

# Pre-Service Enhancement: Exploring The Lived Experiences of Beed Teaching Interns

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## Abstract:

The aim of this phenomenological study was to look into the actual experiences of Bachelor of Eastern Samar State University (ESSU) teaching interns in elementary education (BEE) Guiuan Campus in the 2024-2025 academic year. In particular, the study investigated their experiences, both personal and professional, the difficulties they encountered, and their coping mechanisms they employed, as well as their professional growth. Making use of collected qualitative data through semi-structured interviews and thematic analysis. The results showed that the internship was an enlightening and life-changing experience that was originally marked by conflicting feelings of thrill and fulfillment as well as uneasiness and anxiety. Financial limitations, a lack of school resources, a demanding workload, and issues with classroom management were all major obstacles that interns had to overcome. Adaptability was the groundwork of their success, as noticed by their forward-taking plan, positive mindset, effective time management, and the essential help of the cooperating teachers. In the end, the experience greatly improved their self-confidence, refined their teaching skills, and supported their commitment to the difficult but fulfilling teaching profession. The study arises to the ending that the teaching internship is a greatly transformational experience that is necessary for shaping future teachers. It offers evidence that can direct and shape the improvement of institutional support structures and teacher education curriculum, especially in similar rural situations.

*Keywords* — Pre-service, Lived Experiences, Teaching interns, BEE, Exploring

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## I. INTRODUCTION

Becoming a teacher was a journey that involves both thinking and feelings. An important instance in teacher training was the teaching internship, where the future teachers put into practice the teaching concepts within real classroom settings. In the Philippines, the internship was necessary for the Bachelor of Elementary Education (BEE) program, as stated in the Commission on Higher Education (CHED) Memorandum Order No. 104, Series of 2017. This program concentrates on hands-on learning by providing all-day experience in real school setting, guided by skilled cooperating teachers (CHED, 2017).

An internship allows student teachers to take part with the challenges of teaching, lesson plans, connect with students, and handle the class. In addition to the practical tasks, pre-service teachers experience significant emotional, psychological, and social experiences that affect their development as future teachers. As stated by Darling-Hammond (2017), important internships offer real experiences that allow aspiring educators to reflect wisely, adjust their practices, and grow as a teacher within a supportive environment.

Even so, the experiences of BEE teaching interns, especially in rural and low-resource area like Eastern Samar State University (ESSU) Guiuan, are rarely recorded in research. These experiences are affected by different situation factors, including the access to learning tools and materials, the standard of

guidance, the school environment, and the intern's strength. The provincial setting of ESSU Guiuan presents extra challenges, such as multigrade classrooms, limited access to technology, and practical challenges all of which influence the internship experience but are sometimes ignored in assessments.

To truly understand the real situations of a teaching internship, it is necessary to explore into the personal experiences of the interns themselves. Van Manen (2020), a well-known person in phenomenological research, states that lived experience is basic to understand how individuals explain and obtain meaning from their environment. Using a phenomenological approach allows researchers to obtain deep understanding into the importance of being a teaching intern showing not only their actions but also their feelings, thoughts, and self-improvement.

Analyzing the qualitative features of firsthand experience provides a more in-depth view on internships, highlighting the difficulties and success. Interns often face challenges such as self-doubt, using time well, and balancing academic pressures with actual classroom experiences. However, they often experience contentment and a sense of achievement in supporting student's growth, developing connections with learners, and learning from mentors. These detailed experiences play an important role in developing a thoughtful, caring, and trained teachers.

Moreover, the internship acts as a tool for the application of hands-on learning tasks. Kolb's (2018) model, which includes real experience, reflection, making concepts, and trying out ideas, explains how individuals transform experiences into knowledge. For teaching interns, every interaction in the classroom turns into a learning opportunity that strengthens their understanding of the teaching profession.

This research aimed to study the experiences of BEEed teaching interns at ESSU Guiuan for the academic year 2024-2025. By gathering their stories, this study planned to show the insights regarding their challenges, coping methods, self-improvement, and opinions on readiness. The results could guide

improvements in teacher education curricula, guidance systems, and school support, particularly in similar rural settings.

