Exploring the Student Teaching Interns' Journey in an Online Mode of Teaching Delivery

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Abstract
The COVID – 19 pandemic resulted in significant educational reforms. Even the once-in-a-lifetime face-to-face student teaching experience has been transformed into a virtual reality. The havoc caused by today's difficulties prompted the writing of this article, which looked at the journey of student teaching interns as they completed online teaching demonstrations and other teaching related tasks as part of their student teaching internship. Three sub-themes arose using Charmaz's (2006) constructivist grounded theory: introspection as self-revelation, embracing the roles and responsibilities as student teaching interns, and integration as self-revelation. These sub-themes point to the meta-theme of student teaching interns' molting phases as the theory. The theory describes the journey of student teaching interns as they face their fears via reflection, embrace the work at hand, and arrive at the stage of integration when they can be their best selves as teachers. Another investigation is necessary to assess the validity of the theory that emerged from the research.

Introduction

The internship program is designed to provide students with an opportunity to complement their formal learning with practical knowledge, skills, and desirable attitudes and to gain hands on experience (CHED Memorandum Order No. 104, s. 2017). As Ntsaluba and Chireshe (in Mokoena, 2017) stressed that the underlying aim of teaching practice is to introduce students to, and prepare them for, the teaching profession. Internship is referred to teaching apprenticeship in Teacher Education Institutions (TEIs).

In the student teaching internship phase, the student teaching interns (STIs) is participating in actual teaching demonstrations under the tutelage of a Student Teaching Mentor (STM). As Halloway (2000) emphasized that the trained mentor assist novice teachers plan lessons, gather information about best practices, observe classes and provide feedback. As the mentoring relationship progressed, the mentor processed the reflections of the novice teachers' own practice and how they can apply these realizations to future lessons. Heck and Bacharach (2015) stressed that a student teacher also referred to as student teaching interns work closely with a cooperating teacher who shares teaching methodologies, assist him/her in performing greater responsibilities and provide guidance to develop into a professional teacher. In the end, strengthening the student teaching mentors and student teaching interns' relationship reduces preparation gap (Gordon et al. in Walsh, 2018). As Sheehan et al. (2016) concluded in their study that the participants place high importance on the adequate guidance of a mentor.

For the longest period, student teaching internship is a school-based activity with actual face-to-face engagement. However, the recent pandemic that hits the entire world had caused paradigm shifts in the educational landscape. From the traditional mode of teaching delivery, learning institutions shifted to other forms of online teaching and learning modes of delivery. The quick shift from the traditional to the new normal way of teaching is advanced as a learning continuity plan in order not to hamper the learning of the students. According to Brianne and Monty (2019), research participants strongly enjoyed the hands-on approach of the virtual field experience, believing that the lessons learnt over the course of the year were

both practical and transferable to virtual teaching. Participants reported feeling more confident in their ability to teach electronically and in their ability to help others who were interested in doing so.

Student teaching internship culminates the learning experiences of the students who are enrolled in the Teacher Education Institutions. It is in this phase that student teaching interns showcase their teaching competencies as evidence of their understanding of the various theories learned during the first three years in their schooling. Teaching internship, according to Petancio (2019), is the most beneficial period that every aspiring teacher have to go through. From his/her first year of college until the first semester of his/her fourth year, the teaching intern incorporates the concepts, pedagogies, and theories that he or she studied earlier. It is also the period during which he or she learns, relearns, and unlearns them.

However, the new way of teaching delivery brought about by the pandemic challenges those who are involved in student teaching internship. Both the Student Teaching Mentors (STMs) and student teaching interns were adjusting to the online student teaching internship program. In the old days, the student teaching interns perform actual teaching demonstrations being observed by the STMs which is then followed by face-to-face coaching sessions.

With the advent of the pandemic, TEIs need to innovate ways on how become more relevant in addressing the pressing needs of the time. To thrive in this most difficult time, TEIs shifted to flexible learning. This mode of learning utilizes both synchronous and asynchronous way of teaching and learning including student teaching internship.

