

PHENOMENOLOGY OF BSED SOCIAL-STUDIES AND MATHEMATICS PRACTICUM STUDENTS IN THE ONLINE LEARNING MODALITIES

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ABSTRACT

This study investigates the phenomenological experiences of students majoring in Social Studies and Mathematics for the Bachelor of Secondary Education (BSED) program during their practicum in online learning modalities. The participants' lived adaptation to online teaching and learning experiences were documented using a descriptive phenomenological technique. The findings show that, despite obstacles such as poor internet access and difficult students that were present during the shift to online modalities, the respondents were able to demonstrate adaptability and creativity in their teaching methods. The practice instructors' efficiency and effectiveness in their area of specialization were boosted by their experience navigating both online and face-to-face forms of instruction. Moreover, the challenges encountered during the COVID-19 pandemic enabled the participants to become competent in their subject matter and better equipped to handle the new learning environment. The findings emphasize the importance of providing support and resources to practice teachers, enhancing the delivery of online lessons, and promoting active participation from learners. This study serves as a guide for future practice teacher students, school administrations, and the Education Department to improve online teaching methodologies and foster effective learning experiences for students.

Key words: *Phenomenology, Practicum Students, Modalities*

INTRODUCTION

This Paper Explores the practicum experiences of BSED Social Studies and Mathematics major in a teacher education course on online learning modalities. The final part of the Teacher Education Program is the teaching internship. It is critical because it ensures that future teachers are adequately prepared. Teaching internship developed interns' personal and professional competencies for them to become effective teachers in the field (Quinco-Cadosales, 2018). Thus, a productive and meaningful

internship experience is very important for every teaching intern. Goh and Wong (2015) asserted that there is a widening gap between what teaching interns bring to their training with what they must be prepared for. This gap had become more evident at the onset of the COVID-19 pandemic. The teaching interns are confronted with new techniques of teaching as a result of the substantial changes in learning delivery modes. As per the memorandum of the Commission on Higher Education (CHED), flexible learning has to be implemented. Flexible learning is a pedagogical strategy that allows for time, location, and audience flexibility, including, but not limited to, the use of technology (CHED, 2020).

This study was conducted to determine the Phenomenological experiences of the BSED Major in Social Studies and Math Mathematics practicum students in ISAP on online learning modalities. It aims to widen the knowledge of the learners, future practicum students, teachers, the college of education as well as the future researchers on how do the respondents overcome the different challenges, they've encountered during online learning modalities and strategies by responding in addressing the challenges.

METHODOLOGY

The global spread of the COVID-19 pandemic has caused a rapid shift in the educational environment. For example, the traditional face-to-face teaching internship is now completely digital and modular. Mentors for teaching internships have changed to virtual coaching and mentoring. Teaching interns have provided feedback on their experiences with flexible teaching since the beginning of online programs. Phenomenology is a philosophy and research approach that seeks to explore and understand people's everyday lives. The qualitative technique was utilized in this study to characterize the lived experience of teaching interns who are solely taught virtually in the new normal.

Research Design

This study uses the descriptive phenomenological study as it aims to document the lived experiences of Bachelor of Secondary Education major in Social Studies and mathematics in teaching in the online learning modalities.

Respondents of the Study

The respondents of this study will be the Bachelor of Secondary Education Major in Social-Studies and mathematics (Practicum)

Data Gathering Tool

An open-ended question will be used to elicit information from the respondents and base from the problem statement of this study.

Data Gathering Procedure

Upon the approval of our research, we will be conducting a 1 on 1 interview to our respondents and document and elicit the challenges and strategies in their practicum experience in the online learning of modalities.

Data Analysis

This will use the Colaizzi's method it is a rigorous and robust qualitative method that will be used to find, understand, describe and depict the experiences, as well as reveal emergent themes and their interwoven relationship.

RESULT

This chapter presents the qualitative data from the respondents of this study; they will be presented in this chapter and the presentation follows the presentation of the problem statement in the previous chapter.

