

**CORRELATES OF PRE-SERVICE TEACHERS' PERFORMANCE IN THEIR
TEACHING INTERNSHIP**

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by

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APPROVAL SHEET

This thesis, entitled "**CORRELATES OF PRE-SERVICE TEACHERS' PERFORMANCE IN THEIR TEACHING INTERNSHIP,**" prepared and submitted by **ANDREA JAN C. MURALLON I, AND JENEVER S. SEVILLE,** in partial fulfillment of the requirements for the degree of **Bachelor in Elementary Education,** has been examined and is recommended for acceptance and approval for Oral Examination.

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DEDICATION

To our family, our dad, our mom, and brothers,
who were always there with us and taught us the values of
hard work and determination. To our grandparents, who never failed
to remind us of what we could achieve and keep us pushing towards believing in
ourselves. To our friends, who always pushed us to keep going, even when we wanted to
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it. It was lengthy, but now we are proudly here.
Thankful and blessed for everything.

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ABSTRACT

Pre-service teaching internship is a critical activity in preparing prospective teachers through actual classroom exposure. This research examined the correlates of the performance of pre-service teachers during their teaching internship, specifically parental support and school support, i.e., the research utilized a descriptive-correlational research design and was conducted among 115 pre-service teachers from a university in Ozamiz City, which was chosen through purposive sampling. The data were gathered through validated questionnaires and student internship performance ratings. Statistical methods like mean, standard deviation, frequency, percentage, Pearson product-moment correlation, and multiple regression analysis were employed to examine the data. Results indicated that both parental and school support were given very high ratings by the respondents. Parental support, however, did not have any significant correlation with teaching performance. In contrast, school support, emotional and psychological well-being, technology integration, and time management, were positively and significantly correlated with internship performance. Among these, emotional and psychological well-being was the strongest predictor. The research concludes that school support is more important than parental support in teaching internship interns' classroom preparedness and teaching effectiveness while on internships.

Keywords: *academic achievement, emotional well-being, integration of technology, parental support, pre-service teachers, school support, teaching internship, time management*

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Chapter 1

INTRODUCTION

Pre-service teaching, or the teaching internship, is a part of teacher education programs where prospective teachers will be able to engage in direct hands-on experience with real classroom settings (Sanusi et al., 2024). This phase allows pre-service teachers to use their knowledge in pedagogies, formulate instructional plans, and spend time with students under the mentorship of veteran teachers (Ayanwale et al., 2024). The internship serves as a bridge between academic preparation and professional practice, ensuring that prospective teachers acquire the necessary skills and experience before entering the teaching profession (Zhang et al., 2023). However, while it provides a rigorous learning experience, it does not protect pre-service teachers from the innumerable challenges that they would face when they find themselves teaching full-time (Karataş & Yüce, 2024).

Despite its importance, the teaching internship experience is facing many problems from the pre-service teachers. Lack of mentorship and institutional support given may also pose a difficulty for the pre-service teachers to successfully transition to the classroom. Many are not equipped for uneventful classroom circumstances because they experience poor exposure to realistic scenarios of real teaching in classrooms within their classes (Karataş & Yüce, 2024). It will require effective mentorship to steer the pre-service teachers through the internship, although variations in mentoring styles and support availability create other challenges (Ansari et al., 2024). Since interns cannot enhance their instructional methods and classroom management when mentors are unavailable or do not

give them positive feedback, variations in mentoring styles and the availability of support present other challenges.

The second major challenge would be time management, whereby the pre-service teacher must weigh lesson planning, grading, and professional development against the demands of the internship. The workload results in burnout and stress that negatively impact performance and learning outcomes (Pokrivcakova, 2024). Furthermore, the pressure of ensuring curriculum compliance while trying to perfect teaching styles can be a heavy burden for interns, thereby exacerbating the challenges of time management (Flavian & Levin, 2023).

Technology and AI integration presents both benefits and challenges for preservice teachers, as AI-designed tools can facilitate lesson planning, grading, scoring, and personalized feedback, thereby freeing teachers from administrative tasks (Sanusi et al., 2024). But lack of proper training on the use of AI-based education tools renders most pre-service teachers unsure of how to effectively integrate the technologies into their teaching practices (Zhang et al., 2023). AI can amplify student engagement and provide differentiated instruction, but fear about ethical considerations, accuracy, and overreliance on automated systems persists (Pokrivcakova, 2024).

Emotional and psychological pressure also has a role to play in the problems of pre-service teachers. Pressure to perform, approval-seeking from mentor teachers, and institutional pressures can create anxiety and self-doubt (Pokrivcakova, 2024). Most interns suffer from imposter syndrome, believing they lack competency or qualification despite training and preparation (Zhang et al., 2023). The emotional load of teaching and

the difficulty of getting accustomed to a new professional context make mental health a critical area to be addressed in teacher preparation programs (Flavian & Levin, 2023).

This study investigates the concerns of student teachers in their teaching internship. The scope includes parental support, time management, emotional and psychological well-being, and technology and AI integration into teaching. Awareness of such issues is vital in ensuring teacher education programs are adequate in the preparation and training of teachers. The solution to these issues will ensure that future teachers are adequately prepared to deal with the realities of real teaching environments.

Several studies have examined the difficulties encountered by pre-service teachers during their internship in teaching, including mentorship, time management, emotional health, and integration of technology. Karataş and Yüce (2024) highlight that poor mentorship and insufficient exposure to authentic classroom settings make it difficult for interns to develop professionally, and hence, transitioning into full-time teaching is made challenging. In the same way, Pokrivcakova (2024) explains how intense workloads and pressures to be curriculum compliant result in stress and burnout in pre-service teachers, which ultimately impacts their general performance. AI integration in education is both promising and challenging since Zhang et al. (2023) argue that while AI tools can facilitate lesson planning and evaluation, few pre-service teachers have the proper training to do so. Additionally, psychological and emotional stressors such as imposter syndrome and seeking approval add to the complexity of the internship experience (Flavian & Levin, 2023). These findings highlight the necessity for increased mentorship, organized support systems, and mental health considerations in order to better strengthen teacher education programs and prepare future teachers more effectively.

The researcher identified a methodological gap in the prior research. There is a lack of quantitative research designs in recent studies. Based on the research, we are trying to implement as a research design. We found a dearth in prior research on correlational designs with greater validity. We aim to broaden the scope of our research by bridging the gaps with innovative approaches to research methodologies, utilizing a systematic framework (Miles, 2017).

While there is growing interest in pre-service teacher difficulties, the majority of current research utilizes qualitative approaches, and there is a need for quantitative research that demonstrates statistical associations between these difficulties and teaching quality. Research conducted by Almazroa (2020) and Dube (2020) revealed important difficulties like poor mentorship, classroom management issues, and lesson planning problems, but mostly employed thematic analysis instead of correlational or experimental designs. Likewise, Borja et al. (2019) and Baltazar et al. (2019) investigated instructional delivery problems but didn't use quantitative validation techniques. Although Yusuf, Odutayo, and Tuoyo (2022) conducted a quantitative investigation into the effectiveness of teaching practice, their study did not specifically examine the statistical impact of different challenges on pre-service teacher performance. The absence of correlational analyses with high validity measures constrains generalizability and the implementation of specific interventions. This study attempts to narrow this gap by using a systematic quantitative method to evaluate the connection between main challenges—such as mentorship quality, time management, and emotional well-being—and their effects on teaching preparedness, thereby informing an evidence-based enhancement of teacher education programs.

Hence, this study will explore the challenges that pre-service teachers encounter in their teaching internships, particularly in the areas of parental support, time management, emotional and psychological well-being, and integration of AI technology. The main objective is to investigate the extent to which these problems affect classroom readiness and lesson effectiveness, using a quantitative approach. By determining statistical correlations between these challenges and instructional performance, this study attempts to establish empirical evidence that can be used to inform the development of enhanced teacher education programs. The study also aims to contribute to the creation of specific interventions that can be used to improve the overall internship experience, preparing future teachers to better adapt to full-time teaching.

Moreover, this study highlights ways in which teacher training programs can be enhanced to ensure a smooth transition for pre-service teachers from internships to full-time teaching. It should make the educational system more responsive, effective, and technology-friendly so that it can give a better experience both to teachers and students. The result of this study will also help the pre-service teachers create a more effective and supportive environment for future educators, leading to better outcomes for both teachers and students.