With a very short span of preparation on how to do the first online student teaching internship, the researcher is interested to explore the experiences of the student teaching interns. Their significant experiences might provide valuable inputs not only to the College of Teacher Education but to the STMs on how to enhance the student teaching internship program.

The challenges brought by the pandemic shakes the educational landscape. At the onset of the pandemic, Higher Education Institutions (HEIs) are called to respond to the needs of the present time to thrive amidst the challenges. Evidence-based actions and decisions have to be made to become more relevant in this challenging time. Thus, this study is deemed useful in looking into possible means on how to enhance practices in online student teaching internship by exploring on the experiences of the student teaching interns in a virtual mode of teaching delivery.

The Problem

The constructivist grounded theory approach was used to explore the journey of student teaching interns in the virtual mode of teaching delivery amidst the pandemic. The grand tour question gest the desired level of detail (Yin, 2011) and generate theory from the data gathered (Glasser & Strauss, 1967). The grand tour question was: What are your experiences teaching in a virtual mode of teaching delivery?

Further, it asked the following specific probing questions (Agoncillo, 2012) that enables the researcher to gather data from the meaningful experiences of the student teaching interns in the virtual student teaching internship. The specific grand tour questions are: What opportunities and challenges did you experience in a virtual student teaching internship? How did you cope with the challenges in an online teaching internship? What did you learn from your online teaching internship? Follow-up open ended questions were asked to obtain further clarification and information (Fassinger, in Ugwu, 2016).

Methodology

This research used constructivist grounded theory (Charmaz, 2006) which provides guidance in making meaning from the data and rendering participants' experiences into readable theoretical interpretations. The participants of the study were the student teaching interns (STIs) doing their virtual student teaching internship academic 2020 – 2021 since face-to-face interactions were on hold due to COVID – 19 pandemic. The STIs before or after this academic year were not included in the study. The constructivist grounded theory framed the researcher and participants as co-constructors of knowledge, with the give and take of the virtual interview as shaping the research data and experience (Birk & Mills, 2011; Charmaz, 2006).

In analyzing the data, the researcher employed Charmaz (2006) coding and memoing which were the primary grounded theory analytical conventions. The researcher conducted initial analysis of the first interview transcriptions line-by-line with each data piece (line, sentence, or paragraph) which were labeled according to its significance in relation to the research objective (Charmaz, 2011). This line-by-line analysis is typical of open coding in classical grounded theory (Strauss and Corbin, 1990).

The methodological steps in constructivist grounded theory used in this study include data collection, coding, constant comparative method, and theoretical saturation. The data collection is the starting point in the form of unstructured interviews. By asking open ended questions, researchers gathered thick, rich descriptive data from the participants (Charmaz, 2006; Punch, 2006). The researcher captured the data by recording the participants' online interview and through taking detailed fieldnotes. The coding process is the beginning of data analysis. It is naming data in ways that summarized them. The codes captured the phenomenon of the experience. As Creswell (2013) stressed, the researcher engaged in memoing, documenting her thoughts as the research progressed. The constant comparative method is done as the researcher zigzagged between data collection and data analysis until patterns became codes, codes became categories, and categories became concepts. This process resulted in theory refinement, and the theory generation occurred and was further abstracted (Charmaz, 2006, Creswell, 2013). Finally, theoretical saturation transpired when the core categories that had emerged from the interview process were developed with adequate data that even if additional information is gathered from the other participant, no new idea was developed (Simon, 2006). In this study, the data saturation was reached in the eleventh participant.

In qualitative studies, ethical dilemmas are likely to emerge regarding the collection of the data and in the dissemination of findings (Merriam, 2009). The researcher observed ethical considerations for this study such as how the experiences of the participants during interviews and observations was treated. There is no conflict of interest of the researcher in the conduct of the study. After seeking clearance from the Ethics Review Committee from the sponsoring University, the participants were requested to sign the informed consent before proceeding in the data gathering. If a participant expresses to withdraw in the study, his/her decision will be respected. The STIs as the participants of the study may benefit through understanding their journey in a virtual mode of teaching delivery. If ever during the interview, the researcher noticed inappropriate behavior manifestations due to virtual teaching, the STI will be referred to the Guidance Counselor. Moreover, the identities of the participants were treated with utmost anonymity and confidentiality.