Table 01 Respondents Experience in the Online Learning Modalities during the Pandemic

Codes	Cluster Themes	Emergent Theme
Adjustment Stressful	Coping	Adaptiveness
Creating online learning materials	Innovative	
Creating online innovative Activities Conducting virtual class		

The table above shows the experience of the respondents during the COVID-19 pandemic in which the emergent theme prevails that adopting to the situation is what they experience more. As being presented on the cluster themes, coping mechanism and innovation is the key concept to support this claim. Studies on the impact of COVID-19 in different contexts have documented different adjustments and challenges faced by teachers in continuing teaching and learning (Adedoyin & Sokyan, 2020; Debrah et al., 2021; Donitsa-Schmidt & Ramot, 2020; Tarrayo & Anudin, 2021) and in this case coping and innovation is what they do to sustain the implementation of the effective and efficient vis-à-vis quality of education among the stakeholders. The following cluster themes will be discussed in detailed presentation below to support this emergent theme.

Coping as one of the cluster themes in the tables is noteworthy to include. This cluster theme was formulated as the respondents try to adjust into the situation despite difficulties in their emotional perspective. Adjust in the stressful situation brought about by the pandemic. Back up literature. Adedoyin & Sokyan, (2020); Debrah et al., (2021); Donitsa-Schmidt & Ramot, (2020); Tarrayo & Anudin, (2021) support this claim that an institution should really cope in the challenges by new landscape to be at par with others and to give what is due to the learners. In this note, the study illustrated respondents try to be good teachers by coping with the demands posed by the pandemic. The following qualitative response will strengthen the claim of this theme.

R1: I lost my confidence to teach and then As time goes on, I can boost my confidence and as time goes on, you will enjoy it too.

R5: *So base naman aking practicum, maganda naman po siya sapagkat through online nagkakaroon ng interaction yung students at tyaka ako nagkakaroon din kami ng time para turuan sila not unlike the start of pandemic na wala.* [It's good because through online the students have interaction and I guess we also have time to teach them not unlike the start of the pandemic.]

R4. *First it is hard for me to adopt the online teaching because knowing as nasa una is face to face tayo.* [, first it is hard for me to adopt the online teaching]

R6. *Sa aking karanasan ngayon ay medyo mahirap na makayanan ang mga online na klase, dahil sa pagpapatupad ng teknolohiya*[My experience today is quite difficult to cope up with the online classes, because of the implementation of technology.]

R7. *Is not thay easy because of the use of technology or the integration of the technology.*

R8. *Ang problema ay kulang minsan load, minsan internet very week connection*[ang problema ay kulang minsan load, minsan internet very week connection]

Innovative as the second cluster theme because. The traditional teaching is not applicable during the COVID 19 Pandemic. As we know that during the pandemic face to face or traditional class was not applicable thus the Virtual classroom was implanted in order for the Teachers to facilitate learning despite the pandemic. In order to make the class more interesting and active Creating online learning materials such as Canva presentation will make the class more interactive, effective and efficient. Back up literature As a response to difficulties in implementing online programs, a flexible approach to learning was adopted where schools were empowered to formulate their teaching and learning schemes to accommodate diverse student needs (Tarrayo & Anudin, 2021).

R2. I have experience a lot, making lesson plans, making PowerPoint, making google links.

R3. *Ang mga bagay na aking nararanasan ay nagsasagawa kami ng mga online na klase tulad ng paggawa ng mga link at online na pagtatanghal.*[I experience are we are conducting online classes like creating links and online presentation]

R6. *Nararanasan ko ang paggawa ng mga link, paggawa ng mga PowerPoint presentation at paggawa din ng mga lesson plan kung saan ang aking online na talakayan.*[I experience creating links, creating PowerPoint presentations

and also making lesson plans]

R8. *I experience a lot like yung paggawa ng lesson plan, paggawa ng PowerPoint.* [So during my practice teaching I experience a lot like making lesson plans, making PowerPoint]

Table 02 Respondents Challenges in the Online Learning Modalities during the Pandemic

Code	Cluster theme	Emergent theme
Weak internet connection Slow internet connection	Technical hitches (Problems)	Teaching- learning Delivery