## **II. LITERATURE REVIEW**

### **A. Related Literature**

Teacher practicums are key to unite what students learn in school with actual teaching. This looks at how these experiences trouble future teachers, the hard life they face, and what they learn. Some studies show that the new interns may not be happy in the first days and have few tasks, while others say that personal improvement and learning happen come as they know how to be a teacher.

Study shows that pre-service interns have varied experiences in their area deployment. Najmuddeen P and Santhosh Arekkuzhiyil (2020) know that the first time of internships can be hard, and students' interns might not do all tasks. Splichal (2015) explains how internships help pre-service interns grow personally. Also, Gatcho, Improg, and Conejar (2023) looked at how pre-service interns teach reading and math with a radio program. Wang and Cardano (2025) studied the experiences of internship students that teach kindergarten, focus on challenges, ways to cope, and professional growth. Fitriyah (2021) explored EFL students teachers' perceptions of their experiences in an international teaching practicum in Thailand. Anar, Petersen, and Villanca explored the learning experiences of Filipino pre-service teachers in STEM program in Thailand.

Internship experiences significantly impact the development of pre-service teachers. Hemmerich, Hoepner, and Samelson (2015) knew that instructional internships help learners understand the connection between pedagogy, their own study, and clinical practice. Splichal (2015) suggests that reflecting on internship experiences fosters personal growth and improved decision-making. Antonio, Fitrah, Kusuma, and Wulandari (2024) highlight that teaching internships facilitate learning ownership and connect academic knowledge with real-world settings. Robinson, & Foran explored an international service-learning internship for in-service teachers and its impact on their professional and personal growth. Barnett (2017) investigated ego

development among teacher's trainees during an internship program.

Pre-service teachers face various challenges during their internships. Hockley and Hemmings (2019) identified stressors such as university evaluation, school evaluation, managing workload, and catering to individual differences. Wang and Cardano (2025) also address the challenges interns face and their coping strategies.

Several studies focus on specific contexts or factors influencing internship experiences. Gimbert (2022) explored the lived experience of being an intern in Professional Development School. Weaven and Hemmings (2019) examined pre-teachers' views on inclusive education internships. Rogayan Jr. and Reusia (2021) explored prospective teachers' conceptions of teaching internships through metaphors. Mamer (2016) investigated Generation Y interns' experiences with collaboration in educational settings. Rich (2022) explored student teachers lived experiences with supervisor feedback.

The literature shows that teacher internships and related experiences are hard. While they are important, they bring also challenges that need attention to solve problems. Studies also need to examine these things in specific, considering personal growth, stress, and different ways of learning.

Lastly, studies emphasize the need for administrative support to facilitate PBL integration. Nicolas and Ramos (2022) indicated the challenges teachers encounter in managing project deadlines with the need to sustain student motivation. Simultaneously, Bautista and Tan (2024) claimed that with adequate training and resources, educators are more likely to implement and sustain PBL practices in their classrooms.

## **B. Related Studies**

Gimbert (2022) explored the experiences of six preservice interns who worked as interns in a Professional Development School (PDS). The study focused on how the interns understood and interpreted their learning in the PDS setting. The findings showed that the interns face many challenges, such as not prepared, facing the realities of the teaching profession, and adjusting to many teaching styles. Despite these challenges, they show

key values, like integrity, perseverance, and discernment.

The foundation for analyzing the participants lived experiences was provided by Flick's (2020) method of phenomenological data analysis, which used in-person interviews and personal journals. Additionally, the data collection process was led by Van Manen's (2018) methodologies. Six major phenomenological themes that represent the participants' overall growth were revealed by organizing the results into themes and highlighting significant learning events. The type of interactions between the teachers and students as well as how classroom experiences affect the participants' chances to learn.

The study emphasizes how crucial it is for pre-service teachers to consider and assess their intrapersonal life experiences in accordance with phenomenological principles. Understanding how the experiences of pre-service teachers and their students contribute to their professional development and decision-making abilities requires this reflective activity. It makes the case for a more thorough investigation of phenomenology's core ideas in order to improve student accomplishment through improved teacher-student interactions and to increase the professional and personal learning of pre-service teachers.

