

Original article. From theory to practice: pre-service teacher transitions in hybrid flexible learning internships. Vol. 11, n.º 4; p. 1-22, October 2025. <https://doi.org/10.17979/sportis.2025.11.4.11684>

From theory to practice: pre-service teacher transitions in hybrid flexible learning internships

De la teoría a la práctica: transiciones de profesores en formación en prácticas híbridas de aprendizaje flexible

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Abstract

This study examined the experiences of Physical Education (PE) pre-service teachers (PSTs) during their internships in the middle of the shift from the new normal to hybrid learning settings. The data was gathered by analyzing the reflections of pre-service teachers (PSTs) regarding their preparations, adaptations, problems, best practices, and recommendations through interviews, and focus group discussions (FGD) via a Phenomenological approach. The findings indicated that although pre-service teachers (PSTs) had a solid understanding of fundamental information and abilities, they had considerable difficulties in establishing efficient communication, handling a varied range of students, and adjusting to technology platforms. Notwithstanding these obstacles, pre-service teachers (PSTs) devised tactics such as incorporating technology, working together, and focusing on the needs of the learners to successfully navigate the challenges of hybrid teaching. The study highlights the importance of thorough pre-service teacher training that focuses on developing technology expertise, versatility in teaching methods, and strong communication abilities. Suggested actions consist of creating a PST handbook, fostering more cooperation among universities, schools, and collaborating teachers, and conducting additional research on the TPACK model within the framework of hybrid learning.

Keywords: pre-service teachers, physical education, hybrid learning, internship, TPACK model.

Resumen

Este estudio examinó las experiencias de estudiantes de pre-servicio en Educación Física (EP) durante sus prácticas profesionales en medio del cambio de la nueva normalidad a entornos de aprendizaje híbrido. Los datos se recopilaban mediante el análisis de las reflexiones de los estudiantes de pre-servicio (EP) sobre sus preparativos, adaptaciones, problemas, mejores prácticas y recomendaciones a través de entrevistas y grupos focales (GFG) mediante un enfoque fenomenológico. Los hallazgos indicaron que, aunque los estudiantes de pre-servicio (EP) tenían un sólido conocimiento de la información y habilidades fundamentales, enfrentaron dificultades considerables en el establecimiento de una comunicación eficiente, el manejo de una variedad de estudiantes y la adaptación a las plataformas tecnológicas. A pesar de estos obstáculos, los estudiantes de pre-servicio (EP) idearon tácticas como la incorporación de la tecnología, el trabajo en equipo y la atención a las necesidades de los estudiantes para navegar con éxito los desafíos de la enseñanza híbrida. El estudio destaca la importancia de una formación sólida de los estudiantes de pre-servicio que se centre en el desarrollo de la competencia tecnológica, la versatilidad en los métodos de enseñanza y las sólidas habilidades de comunicación. Las acciones sugeridas consisten en crear un manual para estudiantes de pre-servicio, fomentar una mayor cooperación entre universidades, escuelas y profesores colaboradores, y realizar investigaciones adicionales sobre el modelo TPACK en el marco del aprendizaje híbrido.

Palabras clave: profesores en formación inicial, educación física, aprendizaje híbrido, prácticas profesionales, modelo TPACK

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Introduction

Preparation and robust training remain the bedrock of effective teaching, a principle consistently highlighted in educational literature (Darling-Hammond & Hyler, 2020). However, the journey toward pedagogical mastery necessitates diligent physical and mental preparation, especially for pre-service teachers navigating the complexities of contemporary educational landscapes. Cultivating a proactive and adaptable mindset is paramount for these prospective educators as they aim to become inventive and resilient instructors in an era marked by rapid change and unforeseen disruptions, such as global health crises. As to CMO 75 series 2017, pre-service students will engage in a practical teaching-learning activity utilizing a clinical method under the guidance of a cooperating teacher. The rendering service is essential for experiencing and practicing the profession of education, preparing pre-service teachers to engage with students effectively. They will encounter managing students with diverse personalities, behaviors, and traits during an internship. Pre-service teachers will receive guidance from their supervising and cooperating teachers on effectively conveying knowledge to their assigned pupils through various techniques and teaching tactics within the framework of flexible learning.