Theoretical Framework

This study is anchored by the Social Learning Theory by Albert Bandura (1977), the Social Cognitive Theory by Albert Bandura (1986), and the Constructivist Theory as explained by Piaget (1936).

The Social Learning Theory (SLT) explains that most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new

behaviors are performed, and on later occasions, this coded information serves as a guide for action. Social Learning Theory emphasizes the importance of observation, modelling, and imitation of other people's behavior, attitudes, and emotions. Bandura's theory goes beyond the idea that learning is a result of direct experience with the environment (Bandura, 1977).

The concept of Social Learning Theory (SLT) is frequently referred to as an intermediate between behaviorism (traditional learning theory) and cognitive theory (Rumjaun & Narod, 2020). Although it is based on the social learning theory, a growth mindset also strongly incorporates constructivist principles (Murphy & Gash, 2020). There are four elements of Social Learning Theory: attention, retention, reproduction, and motivation. Educators have found social learning theory to be a powerful tool for teaching, learning, motivating learners, and managing behavior. The teachers want the learners to be successful and to learn to the best of their ability. The way the teachers teach and the strategies they employ, as well as the classroom environment, all have an impact on teaching and learning. Social learning theory has its place in the education system and offers us a greater understanding of the way learners learn.

Social Learning Theory (SLT) suggests that social modeling and good behavior are powerful classroom tools. If the learners see positive outcomes from an action, such as paying attention to the lesson, they are more likely to perform that action themselves. People can learn by observing what others do and say, rather than through direct instruction. Teachers should pay more attention to their behavior than only teaching because they are one of the learners' role models.

Social Cognitive Theory (SCT) describes that a person can learn something in a particular situation by directly seeing individuals within the social interaction context. The theory states that the series of events experienced by an individual and their use of information to direct subsequent behaviors can result from observing a model performing a behavior and the consequences of that behavior (Ugwuanyi et al., 2020). Social Cognitive Theory can and has been used to explain how a person's behavior is shaped in the workplace (Kaoutroubas & Galanakis, 2022).

Social Cognitive Theory perceived self-efficacy as an individual's perception of their capabilities to exert control over circumstances that directly affect their lives, to generate desired results, and to influence others. It emphasizes the role of personal, behavioral, and environmental factors in shaping academic performance. Social cognitive theory suggests that a person improves their academic skills and abilities by interacting with others, learning from those who are observing them, or reflecting on themselves (Bandura, 1986).

Social Cognitive Theory is important because it is frequently used to guide behavior change interventions. It is used to understand learners' past experiences on behavior change. It may be particularly useful in the class for examining how the learners interact with their surroundings. It plays a central role in knowledge retention. When the learners discuss something important, they relate it to their personal experiences.

Constructivist theory is an approach in educational psychology that emphasizes that knowledge is actively built by individuals through experience and interaction with their environment, rather than being passively received from external sources (Harapan et al., 2024). Based on this view, learning is an active construction process in which students

relate new information to existing knowledge, developing their understanding through exploration, reflection, and discussion. Jean Piaget, one of the leading figures in constructivist theory, posited that cognitive development occurs through certain stages, during which individuals gradually build more complex mental structures (Muzakki et al., 2021). In the context of language learning, constructivist theory encourages approaches that focus on students' active involvement in the learning process, such as through relevant tasks, problem-solving, and discussions, to help them build and deepen their understanding of language (Purwanto et al., 2024). By applying constructivist principles, language learning becomes more interactive and contextual, allowing students to integrate new language skills into the knowledge they already have and develop more effective and independent communication skills.

The constructivist approach to education emphasizes the active role of the learner in constructing knowledge through hands-on experiences, social interactions, and meaningful engagement with the learning environment. According to constructivist principles, children develop a deep understanding of mathematical concepts by actively participating in activities that encourage exploration, experimentation, and problem-solving. Atta et al. (2023) emphasized the significance of incorporating hands-on activities and real-life problem-solving tasks in early-grade numeracy education to facilitate the development of mathematical thinking among young learners. Their research highlighted the benefits of manipulative-based learning experiences in promoting conceptual understanding and mathematical reasoning skills among children.

Conceptual Framework

This study involves one dependent variable, which is pre-service teachers' performance, and one independent variable, which is correlates such as parental support, time management, emotional and psychological well-being, and technology integration.

Challenges are multifaceted, directly impacting teaching efficacy and student learning outcomes. Parental support, time management, and emotional and psychological well-being, as well as integrating AI in school settings, are crucial challenges that demand innovative solutions: technology integration is to be struck in balance with human-centered approaches. The answer may lie with AI and other digital tools, but their implementation will need to be carefully managed not to cause unintended side effects. Identifying these challenges through critical scrutiny would allow educators and policymakers to strategize on how best to improve the student and teacher learning experiences.

Parental support is crucial in fostering a positive learning environment for students. Educators often face challenges such as maintaining student engagement, addressing learning difficulties, and ensuring academic success. Parents and mentors play a vital role in supporting students by reinforcing positive behaviors, encouraging effective study habits, and promoting a respectful attitude toward education. Research indicates that parental involvement is positively correlated with students' academic self-efficacy, engagement, and intrinsic motivation (Williams, 2023).

With the rise of AI-integrated learning tools, students now have access to more personalized educational experiences. While technology can provide valuable insights into student progress and offer timely feedback, overreliance on it may reduce essential interpersonal skills. Studies have shown that effective school-family communication,

facilitated by technology, can enhance parental involvement and positively impact student outcomes (Blau, 2024). However, active participation from parents and mentors remains critical in ensuring that students receive the guidance and emotional support needed to succeed.

For AI-based learning tools to be effective, parents and mentors must adapt to changes in education, learn how to support their children's use of technology, and stay engaged in their academic progress. This transition can be challenging, especially for those unfamiliar with digital learning environments. Research suggests that students whose parents and mentors are well-informed about AI in education tend to exhibit better focus and engagement in class. Conversely, a lack of guidance and technological awareness may contribute to learning distractions and academic struggles. Schools should encourage continuous collaboration between educators, parents, and mentors to maximize the benefits of AI while maintaining strong personal connections in the learning process.

Time management is one major challenge that educators face as they must divide their day between instructional duties and administrative chores. The introduction of AI in the education system would allow solutions to mundane tasks such as grading and attendance sheets, which would free more hours for teachers to conduct their instructional duties. Due to AI, government initiatives are also being prepared to increase automation in education and reduce the workloads of educators (The Times UK, 2024). However, with the introduction of AI-based systems, some teachers find it hard to keep up with the changing scenario, hence increasing stress levels and decreasing effectiveness. Only proper training and stepwise application of AI in teaching skills will ensure educators do not end up feeling harassed, but instead employ smart working, respecting time management.

The stressors presented by AI: the educators suffer from technostress due to the compulsion to learn various technologies. Here, the associated benefits of saving time are reduced. Studies show that AI increases learning efficiency but also has some stressors that relate to the adoption and inclusion of technology (Delello et al., 2024). The teachers who do not have sufficient time to familiarize themselves with these tools would feel hurried. This would lower the overall job satisfaction for the teachers. Thus, schools and policymakers must structure the integration of AI in a way that ensures support systems are available within the system to support teachers as required with time management.

Emotional and psychological well-being of both students and teachers in educational experience. The stress levels have increased in the post-pandemic world, making it crucial that such issues must be addressed proactively. The outcomes indicated that more significant levels of emotional intelligence, along with improved time management skills, were linked to a perception of lesser extents of stress (Brillo et al., 2024). Similarly, new pressures and problems related to schooling are major drivers that must find ways for teachers to develop resilience and coping capacity. Advances will be made through wellness programs such as mindfulness, work-life balance, and stress management as the basis of mental wellness at school.

There could be enhanced stresses and even burnout experienced among teachers concerning demands for integrating new technologies and pedagogies. The application of AI in education may pose a potential danger in systematic reviews, as it can restrict meaningful interaction between educators and learners, ultimately harming their mental health (Karan et al., 2023). Many instructors feel the "very rapid implementation of AI tools creates unrealistic expectations and anxiety." In addition, without proper support and

reasonable workload expectations, teacher burnout might be experienced as it impacts the outcome for students. Therefore, educational institutions must pay attention to the well-being of teachers, which starts with a healthy working environment and professional development in stress management.