Trustworthiness and Rigor of Qualitative Data
Lincoln and Guba (1985) described four components of trustworthiness and rigor applied to this research. First, credibility is ensured by persistent observations. The researcher conducted in-depth interviews that lasted for 30 minutes. Few questions were asked to establish rapport then proceeding to the grand tour question and the probing questions. The interview ended with some debriefing questions. Second, transferability of the research suggests the results of the study could be applied to studies in similar contexts. A thick description of the participants would allow replication of similar studies to experienced teachers or beginning teachers. Third, dependability ensures that the researcher provided an accurate and detailed description of the research study. A description of the context, methods, and procedures as documented in each section of the research report. Lastly, confirmability requires that the results of the study are unbiased and not influenced by the personal motivation of the researcher. To meet this requirement, the audit trail of the analyzed data is available at hand but kept with confidentiality.

Results and Discussion
To describe the student teaching interns' (STIs) accounts on their journey with student teaching internship in the virtual mode of teaching delivery, 11 STIs were interviewed. Due to the advent of COVID – 19 pandemic, all of them were doing virtual teaching demonstrations and any teaching-related duties and responsibilities both on-campus and off-campus.

The STIs narratives were clustered when theoretical saturation was obtained, and core categories were identified following Charmaz (2006) thematic analysis framework. The emergent core categories were introspection for self – acceptance; embracing the roles and responsibilities as STIs; and integration for self – revelation which describe the meta-theme on phases of molting among student teaching interns.

Meta – Theme: Phases of Molting among Student Teaching Interns
Among the student teaching interns, teaching online is a challenge. They were accustomed to face-to-face classroom contact during the completion of their core courses in the first three years. Despite the fact that they switched to flexible online learning during the COVID – 19 pandemic, their limited experience with online learning did not ensure that they would perform well in a virtual student teaching internship. As they

go through the student teaching internship process, student teaching interns reveal their journey. They become aware of their inadequacies, hesitations, worries, and apprehensions about the instructional duties they are about to confront in the first phase. The student teaching interns embrace their roles and responsibilities in the second phase, when they conduct a variety of teaching activities. They understand the value of scaffolding, which they learned from their student teaching mentors. They value the pre- and post-conferences that accompany each teaching demonstration. In the third phase, the student teaching interns apply what they have learned in their new surroundings. They grow more enthusiastic about their upcoming teaching demonstrations and were able to integrate their learning the next teaching tasks.

Sub - Theme 1. Introspection for self – acceptance
In whatever that a person wishes to happen in his/her life, it would always start with self-assessment or introspection. A deeper awareness of oneself allows a person to see his or her own shortcomings, strengths, expectations, and goals in life. When student teaching interns (STIs) started their internship, they had to go through a process of introspection to gain self-awareness and acceptance. STIs analyze themselves in this phase, exposing both negative and good emotions, setting goals for student teaching internships, and admitting perceived challenges. The STIs grow more self-aware because of this introspection and self-exploration process. As life events drive further self-reflection and unanticipated chances to recognize a growing felt sense of connection, via compassion, for all of life, the quality of self-acceptance develops (Rolle-Whatley & Linden, 2021). When the student teaching interns can bring to consciousness their understanding about themselves, the easier they attain self-acceptance.

