

**Challenges encountered by Araling Panlipunan majors conducting practice teaching in selected schools in the National Capital Region (NCR): Basis for a proposed pedagogical framework for pre-service training**

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### Abstract

**Aim:** This study examined the challenges encountered by Araling Panlipunan majors during their practice teaching in selected schools in the National Capital Region, serving as the basis for developing a pedagogical framework for pre-service training.

**Methodology:** A concurrent embedded mixed-method research design was employed involving 80 Araling Panlipunan pre-service teachers from higher education institutions in the National Capital Region. Quantitative data served as the primary source, gathered through a structured survey questionnaire, while qualitative data were collected simultaneously to provide deeper insights and contextual explanations of the numerical findings.

**Results:** Findings revealed that pre-service teachers experienced considerable challenges across seven support areas, particularly in the learning environment and student-related concerns. These challenges were associated with emotional and psychological effects such as stress, anxiety, self-doubt, and physical fatigue. Despite these difficulties, respondents demonstrated high utilization of both problem-focused and emotion-focused coping mechanisms, including effective time management, seeking social and spiritual support, and engaging in leisure activities. The results highlighted a strong need for structured mentoring, continuous professional development, and subject-specific support mechanisms for Araling Panlipunan majors.

**Conclusion:** Based on the findings, a pedagogical framework was developed, integrating key inputs, processes, outputs, and outcomes aimed at strengthening pre-service training. The framework provides a systematic guide for enhancing mentoring, instructional support, and professional readiness of Araling Panlipunan pre-service teachers.

**Keywords:** *pre-service teachers, Araling Panlipunan, practice teaching, challenges, pedagogical framework*

### INTRODUCTION

Teaching is regarded as an honorable vocation, and teacher education plays a vital role in shaping the quality of a nation's educational system. Globally, practice teaching serves as a crucial component in preparing future educators by allowing them to apply pedagogical theories in an authentic classroom environment (Olutoyin, 2024).

In the Philippine context, practice teaching is an internship program for aspiring educators and is a requirement in every teacher education institution, preparing student teachers to become full-fledged educators (Antallan et al., 2022). This preparation is particularly significant for Araling Panlipunan majors, whose discipline requires the integration of historical understanding, social analysis, and civic values into meaningful classroom instruction. Within the Philippine education system, practice teaching is typically conducted during the final year of teacher education programs, where graduating students apply learned theories in real classroom settings (Rogayan Jr. & Reusia, 2021). Students who currently undergo the practice teaching program are referred to in this study as student teachers, pre-service teachers, and practice teachers. As emphasized by Ray et al. (2023), practice teaching involves three major aspects: practicing teaching skills, acquiring real-life classroom experiences, and applying practical components of professional coursework.

The National Capital Region (NCR) represents one of the most complex and densely populated educational environments in the Philippines. As the country's urban center, NCR accommodates a large and diverse student

population, creating unique demands on schools, teachers, and educational resources. In terms of population distribution, Quezon City, Manila, and Calocan City recorded the largest populations in 2020, contributing to increased school enrollment and intensified educational demands within these highly urbanized areas (Philippine Statistics Authority, 2021). Based on the results of a Pulse Asia survey, respondents from the National Capital Region identified the lack of teachers, lack of learning resources such as books and computers, and classroom shortages as among the top problems of the Department of Education that require immediate attention (Senate of the Philippines, 2023).

Research conducted in various contexts indicates that student teachers encounter numerous challenges during practice teaching that influence their professional growth and teaching effectiveness (Aldabbus, 2020; Annan-Brew et al., 2022; Galana et al., 2023; Napanoy et al., 2021; Collantes, 2021). These challenges encompass issues related to classroom management, pedagogical techniques and strategies, instructional resources, assessment, evaluation, and stakeholder communication, among others. If not properly addressed, these challenges may affect the quality of their teaching and learning experience.

The research of Rudio et al. (2020) and Peralta (2023) suggests that although the existing practice teaching programs are effective, they still need improvement. In addition to the program's current structure, new plans, strategies, and procedures must be created to address existing challenges so they will not recur in the next batch of student teachers. Educational institutions need to prioritize effective mentorship, support, and supervision to ensure that student teachers receive the guidance and preparation they need to become successful educators.