The experiences of student teachers in South Africa during their practice teaching session are examined by Wagenaar (2021). The study emphasizes that although practice teaching is generally seen favorably, there are certain difficulties, like maintaining discipline and addressing the gap between theory and practice. The study highlights the significance of positive relationships, the role of the host teacher, and the need for cultural knowledge in the classroom.

The study by Hemmerich, Hoepner, and Samelson (2019) explored how undergraduate students' views on teaching and learning changed after joining an instructional internship. It found that teaching experience helped students better understand the connection between classroom methods, their own learning, and clinical practice. The study also showed that these findings can apply to other professions that involve clinical and educational

training. Similarly, studies by Adler (2022), Anderson-Darling and Earhart (2019) Fingerson and Culley (2018), Froelich, Duckworth, and Stephenson (2024), Gaia et. Al. (2017), and Socha (2022) found that undergraduate teaching assistants can take on different roles such as mentors, instructional assistants, and peer advocates. These studies also showed that having undergraduate teaching assistants improves the learning experiences and performance of students, assistants, and instructors.

The study by Erfe et al. (2020) looked at the experiences of teacher interns during their practice teaching. It found that interns faced many challenges, such as feeling unprepared, dealing with the realities of teaching, and adjusting to different teaching styles. The study also identified three important values among interns like integrity, perseverance, and discernment.

These findings are supported by other studies Kiggundo and Naiyimuli (2020), Mangila (2018), Mokoena (2017), Msangya et al. (2016), Ulla (2016), Flores (2016), Rakicioglu-Soylemez and Eroz-Tuga (2023), Mathew et al. (2017). The importance of this research highlights the importance of guidance and support to the teacher interns and prepared them for the hardships. In the study, it shows that a good teaching program should meet the needs of student interns. Also, to help them be ready for their future endeavor.

### **III. METHODOLOGY**

#### **Research Design**

This study is a qualitative research design, specifically a phenomenological research approach, to explore the lived experiences of Bachelor of Elementary Education (BEED) teaching interns at Eastern Samar State University (ESSU), Guiuan, during the academic year 2024-2025. The phenomenological approach aims to capture the essence of human experiences (Creswell & Poth, 2018) By direct subjective experiences of interns, the researcher wanted to reveal how these individuals comprehend their lived experiences, emotional well-being, coping strategies, and professional.

The qualitative method was selected because it provides a detailed understanding of social phenomena that cannot be fully captured through

quantitative data alone (Merriam & Tisdell, 2016). This aligns with purpose of the study, which is to completely explore how BEED teaching interns engage with the reality of teaching practice in a educational environment.

#### **Research Locale**

The study was conducted at Eastern Samar State University (ESSU), Guiuan Campus, located in the municipality of Guiuan, Eastern Samar.

#### **Respondents of the Study**

The participants of this study were BEED teaching interns from the College of Education at ESSU Guiuan during the 2024-2025 academic year. These students were in their final year and were assigned to various elementary schools as part of their mandatory internship program, as outlined by CHED Memorandum Order No. 104, s. 2017.

A total of 7 participants were chosen on their desire to share their personal experiences. The participants represented a diverse mix of genders, school placements and mentoring experiences, ensuring a variety of data.

The respondents of the study were selected based on criteria relevant to the objectives of the research. The respondents were also chosen based on the number of interns per school. The only teaching intern assigned in a barangay school was included. While in schools with multiple interns, participants were selected on their specific characteristics such as being a mother, being assigned in a central school, and having experienced straight teaching. Moreover, those assigned in a multi-grade class and those who served as a solo intern. In addition, one respondent who resides on an island and crosses the sea daily to travel to and from school was included. These criteria ensured that the study captured varied experiences of teaching intern across different teaching contexts and personal backgrounds.

#### **Research Instrument**

A semi-structured interview guide served as the primary instrument. This guide included open-ended questions designed to draw out detailed narratives of the interns' experiences, during their deployment. The questions focused on areas such as

lived experiences, emotional dimensions, coping strategies, and professional growth. The semi-structured format permitted the researcher to explore specific themes and clarify participant responses as necessary, providing flexibility and depth to the data collection process (Kvale & Brinkman, 2015).

