The Road to Teaching

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ABSTRACT

This study attempted to explore the lived experiences of teacher interns during practice teaching using the qualitative research approach. Eight participants were recruited using snowballing technique. Data collection was done through interview and document examination. The researchers adopted Corbin and Strauss's (1990) coding procedures (open coding, axial coding, and selective coding) in mapping out the concepts along with social constructivism and the principle of narrative as analytical lenses. The data triangulation method was employed to do data saturation and validation of results. The findings of the study reveal that there are four dimensions of teacher interns' experiences: I-need-to-be-ready-for-this; So-this-is-how-things-are-done; I-know-I-can; and, Come-to-think-of-it. Moreover, the study also reveals that teacher interns possess three core values—Integrity, Perseverance, and Discernment—which they found useful in going through the practice teaching program.

Introduction

Winston Churchill once said, "success is not final…failure is not fatal…it's the courage to continue that counts" (Gabrys-Barker, 2014, p. 322). The nature of teaching is quite complex because it involves the intellectual, physical, and social development and values formation of another human being. To achieve this, there is a need to ensure quality education and training of those who wish to enter the teaching profession. The need for competent teachers has posed a challenge to the educational system for so long, especially the need for competent new teachers. Many new teachers have been observed to be lacking in many skills expected in the workplace (de los Santos & Hilbero, 2008). School administrators, for their part, complain about the attitude, work ethic, and teaching competence of new teachers. The Department of Education has noted these and as a consequence a teacher induction program is offered. Recently, to ensure the success of

teaching and learning inside the classroom, the Department of Education issued DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), setting the standards for a professional teacher. PPST provides seven domains that a professional teacher must attend to: Domain 1–Content Knowledge and Pedagogy; Domain 2–Learning Environment; Domain 3–Diversity of Learners; Domain 4–Curriculum and Planning; Domain 5–Assessment and Reporting; Domain 6–Community Linkages and Professional Engagement; and, Domain 7–Personal Growth and Professional Development. Each domain has strands that specify and spell out the factors covered by each domain. Moreover, there are four career stages that explicitly describe the different levels of advancement. These are: Career Stage 1 or Beginning Teacher; Career Stage 2 or Proficient Teacher; Career Stage 3 or Highly Proficient Teacher; and Career Stage 4 or Distinguished Teacher.

Graduates of teacher education, who have a PRC license and who wish to teach in DepEd schools, must "have gained the qualifications for entry into the teaching profession," as spelled out in Career Stage 1–Beginning Teacher (PPST, 2017, p. 7). Thus, preparation to become a teacher starts from the pre-service education. It is culminated by practice teaching or teaching internship, equivalent to six units (CHED Memorandum Order No. 74, Series of 2017 and CHED Memorandum Order No. 75, Series of 2017). In the internship, teacher interns are immersed in the different roles of a teacher in the workplace to experience real life teaching. They undergo training covering the psychological, emotional, spiritual, financial, and social aspects of becoming a teacher. Though the target goal of teacher interns may be the same, that is, to become equipped like a real professional Beginning Teacher, the path they traverse is different as shaped by the students, cooperating/supervising teachers, school administrators, the school

itself, and the community where the school is located.

Teaching Internship

Kiggundu and Nayimuli (2009) state, "Teaching practice is an integral part of teacher training (p.345)." As required in earning a teacher education degree, the internship is the most important phase in preparing to be a full-fledged teacher. In the study of Mangila (2018), regarding the performances of 64 teacher interns enrolled in a practice teaching program, the positive feedbacks of the participants on the implementation of the practice teaching program in terms of orientation activities, rapport with school community, practicum site, auxiliary services, and activities for pre-service teachers established that practice teaching is an indispensable part of the teacher education program. However, Mokoena's (2017) study, using mixed methods, on the practice teaching experiences of 65 teacher interns, revealed that teacher interns experienced challenges related to on-time placement in school, supervision, and mentoring.