There were student teaching interns who disclosed their negative emotions by sharing that:

> *I do not know how I feel. I had mixed emotions. I still remember the time when I first joined the virtual orientation. I was so nervous, anxious, and scared. I doubted myself if could do Student Teaching Internship (P6).*

> *When I started my first teaching demonstration, I almost fainted and I felt my hands being numbed. I was nervous because I know I am struggling with my communication skills. I lacked the confidence to speak in English in front of many people (P4).*

> *Teaching was like a roller coaster. There are ups and downs. I had a lot of sleepless nights working with my lesson plans and slide presentations. I experienced challenges with unfamiliar people, dealing with students' behaviors and managing the virtual class (P1).*

> *Breakdowns, demotivation, hesitations, and uncertainties were the emotions I felt during the first month of my online teaching internship. I had these negative emotions as I continue my journey (P3).*

The introspection of the student teaching interns allowed them to identify negative emotions which could be a hindrance in their journey if not addressed. As the impact of the pandemic on pre-service teachers were investigated further in research publications, Hadar et al. (2020) provided an opportunity for Israeli student teachers to assess their own socioemotional abilities and preparation for the pandemic. Like findings by McIntyre et al. (2020) involving in-service language teachers, most of the replies indicated clearly unfavorable attitudes to the stressors, demands, and uncertainties of student teaching in a pandemic. The findings suggested that student teaching interns had some unpleasant feelings when they began more significant activities like student teaching internships.
On the other hand, there also student teaching interns who had positive emotions towards student teaching internship, to wit:

> *I went through many emotions. I was excited because teaching is my passion. The school is filled with caring and supportive people including my co-interns. I felt so comfortable working with them (P1).*

> *Fearing the teaching demonstration helped me to be motivated to do my best and to accept and conquer the challenge. I just believed in myself. I began to enjoy the teaching experience (P5).*

> *After overcoming the negative emotions, I am very optimistic about my chosen career of becoming a well-rounded teacher (P3).*

The journey of the student teaching interns did not start with negative emotions all the time. As revealed in the sharing, there were STIs who positively look forward to the tasks at hand.

Student interns acknowledged that their experiences during the pandemic benefited their teacher preparation period, according to Sepulveda- Escobar and Morrison (2020). The student interns gained more personal qualities such as patience, respect, open-mindedness, love, time management, and reflective thinking, as Back et al. (2021) emphasized. During the pandemic and the conditions that they encounter, student interns gain soft skills.

Moreover, Turhan and Kirkgöz (2021) proposed that teacher candidates be given opportunities to work in diverse pairs so that they may acquire multiple points of view while reflecting, allowing them to become more critical. Furthermore, teacher educators' assistance throughout the reflection process should not be overlooked, because without it, teacher candidates may prefer to reflect descriptively rather than critically.

These findings implied that stepping into the teaching profession entailed a lot of mixed emotions and apprehensions. However, if the student teaching interns are assisted along the way of their introspection, the better they can face the challenges with enthusiasm and determination. As Pepito (2022) concluded that student interns' teaching internship experiences during the pandemic are strikingly different. It helps student interns gain unexpected information, skills, and values. At the same time, the pandemic hits them with extraordinary challenges for which none of them has ever been prepared. The student interns, on the other hand, are effectively navigating their internship journey rooted on their innate resilience, personal motivation, and solid support system. Despite all the problems they face, Jamon et al. (2021) concluded that teachers' resilient attitude toward teaching and learning in the new normal was clear. In the new normal, the Covid-19 pandemic provided strengths, difficulties, possibilities, and risks to teachers.

Sub - Theme 2. Embracing the roles and responsibilities as student teaching interns
Student teaching internship is done in one semester or eighteen weeks. During this period, the student teaching interns participate in actual teaching demonstrations and other teaching - related responsibilities. As they face the battle, they are assisted by student teaching mentors and got support from their co-STIs. During this time, enhancement activities were provided to the STIs to better assist them. As time progressed, the STIs accept their roles and obligations as teachers in the classroom. During the full term of student teaching internship, the STIs are guided by the student teaching mentors (STMs) who offered scaffolding to the STIs by guiding, coaching, and conducting pre and post conferences during actual teaching demonstrations. Other teaching-related tasks are also taught to STIs, including but not limited to filling out educational forms for pupils, monitoring attendance, checking papers, recording scores, and computing grades. The STMs played a very important role in harnessing the teaching competencies of the student teaching interns. According to Lindström et al. (2022), supervisors and student teachers have various degrees of prior knowledge, therefore supervisors should understand supervisory orientations and realize how supervision as a pedagogical activity may be aimed toward assisting the student teacher's growth. In this study, the STIs revealed that:

> *I had difficulty navigating the Zoom App since we were used to Google Meet. It was difficult to find interactive learning activities that suit to the lesson, current situation, and would arouse the students' interest. I slowly learned about the routines, practices, and understand the students. We (STIs) managed to help the students who had difficulty submitting the tasks. I explored on online educational tools to be used in teaching. I am grateful of the chance to facilitate the assessments for the students. It was very fulfilling (P2).*

> *"I discovered and learned how to organize an activity or quiz in an enjoyable way using Quizizz.com (P4).*

Teaching online brought certain challenges to the student teaching interns like on how to navigate of a learning management system used in teaching, providing interactive learning activities using online educational tools, and on how to assist the struggling learners. This observation supports the findings of Carrillo and Flores (2020) who mentioned that there is a need to provide teacher educators with a set of skills that is socio-affective in nature. Also, there is a need to consider the ethical, political, and pedagogical components of online teaching and learning in addition to the instrumental approach. The duties and responsibilities of student teachers and teacher educators in online teaching and learning, as well as their significance for the process of learning to teach, must be considered. The findings implied that enrichment activities related to teaching delivery is very important for the student teaching interns to hone their teaching skills and reinforce their learning to teach online.

The student teaching interns recognized the significant contributions of their student teaching mentors as they embrace their varied roles and responsibilities. To wit, they shared that:

> *I feel so blessed to have a mentor who is approachable and kind. Our mentor always guided us and made sure that we really did our best in every activity or in our teaching demonstrations. After the synchronous classes, our mentor will give feedback about our teaching demonstration which I learn a lot (P6).*

> *I am thankful for the opportunity to work with an expert, warm-hearted, caring, and distinguished mentor. She taught us uncountable lessons that will help in our future undertaking (P3).*

> *The pre and post conferences really helped me with my teaching and gradually improved my strategies after consecutive demonstrations. I also learned to work with my fellow STIs as we helped each other accomplish the tasks (P1).*

> *I got the chance to interact with my co-student teaching interns who are willing to help one another in doing the tasks given to us (P6).*

The sharing of the STIs manifests the important role of the student teaching mentors in their journey to holistically develop themselves. The STIs highlighted their appreciation of the STMs personal attributes that in a way motivated them as well as also their interactions during conferences. Furthermore, the STIs gave premium on their relationship with their co-STIs. The findings implied that both the STMs and co-interns provided support to the STIs as they embraced their roles and responsibilities. As Hadar, et al. (2020) revealed that the social-emotional skills of students can be enabled and developed as part of the teacher education program. Teacher education can avail from other fields by using a variety of methods, such as mindfulness, stress management techniques, case studies, teamwork around problems that occurred in education during the COVID - 19 pandemic. Teacher educators are important characters in teacher education because they assist aspiring teachers develop their abilities, attitudes, and knowledge to be better prepared for their careers as teachers.

Teachers collaborated with their colleagues to explore various topics to promote awareness and develop knowledge about technology and diversity in the classroom (Lenkaitis, 2020).

> *There numerous orientations, webinars, and series of meetings undertaken to equip and mold us as teachers. I had experienced conducting academic counseling, organizing, and hosting a co-curricular activity, an opportunity to handle an advisory class (P1).*

> *I value my experience to handle academic counseling, co-curricular activities, and community involvement with the students (P3).*

The academic counseling was very helpful to those students having problem with their studies. It was a way to know the students better and being able to establish good relationships with them (P2).

I was able to attend one of the parents and teachers' assembly meetings. I was assigned to do a task and felt happy about it. I greatly appreciate how each one engaged and gave valuable contributions during the meeting. I appreciate the support of the parents to their children's education (P11).