The COVID-19 pandemic drastically altered the educational landscape, forcing a rapid transition to online and hybrid learning models (UNESCO, 2020). This abrupt shift presented unprecedented challenges for pre-service Physical Education (PE) teachers, requiring them to adapt traditional, hands-on instruction to virtual environments. While guidelines from agencies like CHED provided a framework for online internships, the realities of remote PE instruction, compounded by issues like unequal access to technology and the psychological impact of the pandemic on both students and teachers (World Health Organization, 2020), necessitated innovative teaching approaches and robust support systems for pre-service educators. Investigating their experiences, including their adaptive strategies, technological and pedagogical skill development, and the impact on their emotional well-being, is crucial to inform future teacher education programs and ensure that pre-service PE teachers are adequately prepared to navigate future disruptions in education. Recent research has begun to illuminate the multifaceted experiences of these pre-service PE teachers during this transformative period. For instance, studies have explored their adaptive teaching strategies in virtual environments

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(Tagimaucia et al., 2023), the accelerated development of their technological and pedagogical skills (Brianza et al., 2024), and the significant impact on their emotional well-being and resilience (Collie et al., 2021; Aziku & Zhang, 2024). Investigating these experiences, including the challenges they encountered and the innovative solutions they devised, is crucial for informing the design and implementation of future teacher education programs. Such insights will be invaluable in ensuring that pre-service PE teachers are adequately prepared to not only navigate potential future disruptions but also to thrive in the evolving landscape of education. Furthermore, understanding their development of Technological Pedagogical Content Knowledge (TPACK) in this context (Tondeur et al., 2020; Chai, Koh, & Tsai, 2020) is essential for effectively integrating technology into PE instruction moving forward. Consequently, This study pursues to explore and discover the Lived Experiences of PE Pre-service Teachers during internships with the use of hybrid flexible learning and answer the following questions:

1. What are the experiences of PE pre-service teachers regarding preparation, adaptation to learning modalities, challenges, and best practices during their internship in the transition to hybrid learning?
2. In the context of the shift to hybrid learning, what characterizes the preparation, adaptation strategies, challenges, and effective practices observed among PE pre-service teachers during their internships?
3. How do PE pre-service teachers navigate their internships during the transition to hybrid learning, specifically concerning their preparation, adaptation to different learning modes, the difficulties they encounter, and the successful strategies they employ?