### **Sampling Technique**

The study applied purposive sampling, which is a form of non-random sampling where participants are chosen based on specific criteria linked with the research objectives (Palinks et al., 2015) To pass for selection, participants had to be enrolled in the Bachelor of Elementary Education (BEED) program at ESSU Guiuan, whichever completed or be presently involved in their teaching internships, and be eager to participate in-depth interviews. The researcher teamed up directly with the College of Education and the partner schools to determine and reach appropriate interns. Before performing the interviews, the researcher guaranteed that informed consent gained from each participant, adhering that they totally understood the study's purpose and chose to participate freely.

### **Data Gathering Procedure**

The research was conducted at Eastern Samar State University, Guiuan Campus. Four undergraduate researchers facilitated data collection through semi-structured interviews. Before the interview, respondents received informed consent from explaining the study's purpose, confidentiality, and voluntary nature. They were also requested to fill out the brief questionnaire to collect basic personal information, such as code name, age and gender, assigned school/location, and internship duration. With the participants' permission, the interviews were audio-recorded to ensure accurate transcription and analysis in line with qualitative research methodology. Participation in the study was entirely voluntary, and no form of compensation was provided for the participants.

### **Ethical Considerations**

This phenomenological study strictly followed high ethical principles, with a strong focus on safeguarding the well-being and confidentiality of

the BEED teaching interns. It explored their experiences, difficulties, coping mechanisms and professional development. Before conducting the study, each participant was fully informed about its purpose and procedures including the use of interviews. To maintain privacy, personal data were protected through the by using pseudonyms and the removal of identifying information. All collected data, such as interview transcripts and notes, were securely stored and used solely for research purposes. Participants were treated with respect, and their responses were appreciated. The finding aim to enhance understanding of internship experiences and contribute better teacher education in the future.

## **IV. RESULT**

This chapter is taken from the narratives of the BEED Teaching Interns at ESSU Guiuan. The outcomes, which demonstrated the interns' lived experiences, challenges, coping strategies, and professional growth throughout their teaching internship, were categorized into four key themes and the subthemes that aligned with them.

These participants' narratives presented an abundance of information about their lived experiences as pre-service teachers adapting to the classroom. After detailed analysis, four key themes and twelve associated subthemes emerged, illustrating the different character of their internship experience from the early reality and inconsistent feelings of classroom teaching and the challenges they encountered to the adaptability and strategies they used, and supporting professional growth that strengthened their viewpoint as future educators.

### **Theme 1. The Lived Reality: Navigating the Initial Classroom Experience**

This theme includes the hands-on and emotional challenges that the interns faced as they shifted from classroom teaching to theory-based learning.

#### **Subtheme 1.1: Personal Growth and Realization of Teaching Realities**

The overall internship experience was described as an eye-opening and transformative, extending their physical and mental limits and revealing the reality

of teaching as a rewarding but often challenging and exhausting profession.

"That was such a good experience; it will truly test your limits physically and mentally. It was an eye-opening and very humbling." - R1

"My journey as a BEED teaching intern at Lupok Central Elementary School was filled with challenges that tested my commitment and despite the hardships, I reaffirm my choice to teach with love." - R3

"My BEED journey was hard yet fulfilling. It was a journey where I grew, learn and discovered myself." - R6

The internship was consistently described as an eye-opening and transformative experience. It truly tested their limits physically and mentally and was a journey where they grew, learn, and discovered myself. They realized that being a teacher involves going beyond your roles and responsibilities and is both stressful and exhausting, but at the same time its fulfilling. It humbled them to feel the struggles and wins of elementary teachers.

### **Subtheme 1.2: Memorable Student and Teacher Interactions**

The most unforgettable moments centered on emotional and personal connections, specifically the rewarding feeling of seeing a struggling student understand a concept and the creation of a strong bond with students and supportive cooperating teachers.

"One was the first time a struggling student finally grasped a concept." -R3

"It was the bond I've created with my cooperating teachers and most especially with my students." -R5

The most unforgettable moments revolved around the creation of meaningful relationships. This included the reward of seeing a struggling student finally grasp a concept and the appreciation from students, such as being called "papa pogi". Interns also valued the strong bond they created with their cooperating teachers, one of whom was described as being like a mother.