Integration of AI in schools is both an opportunity and a challenge. AI may individualize learning experiences, provide instant feedback, and reduce administrative burdens, among others. Studies on AI technologies for social-emotional learning have revealed that AI may be used to provide personalized support and increase interest by using adaptive learning platforms (Sethi & Jain, 2024). A few teachers believe that AI will reduce the time required for meaningful interactions between teachers and students, which in turn impacts the quality of education. A proper balance must be ensured in such a manner that AI enhances the conventional teaching method without replacing it.

Many other issues also exist regarding the integration of AI, including data security concerns and the loss of human involvement in the learning process, which are ethical issues. A balanced approach, therefore, is needed for critical analysis when AI is set to be implemented cautiously so as not to replace but complement human educators (Dimitriadou, 2023). Teachers are to be intensively trained while deploying AI in learning processes without replacing student-centered methods. Policymakers must ensure that there is a clear prescription of how ethics can be effectively implemented in educational settings. Thus, by using AI-driven innovations with robust pedagogical processes, teachers are poised to create an incredibly lively and responsive learning environment.

Teaching internship is accountable for creating the future of society by spreading knowledge, enabling innovation, and sharpening intellect (Trausi, 2024). With the

advancement of technology and society, the role has also undergone drastic changes, where the role of the teacher has called for new pedagogy and technology repeatedly (Klassen, 2024). As a 2023 OECD report has discussed, there is greater pressure on teachers to bring global engagement, sustainability, and digital competence into education, which requires teachers to be in possession of ongoing professional development and support (Marcianò¹, (2024). These changes have introduced new challenges for teachers in the form of managing diverse classrooms, self-assessment, and keeping up with education trends (Mayerà, 2024)). Therefore, teacher professional development has become the most significant indicator for such constant success of education systems worldwide (Trausi et al., 2024).

Also, the Philippines study assists in building evidence that the development of teachers' 21st-century teaching skills has a direct link with the performance and job satisfaction of the teachers (Saragena et al., 2024). A study confirmed that job-satisfied teachers engage in continuous professional growth and adopt innovative pedagogical practices, directly influencing their teaching performance (Esman et al., 2023). The study also demonstrates that work cultures must be built to be supportive, and teachers must be equipped with the right tools to be efficient (Bual et al., 2023). Due to the changing times in the teaching field, it is evident that teacher skill development and teacher happiness are crucial elements of educational excellence (Madrigal et al., 2023). Through the creation of a supportive and positive professional culture, educational systems can build the ability to enable teachers to overcome the challenges of the 21st century (Esman et al., 2023)

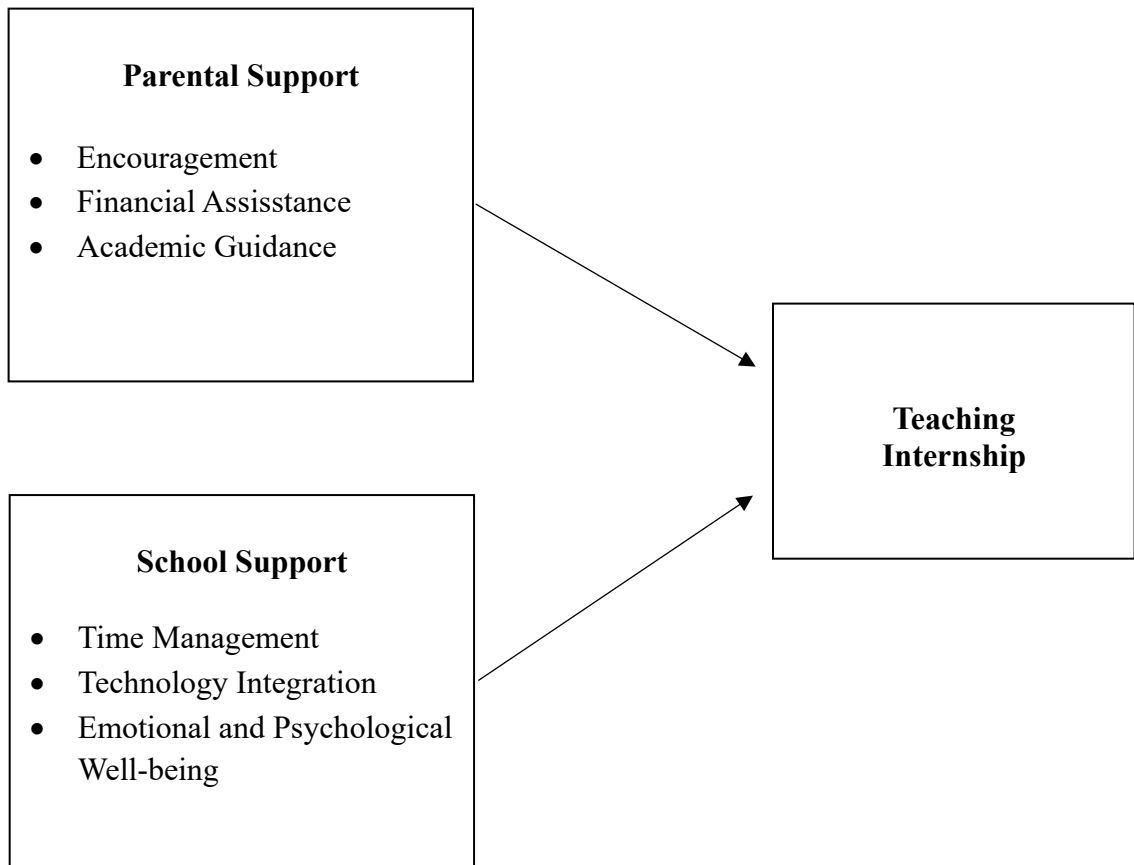


Figure 1. Schematic Diagram of the Study

Statement of the Problem

The study will determine the challenges encountered by pre-service teachers in their teaching internships. It will be conducted in Misamis University, Ozamiz City, College of Education. Specifically, will seek answers to the following research questions:

1. What is the level of parental support in terms of encouragement, financial assistance, and academic guidance?
2. What is the level of school support in terms of time management, technology integration, and emotional and psychological well-being?
3. What is the level of teaching performance of pre-service teachers in their teaching internship
4. Is there a significant relationship between parental support and the performance of pre-service teachers?
5. Is there a significant relationship between school support and the performance of pre-service teachers?

Null Hypotheses:

H₀₁: There is no significant relationship between parental support and the performance of pre-service teachers.

H₀₂: There is no significant relationship between school support and the performance of pre-service teachers.

Chapter 2

METHODS

Research Design

This quantitative study approach used a descriptive correlational design. This design enabled the research to explore deeply the issues pre-service teachers experienced while carrying out their teaching internship without manipulation (Siedlecki, 2020). The correlational design enabled researchers to analyze and forecast the correlation of variables, including parents' and mentors' support, time management, emotional and psychological wellbeing, use of technology, and AI integration (Seeram, 2019). This design was suitable for the study as it seeks to capture how these variables influence the teaching internship experience.

Research Setting

The research was conducted in a selected tertiary school institution in Ozamiz City, more particularly at the College of Education. The university is known for its academic excellence. It has been given "Autonomous Status" by the Commission on Higher Education (CHED), considering its high levels of teacher education and training standards. The College of Education also has different undergraduate courses designed to prepare prospective educators for different environments in teaching. Such courses encompass Elementary Education, Secondary Education with specializations in areas like English, Mathematics, Science, and Social Studies. The college prepares future teachers with theoretical insights and practical experience through its pre-service teacher training programs by placing them in actual classroom environments. The institution's partnership with local schools enables pre-service teachers to develop their instructional methods,

classroom management, and pedagogical approaches under the guidance of veteran educators. With its strong focus on teacher preparation, this environment offers a perfect place to study the issues faced by pre-service teachers during their internships and evaluate the efficacy of support systems that promote their teaching ability.

Participants of the Study

The participants of the study are pre-service teachers in a selected tertiary school in Ozamiz City who were already undergoing their teaching internship. The sample size required was calculated using Raosoft, and participants were selected using purposive sampling. The inclusion criteria are: (1) pre-service teachers who are currently doing a teaching internship, (2) willing volunteers to be part of the research, and (3) respondents who give informed consent. Before data collection, researchers ensured that all ethical considerations were followed.