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Theoretical Framework

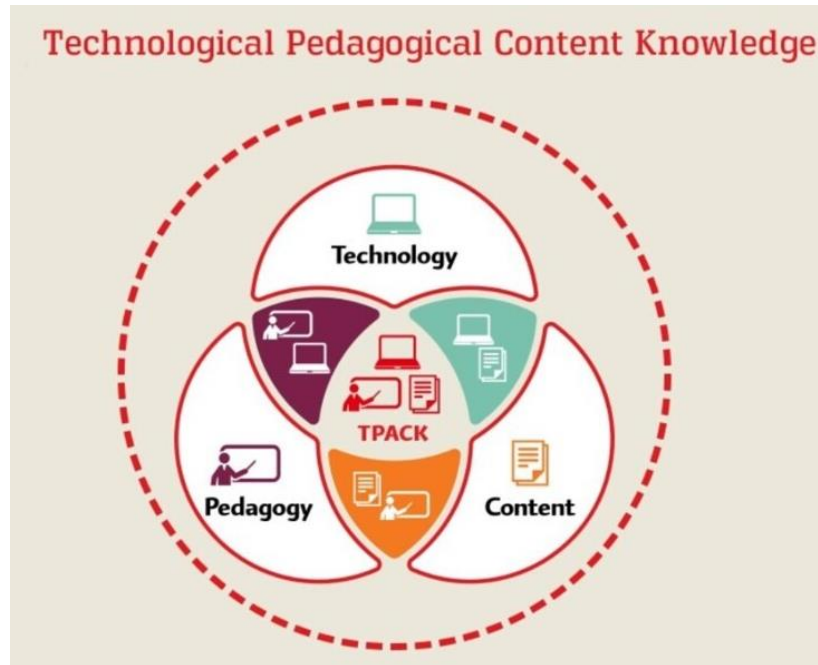


Figure 1. *The TPACK Framework*

Note: From "TPACK: A Teacher's Guide," by R. Morrain, 2025, May 7, LinkedIn (<https://www.linkedin.com/pulse/what-tpack-why-important-self-directed-tutorial-ron-morrain-xnvre/>). Copyright 2025 by Ron Morrain

This study uses the Technological Pedagogical Content Knowledge (TPACK) framework to investigate the experiences of Physical Education (PE) pre-service teachers during their online internships. The TPACK framework posits an interconnectedness among three fundamental knowledge domains: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). The most effective teaching emerges from the synergistic interaction within these overlapping areas. The intersection of Technology and Pedagogy (TPK) is a key area of focus, as pre-service teachers learn pedagogical applications of various tools, such as breakout rooms for small group activities or screen sharing for exercise demonstrations. The study also examines the intersection of Pedagogy and Content (PCK), where effective PE instruction involves teaching specific skills and concepts effectively in the online environment.

The study investigated how pre-service teachers identify and utilize technologies that enhance the delivery and comprehension of PE concepts online. The central tenet of the

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TPACK framework is that effective teaching in technology-rich environments arises from the dynamic integration of content, pedagogy, and technology. The researchers aim to uncover the challenges they encounter in this integration, the innovative adaptations they develop, and the relationship between their TPACK and their perceived success in this novel educational context.

Scope and Delimitation

This qualitative research investigates the lived experience of Rizal Technological University (RTU) Physical Education (PE) pre-service teachers (PSTs) through internships under the new normal hybrid flexible (HyFlex) learning environment. It examines their use of technology, their experiences of challenges, engagement in teaching, resilience, and building pedagogical content knowledge (PCK) in such an environment.

However, the research is delimited to PE PSTs from RTU and their experiences in the particular post-pandemic HyFlex learning environment in the Philippines. Data is mostly based on their own self-reported experiences via interviews and discussions, within their internship period. Technology usage is explored, but a comprehensive study of all the tools is not the aim. Likewise, the extent of investigation into every challenge is contained by the target of a broad comprehension of their experiences through the main themes.

Research Method:

This study employed a qualitative methodology to gather participants' responses. Qualitative research is grounded in the social sciences, including psychology, sociology, and anthropology. Consequently, qualitative research methods facilitate comprehensive exploration and probing of respondents' answers, enabling the interviewer or researcher to discern their motivations and emotions. Comprehending the decision-making processes of your audience helps facilitate conclusions in market research. The qualitative method is suitable for this research as the researcher aims to explore the lived experiences of the respondents.

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This study employs a phenomenological research design. This study design is suitable for addressing the research problems. Phenomenological study investigates existent phenomena by articulating the actual experiences of participants. The researcher employed a phenomenological research approach to investigate the lived experiences of physical education pre-service teachers during their internship in the context of hybrid flexible learning in the new normal. The researcher utilizes Heidegger's hermeneutic phenomenology to comprehensively grasp the study. This is accomplished using comprehensive interviews, semi-structured interviews, document analysis, and surveys featuring open-ended questions. Concerns of triangulation, credibility, dependability, and transferability are examined. Readers are anticipated to get a more profound comprehension of life experiences through the application of the phenomenological hermeneutic technique.