ICT Lack of online Learning Resources Technological innovations difficulties Lacks ICT resources ICT issue and Challenges		
Absenteeism in class Lack of interest Lack of cooperation	Learners' Low Level of Engagement	

The table above shows the Challenges of the respondents during the COVID -19 pandemic in which the emergent theme prevails that Teaching- learning Delivery to the situation is what they experience more. As being presented on the cluster themes, Technical hitches and Learners' Low level of Engagement is the key concept to support this claim. Schools from the public sector for instance have struggled in implementing distance learning programs due to the limited resources available (Tarrayo & Anudin, 2021). The following cluster themes will be discussed in detailed presentation below to support this emergent theme.

Technical hitches is one of the cluster theme for the reason of technological difficulties will always be an issue to the practicum students unstable internet connection is inevitable specially in remote places such as low area and unstable signal places. Because they lack experience and expertise in using technology and digital materials, pre-service teachers also struggled with technological integration and material preparation (Ersin, Atay, & Mede, 2020).

R7. *aking karanasan ngayon ay medyo mahirap na makayananang mga online na klase, dahil sa pagpapatupadng teknolohiya* [Quite difficult to cope up with the onlineclasses, becauseof the implementation of technology].

R.9 *Ang karanasan ko sa online na pag-aaral ay, hindi ganoon kadali dahil sa paggamit ng teknolohiya o pagsasama-sama ng teknolohiya.*[Experience is that, it's not thay easy because of the use of technology or the integration of the technology].

R.11 *Pagdating sa online learning ang problema ay kulang minsan load, minsan internet very week connection* [lack of sometimes load, sometimes the internet very week connection.]

R.11 The signal sometimes good sometimes not cooperating with me but most of the problem is the load.

R.12 It is quietly difficult to teach online because the use of technology and the internet.

Learners' Low Level of Engagement is the second cluster because. This cluster theme was formulated to the due the low engagement of the teacher to the learners, due to the lack of physical interaction with the class. The lack of 'live' communication between pre-service teachers and students was one of the challenges of online teaching practicum (Sepulveda-Escobar et al., 2020). Online lessons have a significant disadvantage in terms of interaction (zkanal, Yüksel, & Uysal, 2020). The following qualitative response will strengthen the claim of this theme.

R3. *Ilang sa mga mag-aaral ay hindi dumalo o hindi dumalo sa aking online na klase ito ay dahil sa mahinang koneksyon* [students did not attend or not attending my online class it is because of poorconnection.]

R6. *Students did not listen and hindi nila inoopen yung cam nila while Im Teaching* [students did not listen and they didnot open their cam while I'm teaching.]

R7. *Students did not attend my class and then may mga iba na hindi nakiki cooperate habang ako ay nagtuturo.* [students did not attend my class and then there were others who did not cooperate while I was teachin]

R8. Not all my students attending my classes especially math subject because they are not all interested.

R8. when the teacher asks the students, he doesn't respond immediately because some of the students don't hear or choppy the question and then most of the time they don't really listen.

Table 03 Respondents Strategies in the Online Learning Modalities during the Pandemic

Code	Cluster theme	Emergent theme
Readiness Backup plan Security of resources Mastery of the lesson plan	Responsible Teacher	Efficient
Patience in teaching Love for teaching Believe and trust in oneself	Determined Teacher	
Innovative way of Checking students' attendance Constant Communication with students Entertain students' queries	Effective Communication	

The table above shows the Strategies of the respondents during the COVID -19 pandemic in which the emergent theme prevails that efficient to the situation is what they experience more. As being presented on the cluster themes, responsible Teacher, Determined Teacher, and Effective Communication is the key concept to support this claim. Pre-service teachers should learn to multitask so that they can create a variety of activities for their students. (Kim 2020) and in this case , responsible Teacher, Determined Teacher, and Effective Communication is what they do to sustain the implementation of the effective an efficient. The following cluster themes will be discussed in detailed presentation below to support this emergent theme.