In the educational setting, student teachers want to feel involved and accepted (Ulvik & Smith in Lindstrom et al., 2022). As revealed in the sharing of the STIs, they are happy of the structured activities that exposed them to the varied roles and responsibilities that they need to learn while in the student teaching phase. They declared that the activities and interactions helped them to internalize their roles and responsibilities. This experience of the student teachers supports what Mumford and Dikilitaş (2020) claimed that interactions between peers and educators were important in promoting cooperation and partnerships. Further, Farrell (2021) highlights the critical role of cooperating teachers in helping student teachers and the value of providing them with a place to connect, with this link referring to the pre and post conference in the context of this study.

In comparison to the typical face-to-face classroom, synchronous online teaching may also contribute to the professional education of student teachers. In the current study, there were reports of student teachers honing and developing several aspects of their teaching for online engagement, but which have broader implications for teaching in general - for example, lesson design and planning, questioning, teacher communication skills, and developing confidence in their teaching abilities (Donlon et al., 2022).

The findings implied that the teaching related activities allowed the student teaching interns to imbibe the significant roles and responsibilities as navigators of learning. Student teaching interns are trained to shift from the usual face-to-face interactions to virtual participations in orientations, webinars, meetings, engagements with learners and parents. These packages of varied activities made the journey of the student teaching interns more meaningful.

Sub - Theme 3. Integration for self-revelation

In the process of self – examination or introspection and the application of what has been learnt, the student teaching interns reached in a point of integration for self – revelation. This is the phase in which they incorporate what they've learnt from their student teaching mentors' scaffolds and begin to develop their teaching skills. They can conduct the instructional duties with minimal monitoring from the mentor during this phase. They teach with confidence. Transformations are visible on the way they design the lesson and deliver it with ease. But to reach the integration phase, the student teaching interns revealed that:

As inspiring teacher, I am placed in a supervised work environment for a certain period to get professional experience and integrate career-related tasks (P1).

I prepared and delivered the lesson. I may have some lapses, but I learn from them. These lapses will not stop me from pushing myself to learn and grow. Despite the hardships, doubts, sleepless nights, tears, sweat, stress, adrenaline, pressure, and sacrificing to get the tasks done, I realized every inch of that feeling and every bit of that experience is worth it. Those experiences prepared and equipped me for the real field of work as a teacher. I learn to believe in myself and strengthen my faith in God (P6).

I learned some soft skills that a teacher must attain whether online or face to face, as well as ho manage an engaging class through games and some online applications. I learned how to respond on students' needs and feelings through

inculcating values to the lessons which I learned from the webinars I attended (P5).

My online teaching internship has been such a growing, valuable, fulfilling, and great experience. I had a lot of meaningful experiences to develop my skills and grow as a teacher. I learned how to manage the class, time, being resourceful, creative, effective communicator, and use the technology in teaching. Online internship allowed me to become more flexible in many aspects and be more open to new perspectives (P2).

The student teaching internship is an opportunity for me to show and apply everything I learned from my 3 years in college. It was a chance for me to grow in different aspects (P3).

The student teaching interns go through a process of transformation. As revealed in their sharing, they started to evaluation themselves and identify their challenges and negative emotions. But with the help of their student teaching mentors and co-STIs, they were able to overcome the challenges and process the negative emotions. Learning from the scaffolds through carefully planned structure activities, they were able to integrate significant learnings in the tasks related to online teaching. In initial teacher education, Farrell et al. (2022) revealed a cyclical model of professional development involving university-based educators, student teachers, and cooperating teachers. Through an innovative mentoring approach, the model encourages the development of digital learning leaders. Further, Jackson and Jones (2019) mentioned that participants in the research praised the Virtual Field Experience's hands-on approach, believing that the lessons taught over the course of the year were both practical and transferable to virtual teaching. Participants expressed increased confidence in their ability to teach online and in their ability to assist others interested in virtual teaching.