Research Instrument Used

The researchers developed a questionnaire as a tool for data collection. The questionnaire was employed to investigate the lived experiences of pre-service physical education instructors throughout the online internship, transitioning from the new normal to hybrid flexible learning. The questionnaire was derived using the problem statements and the theoretical framework employed in this research. Moreover, the researcher developed a distinct set of questions for individual interviews and focus group discussions (FGD). A questionnaire was developed by the researcher and subjected to triangle validation to assess its validity with the assistance of three experts. The three experts possess distinct domains and specializations: field study supervisor, educational administration, and physical education. They scrutinized and evaluated the research questions employed in both the individual interview and the focus group discussion. Following expert validation and comments, the process advanced to the final draft, initiating the one-on-one interviews, subsequently succeeded by a focus group discussion. The questionnaire encompasses responder information and a series of questions designed for participant responses. The surveys were based on the problem statements, and the researcher incorporated potential follow-up questions to elicit further information for more comprehensive discussions with the participants.

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Data Collection

Focus Group Discussion- This type of approach is used to gather the data purposely for a selected group of individuals. The researcher proceeded in FGD to gather the data about experiencing the phenomena and research problem. The researcher grouped the pre-service teachers according to their assigned campuses. They were divided into 2 groups on different days. Day 1 was composed of 7 members who proceeded with a focus group discussion. After the first group, the researcher proceeded to the last group which was conducted on Day 2. After the focus group discussion, the researcher provided a copy of the transcription to the participants to counter-check if it was reliable and correct. The purpose of the FGD is simply to let out the differences and resemblances of their lived experiences during their online internship. In addition, FGD determines the consistency of the answer and other information about their experiences, insights, and perceptions related to concerning research problem.

One-on-one interview- The researcher conducted a one-on-one interview providing a set of questions and reminders before the interview. Due to the COVID-19 pandemic and there was a safety protocol that must be followed, the interviews run through face-to-face and online conversation. For the face-to-face interview, the researcher used cellular devices to record the conversation of the researcher and respondents. For online conversation, the researcher utilized online platforms like Google Meet to interview the respondents and Screen Recording to record the whole conversation. It began with administering the questions and starting the conversation which were parts of collecting the data and responses of the participants.

Member Checking: Member checking was used to guarantee that the data acquired and interpreted was valid and correct, including expressing to participants about the transcribing and interpretation. They were asked to sign a validation form saying that the researchers had appropriately transcribed and evaluated the collected data.

Data Saturation- As for the data saturation or when the right time to stop the interview, the investigator stopped asking the question to participants when there was no theme

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unleashed or emerged, if the answers were repeated during the conversation, and lastly, when the in-depth data were stated substantially and used to create themes.

Documentary Analysis- This analysis was utilized to address the problem of the pre-service teachers during the actual teaching demonstration. This part of data collection is vital to analyze the documentary evidence. The researcher asked permission from the supervisors who handled FS 1 and 2 to examine and analyze the video recording of the teaching demonstration and the evaluation form of pre-service teachers after the teaching demonstration.

Data Analysis

Deductive approach- In qualitative analysis, this often means applying predetermined codes to the data. After the researcher collected the data, he came up with the information that was repeated in the data of the participants and extracted the important information.

Thematic Analysis- The researcher used this to analyze the set of text coming from the interview or the transcript and the researcher closely examined the data to identify common themes, topics, ideas, and patterns of meaning that came up repeatedly. The strategy of thematic analysis is just like completing a fragment to create or convert it to information. The researcher familiarized the responses of the participants to collate the important information and identify potential themes. Afterward, he proceeded to generate the initial codes.

Coding Analysis- This is a process of organizing and labeling the thoughts or the result from thematic analysis. The use of coding in this research is to label the information coming from the respondents, thereby identifying the different themes and the relationship of those themes to the study. Thus, the researcher used the semantic label to summarize the portion of the data coming from the responses.

Narrative Analysis- This is the method whereby the researcher interprets the story that is told within the context of research. It helped to comprehend the research problem and the phenomenon in the study. This method was able to explore the lived experiences of

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PE pre-service teachers during the online internship. In line with this, it distinguished the results and outcomes of the research.

Field Notes- In the context of qualitative research, field notes are used for taking down the information about the observation recorded. To deeply understand the phenomenon experienced by the PE pre-service teachers, field notes were utilized in this study to collect information about the answers of the participants during the one-on-one interviews and focus group discussions (FGD). Another function of the field notes in this study is to jot down the significant information after watching the video recording of the actual teaching demonstration of the PE pre-service teachers.