Responsible Teacher is one of the cluster themes this cluster, this theme was formulated as the respondent's experience in their practicum as the teacher responds to the challenges that they face. One of the responds is readiness a teacher must be ready in all cause to such as have a load if the Wifi of the School is down you need to be ready in all aspect. Backup plan, practicum says this to have backup plan, not everything goes to plan thus you must have option A to Z. Security of resources all practicum must secure the resources in order to be a responsible teacher such as books and documents. In order to become a responsible teacher must need to master they're lesson plan you are not a responsible teacher if you don't master your lesson. Online education is flexible, it enables the

teacher and the learner to set their own learning pace, and there's the added flexibility of setting a schedule that fits everyone's agenda and allows for a better balance of work and studies. Online education offers a wide selection of programs. It is easily accessible, one study or teach from anywhere in the world without the need to travel follow a rigid schedule. It allows for a customized learning experience (Josep, 2020).

R2. *Always ready, yung sinasabi nila na dapat ready ka, meron na yung kapag andito ka sa school* [always be ready, they say that you should be always ready].

R3. The strategies are you need to secure first your gadgets and of course your internet connection.

R4. *Dapat may backup plan talaga tayo.* [We really must have backup plan]

R5. Master the lesson plans, when you master the lesson plans, you master the use of PowerPoint like that canva also.

R7. Master your lesson plan so that your students can understand it better

Determined Teacher is one of the cluster theme this cluster, this theme was formulated as the respondents experience in there practicum as the teacher responds to the challenges that they face. One of the Codes is Believe and trust in oneself you must believe and trust that you can teach. In order to be to teach you must have patience, patience in your student patience in teaching, and patience in learning. One of the respondents said that you need to have a heart in teaching.

R1. *Patience, Dapat as a future teacher you need have a patienc.* [Patience, Is Must as a future teacher you need to have a patience]

R4. enjoy your practice teaching days, or your online teaching days so that you don't get hassled or become toxic

R10. *Magtiwala ka sa sarili mo na kaya mo*[you should trust yourself that you can do it]

Effective Communication as one Determined Teacher is one of the cluster theme this cluster, this theme was formulated as the respondents experience in there practicum as the teacher responds to the challenges that they face. As one of the codes are Constant Communication with students, in order have an interactive class you need communicate with the learners, answer the queries of the learners, and in order to check if they are still interested with the discussion. The lack of 'live' communication between pre-service teachers and students was one of the challenges of online teaching practicum (Sepulveda-Escobar et al., 2020).

R10. When no one answered I wanted them to open all their cameras so I could know if they were listening.

R8., I tried to answer their queries or answer throughout our topic.

R7. Keep on reminding my students that if they don't learn anything or if they can't attend on the day we have a virtual class, they will just remind m

Table 04 Respondents Recommendations in the Online Learning Modalities during the Pandemic

Code	Cluster theme	Emergent theme
Security of learning Material and resources	Proficient	Competent

Preparing learning material ahead of time Finish what need to be done		
Mastery of the lesson Mastery in making learning material Alternatives learning material Advance reading Familiarization of word Summarization of the topic Using interactive application	Effective Teaching Strategies	
Flexibility in teaching Enjoy teaching Cooperation Confidence in teaching Trust in oneself Confidence in oneself	Teaching as Calling	

The table above shows the Recommendation of the respondents during the COVID -19 pandemic in which the emergent theme prevails that competent to the situation is what they experience more. As being presented on the cluster themes, Proficient, Effective Teaching strategies, and Teaching as Calling is the key concept to support this claim. Reflective thinking, which involves considering how to change teaching practice in order to improve as a teacher, must be included in order for reflection to lead to better teaching (Hill et al., 2018). The following cluster themes will be discussed in detailed presentation below to support this emergent theme.

Proficient is one of the cluster themes because they tend to proactive in doing their day-to-day tasks to effectively be at their best when facing their learners. By doping this perspective, the respondents make a very significant action towards uplifting their growth as a professional someday. The following statement will justify this claim.