Furthermore, research indicates that challenges experienced during practice teaching vary across specializations (Antallan et al., 2022; Napanoy et al., 2021). While the challenges of student teachers have been documented in general, no study so far has investigated the challenges encountered by Araling Panlipunan majors conducting practice teaching in the country. The content-specific challenges and pedagogical challenges of Araling Panlipunan, therefore, require further investigation.

Given these gaps, this study aims to investigate the challenges encountered by Araling Panlipunan majors conducting practice teaching in selected schools in the National Capital Region. Specifically, the study examined challenges across seven support areas, the emotional and psychological impacts of these challenges, the coping mechanisms employed by pre-service teachers and their effectiveness, and the suggested pedagogical enhancements that can improve pre-service training. Based on the findings, a pedagogical framework was developed to serve as a roadmap for understanding and improving pedagogical practices in pre-service teacher education.

### Review of Related Literature and Studies

This section synthesizes current literature pertinent to the study of the various challenges encountered by Araling Panlipunan majors during the conduct of practice teaching.

#### Challenges of Student Teachers in the Philippines

In the Philippines, practice teaching is a requirement for completing an education course. Successful educators were once student teachers. According to the Joint Memorandum of the Commission on Higher Education and Department of Education, teaching internships should be done in one full semester with the guidance of a cooperating teacher who will serve as the student teacher's mentor. Despite this structured approach, pre-service teachers encounter numerous challenges in public schools (Napanoy et al., 2021).

Common obstacles include inadequate facilities, insufficient instructional materials, and overcrowded classrooms. Batugal (2020) notes that student teachers struggle to prepare teaching materials as it is time-consuming and costly, especially in large classes, which can impede student engagement and motivation. Collantes (2021), Napanoy et al. (2021) and Antallan et al. (2022) emphasized the complexity of these challenges, which encompass cooperating schools, learners, cooperating teachers, teaching and non-teaching tasks, and fellow student teachers, among others. Suggested solutions include open communication, regular observation, and orientation programs for cooperating teachers to better support student teachers. It is highly suggested that the challenges encountered by the prior batch of student teachers should be evaluated, and the present batch should be oriented regarding the prevalent issues during practice teaching.

#### Emotional and Psychological Impact of Challenges

The challenges encountered by pre-service student teachers have a profound impact on their emotional and psychological well-being. In general, these challenges often lead to teaching anxiety and stress, loss of professional interest, burnout, negative attitude in the teaching profession, and reduced self-confidence. Adediran et al. (2024)

found that students who face persistent challenges may develop negative attitudes toward pre-service training or reconsider pursuing teaching due to sustained stress and burnout.

Pre-service student teachers also experience teaching anxiety. According to Gorospe (2022), teaching anxiety is defined as an emotional barrier that prevents a teacher from starting, continuing, or finishing the tasks assigned to them, which leads to poor performance. As shown in the study, this anxiety is primarily because of the high expectations of cooperating teachers and students and the fear of possible failure and failing the expectations of the people around them.

Similarly, stress can manifest physically, including fatigue, headaches, and insomnia (Commey-Mintah et al., 2022), while classroom and workload pressures, time management demands, and performance observation contribute to pre-service teachers' most stressful experiences (Masood et al., 2021).

#### Coping Mechanisms and Their Effectiveness

Coping mechanisms are essential to pre-service student teachers in order to effectively handle the challenges they encounter during the pre-service training. It helps student teachers to navigate the difficulties, adapt to their environment, and accomplish their goal as a pre-service student teacher. Research suggests common coping mechanisms employed by pre-service student teachers and their effectiveness.

Suttles (2024) identifies two types of coping mechanisms and strategies employed by pre-service student teachers—emotion-focused and problem-focused. Emotion-focused coping mechanisms focus on relieving emotional distress, which can be done through taking deep breaths during stressful situations, mindfulness, exercise, yoga, and seeking emotional support from friends and family. On the other hand, problem-focused coping mechanisms focus on eliminating or finding possible solutions to the stressors themselves. This includes employing time management to handle the workload and setting boundaries in personal and professional areas of life.

While these mechanisms are effective in mitigating stress (Commey-Mintah et al., 2022), systemic challenges—such as inadequate resources and limited institutional support—persist, highlighting the need for structural improvements to complement individual coping strategies.