Ethical Consideration- The researchers formulated an Information Consent Form, this form will answer them to ensure the data and information, moreover the consent form states that after the data collection, the information is treated with utmost confidentiality. The name real names of participants will not be used and the researcher will utilize anonymity.

Results

Theme 1: technology integration and access

Pre-service teachers (PSTs) extensively used technology for both online and face-to-face classes, especially during the pandemic-induced shift to remote learning. Technology became the primary tool for lesson delivery and engagement. Participant A highlighted how technology enhances learning even for practical subjects: *“For example, Arnis...employing technology and video recording, presentation, and animation you can entice the student's enthusiasm.”* This integration persisted in face-to-face settings, with Participant B stating, *“Prior to the discussion, I am distributing materials in a soft copy format for them to use during the discussion using their gadgets.”* Participant D affirmed its routine use for creating instructional materials: *“Definitely, there is a technological integration, as I utilized various software, and applications as I prepared for my lesson.”*

However, a significant challenge was access to technology, particularly internet connectivity. Participant B lamented, *“At the top of all is the internet connection...once*

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the internet is down, we cannot deliver our instructions.” This was echoed by Participant C regarding student submissions: *“Most probably, the main reason why students submitted their task late is because they don’t have a connection.”* Participant D also noted the lack of resources: *“Not everyone is a privilege to have high-tech equipment that will be used in online classes.”* Conversely, Participant E praised the user-friendliness of Google Classroom: *“It’s very helpful to use Google Classroom compared to Moodle because the interface is user-friendly and easy to maneuver.”*

The Hyflex learning modality further necessitated the use of hardware technology in face-to-face classes. Participant L shared, *“In my practice, I am using the usual ICT that is frequently used in MAPEH such as Speaker for sounds and music, TV for presentations and videos.”* Participant N also noted the preference for traditional ICT: *“If it’s presentation, my students preferred power point and the projector because they can easily grasp the lesson.”*

Technology is considered vital for navigating new learning modalities, offering benefits like improved accessibility, engagement, and administrative efficiency (Joshi, 2023).

Theme 2: predicament situations

PSTs faced various challenges, beginning with preparation. Participant A described difficulties due to lack of communication with cooperating teachers: *“During the time, it was so hard in terms of the preparation especially when there was a lack of communication between me and my cooperating teacher...it makes me shocked.”* Participant I emphasized the need for holistic readiness: *“Sleep more while you can, embrace yourselves for what is coming. Be ready always in all aspects since you are the role model of your classroom. You cannot give what you do not have.”* Shifting between modalities posed another hurdle. Participant D found it challenging to plan due to the unpredictability of Hyflex: *“Regarding transition, it is quite a challenge because Hyflex is unpredictable...It’s difficult since you can’t plan ahead of time, especially with my materials and lecture approach.”* Unexpected events like transportation strikes also

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forced sudden shifts, as Participant M experienced: *“Due to transportation strike, we are forced to shift from face-to-face to chat-based which is a challenge since it is not our prepared modality...”*

General challenges included proximity issues (Participant A: *“I need to travel 40 kilometers per day...”*), connectivity problems, and students' attention spans (Participant G: *“The most challenging part of the internship was addressing the attention span of the students...”*). Participant I emotionally shared feelings of being underprepared: *“I feel like I am not fully blooming and fully trained to be a PST. But thanks God, I managed to pull it off by doubling my efforts.”* Online experiences also presented unique challenges, particularly in evaluation (Participant M: *“However, what makes teaching hard in an online setup is the evaluation part. It is really hard to measure retention of knowledge since cheating is easy to perform.”*).