### **Subtheme 1.3: Mixed Emotions: Nervousness and Excitement**

Stepping into the classroom for the first time was characterized by a polar range of emotions, where initial feelings of being nerve wracking, anxious, and full of apprehension were quickly balanced by a sense of excitement, eagerness, and professional pride

"It was nerve wracking at first, but after a couple of minutes the pressure went out." -R1

"My first-time teaching in my assigned school was a mix of emotions. Even though I felt nervous, I'm excited." -R6

The first teaching experience evoked a mix of strong emotions. They felt nervous, anxious, and shy, with one intern describing it as nerve wracking at first. Simultaneously, this was balanced with feelings of excitement, eagerness, and a sense of pride in finally being in a real classroom setting.

This topic highlights the interns' shift from classroom experience to theoretical preparation, which is evidently characterized by pressure and satisfaction. The subtheme on Personal Development and Realization of Teaching Realities illustrates how the internship put their physical, emotional and mental faculties to test and exposed them to the actual demands of teaching endurance. At the same time, the subtheme of unforgettable interactions between students and teachers shows how strong bonds with students and cooperating teachers supported their motivation and a sense of purpose. The subtheme of "Mixed Emotions" contains anxiety and excitement also indicate that worry affected their early educational experiences, excitement, and sense of accomplishment, which are common across a beginning teacher's transition.

### **Theme 2: Confronting the Obstacles: Challenges Faced in the Real Classroom**

This theme explains the specific challenges and stresses that the interns encountered in the learning environment.

#### **Subtheme 2.1: Practical and Logistical Difficulties in Internship**

Important logistical difficulties experienced by interns involved institutional pressure from the high standards mandated by the shifting schedule,

financial burden for everyday expenses, and lack of necessary ICT equipment like projectors.

“Well, the lack of sleep and lack of financial support.” –R1

“Managing the classroom, disciplining pupils, and keeping track of time are some of the hardest parts.” –R5

“I faced a lot of challenges as a student intern. My co-interns had already set high standards and it stressed me thinking how could I match them or live up to their standards.” – R6

The lack of ICT equipment or projectors, for instance, showed difficulties for student interns. An additional serious concern was financial difficulty, which included lack of sleep and limited funds for everyday expenses like printing visual materials. Stress was also escalated by the expectations of the shifting schedule and the high standards established by fellow interns.

### **Subtheme 2.2: Unpreparedness and Stress in Real Classroom**

People reported feeling unprepared and under a lot of stress because they had to manage big multigrade classes, unforeseen technical issues, and a lack of time to create detailed lesson plans for brand-new courses.

"By setting up classroom rules that comes with consequences and I also created a reward system." – R1

"I managed classroom behavior by setting clear rules that come from the students." -R6

Overwhelming moments were caused by being placed in challenging circumstances, including having to oversee a class for three weeks without clear guidance, or classes with several grades. When they were given a single day to prepare all of the lesson plans for every subject, the pressure increased. Technological malfunctions, like the TV monitor. Feelings of being terribly unprepared also got worse by stopping during a conversation.

### **Subtheme 2.3: Establishing Rules and Positive Relationships**

It was difficult to effectively control student behavior and discipline, but interns effectively resolved this by establishing explicit norms and

guidelines for the classroom and purposefully putting systems of regards and penalties to promote harmony and goodwill.

“When I first entered the multigrade classes, I felt overwhelmed because of the student population within a single classroom.”-R1

“The moment that I felt unprepared was when my cooperating teacher gave me just one day to prepare all the lesson plans.”-R6

A major challenge for the interns was managing the classroom, disciplining students, and handling noisy behavior. To manage, they applied well-defined strategies like establishing classroom guidelines and giving recognition to motivate positive behavior.

These themes demonstrated the difficulties and stress the interns encountered in school. One subtheme, Practical and Logistical Difficulties, contains challenges like lack of sleep, limited financial support, and lack of resources. These challenges can impact thinking and performance, as discussed in research about scarcity.