Msangya, Mkoma, and Yihuan (2016) looked into the perspectives of 351 teacher interns on their practice teaching experiences. Findings indicated that teacher interns perceived their practice teaching as a key tool in learning how to teach because it prepared them for real life work. However, the same study also revealed that lack of financial support and mismatch in the teaching internship schedule are the main challenges. In another study, Ulla (2016) attempted to determine the teaching internship experience of 21 junior and senior practice teachers. Results showed that there were different standard policies implemented for pre-service teacher training programs. In addition, he highlighted that classroom management, teaching confidence, and lack of teaching resources are some of the challenges faced by teacher interns. On the

contrary, Flores (2016) revisited the level of competency relative to teaching performance, social relationship with cooperating teachers and learners, and problems encountered by 30 teacher interns. One positive finding is that the cooperating teachers rated the teacher interns excellently in professionalism and satisfactorily in social relationship. However, the study also showed that teacher interns need to improve on the art of questioning. The study, moreover, underscored some of the problems encountered by teacher interns, namely: 1) cooperating teachers did not give immediate feedback on their teaching; 2) cooperating teachers' negative comments about the teacher interns were shared to other people not necessarily involved in the program; and 3) cooperating teachers did not diligently monitor and supervise their regular or daily teaching performance.

In the qualitative exploratory case study of Rakicioglu-Soylemez and Eroz-Tuga (2014) regarding the perceived and received roles and responsibilities of 22 teacher interns and four cooperating teachers during practice teaching, findings revealed that comprehensive briefing and orientation to the practice teaching applications, expectations, and requirements are needed by both teacher interns and cooperating teachers.

The studies presented above revealed some common findings: (1) the importance of positive feedbacks on practice teaching is essential in learning how to teach; (2) challenges with regard to the different policies applied on practice teaching—deployment, schedule mismatch, requirements, supervision, mentoring, teaching application, and expectations; and, (3) problems on teaching performance of teacher interns— teaching confidence, art of questioning, classroom management, teaching resources, monitoring and supervision of cooperating teachers, and social relationship with cooperating teachers and students.

The studies reviewed show both positive and negative impact of the teaching internship program on teacher interns. Though certain critical and sensitive issues were revealed, how they were experienced by teacher interns were not exactly highlighted and discussed to serve as inputs to improve or enhance the practice teaching training program. Hence, this present study aimed to focus on the details of lived experiences of teacher interns to help delve deeper into the issues and concerns that in some way present challenges to the successful implementation of the practice teaching program.

Framework of the Study

Lived experiences vary from one individual to another because no two persons are alike. Each person views the world differently. Each one lives a different life. The lived experiences vary depending on how a person interacts with other individuals or social groups, and on how he/she responds to certain situations or problems. Positing this as the foundational idea for investigating teacher interns' lived experiences, Figure 1 synthesizes the framework of this study.
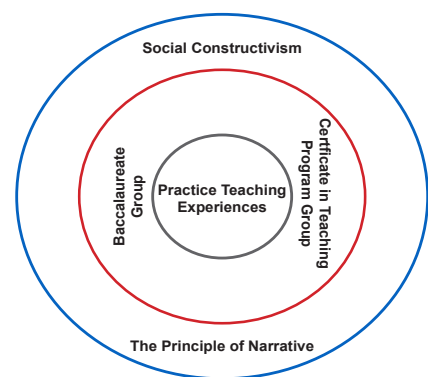

Figure 1. Schematic diagram of the research framework

The outermost circle presents two analytical lenses, Social Constructivism and the Principle of Narrative, that guided this study to understand and analyze the data

gathered. Vygotsky's Social Constructivism was used as it establishes the concept that people, children and adults, create an understanding of the world through their experiences (Amireh & Asl, 2015) and interactions with other individuals. It lays the foundation that the pieces of lived experiences of individuals are essential and meaningful because they form part of the components that create varieties of perspectives about life and its meaning. Moreover, the Principle of Narrative, the second analytical lens, advocates the idea that people share their experiences to others through stories which help integrate lives (McAdams, 2008; Nelson, 2018). Hence, narratives are incorporated in peoples' culture and traditions. They express human experiences in relation to race, beliefs, culture, and society (Kim, 2016).