Research Instruments

The research utilized two research instruments to obtain data:

A. Parental Support Questionnaire (Appendix A) – This tool was created via literature review and expert consultation. The questionnaire utilized a 4-point Likert scale ranging from always (4), often (3), sometimes (2), and never (1). The questionnaire had 20 items that were grouped under three constructs: encouragement (7 items), financial assistance (7 items), and academic guidance (6 items). To guarantee validity, the questionnaire was reviewed by educational and psychological experts, making refinements for clarity, significance, and truthfulness. Its suitability was checked through a pilot test. Reliability was determined through a Cronbach's Alpha test, whose value of 0.85+ ensures that it is consistent.

In determining the level of parental and mentor support, the following scale was used:

Responses	Continuum	Interpretation
4 - Always	4.00 - 3.26	Very High Support
3 - Often	3.25 - 2.51	High Support
2 - Sometimes	2.50 - 1.76	Moderate Support
1- Never	1.75 - 1.00	Low Support

B. School Support Questionnaire (Appendix B) – This tool was created via literature review and expert consultation. The questionnaire used a 4-point Likert scale ranging from always (4), often (3), sometimes (2), and never (1). The questionnaire had 20 items that were grouped under three constructs: time management (7 items), technology integration (7 items), and emotional and psychological wellbeing. Experts in education and psychology reviewed the questionnaire to ensure clarity and relevance. To assess its effectiveness, a pilot test was conducted, and the reliability test using Cronbach's Alpha yielded a score of 0.88, indicating high consistency.

To determine the time management efficiency, the study used the following continuum:

Responses	Continuum	Interpretation
4 - Always	4.00 - 3.26	Very High
3 - Often	3.25 - 2.51	High
2 - Sometimes	2.50 - 1.76	Moderate
2- Never	1.75 - 1.00	Needs Improvement

Data Collection

Before data collection, approval was secured from the Dean of the College of Education and the pre-service teacher head. After obtaining approval, respondents were given an informed consent letter explaining the purpose of the study, ethical concerns, and confidentiality guarantees. The questionnaires were completed using Google Forms, and the respondents were given enough time to answer. The researchers made sure that all the responses were gathered and stored safely for analysis. After data collection, the researchers retrieved the completed questionnaires, tallied all the responses, interpreted the data, and reported the findings.

The ethical considerations of this research were upheld by maintaining Republic Act No. 10173, Data Privacy Act of 2012, which underscores the need for the protection of individuals' personal information and privacy and data security rights. This study also aligned with Bryman, Bell, and Harley's (2022) guidelines on being worth exploring and protecting respondents' welfare.

In carrying out this study on the challenges faced by pre-service teachers in their teaching internship, there was strict compliance with ethical practices. The involvement was purely voluntary, and the respondents were told of their freedom to withdraw at any time without any penalty. An informed consent statement was provided, which specifies the aims of the study, its possible advantages, and the risks involved. Confidentiality and anonymity were assured through the coding of the responses and protection of the data gathered against unauthorized access.

In addition, the research embraced transparency in the presentation of information, without any misleading information or biased presentation of results. Neither of the affiliations, the funding bodies, nor the conflict of interest dictated the results of the study. The researchers were also transparent when interacting with the respondents, advising them to contact them in case of any issues arising from the study participation. The welfare and professional integrity of pre-service teachers were safeguarded throughout the research process.

Data Analysis

The study used the following tools in analyzing the data that were gathered with the use of Jamovi 2.4.8:

Mean and Standard Deviation were used to assess the level of parental support and teaching performance of pre-service teachers.

Frequency and Percentage were used to show the percentage of distribution of pre-service teachers' ratings of their teaching performance.

Pearson Product-Moment Correlation Coefficient was used to analyze the correlations between parental support and school support.

Chapter 3

Results and Discussion

Level of Parental Support

Table 1 shows the extent of parental support among 115 participants in terms of encouragement, financial help, and study guidance. Overall, the results show that students reported a very high extent of parental support for all three constructs. Among the three dimensions, encouragement was scored the highest on the mean score ($M = 3.80$, $SD = 0.442$), seconded by academic guidance ($M = 3.74$, $SD = 0.373$), and followed by financial support ($M = 3.66$, $SD = 0.362$). All the scores are in the "Very High Support" category, as measured by the scale used in the study.

The most rated parental support factor was encouragement, which suggests that parents bear a significant responsibility to psychologically and emotionally stimulate their children. This can be in the form of repeated verbal stimulation, acknowledgment of achievements, and emotional availability, which are basic in sustaining the academic motivation and self-esteem of students. Academic advising was second on the list, referring to parents actively participating in the learning process of the children, e.g., enabling academic decisions or monitoring progress. Last but not least, economic support, even if also highly rated, received the lowest mean score among the three. This could reflect some inconsistency or insufficiency of economic assistance provided by parents and may depend on economic matters.

Current research continues to highlight the strong influence of parental support for learning. Strong levels of emotional and motivational parental support correlate with more resilient students and academic motivation (Chen & Mok, 2023). Parental support in

communication and encouragement plays a notable role in shaping students' academic identity (Fang Chen et al., 2024). Parental instruction in learning is also linked with increased academic self-efficacy, especially in students pursuing secondary and tertiary levels of education (Peng et al., 2023).

Parental academic and economic support is also a significant predictor of students' accomplishment at the university level. When parents are involved in academic and economic planning, students show better academic regulation and reduced rates of school dropout (Yang et al., 2023). Moral support and academic guidance at home serve as buffers against academic stress (Ramlan & Ahmad, 2023). While financial assistance is paramount, students are more likely to benefit from frequent encouragement and guidance towards future academic achievement (Fang Chen et al., 2024).

The findings have several important implications for parents, school counselors, and school administrators. Parent involvement programs that promote affective support and academic reinforcement in the home setting would benefit from being included by school staff. Workshops or presentations on effective methods for parents to assist and motivate their children academically could be conducted by counselors. Moreover, the relatively low ranking in financial assistance areas indicates the need for additional broader financial aid programs or coordination with the private sector and local government funding to assist economically constrained families. Plugging these gaps ensures that all aspects of parental support are addressed equally, thereby maximizing students' academic performance.

Table 1*Level of Parental Support*

Constructs	Mean	SD	Remarks
Encouragement	3.80	0.442	Very High Support
Financial Assistance	3.66	0.362	Very High Support
Academic Guidance	3.74	0.373	Very High Support

Note: 4.00-3.26- Very High Support; 3.25-2.51- High Support; 2.50- 1.76- Moderate Support; 1.75-1.00 – Low Support

Level of School Support

Table 2 shows the extent of school support among 115 participants in time management, the integration of technology, and emotional and psychological well-being. Generally, results indicate that the students indicated a very high level of school support on all three measures. Of these, technology integration was highest ($M = 3.77$, $SD = 0.309$), followed very closely by emotional and psychological well-being ($M = 3.76$, $SD = 0.383$) and time management ($M = 3.74$, $SD = 0.325$). All of these are in the "Very High" support category, as evidenced by the rating scale employed in the study.

Technology integration as the first school support category suggests that students strongly appreciate the capability of the school to offer current digital learning materials, internet learning environments, and e-learning platforms to facilitate their learning. Emotional and psychological well-being as the second ranking suggests that students are being assisted with emotional resilience along with mind wellness, perhaps through accessibility of counsellors, mental wellness activities, and safe learning environments. Time management, while still most highly valued of the three, was the least. That could perhaps translate to the fact that students do value tools and plans on time management

offered by the school but there is barely even a small margin of opportunity for yet more attempts to assist them in keeping current with their studies and calendars.

School support systems are the most influential determinants of academic success. Classroom application of digital technology enhances learner motivation and performance, particularly when accompanied by teacher support (Carmona-Halty et al., 2024). Institutional technology support anchors learning achievement through greater access to learning materials (Yang et al., 2023). Supportive online learning spaces, particularly in blended learning situations, increase motivation and persistence among university students (Ramlan & Ahmad, 2023).

Emotional and psychological support is more described as of similar value. Emotional support schools enhance the academic motivation and resilience of students (Guamanga et al., 2024). Systematic time management training if done by schools has a very significant effect on the organizational skill of students and reduces procrastination (Carmona-Halty et al., 2024). Psychological wellbeing interventions lead to measurably enhanced academic performance among students, confirming the worth of mental health in schools (Fang Chen et al., 2024).

Service delivery can be strengthened by continuously improving digital resources and ensuring users are well-trained to maximize their benefits. The strong rating in emotional and psychological support indicates that current well-being services are effective and should be sustained and further enhanced. However, the slightly lower rating in time management support highlights the need for more targeted interventions, such as workshops, personalized guidance, and structured planning tools, to help learners manage

their workload more effectively. Addressing these areas will lead to a more balanced, responsive, and holistic support service that better meets the diverse needs of learners.