#### Enhancement Programs and Support Mechanisms for Araling Panlipunan Pre-service Student Teachers

Enhancement programs and support mechanisms are critical to navigate the current challenges of Araling Panlipunan pre-service teachers. In general, recommendations to improve the pre-service training have been cited in research by Peñeda (2021), Jita & Munje (2021), and Ndebele & Legg-Jack (2022). One of the most common suggested mechanisms is to establish a support system that could properly support the pre-service student teachers on the challenges that they encounter, specifically the need for a strengthened mentorship support. Therefore, a collaborative mentoring approach is advocated, wherein expectations, needs, and challenges are openly discussed between the mentor and mentee.

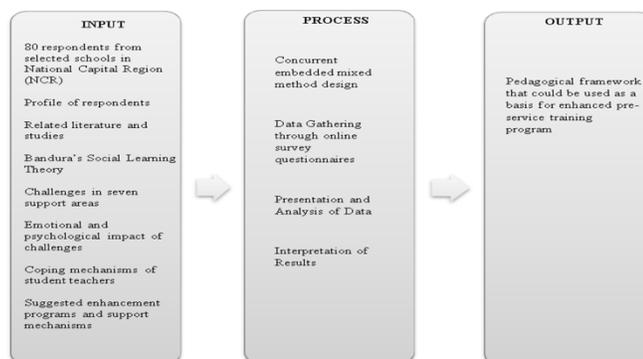
#### Theoretical Framework

This study is grounded in the Social Learning Theory developed by Albert Bandura through his well-known experiment on Bobo Doll, which emphasized that children imitate the behaviors of an adult using observation.

In the context of practice teaching, Social Learning Theory provides a framework for understanding how pre-service teachers develop professional competencies through interaction with mentors, cooperating teachers, and peers. It shows how important mentoring, support, feedback, and social interaction are for the personal and professional growth of student teachers. The challenges encountered during practice teaching may influence learning outcomes when adequate modeling and guidance are limited. Coping mechanisms arise as adaptive behaviors formed through ongoing contact and feedback, whilst suggested enhancement programs serve as reinforcement mechanisms that enhance professional competence. Thus, Social Learning Theory provides a framework for understanding how environmental interactions shape the experiences, responses, and development of pre-service teachers.

## Conceptual Framework

**Figure 1.** Conceptual Framework (Input–Process–Output Model).



The researcher adopted the Input Process Output (IPO Model) as its conceptual framework to systematically examine the experiences of pre-service teachers during practice teaching.

The input phase includes the demographic profile of respondents, the challenges encountered during practice teaching, coping mechanisms employed by pre-service teachers, and their suggested enhancement programs. These inputs represent the essential factors influencing the practice teaching experience.

The process phase states how the data were collected in the study. It involves the collection of data using research instruments, followed by data organization, statistical treatment, and interpretation of findings to determine relationships and patterns among the identified variables.

The output of the study is the development of an enhanced pre-service training program intended to address identified challenges and strengthen support mechanisms for pre-service teachers.

The IPO model guided the organization of the research by aligning the study variables with data collection procedures and analytical methods. Through this framework, the study systematically transformed gathered information into practical recommendations aimed at improving pre-service teacher preparation.

## Statement of the Problem

Practice teaching serves as the culminating experience in teacher education, providing pre-service teachers with opportunities to apply pedagogical theories in authentic classroom settings. Despite its importance, the diversity of learners, institutional expectations, and classroom realities often pose significant challenges for pre-service teachers. These challenges may adversely affect their professional development, emotional well-being, and readiness for the teaching profession.

For Araling Panlipunan majors assigned to cooperating schools in the National Capital Region, these challenges are potentially intensified by the subject's interdisciplinary content, emphasis on civic and historical understanding, and varied learner needs. However, existing studies on practice teaching have largely examined challenges in general or across mixed specializations, with limited attention given to discipline-specific experiences. This gap limits the development of targeted interventions that address the unique pedagogical and contextual demands of Araling Panlipunan.

Understanding the challenges encountered by Araling Panlipunan majors during practice teaching, including their emotional and psychological impacts and coping mechanisms, is essential in improving teacher preparation programs. Addressing these concerns is necessary to inform the development of structured support systems and a pedagogical framework that can enhance pre-service training and better prepare future Araling Panlipunan educators for professional practice.

## Research Objectives

### General Objective

To examine the challenges encountered by Araling Panlipunan majors during practice teaching in selected schools in the National Capital Region as a basis for developing a pedagogical framework for pre-service training.