An additional problem was the pressure from strong peer pressure, which increased stress and resulted in burnout. This is also observed in subtheme Unpreparedness and Stress in the Real Classroom, where interns had to manage multigrade classes and get ready lesson plans in a limited time. These situations are recognized to add to teacher burnout.

Although these challenges, the interns demonstrated positive responses. In the subtheme Establishing Rules and Positive Relationships, they enhanced classroom management by setting well-defined rules and using reward systems. This approach promotes research that suggest clear expectations and positive support to develop an enhanced classroom environment and lessen stress.

### **Theme 3: Resilience and Resourcefulness: Strategies for Overcoming Challenges**

This theme emphasizes the methods and help systems that the interns used to effectively manage their internship difficulties.

#### **Subtheme 3.1: Proactive Preparation and Support Seeking**

Interns demonstrated adaptability by applying various strategies to handle challenges. They maintained a positive mindset, handled their time well to balanced work and rest and prepared their lessons beforehand. They also asked for assistance and guidance from their advisers, cooperating teachers, friends, and family.

“During my internship, difficulties were addressed through several key strategies. I actively sought mentorship.” -R3

“Some ways I get through tough time at my internships are by asking and seeking for guidance from my cooperating teachers.” -R5

They also demonstrated commitment by getting ready the materials in advance, such as memorizing lessons and gathering resources like tarpaper ready. Effective time management assisted them to still obtain sufficient sleep. Generally, looking for support and maintaining prepared helped to surpass the challenges during their internship.

### **Subtheme 3.2: Guidance from Mentors Enhances Skills**

The assistance from cooperating teachers was highly beneficial for the interns. They provided useful guidance and comments on classroom management, lesson plans, and evaluation, which helped enhance the interns’ instructional skills.

“Yes, I always seek guidance, it made me improve my teaching practices.” -R1

“Yes, I did. My cooperating teacher wasn’t just there, she was the first one checking on me and giving me an advice.” -R6

Looking for guidance from advisers or co-teachers was mainly helpful. Their comments gave firsthand knowledge and recommendations that the interns could not learn from books alone.

### **Subtheme 3.3: ICT and Hands-on Materials Enhance Engagement**

To develop an organized, interactive and efficient lessons, interns employed of different instructional tools. They integrated ICT for engaging presentation and game-based activities with traditional materials such as flashcards and manipulatives.

“I guess it’s to become/being ICT literate, incorporating online games/quizzes.” -R2

“Yes. I used both digital and non-digital tools, and it made my teaching practice more organized, engaging, and efficient.” -R4

Interns relied on both digital and non-digital tools to enhance their teaching. They found that being ICT literate and utilizing PowerPoint presentations and educational videos was effective for engagement. They also used traditional tools like manipulatives, flashcards and activity sheets and techniques like groupwork and gamification.

The strategies employed by the interns to overcome challenges in Theme 3 are supported by recent research on teacher resilience, mentorship, and the effective use of instructional technology. The subtheme Proactive Preparation and Support Seeking, in which interns sought “guidance from my cooperating teachers” (R5) and “mentorship” (R3), is consistent with studies that identify adaptive help-seeking as an important characteristic of pre-service teachers’ academic resilience and improved practicum performance.

In addition, the subtheme Guidance from Mentors Enhances Skills is reinforced by research showing that the cooperating teacher is one of the most influential factors in a pre-service teacher’s success. Frequent and constructive feedback from mentors contributes directly to the development of teaching self-efficacy and professional skills (Kahn, 2001).

Finally, the use of ICT and hands-on materials (R4) to make teaching “more organized, engaging, and efficient” reflects findings that ICT integration can enhance both teaching quality and student motivation, especially when combined with hands-on activities that strengthen conceptual understanding.

### **Theme 4: Professional Self-Efficacy: Shaping the Future Educator**

This theme explores the impact of the internship on the interns’ skills, perspectives, and ultimate career commitment.

#### **Subtheme 4.1: Skills and Confidence Building through Internship**

The internship served as a boot camp that significantly contributed to the development of their teaching skills, providing the practical environment necessary to improve lesson planning and classroom management, and ultimately building their self-confidence.