Table 2

Level of School Support

Constructs	Mean	SD	Remarks
Time Management	3.74	0.33	Very High
Technology Integration	3.77	0.31	Very High
Emotional and Psychological Well-being	3.76	0.38	Very High

Note: 4.00-3.26 – Very High; 3.25-2.51 – High; 2.50-1.76 – Moderate; 1.75-1.00 – Needs Improvement

Teaching Performance of Pre-Service Teachers in Their Teaching Internship

Table 3 shows the teaching performance level of pre-service teachers during their teaching internship. The general finding indicates that most of the pre-service teachers showed an Outstanding level of performance (n = 96, 84.21%), followed by those who were rated as Very Satisfactory (n = 16, 14.04%). A very small number were rated Satisfactory (n = 2, 1.75%). Most significantly, none of the respondents scored in the Fair, Unsatisfactory, or Failed categories. The overall mean score (M = 96.0) equates to an Outstanding level of performance.

The vast majority of pre-service teachers who achieved an Outstanding rating demonstrate a high level of teaching competencies during their internships. This suggests that teacher preparation programs have been effective in equipping students with the pedagogical content knowledge, classroom management, and professional dispositions that are required in real classrooms. Having fewer Very Satisfactory (14.04%) and Satisfactory

(1.75%) ratings may indicate minimal differences in experience, preparation, or classrooms, but a lack of low-performing ratings is an aspect of consistency in programs.

Pre-service teacher performance is strongly influenced by institutional support and training quality. Pre-service teacher training programs emphasizing classroom management and simulated real-world experiences train more competent student-teachers (Carmona-Halty et al., 2024). Pre-service teachers trained via mentorship programs show greater classroom confidence and pedagogical competence (Guamanga et al., 2024). Practical application through internships increases adaptability and delivery of teaching (Peng et al., 2023).

Performance assessments also look back at the pre-service training program curriculum design. Existence of feedback loops and reflective practice within pre-service training is positively linked to teaching effectiveness (Yang et al., 2023). Exposure to classroom instruction at the beginning and ongoing throughout ensures readiness and buffers against transition challenges (Fang Chen et al., 2024). Institutional integration with cooperating schools plays a vital role in ensuring professional identity among pre-service teachers (Ramlan & Ahmad, 2023).

These results highlight important implications for teacher preparation and support services. The overall level of performance suggests that current approaches to curriculum planning and field placement are generally effective and can be sustained. However, to ensure that every student is adequately supported, it is recommended to strengthen early identification and intervention measures particularly at the pre-internship stage to assist those who may need additional mentoring, guidance, or practice. This proactive approach can help ensure more consistent outcomes and better readiness among all future educators.

Collaborative schools and observation teachers must also continue to advocate for supportive environments and provide constructive feedback. This will cater to continued excellence while striking a balance of fine gaps in competency levels among the teaching interns.

Table 3

Teaching performance of pre-service teachers in their teaching internship

Performance	Frequency	Percentage
Outstanding	96	84.21
Very Satisfactory	16	14.04
Satisfactory	2	1.75
Overall Performance:	M= 96.0 - Outstanding	

Note: 95-100 (Outstanding); 89-94 (Very Satisfactory); 83-88 (Satisfactory); 78-82 (Fair); 72-77 (Unsatisfactory); 71 and below (Failed)

Relationship between Parental Support and the Performance of Pre-Service Teachers

Table 4 presents the correlation between parental support and the performance of pre-service teachers (n = 114). The findings reveal that there was no statistically significant relationship between pre-service teachers' performance and the dimensions of parental support, namely academic guidance, financial assistance, and encouragement, as all obtained p-values were greater than the 0.05 level of significance. Among the variables, financial assistance ($r = 0.149$, $p = 0.118$) showed the highest correlation with teaching performance, followed by academic guidance ($r = 0.111$, $p = 0.242$) and encouragement ($r = 0.064$, $p = 0.502$). However, all correlations were weak, positive, and not statistically significant, indicating that parental support had minimal influence on the teaching performance of the pre-service teachers in this study.

In further examining these results, although financial support had the highest correlation, the relationship strength was still insignificant, indicating that parents' financial support alone does not have a significant impact on pre-service teachers' academic performance. Likewise, academic guidance and encouragement, which are usually regarded as motivational influences, also failed to show a significant influence. This can suggest that other variables namely, personal motivation, peer support, instruction quality, or institutional support could be more directly involved in academic achievement than parental support in this particular sample.

Although parental support has long been regarded as imperative in learning accomplishment, its impact on the performance of pre-service teachers is seemingly less overt in current research. Pre-service teachers' intrinsic motivation and academic involvement are more controlled by internal and organizational variables rather than by parental support (Chen & Mok, 2023). While parental support enables early academic resilience, it weakens in higher learning contexts where peer and instructor support gain more prominence (Ramlan & Ahmad, 2023). Adult learners in teacher education programs are typically more reliant on self-learning strategies than parental support (Guamanga et al., 2024).

Despite that, parental support is still in the background. Students who received high academic support in their early years still exhibited better self-discipline, which played a minor role in their later teaching performance (Peng et al., 2023). Encouragement and economic assistance do not directly impact pre-service teacher grades, but they support emotional stability, which impacts performance indirectly (Fang Chen et al., 2024). Socio-

economic assistance could lead to improved time and stress management among teacher education students, although the connection is tenuous (Yang et al., 2023).

These results indicate that school administrators, teacher educators, and program developers need to take into account interventions beyond parental support to enhance pre-service teacher performance. Mentoring programs, peer learning circles, and institutional financial support systems may be enhanced to complement or make up for the limited effect of parental support. Regular academic advising, financial planning workshops, and resilience training could also be introduced to assist pre-service teachers more holistically.

Table 4

Significant relationship between parental support and the performance of pre-service teachers

Variables	r	p	Remarks
Encouragement	0.064	0.502	Not significant
Financial Assistance	0.149	0.118	Not significant
Academic Guidance	0.111	0.242	Not significant

*Notes: *** $p < .001$ (Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)*

Relationship between School Support and the Performance of Pre-Service Teachers

The findings show that there is a strong relationship between school support and the performance of pre-service teachers. All three variables—Time Management ($r = 0.191$, $p = 0.044$), Technology Integration ($r = 0.208$, $p = 0.028$), and Emotional and Psychological Wellbeing ($r = 0.268$, $p = 0.004$)—exhibit statistically significant positive correlations with performance; the highest correlation was in Emotional and Psychological Wellbeing ($r = 0.268$, $p = 0.004$), then Technology Integration ($r = 0.208$, $p = 0.028$), and lastly, Time

Management ($r = 0.191$, $p = 0.044$). All three measures were statistically significant, showing significant contributions of such school support to pre-service teacher performance ($n = 114$).

Positive correlation means that as one variable increases, the other variable also increases. Positive correlations here imply that pre-service teachers' scholarly or teaching performance has positive correlations with greater school support in emotional wellbeing, assistance in time management, and the integration of technology. Enhancing such forms of support is most likely to enhance pre-service teachers' outcomes, given that the strength in each relationship is not consistent.

A closer look at the findings suggests that, out of the support variables, emotional and psychological wellbeing has the most significant impact on academic performance. This aligns with the idea that pre-service teachers are better able to function effectively in academic and actual teaching activities when they are emotionally supported and cognitively well. Due to its relevance in today's learning environments, technology integration is also essential for enhancing performance, possibly through increased participation and resource availability. Even where there is minimal correlation, time management significantly contributes to performance, which could be an indication of the value of scheduling, prioritizing tasks, and managing academic responsibilities efficiently.

Previous studies clearly set the linkage between school support and enhanced pre-service teacher scholarly and practical performance. Systematized school support example, technology-mediated instruction, and instructor mentoring are significantly linked to enhanced teaching performance outcomes (Carmona-Halty et al., 2024). Psychosocial and emotional support frameworks matter in preparing student teachers to manage classroom

stress properly (Guamanga et al., 2024). Supportive academic settings enhance knowledge uptake and student teacher happiness (Ramlan & Ahmad, 2023).

In addition, technology integration and time management are emerging as major pillars of institutional support. Time management interventions show a strong correlation with lower burnout and higher performance in teacher trainees (Chen & Mok, 2023). Digital tools and e-learning infrastructure improve instructional planning and practice teaching delivery (Yang et al., 2023). Emotional wellbeing and emotional intelligence developed through school programs enhance flexibility and teacher confidence (Peng et al., 2023).