These two concepts, as presented in the outermost circle, were used as bases to map out significant ideas in the narratives of the participants. They were used to understand the different varieties of experiences of the participants in the different levels and stages of teacher intern development. The same were utilized to help the researchers view objectively how the participants understand their lived experiences, and limit the probability of imposing a personal interpretation by the researchers. The second circle represents the two groups of participants: the baccalaureate group and the certificate in teaching program group – the two groups that provided the data for the practice teaching experiences. The innermost circle represents the narratives that were given by the participants and which were analyzed to get insights and ideas relevant to the improved implementation of the practice teaching program.

Purposes of the Research

The study aimed to understand and analyze the lived experiences of teacher interns in the practice teaching program. The following questions guided the researchers in the conduct of this study:

1. What are the experiences of teacher interns during practice teaching?

2. How do teacher interns adapt to the challenges of the teaching internship program?

Methodology

This study employed the qualitative research approach to explore the phenomenon under investigation (Silverman, 2013) as well as to understand the participants' views encapsulated in the data collected (Creswell, 2012). The qualitative research approach allowed the researchers to have a thorough and well-founded understanding of the participants' lived experiences and social world (Ritchie, Lewis, Nicholls, & Ormston, 2014) by working closely with the participants to establish rapport and trust.

To commence the study, the following conditions were established: (1) participants must be currently living and studying in the City of Manila; (2) participants must be enrolled in the practice teaching program at the time of the study; and, (3) the practice teaching site must be within the City of Manila. The participants were selected using the snowballing technique. This type of nonprobability sampling, where future participants would be selected from a pool of participant recruits, allowed the researchers to choose participants who could provide rich information and were willing to share their lived experiences (Komolthiti, 2016). The chosen participants were grouped into two—the first group is the baccalaureate group which is composed of graduating students who are taking an education degree, and the second group is composed of non-education degree holders who are taking the certificate in teaching program to pursue a

teaching career. Table 1 presents the profile of the participants.

In order to qualify to participate in this study, participants were asked to sign consent forms. The consent forms spelled out the purpose of the study, the rights and roles of participants, the options for continuing or discontinuing to participate in the study, and the statement of confidentiality to protect the participants' right to privacy. Data were collected from interview and documentary evidence. A semi-structured interview was designed, and was validated by five experts (a college professor, a principal, a basic education teacher, an internship supervisor, and a medical practitioner).

Five questions were asked in the interview: (1) Why do you want to become a teacher? (2) What were your thoughts and feelings when you learned that you will have your practice teaching? (3) How did you prepare for your practice teaching? (4) What lived experience/s in practice teaching is/are memorable to you? Why? (5) What effect/s did practice teaching have in your goal of becoming a teacher? The recorded interviews were transcribed by the researchers and counter-checked by the participants for correction and clarification. To collect data from documents, the participants were asked to share a section of their portfolio or their daily journal of experiences. These two types of data were triangulated, through a cross verification process (Honorene, 2017), to establish validity of results. Table 2 shows the summary of the number of collected and triangulated data.

Table 1.

Profile of participants

Participant (names are pseudonyms)	Age	Gender	Major	Group
1. Diamond	20	Female	Science Education: Physics	Baccalaureate
2. Elle	20	Female	English Education	
3. Belle	20	Female	English Education	
4. Miss I	22	Female	English Education	
5. Wine	28	Male	Business Administration	Certificate in Teaching Program
6. The Chosen One	32	Male	Communication Arts	
7. Doulos	34	Male	Nursing	
8. Cinnamon	40	Female	Computer Engineering	

Table 2.

Summary of the number of data collected and triangulated

Group	Participant	Data		Total	
		Interview	Document		
Baccalaureate	Diamond	12	12	24	97
	Elle	18	11	29	
	Belle	12	13	25	
	Miss I	9	10	19	
Certificate in Teaching Program	Wine	11	9	20	90
	The Chosen One	9	9	18	
	Doulos	17	14	31	
	Cinnamon	11	10	21	
Total		99	88		187

Table 3.