### Specific Objectives

Specifically, the study aimed to:

1. To identify the challenges encountered by Araling Panlipunan majors during practice teaching across the seven support areas.
2. To determine the emotional and psychological impacts of these challenges on Araling Panlipunan pre-service teachers.
3. To examine the coping mechanisms employed by pre-service teachers and assess their perceived effectiveness.
4. To identify enhancement programs and support mechanisms that may improve the existing practice teaching program.
5. To develop a pedagogical framework for Araling Panlipunan pre-service training based on the findings of the study.

### Research Questions

This study sought to answer the following questions:

1. What challenges do Araling Panlipunan majors encounter during practice teaching across the seven support areas in selected schools in the National Capital Region?
  - a. Administrative support
  - b. Cooperating school
  - c. Cooperating teachers
  - d. Students
  - e. Fellow student teachers
  - f. Assigned tasks
  - g. Learning environment
2. How do these challenges affect the emotional and psychological well-being of Araling Panlipunan pre-service teachers?
3. What coping mechanisms are employed by Araling Panlipunan pre-service teachers, and how effective are these mechanisms in addressing the challenges encountered?
4. What enhancement programs and support mechanisms may be proposed to improve the existing practice teaching program for Araling Panlipunan majors?

### Methodology

#### Research Design

This study utilized a concurrent embedded mixed-method design. Using this research design, the researcher collected both the quantitative and qualitative data simultaneously. This design was chosen because it allowed the researchers to quantify the challenges encountered by pre-service teachers while simultaneously collecting qualitative insights that explained and enriched the numerical results. Quantitative data were collected through structured survey instruments, while qualitative data were gathered via open-ended questions embedded in the same instrument, enabling participants to elaborate on their experiences, coping mechanisms, and suggested support enhancement programs. Integration of findings occurred during the interpretation phase, where qualitative responses were used to clarify, validate, and provide context to quantitative trends.

#### Population and Sampling

A total of eighty (80) student teachers enrolled in Bachelor of Secondary Education–Social Science programs from the Higher Educational Institutions located in the National Capital Region, particularly Immaculada Concepcion College, Bestlink College of the Philippines, and Universidad de Manila, participated in the study. Purposive–snowball sampling was employed to ensure that participants met the inclusion criteria and to facilitate recruitment through referrals, particularly for pre-service teachers who were difficult to reach. The qualitative responses were provided by those respondents who chose to expand on their answers, complementing the quantitative findings.

### **Instruments**

The study utilized a researcher-made survey instrument consisting of structured quantitative items and embedded qualitative open-ended questions. An online survey questionnaire tool was developed for the study. The questionnaire contained a total of 100 indicators, which respondents rated using a 4-point Likert scale (1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly Agree). The embedded qualitative open-ended questions allowed respondents to elaborate on their experiences, coping strategies, and suggested enhancement programs, providing additional context to complement the quantitative findings.

The instrument was validated by three experts, all holding PhDs in Educational Management, who evaluated the items for clarity, relevance, and alignment with the study objectives. Based on their feedback, minor revisions were made to improve item clarity and comprehension. Pilot testing was conducted to ensure the instrument's validity. The reliability of the quantitative instrument was assessed using Cronbach's alpha to determine internal consistency. The results indicated good to excellent reliability across all measured variables, with alpha values ranging from 0.72 to 0.93.

### **Data Collection**

Data collection was conducted online via Google Forms from the second semester of the academic year 2024–2025. A total of 80 pre-service teachers, who met the inclusion criteria, participated in the study. Respondents completed the survey at their convenience, which took approximately 20–25 minutes to finish.

The survey consisted of structured quantitative items and embedded qualitative open-ended questions. For the quantitative component, respondents rated 100 indicators across four domains using a 4-point Likert scale. The qualitative component included open-ended questions that allowed participants to elaborate on their experiences, coping strategies, and suggested enhancement programs, providing additional context to complement the quantitative findings. All responses were collected automatically via Google Forms.

### **Treatment of Data**

For the first part of the questionnaire, which is the profile of the respondents, data were analyzed through frequency and percentage, while the second part was analyzed through weighted mean and standard deviation. The researcher asked experts to help with the computation of the data gathered from the quantitative findings to ensure the accuracy and reliability of the findings.