These findings it is essential that pre-service teachers' mental and emotional health remain the top priority of faculty members and educational institutions. Counseling sessions on a regular basis, mindfulness practices, and peer support groups must be conducted in schools. For fostering creativity in education, it is just as important to make technology accessible and offer pedagogical training on its use. To help pre-service teachers manage their workload more effectively, time management training, academic mentoring, and the use of planners or scheduling software must be provided. Enhancing academic achievement and preparing students for the teaching profession can be the outcome of addressing these issues.

Table 5

Significant relationship between school support and the performance of pre-service teachers

Variables	r	p
Time Management	0.191*	0.044
Technology Integration	0.208*	0.028
Emotional and Psychological well-being	0.268**	0.004
Notes: *** p < .001 (Highly Significant); **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)		

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The study will determine the correlates of pre-service teachers on their teaching performance. It was conducted in Misamis University, Ozamiz City, College of Education. The research answered the following questions: (1) What is the level of parental support in terms of encouragement, financial assistance, and academic guidance? (2) What is the level of school support in terms of time management, technology integration, and emotional and psychological well-being? (3) What is the level of teaching performance of pre-service teachers in their teaching internship? (4) Is there a significant relationship between parental support and the performance of pre-service teachers? (5) Is there a significant relationship between school support and the performance of pre-service teachers?

The study used a quantitative research design, specifically descriptive-correlational, to analyze data gathered from pre-service teachers undergoing their teaching internship in a selected tertiary institution in Ozamiz City. The research instrument used was a parental support questionnaire, consisting of 20 items measuring encouragement, financial assistance, and academic guidance using a 4-point Likert scale. Data analysis techniques such as mean, standard deviation, and Pearson product-moment correlation coefficient were employed to examine the relationships among variables influencing the teaching internship experience.

Findings

The following are the notable findings of the study:

1. The pre-service teachers indicated a very high degree of parental support, with encouragement coming in the highest rating, closely followed by academic advice and financial support.
2. The degree of school support was also rated very high, with technology integration coming the top rating, followed by emotional and psychological well-being, and time management.
3. Overall teaching performance of the pre-service teachers was exceptional, with 84.21% rated "Outstanding" and no one rating below "Satisfactory."
4. There was no statistically significant correlation between school support and teaching performance, indicating that parental encouragement, financial assistance, and guidance in academic matters did not have a direct impact on the internship performance of pre-service teachers.
5. There was a statistically significant correlation between school support and teaching performance, with emotional and psychological well-being having the strongest correlation, followed by integration of technology and time management.
6. The results highlighted that school-based support systems have a more significant impact than parental support in improving the instruction effectiveness and preparedness of pre-service teachers.

Conclusion

Based on the findings, the following conclusions were made:

1. Pre-service teachers are highly supported by parents, especially in terms of encouragement and educational guidance, although such support does not influence their teaching performance.
2. School support is vital to the teaching performance of pre-service teachers, since emotional and psychological well-being, use of technology, and time management have significant positive correlations with performance.
3. The existing teacher training and internship programs are highly effective for the teaching performance of interns.
4. Emotional and psychological well-being has the highest level of influence on performance.
5. Support systems within institutions matter more than parental support in ascertaining teaching achievement during the internship phase.

Recommendations

The following are the recommendations based on the study's findings and conclusion.

1. For Teacher Education Institutions – Sustain and strengthen existing support systems by actively engaging parents through regular communication, orientation programs, and collaborative activities. This will help maintain the high level of parental support in terms of encouragement, academic guidance, and financial assistance.
2. For Technology Integration Units or Coordinators – Strengthen the use of educational technologies in teacher education by leading digital initiatives and providing

continuous training for pre-service teachers. This can be done by integrating technology-focused courses, offering workshops, and ensuring access to updated digital tools for teaching and learning.

3. For Academic Support and Guidance Offices – Help pre-service teachers manage their academic and internship responsibilities more effectively by offering structured time management workshops and support resources. This may include providing planners, digital scheduling tools, and academic advising services.

4. For Cooperating Teachers and Mentorship Coordinators – Enhance mentorship programs by providing consistent guidance, constructive feedback, and opportunities for reflection. This can be achieved by training cooperating teachers and creating a supportive learning environment that fosters the professional growth of pre-service teachers.

5. For Institutional Support Units – Strengthen internal support systems to ensure equitable assistance for all pre-service teachers, especially since parental support was not found to significantly influence teaching performance. This may include offering financial aid, resilience-building programs, and continuous monitoring of student performance.

6. For Future Researchers in Teacher Education – Further explore the roles of peer and mentor support and examine the long-term effects of institutional support on teaching effectiveness. This can be done through longitudinal studies and expanded research designs beyond the internship period.

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Appendix A

PARENTAL SUPPORT QUESTIONNAIRE

Direction: The following statements measure the level of parental support you receive in terms of encouragement and financial assistance. Please indicate the level of your agreement to each statement by putting a check mark (/) on the column corresponding your answer. Be guided by the following scale: 4 – Always, 3 – Often, 2 – Sometimes, 1 - Never.

Indicators	Responses			
	4	3	2	1
Encouragement				
1. My parents/guardians motivate me to do my best in my teaching internship.				
2. I feel more confident in my teaching abilities because of my parents' encouragement.				
3. My parents/guardians remind me to stay positive despite challenges in my internship.				
4. I receive words of affirmation from my parents/guardians about my teaching performance.				
5. My parents/guardians recognize my efforts and improvements in my teaching skills.				
6. My parents/guardians show interest in my experiences and challenges during my internship.				
7. My parents/guardians provide moral support whenever I feel overwhelmed with my teaching responsibilities.				
Financial Assistance				
8. My parents/guardians provide financial support for my internship needs (e.g., teaching materials, transportation).				
9. I do not worry much about financial constraints because my parents help with my internship expenses.				
10. My parents/guardians prioritize my financial needs related to my internship.				

Indicators	Responses			
	4	3	2	1
11. I can focus on my internship responsibilities without financial stress because of my parents' support.				
12. My parents/guardians provide financial assistance when I need additional learning resources.				
13. My parents/guardians ensure I have the necessary funds for transportation to my internship location.				
14. I receive financial support from my parents/guardians to attend professional development or training programs.				
Academic Guidance				
15. My parents assist me in organizing my lesson materials.				
16. My parents motivate me to do my best in my internship.				
17. My parents provide a quiet space for me to study and prepare lessons.				
18. My parents give feedback on my teaching experiences.				
19. My parents encourage me to seek further learning opportunities.				
20. My parents support me in managing my internship responsibilities.				

SCHOOL SUPPORT QUESTIONNAIRE

Direction: The following statements measure the level of parental support you receive in terms of encouragement and financial assistance. Please indicate the level of your agreement to each statement by putting a check mark (/) on the column corresponding your answer. Be guided by the following scale: 4 – Always, 3 – Often, 2 – Sometimes, 1 - Never.

Indicators	Responses			
	4	3	2	1
Time Management				
1. I create a daily schedule to balance lesson planning, teaching, and other responsibilities.				
2. I submit my lesson plans and teaching requirements on time.				
3. I prioritize tasks effectively to meet deadlines during my internship.				
4. I can manage unexpected classroom situations without disrupting my planned tasks.				
5. I allocate enough time for self-care while fulfilling my internship responsibilities.				
6. I avoid procrastination when preparing for my lessons and other teaching tasks.				
7. I use time management strategies (e.g., to-do lists, and planners) to stay organized during my internship.				
Technology Integration				
8. I effectively use digital tools (e.g., PowerPoint, Canva, educational apps) to create engaging lessons.				
9. I incorporate multimedia (videos, images, animations) to enhance student understanding.				
10. I can fix small technology problems during my class.				
11. I encourage students to use technology in learning activities.				
12. I use online platforms like Google Classroom for my lessons.				
13. I try new digital tools to improve my teaching.				
14. I adjust my teaching based on the technology available in my school.				

Indicators	Responses			
	4	3	2	1
Emotional and Psychological Well-being				
15. I feel confident and emotionally stable when managing my classroom during my internship.				
16. I feel relieved and less stressed when I ask for help from my mentors or peers during difficult situations.				
17. I take care of my emotional well-being by resting, exercising, and relaxing to reduce stress.				
18. I stay positive and manage my emotions well, even when teaching becomes challenging.				
19. I feel emotionally supported and less anxious because my family, friends, and mentors help me handle stress.				
20. I feel emotionally fulfilled, motivated, and happy as I grow in my teaching journey.				