Open coding sample

Identification Number	Verbatim Sample	Memo	Open Code
(Miss I) G1-I-P4-n2-l1	(Interview) I am really excited and enthusiastic that's why I prepared all the files needed for the program.	An action employed in preparation for future endeavor	Initiative
(Wine) G2-D-P5-w1-d1-lb1-l4	(Document) I realized that I also have to prepare for my interaction, relationship with my cooperating teacher and other teachers.	A mindset for establishing good working relationship	Mind conditioning

In the data analysis, the coding procedures of Corbin and Strauss (1990)—open coding, axial coding, and selective coding—were employed to uncover the varieties and the relationships of concepts enmeshed in the data (Blair, 2015). The entire coding process led the researchers to the generation of the themes. Open codes were used as the initial labels of the analyzed data. Table 3 presents an example of the open coding process. Two data samples are presented, one from the interview and the other from the documents, from two participants—Miss I (baccalaureate group) and Wine (certificate in teaching program group). As shown in Table 3, the analytic memo, used in every coding stage, is another technique employed to probe further into the participants' thoughts to establish and maintain an open viewpoint to allow meanings to evolve freely (Rogers, 2018).

Moreover, axial coding was used to integrate concepts (open codes) that are related to each other, while selective coding was done to further refine these concepts (axial codes) to produce a more thematized grouping of concepts (Williams & Moser, 2019). The theme, the final generated concept, summarizes all the attributes, descriptions, and subconcepts that are affixed to the analyzed data (Vaismoradi, Jones, Turunen, & Snelgrove, 2016).

Further, to ensure data saturation and reinforce the triangulation process, the results for every stage of data analysis were compared and contrasted between the two groups of participants. Table 4 presents the matrix of results for research questions 1 and 2 that compares the responses of the two groups of participants. This summary of results aided the researchers in establishing the final results, the themes.

Table 4.

Matrix of results for research questions 1 and 2

Baccalaureate Group			Certificate in Teaching Program Group		
Research question 1: *What are the experiences of teacher interns during practice teaching?*					
Open code	Axial code	Selective code	Open coding	Axial code	Selective code
Theme: I-need-to-be-ready-for-this					
Initiative Mind conditioning Act immediately	Preparation to be efficient Promptness	Conform with the standards	Prompt action Proper mindset Initiative	Preparedness	Disposition
Theme: So-this-is-how-things-are-done					
Explore Try out Learn	Learn	Discover	Know the standards Investigate	Verify	Realization

Theme: I-know-I-can					
Independence Self-confidence	Courage	Drive	Self-confidence Confidence	Self-assurance	Trust
Theme: Come-to-think-of-it					
Review Analyze	Validate	Reflective	Analyze Speculate	Find reason	Reflective
Research question 2: *How do practice teachers go through these experiences?*					
Open code	Axial code	Selective code	Open coding	Axial code	Selective code
Theme: Integrity					
Be honest Be responsible	Maintain trust	Reliable and dependable	Truthfulness Honesty	Maintain trust	Reliable and dependable
Theme: Perseverance					
Compete Survive Be patient	Continue	Persevere	Be resilient Be devoted to Hope	Comply	Persevere
Theme: Discernment					
Idealism vs reality Observe	Understand	Discover	Evaluate Assess Observe	Understand Internalized	Perceive

Findings and Discussion

The generated themes from the coding procedure that illustrate the experiences of teacher interns during practice teaching are as follows. First, "I-need-to-be-ready-for-this" indicates the teacher interns' understanding of what awaits them in the practice teaching program. Participant Wine (a CTP student) seems to understand that practice teaching will demand a lot of time so he prepared to invest time and requested time off from work. He said: "I took a 3-month sabbatical leave to review and re-read old notes." Wine seems motivated to take the practice teaching program seriously that he even asked to take a Sabbatical Leave from his work. The study of Davidovitch and Yavich (2018) claims that there is a positive correlation between motivation and self-efficacy. It looks like Wine has high intrinsic motivation and certain expectations in doing his practice. The teacher education program then needs to ensure that the experience teacher interns will get in the program is meaningful and worthwhile. The program itself must be ready to meet the expectations of the teacher interns from ensuring that every phase is well organized and coordinated, i.e. from deployment, scheduling, assigning of cooperating teachers and the like until the end of the program (Rusell & Rusell, 2011).