For the qualitative component, responses from the embedded open-ended questions were analyzed using thematic analysis. Narratives were read multiple times, coded for key ideas, and grouped into categories based on the study's four domains: challenges in the seven support areas, emotional impact, coping mechanisms, and suggested enhancement programs. Recurring patterns were synthesized into themes, and the frequency of codes was recorded to highlight common experiences. This process ensured the qualitative findings complemented the quantitative results.

Integration of quantitative and qualitative data occurred during the interpretation phase. This concurrent analysis enabled triangulation, ensuring that the findings reflected both the numerical data and the lived experiences of pre-service teachers.

### **Ethical Considerations**

This study adhered to established ethical standards in the conduct of educational research. Prior to data collection, the researcher sought approval from the appropriate institutional ethics review committee to ensure that all procedures complied with ethical guidelines. Informed consent, confidentiality, and voluntary participation were ensured. The online survey included a consent form on the first page, which respondents had to agree to by selecting a checkbox before proceeding. Participants were also informed that they could withdraw at any time without penalty.

### **RESULTS AND DISCUSSION**

This section presents a detailed discussion of the results of the study. The results are divided into four groups based on the Statement of the Problem: (1) the problems that student teachers face in the seven support areas; (2) emotional and psychological impact of these challenges; (3) coping mechanisms and their effectiveness, and (4) suggested enhancement programs and support mechanisms.

**Problem 1: What specific challenges do Araling Panlipunan majors face during practice teaching in the given support areas?**

**Table 1.** Overall Descriptive Statistics on Challenges Encountered by Araling Panlipunan Majors During Practice Teaching

Domain	Mean	SD	Interpretation
A. Administrative Support	3.54	0.54	Strongly Agree
B. Cooperating School	3.59	0.51	Strongly Agree
C. Cooperating Teacher	3.66	0.68	Strongly Agree
D. Challenges on Students	3.51	0.52	Strongly Agree
E. Challenges on Fellow Student Teachers	3.60	0.53	Strongly Agree
F. Challenges on Assigned Tasks	3.63	0.52	Strongly Agree
G. Challenges on Learning Environment	3.24	0.65	Agree
Overall	3.54	0.56	Strongly Agree

Legend: Strongly Disagree (1.00–1.49), 2 – Disagree (1.50–2.49), 3 – Agree (2.50–3.49), 4 – Strongly Agree (3.50–4.00)

The findings for Statement of the Problem 1 revealed a divergence between the quantitative and qualitative results on the challenges experienced by the pre-service teachers. The quantitative results show an overall mean of 3.54 (SD = 0.56), interpreted as Strongly Agree, which suggests that pre-service teachers generally perceived their practice teaching environments as supportive. However, areas such as challenges in the learning environment (M=3.24, SD=0.65) and challenges on students (M = 3.51, SD = 0.52) slightly fall below the overall mean, which suggests that they experience challenges that can be mitigated in these specific support areas.

In contrast, qualitative responses highlighted these same areas more prominently, confirming that participants frequently experienced difficulties related to the learning environment (n = 12) and student-related challenges (n = 11). Specific concerns in the learning environment included poor ventilation, insufficient lighting, broken chairs and tables, and overcrowded classrooms. These findings aligned with the study of Napanoy et al. (2021), who revealed that inadequate and defective classroom facilities and equipment are a common problem in Philippine public schools. Meanwhile, the most prominent challenges for students include misbehavior, low participation, lack of interest in the subject matter, lack of discipline, diversity of students, low comprehension, and difficulty in reading and writing. These findings are consistent with the studies of Ramirez (2020) and Olutoyin (2024), which indicate that classroom management is one of the most challenging tasks for student teachers, as they often struggle to effectively enforce rules and regulations.

The divergence indicates that, although the overall quantitative assessment of the practice teaching environment was favorable, the qualitative findings revealed particular issues that became more evident through participants' detailed discussions of their experiences.

Other challenges also arise that are not included in the seven support areas. These include the lack of confidence of the student teacher and the heat and weather disturbances that caused unforeseen class suspensions.