R3. *dapat pumunta ka sa malakas ang signal and i secure mo yung internet connection* [You should go to a strong signal and secure your internet connection so that the children can understand your discussions.]

R2. *gawin niyo lanh dapat niyong gawin in that day. Huwag kayong bukas nalang to bukas nalang to para maging mas prepared kayo* [do what you should do that day. Don't do it tomorrow just tomorrow so you can be more prepared]

R3. You need to be Competent, mastery of the lesson, mastery of creating lesson plan and your online presentation.

R5. You should master your lesson plan and do your PowerPoint presentations a head of time.

R7. *Dapat makagawa ka ng ng PowerPoint presentations mo ahead of time* [You should make your PowerPoint presentations ahead of time and then so that you can prepare for your lesson.]

R4. enjoy your practice teaching days, or your online teaching days so that you don't get hassled or become toxic

In addition, as they will do their everyday routine and activity as practice teachers, they are from time to time enhancing their understanding of their role as a teacher thus making them aware of the things to be done in the preparation of their class. In this note, respondents make do their advance reading and make making a way to deliver their lesson in such a way that the learners can abler to just get the summary of the idea from their discussions and also through the use of the different application to enhance presentation of the needed topic for the learners. Above all perspective, the practice teacher needs to be well verse with their subject area thus from time to time they will do an in-depth reading of their topics and to make a learning activity that suited to their topic each day. The said themes formulated form the respondent's works make them do effective beaching strategies which are an expected thing for the teacher in the new landscape of learning and as such, the variables in the table were the recommendations to the future practice teachers and the teachers to be more effective and efficient in the delivery of the subject matter. Qualitative answer will be shown hereunder to support this idea.

As recommended by the respondents, the future teacher should inculcate in their mind that teaching is their calling to be more effective and be caring for their students later on putting them in the right position to tell that they are effective as a teacher. Despite obstacle brought by the Pandemic, teachers should always think positive and always enjoy the moment, be cooperative and forester good relationship with each other.

COVID'S TEACH (Teaching- Learning Delivery, Efficient Teacher, Adaptation, Competent)

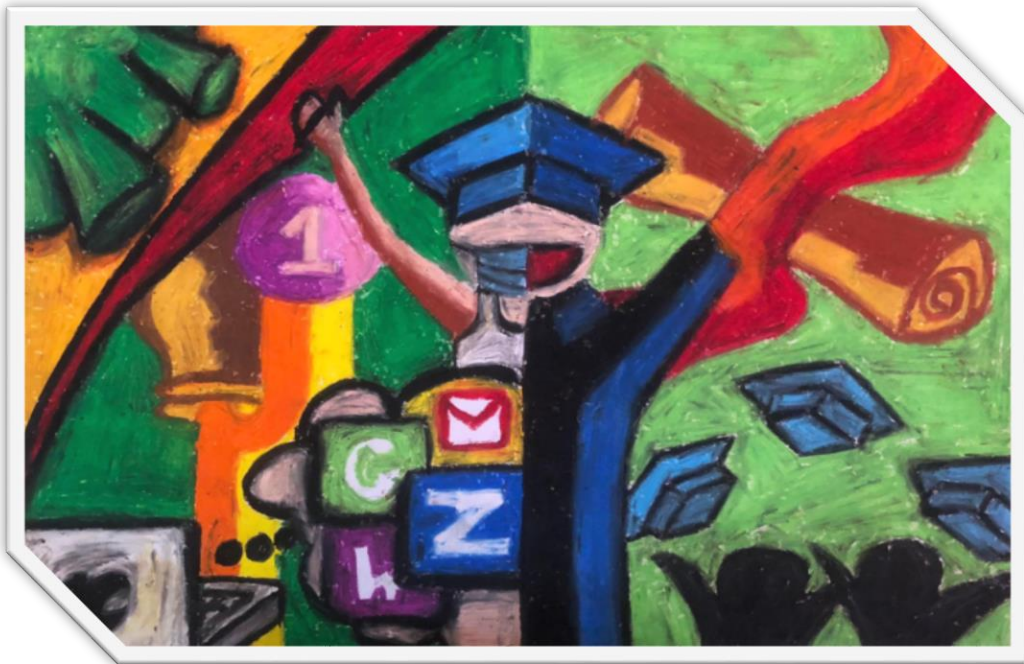


Figure 01: Central Phenomenon of the Phenomenology of the Practicum Students in Teaching in the midst of Pandemic.