Appendix B

PARENTAL SUPPORT QUESTIONNAIRE

Direction: The following statements measure the level of parental support you receive in terms of encouragement and financial assistance. Please indicate the level of your agreement to each statement by putting a check mark (/) on the column corresponding your answer. Be guided by the following scale: 4 – Always, 3 – Often, 2 – Sometimes, 1 - Never.

Indicators	Responses			
	4	3	2	1
Encouragement				
1. My parents/guardians motivate me to do my best in my teaching internship.				
2. I feel more confident in my teaching abilities because of my parents' encouragement.				
3. My parents/guardians remind me to stay positive despite challenges in my internship.				
4. I receive words of affirmation from my parents/guardians about my teaching performance.				
5. My parents/guardians recognize my efforts and improvements in my teaching skills.				
6. My parents/guardians show interest in my experiences and challenges during my internship.				
7. My parents/guardians provide moral support whenever I feel overwhelmed with my teaching responsibilities.				
Financial Assistance				
8. My parents/guardians provide financial support for my internship needs (e.g., teaching materials, transportation).				
9. I do not worry much about financial constraints because my parents help with my internship expenses.				
10. My parents/guardians prioritize my financial needs related to my internship.				
11. I can focus on my internship responsibilities without financial stress because of my parents' support.				

Indicators	Responses			
	4	3	2	1
12. My parents/guardians provide financial assistance when I need additional learning resources.				
13. My parents/guardians ensure I have the necessary funds for transportation to my internship location.				
14. I receive financial support from my parents/guardians to attend professional development or training programs.				
Academic Guidance				
15. My parents assist me in organizing my lesson materials.				
16. My parents motivate me to do my best in my internship.				
17. My parents provide a quiet space for me to study and prepare lessons.				
18. My parents give feedback on my teaching experiences.				
19. My parents encourage me to seek further learning opportunities.				
20. My parents support me in managing my internship responsibilities.				

SCHOOL SUPPORT QUESTIONNAIRE

Direction: The following statements measure the level of parental support you receive in terms of encouragement and financial assistance. Please indicate the level of your agreement to each statement by putting a check mark (/) on the column corresponding your answer. Be guided by the following scale: 4 – Always, 3 – Often, 2 – Sometimes, 1 - Never.

Indicators	Responses			
	4	3	2	1
Time Management				
1. I create a daily schedule to balance lesson planning, teaching, and other responsibilities.				
2. I submit my lesson plans and teaching requirements on time.				
3. I prioritize tasks effectively to meet deadlines during my internship.				
4. I can manage unexpected classroom situations without disrupting my planned tasks.				
5. I allocate enough time for self-care while fulfilling my internship responsibilities.				
6. I avoid procrastination when preparing for my lessons and other teaching tasks.				
7. I use time management strategies (e.g., to-do lists, and planners) to stay organized during my internship.				
Technology Integration				
8. I effectively use digital tools (e.g., PowerPoint, Canva, educational apps) to create engaging lessons.				
9. I incorporate multimedia (videos, images, animations) to enhance student understanding.				
10. I can fix small technology problems during my class.				
11. I encourage students to use technology in learning activities.				
12. I use online platforms like Google Classroom for my lessons.				
13. I try new digital tools to improve my teaching.				
14. I adjust my teaching based on the technology available in my school.				

Indicators	Responses			
	4	3	2	1
Emotional and Psychological Well-being				
15. I feel confident and emotionally stable when managing my classroom during my internship.				
16. I feel relieved and less stressed when I ask for help from my mentors or peers during difficult situations.				
17. I take care of my emotional well-being by resting, exercising, and relaxing to reduce stress.				
18. I stay positive and manage my emotions well, even when teaching becomes challenging.				
19. I feel emotionally supported and less anxious because my family, friends, and mentors help me handle stress.				
20. I feel emotionally fulfilled, motivated, and happy as I grow in my teaching journey.				

Appendix C

[illegible][illegible]

Appendix D

INFORMED CONSENT FORM

1. I volunteer to participate in the research undertaking to be conducted by Andrea Jan C. Murallon I and Jenever S. Seville from the College of Education, Misamis University. I understand that the research is designed to gather information about the factors affecting pre-service teachers' performance. I will be the one of the participants who will be surveyed for this research.
2. My My participation in this research is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.
3. This research will involve my participation. I understand that most questions will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the survey session, I have the right to decline to answer any question or to end the survey.
4. The survey will last approximately 10-15 minutes in the Google Form.
5. I understand that the information to be gathered will be treated with confidentiality. I will not be identified in the paper. Only the researchers and their adviser will have access to the data of the research.
6. I understand that this research has been reviewed and approved by the College of Education of Misamis University.
7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.



Participant's Signature

Date

For further information, please contact:

Andrea Jan C. Murallon I (09668223618/ andreajanmurallon@gmail.com)

Jenever S. Seville (09167652764/ jeneverseville@gmail.com)

Appendix F

May 2, 2025

Dr. Genelyn R. Baluyos
Dean, College of Education
Misamis University
Ozamiz City

Dear Dr. Baluyos:

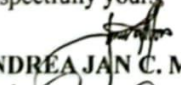
Greetings!

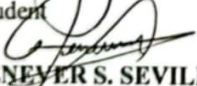
We are currently pursuing our research study for our subject Research 1E under the program, Bachelor of Elementary Education major in General Education in Misamis University, Ozamiz City. Our research is entitled **“Correlates of Pre-Service Teachers Performance in their Teaching Internship.”** With this, we humbly ask for your permission to allow us to conduct this study in the College of Education.

This study is designed to identify the correlation between multiple factors and pre-service teachers' performance during their teaching internship. We will collect data from selected college students, specifically pre-service teachers who are enrolled in the second semester of the School Year 2024–2025. In this regard, we would like to request your approval for the conduct of our study. Please be assured that ethical considerations and health protocols will be duly observed and the data will be utilized for this research purpose only.

Your approval to this request will be deeply appreciated.

Respectfully yours,


ANDREA JAN C. MURALLON I
Student


JENEVER S. SEVILLE
Student

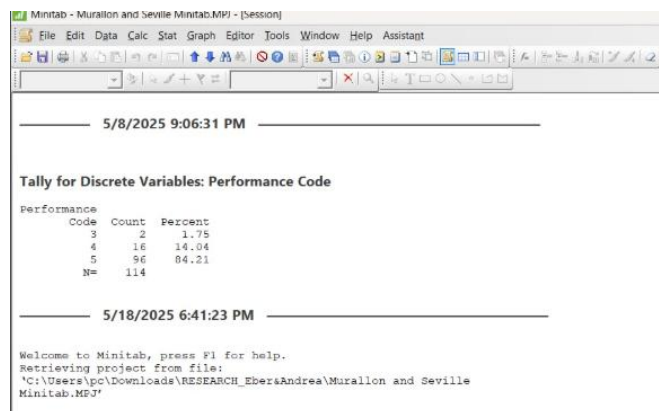
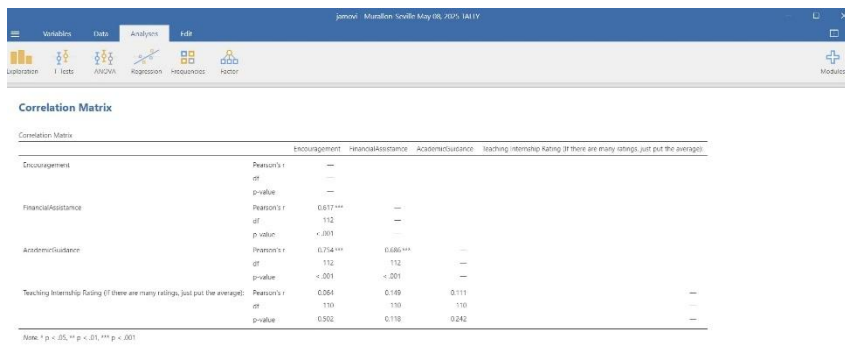
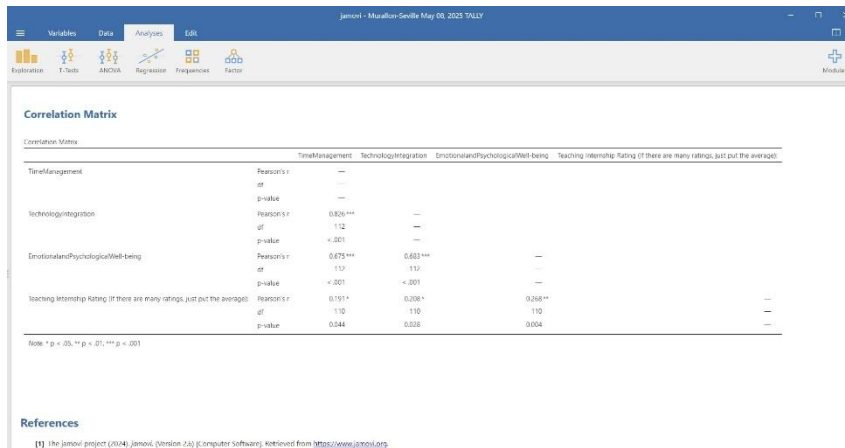
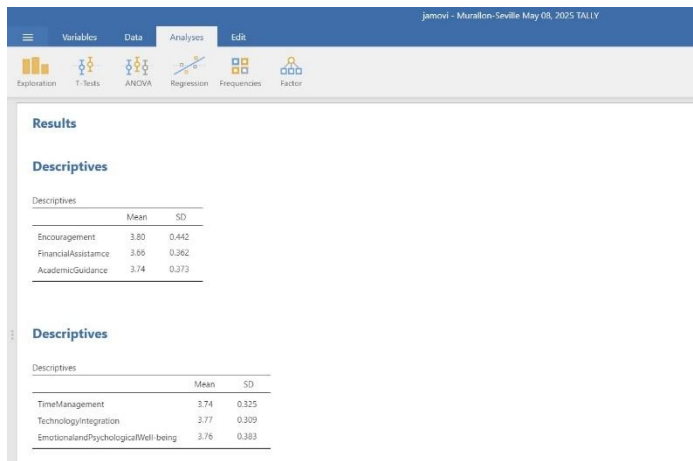
Noted:


JOEL V. COCOLAN, MAEd
Research Adviser

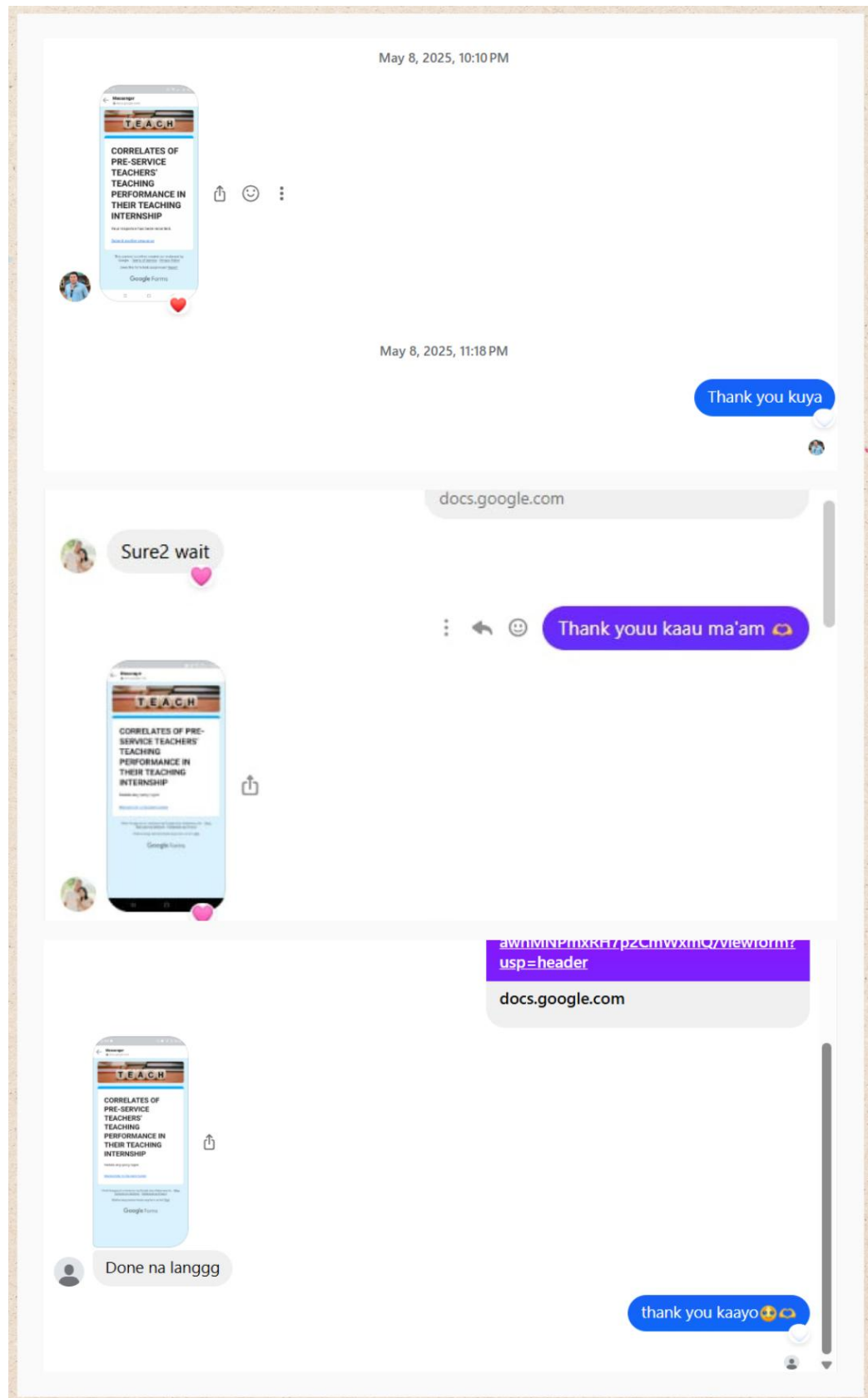
Approved:


GENELYN R. BALUYOS, EdD
Dean, College of Education

Appendix G



Appendix I



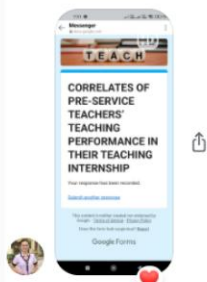
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Answer ko unya wala wifi diri

okay lai forda go

May 8, 2025, 7:51 PM



docs.google.com

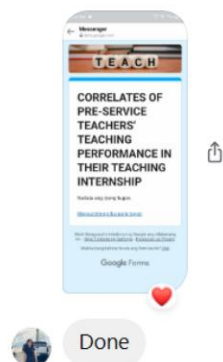


okay gooo hahahah

thanks daan 🙏



Thanks



Done



Aa

CURRICULUM VITAE

PERSONAL DATA

Name : Andrea Jan C. Murallon I

Address : P-7 Aguada, Ozamiz City,
Misamis Occidental

Date of Birth : January 12, 2004

Place of Birth : Ozamiz City, Misamis Occidental

Sex : Female

Civil Status : Single

Parents : Mr. & Mrs. Rene Murallon



EDUCATION

College : Bachelor of Elementary Education
Misamis University
Ozamiz City, Misamis Occidental

Secondary : Senior High School
Misamis University
Ozamiz City, Misamis Occidental
S.Y 2021-2022

Junior High School
Misamis University
Ozamiz City, Misamis Occidental
S.Y 2019-2020

Elementary : Catadman Manabay Elementary School
Catadman Manabay, Ozamiz City, Misamis Occidental
S.Y 2014-2015

CURRICULUM VITAE

PERSONAL DATA

Name : Jenever S. Seville
Address : P-6 Gango, Ozamiz City,
Misamis Occidental
Date of Birth : November 12, 2003
Place of Birth : Ozamiz City, Misamis Occidental
Sex : Female
Civil Status : Single
Parents : Mr. & Mrs. Joel Seville



EDUCATION

College : Bachelor of Elementary Education
Misamis University
Ozamiz City, Misamis Occidental

Secondary : Senior High School
Ozamiz City School of Arts and Trades
Ozamiz City, Misamis Occidental
S.Y 2021-2022

Junior High School
Ozamiz City School of Arts and Trades
Ozamiz City, Misamis Occidental
S.Y 2019-2020

Elementary : Gango Elementary School
Gango, Ozamiz City, Misamis Occidental
S.Y 2014-2015