**Problem 2: How does the emotional and psychological impact of these challenges affect the practice teaching experience and performance of the Araling Panlipunan majors?**

**Table 2.** Descriptive Statistics on Emotional and Psychological Impact of Challenges

Statement	Mean	SD	Interpretation
1. I feel overwhelmed by the challenges I face in my role as a student teacher.	3.16	0.82	Agree
2. I often worry about making mistakes in front of students.	3.24	0.86	Agree
3. I experience headaches and tiredness because of stress.	3.15	0.94	Agree



4. I feel anxious during class most of the time.	2.73	0.95	Agree
5. I sometimes feel less motivated about going to class due to stress or pressure.	2.54	0.98	Agree
6. I find it hard to balance my life as a student teacher and my personal life.	2.55	1.05	Agree
7. I find it difficult to begin or finish my teaching tasks due to stress.	2.44	1.03	Disagree
8. I feel less confident in delivering lessons compared to the beginning of the teaching practice.	2.49	1.03	Disagree
9. I feel that the teaching profession is not fulfilling as what I thought before.	2.41	1.13	Disagree
10. The challenges I experience sometimes reduce my motivation to pursue a teaching career.	2.60	1.01	Agree
Overall	2.73	0.81	Agree

Legend: Strongly Disagree (1.00–1.49), 2 – Disagree (1.50–2.49), 3 – Agree (2.50–3.49), 4 – Strongly Agree (3.50–4.00)

The findings for Statement of the Problem 2 indicate partial convergence between the quantitative and qualitative results. Quantitatively, the overall mean of 2.73 (SD = 0.81) suggests that pre-service teachers generally agree that the challenges they encounter have emotional and psychological effects. Higher-rated indicators included fear of making mistakes (M = 3.24), feeling overwhelmed (M = 3.16), physical symptoms of stress (M = 3.15), and anxiety (M = 2.73), reflecting moderate levels of stress and anxiety. Taken together, the results confirm that the challenges experienced by pre-service teachers affect their emotional and psychological well-being, sometimes manifested physically. However, a divergence is evident: while quantitative results indicate moderate stress levels, qualitative narratives revealed more intense experiences.

Qualitative data further revealed that respondents experienced persistent stress, burnout, deadline pressure, heavy workload, and overwhelming tasks (n = 15), indicating significant emotional strain. These findings support the study of Commey-Mintah et al. (2022), which states that stress during pre-service training may manifest physically through symptoms such as tiredness, headaches, and insomnia and may negatively affect the psychological and mental health of pre-service teachers, leading to low self-esteem. Pre-service student teachers also experience teaching anxiety, defined by Gorospe (2022) as an emotional barrier that prevents teachers from starting, continuing, or completing assigned tasks, resulting in poor performance. Similarly, Adediran et al. (2024) found that the challenges encountered during pre-service training may lead to negative attitudes toward the program, with some pre-service teachers losing interest in pursuing the teaching profession due to constant stress and burnout.

**Problem 3: What are the coping mechanisms of the student teachers, and how effective are they in facing these challenges?**

**Table 3.** Descriptive Statistics on Coping Mechanisms

Statement	Mean	SD	Interpretation
I reach out to my family and friends for emotional support.	3.26	0.85	Agree
I actively look for a solution to every challenge that I encounter.	3.61	0.56	Strongly Agree
I do relaxation techniques like taking deep breaths when dealing with problems.	3.58	0.61	Strongly Agree
I seek the guidance of God whenever I experience challenges.	3.56	0.67	Strongly Agree
I seek advice from my cooperating teacher whenever I encounter problems.	3.51	0.71	Strongly Agree
I focus on improving my teaching to lessen teaching-related	3.59	0.61	Strongly Agree

Statement	Mean	SD	Interpretation
challenges.			
I find comfort in venting my problems with other pre-service teachers.	3.33	0.84	Agree
I try my best to effectively manage my time and prioritize tasks.	3.64	0.56	Strongly Agree
I take time to do things I find relaxing to manage stress.	3.64	0.56	Strongly Agree
I set boundaries on my teaching life and personal life to avoid stress.	3.58	0.59	Strongly Agree
Overall	3.53	0.52	Strongly Agree

Legend: 1 – Strongly Disagree (1.00–1.49), 2 – Disagree (1.50–2.49), 3 – Agree (2.50–3.49), 4 – Strongly Agree (3.50–4.00)

With an overall mean of 3.53 translated as Strongly Agree, the quantitative findings revealed a high level of coping mechanisms used by Araling Panlipunan pre-service teachers. Most used coping mechanisms include prioritizing tasks and time management (M=3.64, SD=0.56), and making time to relax and do recreational activities (M=3.64, SD=0.56).