Theme 3: pre-service teacher (pst) involvement

PST involvement in classroom environments revealed various experiences. Participant G expressed frustration with implementing student-centered approaches with younger students: *“I was instructed to use a student-centered approach, but that is somehow impossible since our students have a short span of attention...”* Participant I admitted a lack of content knowledge: *“Honestly speaking, I was tense since I have zero knowledge about the topic assigned to me...”* In contrast, Participant J proactively prepared: *“What I did is to restudy and re-call all the lessons we had way back 1st year to 3rd year for me to be book away from my students and give my best.”* Access to resources was beneficial (Participant L: *“It’s a blessing for us to have been provided materials that can be easily utilized when needed...”*), and positive teacher-student relationships were observed (Participant M: *“I realized that students do best when their teacher is very accommodating to their needs which results in productivity.”*).

Readiness was crucial, with Participant J focusing on mindset: *“As I am being deployed, I fixed my mentality and mindset, I made sure to get rid of any disturbances that might affect my focus on the training.”* Observation of younger siblings proved helpful for Participant G: *“With all honesty, I started with a lot of observation from my younger*

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siblings...and I applied my observations on where I was assigned.” Connecting with students in online settings required extra effort (Participant I: “I go the extra mile to make them engage by creating more interactive activities and fun-filled tasks.”). Considering learner diversity was also highlighted (Participant K: “In a classroom, there is a wide spectrum of students...In my experience, I tried to be on their level to be fully immersed in their system...”).

Cooperating teachers played a vital role in guiding PSTs (Participant E: “I adapt by taking advice from my CT.”; Participant I: “I learned that even though my students are already on their Grade 9 level, still they are not fully mature that’s why I have to be careful with my lessons...”; Participant L: “Whatever instructions and task is being given, I stick to that no matter what because I trust the expertise of my CT.”; Participant J: “I always ask my CT before taking actions in all aspects because it is a sign of respect and to ensure that I am on the right path always.”).

Theme 4: resiliency

Resiliency emerged as a key attribute for PSTs navigating the demands of internships. Participants demonstrated adaptability (Participant G: “I firmly believe that there is a possibility of transitioning from online to in-person interactions due to a range of circumstances.”; Participant A: “I must demonstrate great adaptability due to the rapid change in modality.”; Participant C: “I ensured that my materials were prepared and versatile, capable of being utilized both in online and face-to-face settings.”), often requiring constant internet access for preparedness.

Positivity and optimism were also evident (Participant I: “I know this kind of training since I have been using Hyflex which is very beneficial since I am both versed whether online or face to face and it’s a great training.”; Participant J: “No matter what the circumstances, I know I can deliver my lesson well since I am much prepared.”; Participant C: “Because of Hyflex, I learned to be more computer literate, I can now explore various educational tools...”). This positive outlook aids in problem-solving (Scott, 2020).

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Resourcefulness was another key aspect, with PSTs utilizing social media (Participant C: *"It is fascinating that I can also utilize social media for my class."*) and creating versatile materials (Participant C: *"My materials are always versatile to be used online and face to face."*). Sharing ideas among PSTs also contributed to finding effective solutions (Bockman, 2023).

Theme 5: pedagogical content knowledge

PSTs explored pedagogical content knowledge, focusing on educational platforms and teaching approaches in hybrid learning. The student-centered approach was widely adopted (Participant C: *"I was inspired by my cooperating teacher to use a student-centered approach..."*; Participant A: *"I am more student-centered..."*; Participant E: *"The heart of the teaching and learning is the students so it should be focused on them..."*), often integrated with technology (Participant E: *"I integrate some technological tools to keep my students engaged and pro-active with my class whether online or face-to-face."*; Participant N: *"As a 21st-century teacher, I should incorporate technology in my teaching..."*).

Collaborative strategies like brainstorming and group activities were employed (Participant A), alongside traditional methods. Rewards systems were also utilized to encourage participation (Participant K). Accessibility of materials was a primary concern, with PSTs seeking solutions for students with limited bandwidth (Participant D). Various educational tools and learning management systems were used, including video conferencing platforms and Moodle (Participant E: *"I find Moodle very functional because you can use it for checking the attendance, posting activities, dissemination of materials, checking of outputs, time-bounded examinations, and even collating and computing grades are all automated."*). Some subjects necessitated traditional methods like video-recorded demonstrations (Participant C).