"It contributed a lot of things, just the experience made me feel like a true teacher."-R1

"My internship journey serves as a boot camp for my skills. I learned how to managed my time under pressure."-R6

The internship greatly improved teaching skills and served as a boot camp for my skills. The experience provided a practical environment to apply theoretical knowledge, helping them become multi-skilled, and significantly boosted their self-confidence and communication skills.

#### **Subtheme 4.2: Preparedness and Perspective as a Teacher**

The experience drastically shifted their perspective on the teaching profession, making them realize that being an educator requires resourcefulness, and involves not just content delivery but also humble professionalism and prioritizing the welfare and needs of the students.

"These hands-on experiences like student teaching, provides us practical skills."-R2

"As a future educator, the internship journey was a total eye-opener, prepared me to be a teacher who's not only knowledgeable but also caring and tough."-R6

The hands-on experience shaped them by providing practical skills in classroom management, and lesson planning. It was an eye-opener to the reality of teaching, preparing them to be a teacher who is not only knowledgeable but also caring and tough, emphasizing that they must prioritize the learners' needs.

#### **Subtheme 4.3: Reaffirmed Commitment to Teaching**

The internship served as a major test that, despite many challenges, helped interns clarify their goals and strengthened their dedication to teaching as a meaningful and collaborative profession.

"This internship changed how I see teaching and what I want to do in my career."-R3

"Yes.it made me sure I want this job. There were a lot of obstacles but overcoming them proved I'm in the right place."-R6

For many interns, reflecting on their experiences reinforced their goal of becoming teachers. Although the journey was difficult, facing and overcoming challenges confirmed that they belong in the profession

The theme of Professional Self- Efficacy: Shaping the Future Educator is supported by studies highlighting the transformative impact of teaching internships. The subtheme skills and Confidence Building aligns with research showing that hands-on experience improves pre-service teachers' self-efficacy (Topkaya, 2016; Michos et al., 2022), especially in classroom management and teaching skills. This practical exposure, described by one intern as a "boot camp" (R6), also helps develop a stronger professional identity (Canrinus et al., 2012)

The subtheme Preparedness and Perspective shows that interns viewed the practicum as an "eye-opener" (R6) and emphasized the importance of prioritizing student well-being, supporting research that considers internships as transformative learning experiences.

Changes in perspective, self-perception, and understanding of the realities of teaching beyond theoretical knowledge (Rogayan & Reusia, 2021).

Finally, the subtheme Reaffirmed Commitment to Teaching is consistent with the findings that positive and well-supported student teaching experiences helps strengthen professional commitment and motivation, which contribute to higher teacher retention over time, even when challenges are encountered (Klassen & Chiu 2011).

## **V. CONCLUSIONS**

This study, "Pre-Service Enhancement: Exploring the Lived Experiences of BEED Interns" aimed to study the difficulties, coping mechanisms, and professional growth of interns studying a Bachelor of Elementary Education (BEED) during their teaching internship. Four main themes emerged from the qualitative analysis of the participant tales and twelve related subthemes surfaced.

The results of this study show how strongly changing a teaching internship can be experience that influences BEED Interns development on a psychological, emotional and professional level. Since the interns made the shift from academic training to actual classroom experience, experienced a range of emotions, including anxiety, excitement and satisfaction. Their experiences highlight the fact that teaching is a challenging but a fulfilling career that requires strength, commitment and emotional endurance. Despite the worries, significant their experiences with cooperating teachers and students helped them develop a stronger sense of confidence and a sense of purpose.

The interns encountered a variety of difficulties during the program that put their resiliency, such as budgetary limitations, scarce educational resources, demanding workloads and challenges with classroom management. These challenges frequently resulted in tension and being unprepared. Despite this, the interns showed flexibility and adaptability by actively planning lessons, using teaching strategies and making the most interesting and enjoyable instructional materials.

In the end, the internship strengthened the interns' resolve to become teachers. In addition to enhancing their teaching skills, the practice teaching shaped their perspectives of the duties of a teacher. Their experiences gave them the opportunity to learn about their strengths, comprehend the challenges of the teaching profession around the needs of learners. Despite the difficulties, the inters were more confident, motivated and determined that teaching is the right career route they wish to go after.

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