The qualitative results confirm these findings. It was revealed that the most frequently used coping mechanisms among pre-service teachers included leisure and recreational activities such as watching movies, listening to music, going for a ride, eating, reading books, online shopping, and drinking coffee (n = 15). The second most common coping mechanism is self-reflection and mindfulness (n = 6), which involves practices such as self-reflection, positive thinking, and meditation. Less frequent coping mechanisms are social support and venting, prayer and spiritual practices, and resting and sleeping, which were reported with identical frequency (n=4). Practicing these coping mechanisms allows pre-service teachers to maintain a positive outlook in their practice teaching journey and reduces stress and anxiety.

These findings support the study of Suttles (2024), which identified two types of coping mechanisms used by pre-service teachers: emotion-focused and problem-focused coping. Emotion-focused coping aims to relieve emotional distress and includes strategies such as deep breathing during stressful situations, mindfulness, exercise, yoga, and seeking emotional support from friends and family. In contrast, problem-focused coping focuses on addressing or finding solutions to the sources of stress. Spirituality and faith also play a significant role in how pre-service student teachers cope with the challenges during pre-service training. According to Ozcan et al. (2021), faith-based and spiritual practice is an effective coping mechanism, and people tend to seek guidance from the Almighty when experiencing difficulties and stressful situations. In the context of pre-service training where stress is prevalent, pre-service teachers seek guidance and support from the Almighty, especially when dealing with situations that are out of their control (Peñeda, 2021).

**Problem 4: What enhancement programs and support mechanisms can be suggested to improve the existing practice teaching program?**

**Table 4.** Descriptive Statistics on Proposed Enhancement Programs and Support Mechanisms for Practice Teaching

Statement	Mean	SD	Interpretation
A regular one-on-one mentorship by the cooperating teacher is needed.	3.64	0.64	Strongly Agree
A collaborative coaching is needed where the expectations, needs, and challenges of pre-service teachers should openly be discussed.	3.67	0.63	Strongly Agree

A regular and continuous training, seminar, and workshops that are appropriate and aligned specifically to Araling Panlipunan is needed.	3.73	0.55	Strongly Agree
Wellness programs promoting self-care is necessary.	3.68	0.60	Strongly Agree
Access to counseling services is necessary for emotional and psychological challenges.	3.64	0.64	Strongly Agree
A regular peer learning session such as discussion of strategies and best practices among pre-service student teachers is helpful.	3.65	0.63	Strongly Agree
Instructional materials such as references should be provided to the pre-service student teachers.	3.65	0.6	Strongly Agree
Updated teaching resources specifically aligned to Araling Panlipunan would benefit pre-service teachers.	3.74	0.56	Strongly Agree
Regular performance evaluation and feedback would help me identify areas for improvement.	3.74	0.55	Strongly Agree
A structured enhancement program for Araling Panlipunan should be implemented.	3.73	0.55	Strongly Agree
Overall	3.70	0.53	Strongly Agree
Legend: 1 – Strongly Disagree (1.00–1.49), 2 – Disagree (1.50–2.49), 3 – Agree (2.50–3.49), 4 – Strongly Agree (3.50–4.00)			

Quantitative results show an overall mean of 3.70 (SD = 0.53), which means that most respondents agree that enhancement programs and support systems are very important for Araling Panlipunan pre-service teachers. The best-rated interventions were giving updated teaching resources specifically aligned to Araling Panlipunan and doing regular performance evaluations with helpful feedback. Each got a mean score of 3.74 (SD = 0.55). Following these are the conduct of training, seminars, and workshops in teaching Araling Panlipunan and a structured enhancement program for Araling Panlipunan. Each got a mean of 3.73 and (SD =0.55). These numerical patterns show that organized learning resources and regular evaluation are perceived by the pre-service teachers as key to enhancing their teaching preparedness, thus reducing the challenges of practice teaching. These findings align with the study of Napanoy et al. (2021), which emphasizes the importance of providing continuous training, seminars, and workshops aligned with teachers' specific field of specialization to strengthen teaching strategies, lesson planning, and classroom management.

The qualitative narratives further support these results. The most frequent theme was mentor support and feedback, highlighting the need for guidance and constructive feedback from cooperating teachers. The second most frequent theme was content mastery and pedagogical training (n = 14), which includes the need for workshops, demonstration teaching, classroom observations, and programs that enhance subject content knowledge. Pre-service teachers emphasized the need for mentor guidance, adequate teaching materials, training opportunities, and regular feedback from both their home school and cooperating teachers to improve their confidence and teaching competence.

