the curriculum for teacher training. Thus evaluation, the process of making an assessment or judgment about an experience or a person, is essential.

According to Weber, Gold, Prilop, and Kleinknecht (2018), it is an integral part of teacher education and most teacher training programs. Reflection, the process of reflecting on one's experience to learn from that experience, is considered a key component to improve teaching quality. According to Korthagen and Vasalos

(2005) and Klemp (2013), reflection entails more than simply describing and reflecting on what has occurred. It's a type of contextual processing activity that's either tied to picturing a future or an intentional endeavor to learn from the past. According to Tripp and Rich (2012), reflection is a self-critical, exploratory process in which teachers analyze the impact of their educational decisions on their situated practice to improve it. According to Schon (1983), reflection investigates the relationship between theory and professional training, resulting in view of teaching that is intimately related to earlier experiences, beliefs, and attitudes. As learning and growth are regarded as the foundation for reflection, reflective practice is used in teacher education to enable teaching interns to learn from their experiences, according to Arslan (2019).

Sub-theme 4. Training

The adequate training of teaching interns led to the progress of their competencies, and it provided them with principles for developing a sense of efficacy. This encourages the teaching intern to be better than themselves, and they will be able to inculcate the skills they have learned permanently. It also gives sufficient knowledge on the concept of the actual teaching profession as it could offer excitement in learning while on training. On the other hand, training improves their educational skills, improving overall performance and technical knowledge (Quinco-Cadosales, 2017).

Ndayimrije and Bigawa (2020) stated that training would help teaching interns better cope with the challenges they will face in the future. Aside from that, training programs provide teaching interns with certifications which could be beneficial when applying for jobs. This would help boost their capability and increase their opportunity where accredited certificates will be given equitable points to the Department of Education and even in private schools.

Sub-theme 5. Field Experiences

Pogoy and Su (2021) stated that teaching interns' field experiences are often the most critical aspect of their teacher education services. This refers to their entire in-school experience, including field assessments and course-related field experiences and pre-service instruction. Field experiences allow teaching interns to see relationships that demonstrate or validate the theory. This enables teaching interns to develop their conclusions, organize their impressions, make choices, and prioritize what they should pay attention to and what they should overlook toward becoming autonomous and self-directed learners.

Field experiences also allow teaching interns to engage in authentic activities done by professionals. Asuncion and Ballesteros (2021) added that skills are enhanced from novice to expert through experiences and can adapt skills that the cooperating school promotes. With this, teaching interns can test their innovative teaching methods and accept constructive criticism that could lead to great experiences. It increases teaching interns' knowledge and skills through field experiences since learning in the field requires holistic thinking.

Sub-theme 6. International participation/ Intercultural Experiences

Extraordinary increases in human mobility have unavoidably impacted the teaching profession. International students who relocate to a new country to further their studies develop intercultural links with local people, places, and communities. Teaching abroad (Kabilan, 2013), or international field experience (Pence & Macgillivray, 2008), and overseas teaching internships are examples of such experiences, in which teaching interns teach in other countries (Cushner, 2007). They also emphasized the importance of teaching interns having meaningful cross-cultural experiences that allow them to teach, work, and learn from people who are different from themselves. Teaching internships in other countries can be the catalyst that sets instructors on a path of learning from others, including their students, colleagues, communities, and the rest of the globe. Participants' professional learning and preparation for teaching are significantly impacted by these experiences.

According to the findings of the thematic analysis, the learning experiences of teaching interns were grouped into five key themes: (1) travel exposures; (2) pedagogical learning; (3) social and multicultural learning; (4) personal and professional learning; and (5) technical learning. This research benefits administrators, teaching interns, and educators to improve the possibilities of teaching interns being exposed to a multicultural classroom and becoming internationally competent. This allows for more collaboration and cooperation with domestic and international parties (Anar, Petersen & Villanca, 2017).

Sub-theme 7. Working Environment

The presence of engagement on campus indicates growth and beneficial outcomes. The interplay between the time, effort, and other necessary resources invested by both students and their institutions to optimize the teaching internship experience and improve learning outcomes, according to Kim and Corcoran (2018). Furthermore, psychological health, personal and practical growth, and good attitudes toward the educational

experience are all likely to be predicted by a sense of being supported and having high-quality relationships with people on campus.

Dag, Sumuer, and Durdu (2019) reveal an excellent view of a suitable environment as a factor that provides an effective learning environment. A good course design under various physical and technological conditions largely contributes teacher-student and student-student interaction to student achievement.

Under various physical conditions, Hamilton and Margot (2019) believe teaching interns' understanding and learning shall also take place and expand from diverse practicum sites or beyond traditional school settings like visits to parks, museums, libraries, local historical sites, and neighborhoods as additional opportunities to apply pedagogy.

Sub-theme 8. Stakeholders' Involvement

Stakeholders, according to Jones and George (2019), provide an institution with its productive resources. Stakeholders in the education sector apply to those who are specifically interested in the education of students. The participation of stakeholders in teaching internships, in particular, leads to the effectiveness of teaching interns. The teaching internship supervisor, teaching internship mentors, cooperating teachers, and parents are the stakeholders that provide scaffolding to the teaching interns while they engage in actual teaching activities. According to Chiavola's (2021) research, cooperating teachers support teaching interns both pedagogically and relationally.

Sub-theme 9. Qualities of a Teaching Intern

Mentoring is an integral part of teacher education. Teacher educators have started to embrace more affirming coaching methods that cultivate teaching interns' talents and inner qualities, moving away from the conventional apprenticeship model. Haberlin (2019) studied how to assist teaching interns in discovering and developing their strengths and how strength-based coaching could affect one's beliefs and assumptions. Teaching interns developed a new, appreciative mentality, according to the findings.

Teaching interns' dispositional characteristics, such as passion, empathy, and flexibility, were emphasized more in teacher education programs. Teacher education coursework should include opportunities for teaching interns to improve their interpersonal skills and professionalism, and they should be given clear guidance on professional standards. The teacher education curriculum encourages teaching interns to be aware of the non-academic skills they may need in the classroom and provide opportunities to further improve these skills during their practicum (Sheridan & Tindall-ford, 2018).

Teacher education programs should place a more significant emphasis on practice-based activities integrated into the curriculum to prepare better teaching interns for the classroom. They must be able to put their reflective and critical thinking skills to the test during these exchanges. These essential abilities must be explicitly taught and scaffolded throughout practice-based experiences to educate better self-reflective teaching interns and critical thinking professionals (Harn & Meline, 2021). Also, Ramirez (2020) concluded that the results of teaching internships in the laboratory school and their off-campus interactions and their ability to manage students' participation showed that teaching interns are generally prepared for classroom work. Moreover, teaching interns' involvement with multilingual learners' related activities, according to Agostinelli and McQuillan (2020), helped them internalize related pedagogical strategies and understandings, resulting in their personal, professional development.

4. Conclusion And Recommendation

The efficiency and effectiveness of various teaching internships practices for teaching interns across countries generated a potential effective teaching internship program. As a result, it is recommended that Teacher Education Institutions may adopt this teaching internship program to ascertain its applicability and effectiveness.

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