Second, "So-this-is-how-things-are-done" exemplifies that teacher interns' need to be guided to learn the "tricks of the trade" which are unwritten, and one can only learn it through actual experience. Elle's journal of experiences illustrates this: "When I was at the verge of crying because I couldn't control the class, my cooperating teacher called me outside and told me, 'Be firm! Show them who's in authority!'" This report from Elle underscores the importance of the practice teaching program to introduce the teacher interns to real classroom teaching experiences that will allow them to realize the connection of theory to pedagogy, and to practice (Hemmerich, Hoepner, & Samelson, 2015). The practice teaching program then must ensure that there is ample time given to expose the teacher interns to the many challenges of teaching, i.e. dealing with students, practicing classroom management, doing board work, preparing bulletin board

display, getting along with the cooperating teacher and other members of the school community, learning the school and classroom routine, participating in school activities, taking charge of projects or programs, and the like.

Third, "I-know-I-can" reflects the teacher interns' assumption on how they will situate themselves or find their niche in the teaching profession. Participant Cinnamon resonates this in her statement: "I almost give up with the never-ending task assigned to us. I am physically, emotionally, and mentally exhausted. But I know I need to get through with all these tasks if I really wanted to be a teacher." In the study of Wolhuter, van der Walt, and Potgieter (2012), it has been confirmed that certain inspirational contexts (like self-reliance, family, and/or faith) play a big role in inspiring teacher interns to hurdle any boundaries. This is maybe one of the most challenging aspects of undergoing practice teaching because the reality of the hard work of a teacher is most felt here. A beginning teacher realizes that teaching is not just about teaching only. The work involves checking papers, doing the forms, writing lesson plans, computing the grades, attending meetings/seminars/workshops, organizing programs, conducting research, and many more. The practice teaching program then must include an orientation to discuss the work of a teacher. A separate orientation may be conducted with the cooperating teachers as well to define how the mentoring will be done to create inspirational contexts.

Lastly, "Come-to-think-of-it" displays the teacher interns' reflective attitude. This is manifested in the statement of Miss I: "Reflecting on the activity...it is really advisable for a teacher to look back on his/her or previous lessons in order to reflect upon the do's and don'ts which can help improve the teaching and learning process." The findings of the study of Mathew, Mathew, and Peechattu (2017) acknowledge that teachers who adopt reflective practice allow them to easily cope with the demands and challenges of the teaching profession. This implies then that the practice teaching program should include opportunities for the teacher interns to be trained to do "teaching reflections" and how to use those reflections to improve on their teaching.

Moreover, the themes discussed below describe how teacher interns adapt to the challenges of the teaching internship program. First, "Integrity" is apparent when teacher interns are deployed to their assigned school and to work as a teacher. They get to be introduced to the daily life of a teacher. They get to know a different way of doing things. This is shown in the statement of Wine when he said: "The traffic was horrible [that I texted my cooperating teacher I couldn't make it]. She said it's okay. I find ways and I still managed to get through the traffic and proceeded with what I was tasked to accomplish. My cooperating teacher said, afterwards, that she admired how I [keep] my integrity." It seems evident that the teacher intern valued the task accorded to him by his cooperating teacher and wanted to show his earnestness and passion as a teacher intern. Even though the cooperating teacher told him not to proceed anymore as there is a valid reason, he still did his best to be present in class because his students were expecting him to teach that day. From another perspective, this teacher intern showed his professionalism in the way he responded to the situation. The cooperating teacher acknowledged his efforts and praised him for what he did. Wine may have felt that he was accepted as a member of the school community. The feeling of being legitimately accepted by the teaching community helps strengthen the confidence and moral values of teacher interns (Cuenca, 2011). The core value then of integrity must be emphasized in preparing the teacher interns for the world of work. Before deployment, the teacher interns could be introduced to situations or simulations in the orientation

program and even in the other Professional Education courses that will develop their integrity as a teacher.