The COVID-19 pandemic has forced many changes in the way we live our daily lives, including how we learn and educate ourselves. With the implementation of social distancing measures and lockdowns, the traditional method of in-person learning has come to a halt. But despite these

challenges, the learning never stops, and students and educators have adapted to a new normal of remote learning.

Thanks to advancements in technology, we now have access to a variety of tools and platforms that allow us to continue our education from the comfort of our own homes. For example, video conferencing platforms like Zoom and Google Meet have made it possible for students and teachers to hold virtual classes, lectures, and discussions. Email services like Gmail have also made it easier for students and teachers to communicate and share materials and resources.

The shift to remote learning has not been without its challenges, as students may find it difficult to stay motivated and engaged when learning from home. Teachers, too, may struggle with maintaining student engagement in a virtual environment. However, despite these difficulties, students and educators have remained resilient and have continued to pursue their goals and dreams.

The pursuit of education is a fundamental aspect of personal and professional development. With the help of technology, students are able to achieve their aspirations and reach their full potential. From obtaining their diploma to donning a graduation gown, students are now able to celebrate their hard-earned achievements in a new way. The iconic image of a student in a toga and graduation gown, reminiscent of the wizarding world

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter will present the salient point that was pressed in the previous chapter. The presentation of the data hereunder followed the presentation in the problem statement in the previous chapter.

Summary of Findings

Respondents were able to experience adaptiveness in their teaching experience during the COVID-19 pandemic as they were able to augment their understanding and making themselves abreast with new innovations in the educational landscape. According to them, though it is stressful, that situation gave them the opportunity to be innovative and creative in the delivery of their discussion and teaching process.

In the other perspective, the transition in the online teaching and learning is not that easy as the respondents were challenged on the new platform in which they are all challenged in the delivery of the teaching learning process as there is a limitation of the resources. Difficulties such as the limited internet connectivity and the uncooperative learners were the highlight of the analysis from the data gathered.

In addition, as the practice teachers traverse in the delivery of their topics and the challenges they encountered brought about by the Pandemic, these interacting concepts make them an efficient practice teacher as they had an experience of both the online and the face to face mode of teaching putting them in the right position to be effective and efficient in their field of expertise as the different challenges noted on this paper were their foundation to really master their subject matter for them to fully engaged their students in the learning process.

Their experienced in the teaching process amidst COVID made them competent in their subject matter and their chosen profession as they are in the right tract in establishing experience of the new landscape of the educational system. Their experience taught them to be equipped with proper knowledge, skills and values in the new learning environment.

CONCLUSION

As to the results presented in the previous chapter and the summary of the findings above, it is a crystal clear that the practice teachers experience a lot during the COVID-19 pandemic as they tend to adapt in the challenges in the delivery of their teaching-learning process among their learners for them to be effective and efficient. Despite obstacles they experience, they justified from their response that with the experienced they have had, they feel that they are effective and efficient now thus making them a competent teaching the new learning platform and at par to other students from the other side of the country.

RECOMMENDATIONS

In light with the foregoing findings of this study, the following recommendations are hereby offered:

1. For the next practice teacher students to be wary of the different changes posted in this study and make it as a take home points to enhance the delivery of the lesson soon that they have their online teaching.
2. For the school administration to fill in the gaps resented here
3. focusing on the things were the practical students challenged the most so as to facilitate more the learners to grasp the concept being discussed during the online discussions.
4. For the Education Department to facilitate enhancement program for the practice teaching students focusing on the use of the technology-based teaching modalities for them to effectively and efficiently deliver their lesson for the learners.
5. For the learners to be active and participate on the learning activities and to engage themselves fully to the discussions.

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