On the same vein, Pepito (2022) concluded that student interns' teaching internship experiences during the pandemic are strikingly different. It helps student interns gain unexpected information, skills, and values. At the same time, the student teaching internship hits them with extraordinary challenges for which none of them has ever been prepared. The student interns, on the other hand, are effectively navigating their internship adventure attributable to their innate resilience, personal motivation, and robust support system. Furthermore, Iradel et al. (2021) stated that teaching online during the COVID-19 pandemic provided significant experiences for student interns as they highlighted their expectations and challenges. The interns praised their solid support structure for helping them maintain a strong cognitive-social-teaching presence. They confronted the obstacles of teaching online with a growth mindset, resilience, integrity, and persistence.

The findings suggested that the student teaching interns went through a development phase as they developed their teaching skills. This development phase is like going through the process of molting. Growth is attained as the student interns progress to a better self that led a holistic development. They were able to recognize the areas that were obstructing their ability to accomplish their teaching duties through introspection. They regarded the scaffolding given by student teaching mentors as vehicles for embracing growth possibilities. Finally, they can incorporate their key learnings into anything they perform.

In summary, the student teaching interns went through the phases of molting as displayed in the model in Figure 1.
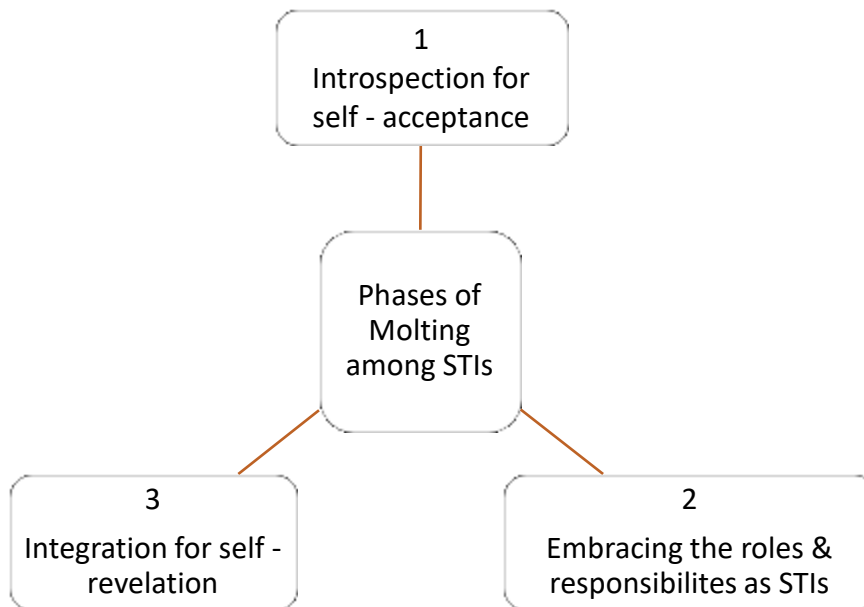
Figure 1. Phases of molting among student teaching interns doing
virtual mode of teaching delivery

Molting is a process of shedding off to allow room for growth. The three phases of molting describe how student teaching interns shed negative thoughts and feelings to accommodate and embrace their roles and responsibilities with the mentors' scaffolds for successful teaching demonstrations, and eventually reach a point of integration where they reveal their best selves. As a result, the student teaching internship permits the student teaching interns to shed off anything that may be preventing their progress. They have abandoned negative attitudes and perceptions in favor of a growth mindset, which is at the core of molting.

Conclusion
The virtual mode of teaching highlighted the journey that student teaching interns took and the phases of molting they went through to reach a certain level of personal and professional development. The STIs underwent introspection in the first phase by bringing to consciousness their emotions, expectations, and anxieties about completing a virtual student teaching internship. The student teaching interns began to embrace their duties and responsibilities in the second phase as they proceeded to tackle the uncertainties with the aid of student teaching mentors and co-interns. The STIs progressively advanced to the third step, which is integration for self-revelation. In the final phase, the student teaching interns were able to bring out the best in them. Most student teaching interns described their student teaching internship as a roller coaster ride with many ups and downs, but they were satisfied at the end of the experience. As an outcome, additional investigation to evaluate the theory on the molting phases among student teaching interns is proposed.

Acknowledgement

Conflict of Interest
The author declares that there is no conflict of interest in the conduct, completion, and publication of the study.

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