Second, "Perseverance" evolves from the experiences of teacher interns as they attempt to adjust with and adapt to the world of work of a teacher. Participant Chosen One stated: "I did my best. Even with lack of sleep, I tried to manage all the tasks to be accomplished. It was almost near impossible to do everything— teaching, planning, classroom management, assessment preparation, and action research." Beginning teachers could be easily discouraged and may even have thoughts of not completing the tasks because they lack experience and they do not know how to deal with situations unfamiliar to them (Masalimova & Galishnikova, 2016; Yildirim, Arastaman, & Dasci, 2016). However, this could be resolved through motivation and proper guidance as reflected in the journal of experiences of Participant Diamond. She said: "My cooperating teacher taught and inspired me how to work [in] great pressure and to strive more instead of being pulled down..." Relatively, Srivastava and Bhatia (2013) state that motivation is the factor that influences an individual to intensify his/ her quest to achieve a certain goal. As with instilling integrity among teacher interns, perseverance is another core value that has to be included also in their training through situations and simulations.

Third, "Discernment" encapsulates the experiences of teacher interns as they discover different practices and conventions to be observed in the teaching profession. This is captured in the verbatim sample from an interview with Participant Belle. She said: "I saw the system; how it worked, how horrible it was, how teachers are being treated unfairly. I shouldn't allow it to consume me. I know this could be an isolated case." The findings of Horn (2017) reveal that witnessing and experiencing school politics is an educative experience for teacher interns. Hence, this type of experience helps prepare teacher interns to be aware of the realities confronting the teaching profession. Strengthening the values formation of teacher interns should be one other aspect that should be made part of the practice teaching program, and discernment can also be introduced to them via situation and simulations

Reflections

Every individual is unique in terms of physical, psychological, social, intellectual, emotional, and spiritual well-being. However, through careful and thorough examination of the concepts embedded in the lived experiences of the participants, patterns of similarities and differences were observed. These patterns can serve as a guide in understanding individuals who would go the same route of lived experiences in the teaching internship.

This study explored the narratives of teacher interns that reflected their lived experiences as they go through the practice teaching program. The findings of this study, however, are not geared towards making generalizations due to the following reasons: (1) the study employed qualitative design which does not use statistical representation; (2) the qualitative data from interviews and documents only provide dimensions, categories, and themes of lived experiences; and (3) the process of analyzing data could not be totally objective as the researchers' personal knowledge may have influenced the interpretation of the data. However, there are lessons learned that may be significant to teacher training and the teacher internship program of students. Figure 2 presents the proposed model that synthesizes the insights gained by the researchers in this study. The purpose of this proposed model is to share the perspectives of teacher interns' practice teaching experiences.
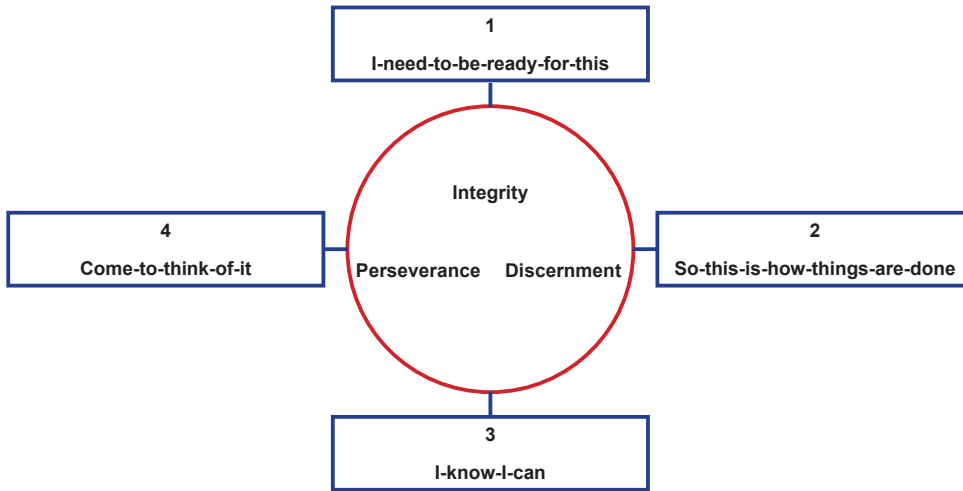
Figure 2. The Road to Teaching Model