These experiences highlight the PSTs' developing pedagogical content knowledge, making them adaptable and responsive to diverse learner needs and subject matter (The Institute for Learning and Teaching, 2023).

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Conclusion

In consideration of the findings and results, these are the following conclusions derived from the study:

1. A multitude of preparatory measures aid the PST in navigating the internship, including the subsequent:

a.) Preparing their outlook and perspective on life in the field of education is one form of preparation. It was emphasized that the learners are the primary concern and that they must exert maximum effort to ensure that the teaching and learning process is conducted effectively. Furthermore, there are numerous realizations that they are transitioning from their previous function as merely learners to that of educators and learners simultaneously.

b.) Pedagogical and content knowledge are also of the utmost importance. PSTs are subjected to arduous training to attain complete expertise in their respective fields through participation in numerous seminars and trainings offered by their university.

c.) The college supervisor has assigned them a variety of duties designed to prepare them for the deployment. In conclusion, their entire college education and career have been geared toward training and preparing them for their final phase, which is deployment.

2. The pre-service teachers' adjustment to newly introduced learning modalities is an outcome of the cumulative experiences they gained before their deployment. PSTs were already familiar with hybrid learning because they utilized the same modalities throughout the pandemic. Thus, they are quite knowledgeable regarding the aforementioned modalities. Moreover, because of the direction and administration of their respective cooperating teachers, who assist them with every aspect of their responsibilities, PST members are exceptionally well-acclimatized to their assigned schools.

3. A number of challenges were encountered throughout the apprenticeship, including the following:

a.) PSTs encountered difficulties establishing rapport with their cooperating instructors, resulting in communication breakdowns that further complicated the situation.

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b.) They are occasionally transitory between in-person and online learning, which contributes to their uncertainty regarding which mode of instruction they are utilizing.

c.) Difficulties were also identified with educational platforms as a result of their familiarity and the need to properly contextualize education.

d.) Some PSTs encounter proximity challenges due to their assignment to schools situated at considerable distances from their residences.

e.) Student-teachers are preoccupied with how they will manage their students in light of their varied upbringings, cultural origins, and individual requirements.

4. Although the best practices of pre-service teachers differ by the requirements of their practicum, certain themes emerge from their experiences that serve as enduring best practices.

a.) Incorporation of technology into their pedagogy, which increases their responsiveness and creativity.

b.) PSTs benefit tremendously from following the guidance of their supervising and cooperating instructors.

c.) Brainstorming or cooperative idea generation with their co-PST members results in more harmonious experiences.

d.) Appreciating the diversity and history of their students is an additional factor that contributes to the success and tolerability of the internship.

5. The researcher also determined that the TPACK model theoretically aligns with the actual experiences of pre-service teachers as they complete their internship. The experiences of these individuals clearly demonstrate that the three categories of knowledge - Technology, Content, and Pedagogy, strongly aligned with their path as they improved their abilities to become 21st-century educators.

Recommendations

The researcher recommends the following:

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Future Pre-Service Teachers- They may read and analyze the PST manual provided by this study. This will enable them to create a concise summary and a helpful roadmap for their upcoming internship experience.

College Supervisors – They may deliver comprehensive instruction that improves the technology proficiency, subject matter expertise, and teaching methods of the PST. Furthermore, they may consider the proximity or availability of a school mapping system to find local schools where prospective student teachers (PSTs) can conveniently carry out their apprenticeship.

Cooperating Teachers- They may schedule regular consultation sessions with the pre-service teachers to foster harmonious relationships and enhance the productivity of the teaching and learning process.

Partner Schools- The partner schools may contemplate reviewing this study and manual to reassess their policies on the acceptance and management of PST, and to enhance their significance and effectiveness.

Future Researchers- Future studies may prioritize specific domains of knowledge within the TPACK model to assess the preparedness level of pre-service teachers (PST) or other participants. Additionally, this study might be referenced for future research endeavors and scholarly writings.

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