These interventions are essential as they address gaps in readiness, reduce teaching anxiety, and enhance pre-service teachers' confidence and professional development. According to Peñeda (2021), a supportive educational environment is necessary for pre-service teachers to overcome challenges during their training, particularly through strengthened mentorship support. Similarly, Jita and Munje (2021) emphasize that mentoring plays a crucial role in the professional growth of future teachers.

## Conclusion

The study found that Araling Panlipunan pre-service teachers experienced notable challenges during practice teaching, particularly in the areas of learning environment and student-related concerns. These challenges were commonly associated with inadequate classroom conditions, limited resources, and learner behavior and diversity.

The findings further indicated that these challenges had emotional and psychological impacts on pre-service teachers, which were manifested through stress, anxiety, pressure, and occasional physical symptoms such as headaches and fatigue. Despite these difficulties, the respondents demonstrated the ability to employ various coping mechanisms, including problem-focused strategies such as time management and task prioritization, as well as emotion-focused strategies such as leisure activities and relaxation practices.

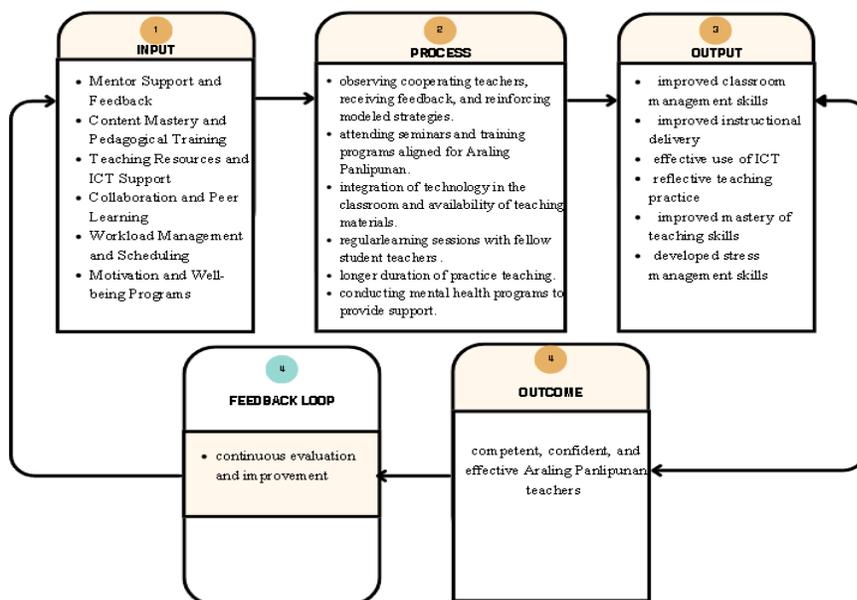
Overall, the results underscore the importance of structured support systems and discipline-specific interventions. The proposed pedagogical framework offers a systematic guide that may assist teacher education institutions in enhancing the preparation and professional readiness of Araling Panlipunan pre-service teachers.

## Recommendations

Based on the findings of the study, the following recommendations are offered:

1. Regular performance reviews, focused seminars, and training workshops aligned with Araling Panlipunan pedagogy may be conducted to enhance pedagogical competence. Mentoring support in lesson planning, instructional strategies, and classroom management, combined with peer feedback and collaborative reflection, may further support pre-service teacher development.
2. Observation sessions accompanied by timely feedback and one-on-one mentorship may be strengthened to address challenges related to cooperating teacher support, guidance, and supervision during practice teaching.
3. Structured peer collaboration activities may be encouraged to promote shared learning, reflective practice, and professional growth among pre-service teachers. Such activities may also help reduce feelings of isolation and improve teaching confidence.
4. Future studies may further explore the discipline-specific challenges of Araling Panlipunan majors in different contexts to deepen understanding of their unique needs. Long-term and targeted support programs tailored to the subject area may also be examined.
5. The proposed pedagogical framework may be utilized by teacher education institutions as a guide in refining pre-service training programs to better prepare Araling Panlipunan majors for actual classroom teaching.

Figure 2. Proposed Pedagogical Framework



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