The outer part of the model presents the dimensions of practice teaching experiences of teacher interns. These are the: I-need-to-be-ready-for-this; So-this-is-how-things-are-done; I-know-I-can; and Come-to-think-of-it. First, I-need-to-be-ready-for-this is the dimension of teacher interns' experiences that reflects their notion of what is/are expected of them and how they should respond to the challenges they encounter as they undergo practice teaching. Second, So-this-is-how-things-are-done is the dimension of teacher interns' experiences that exhibits their interest in learning new things, discovering new ideas, and exploring ways and means to validate ideas and actions. Third, I-know-I-can is the dimension that presents teacher interns' knowledge of their capacity and skills and the amount of confidence they have in themselves. Fourth, Come-to-Think-of-It is the dimension of teacher interns' experiences that display their reflective attitude. It is the dimension that relates to how teacher interns examine the validity of their intentions and actions.

Moreover, the inner part of Figure 2, enclosed in a circle, shows the core values teacher interns must possess—Integrity, Perseverance, and Discernment. Integrity is one of the core values teacher interns must

have, given the demands of the work of a teacher. It will guide them to continue to take the right path, that is, to maintain their drive to stay honest and accomplish tasks even if they are not being supervised. It also leads them to commit themselves to the life of being a teacher—responsible, caring, just, and reflective. Perseverance is the core value that helps teacher interns realize the importance of hard work, self-reliance, and resiliency. Perseverance means having the endurance to rise above challenges. It allows teacher interns to embrace the idea that there is always hope. Lastly, Discernment is the core value that guides teacher interns to make good decisions to choose right over wrong, to uphold moral values, and to prefer helpful actions over destructive actions.

At the outset, the findings of this study, which are encapsulated in the proposed model, have implications to future directions of teacher education research and policies. First, at the institutional level, understanding the dimensions and core values of teacher interns could help cooperating teachers, supervisors, and administrators of both deployment school and host school to better understand teacher interns' journey towards becoming full-fledged beginning teachers. The teacher interns' dimensions

of experiences and core values could serve as a guide in restructuring the immersion program and creating an intervention program. Segmenting the immersion process, by stages (orientation, observation, participation, and debriefing), would show more clearly the progress of teacher interns in acquiring the necessary teaching skills and values expected of a teacher. Formative assessment could be applied in every stage to check if the teacher intern needs more guidance. Second, at the societal level, the findings of this study could help policy makers in creating policies and guidelines to improve the teacher education program of TEIs (teacher education institutions). Policies and guidelines establishing proper coordination between host schools and deployment schools could be created to have a uniform implementation of the practice teaching program (Ulla, 2016). This would minimize the problems apparent in practice teaching programs as regards to schedule, mentoring, supervision and monitoring, intervention, and requirements (Mangila, 2018; Msangya et al, 2016).

As a final remark, the study would like to underscore what Kiggundu and Nayimuli (2009) say about the practice teaching program as the most important part of the teacher education degree program. Practice teaching immerses teacher interns to real life teaching situations which test their knowledge, skills, and values in life. Teacher interns are not full-fledged teachers; they are "teachers in the making." Hence, careful planning and designing of the practice teaching program is of utmost importance to ensure that future teachers are prepared for the life and work of a teacher.

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