

---

**| RESEARCH ARTICLE**

## Theorizing Filipino Pedagogical Beliefs: Narratives of Preservice Elementary Teachers' Before and After Teaching Immersion

Maria Talitha Estrella L. Borines<sup>1</sup> ✉ and Arlyne C. Marasigan<sup>2</sup>

<sup>1</sup>*Philippine Normal University, Manila, Philippines*

*Far Eastern University, Manila, Philippines*

<sup>2</sup>*College of Graduate Studies and Teacher Education Research, Philippine Normal University, Philippines*

**Corresponding Author:** Maria Talitha Estrella L. Borines, **E-mail:** [mborines@feu.edu.ph](mailto:mborines@feu.edu.ph)

---

**| ABSTRACT**

The purpose of this paper is to examine selected preservice elementary teachers' pedagogical beliefs before and after the teaching immersion program using Calderhead's Five Aspects of Pedagogical Beliefs. It aims to uncover meaningful experiences, challenges, and factors that contributed to the change in preservice teachers' pedagogical beliefs. This study employed a qualitative narrative research design with six preservice elementary teachers. The data revealed that the preservice teachers' beliefs significantly changed after the teaching immersion program. The factors contributing to their changes were time constraints, classroom management, and pedagogical responsibilities. However, two factors transcended Calderhead's framework. Thus, the development of an enhanced framework, Seven Aspects of Pedagogical Beliefs, to include the participants' beliefs on school culture and mentoring practices. The results of the study provide the pedagogical beliefs, meaningful experiences, challenges, and changes in pedagogical beliefs of pre-service teachers. However, the study is limited to Bachelor of Elementary Education. The study reveals that quality education in teacher education could be furthered through curriculum changes; therefore, it is critical to investigate how pedagogical beliefs influence preservice teachers' classroom decisions. This study uses a qualitative approach to provide a comprehensive picture of preservice teachers' pedagogical beliefs. Given that their beliefs differed before and after their teaching immersion, it is vital to provide new insights into the factors causing this difference.

**| KEYWORDS**

Teacher education, pre-service teachers, pedagogical beliefs, teaching immersion program, sustainable education

**| ARTICLE INFORMATION**

**ACCEPTED:** 01 March 2024

**PUBLISHED:** 17 March 2024

**DOI:** 10.32996/bjtep.2024.3.1.5

---

### 1. Introduction

By 2030, the Philippines aims to achieve the Sustainable Development Goals (SDG), specifically SDG 4, which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, Philippines, 2023). Teacher Education Institutions (TEI) teach professional education courses to develop preservice teachers' pedagogical beliefs. To connect theory to practice, they also undergo teaching immersion programs to experience the realities of teaching in Philippine classrooms. It is imperative to develop their professional competencies by providing activities that offer students opportunities to progress from thinking and learning to taking action in support of sustainable development and well-being (Oxam, 2018). To achieve this, quality training of preservice teachers is essential. There is a need to train future teachers and make certain that they can adapt to changes to ensure that inclusive and equitable education and lifelong learning are given to children in preparation and response to national statutory and regulatory requirements such as the Commission on Higher Education Memorandum Orders (CMOs). Furthermore, standards are set in place through the Philippine Professional Standard for Teachers (PPST), which preservice teachers may utilize to evaluate their efficacy in the actual classroom during their teaching immersion program, which can aid them in improving their beliefs and practices during their in-service years (DepEd, 2017).

**Copyright:** © 2024 the Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) 4.0 license (<https://creativecommons.org/licenses/by/4.0/>). Published by Al-Kindi Centre for Research and Development, London, United Kingdom.

Numerous research was conducted on determining preservice teachers' pedagogical beliefs (e.g., Borg, 2001; Tarman, 2012; Crisologo et al., 2023). Other researchers also revealed how preservice teachers' pedagogical beliefs were not aligned with their classroom practices during their practice teaching (Lim and Chai, 2008; Debrel, 2012; Thomm et al., 2021). Lim and Chai (2008) stated that teachers who hold strong pedagogical beliefs on the constructivist notion of teaching and learning shifted to the traditional way of teaching. Furthermore, according to Okogbaa (2017), no matter how intensive their preparation was during their four years of teacher training program, they did not fully prepare themselves on what to expect in the field of teaching. As substantiated by a study conducted by the Organization for Economic Co-operation and Development (OECD), a teacher must prepare for the following roles:

In many countries, the role and functioning of schools are changing and so is what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative and accountability frameworks; and to do more to involve parents in schools (OECD, 2009 p. 29).

Therefore, it is expected that some of their beliefs will be challenged during their teaching immersion (Tillema, 2000). Debrel (2012) stated that as teachers are more exposed to real classrooms, their gained pedagogical beliefs that they held at the beginning have not been applicable in the classrooms that they are handling. Nevertheless, it is during their teaching immersion that the preservice teachers have encountered many challenges and meaningful experiences.

## **2. Literature Review**

### **2.1 The rudiments of preservice teaching in the Philippines**

In the Philippines, preservice teachers undergo an intensive teacher education program. As a final requirement, they will be immersed in a real classroom setting during their teaching internship. This experience will allow them to apply the educational theories they have studied in their content and pedagogy courses. To make sure that the pre-teachers have the tools necessary to successfully apply the K-12 curriculum, especially after experiencing the pandemic which greatly affected the landscape of global education delivery and pedagogical belief, the preservice teachers were made to undergo rigorous training based on PPST (DepEd, 2017). In DepEd Order 42 series 2017 entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), it is stated that:

DepEd recognizes the importance of professional standards in the continuing Professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent on quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long-term and sustainable nation-building (DepEd, 2017).

Therefore, during the teaching immersion, the preservice teachers engage in practical teaching and learning activities related to learning assessment, creating instructional materials, and other classroom procedures (DepEd, 2022), to fully prepare them for their career as beginning teachers.

### **2.2 On Formation of Teachers' Personal Beliefs**

There is a wealth of data that indicates how a teacher's personal beliefs immensely influence their professional behavior (Pajares, 1992, Borg, 2001, Tillema, 2000, Tarman 2021). Beliefs are defined as "powerful filters that shape how an individual sees the world, sees other people, and sees oneself" (Nelson and Guerra, 2009 p.70 as cited in Guerra and Wubbena, 2017). In other words, one's personal beliefs serve as a moral compass in the way they deal with others in a given situation. Holding on to beliefs as "powerful filters" will help in determining what one should do and not do in certain circumstances. Therefore, when an individual has to decide anything in life, the beliefs that have been formed will serve as their guide. Belief, in the words of Pehkonen and Pietilä (2003), is a form of experience-based, subjective knowledge. Uso-Domenech and Nescolarde-Selva (2016), explained that every person has a set of beliefs that they subscribe to, and it is through this mechanism that each one attempts to "make sense" of the world.

Through the influence of family, friends, society, and life experiences, people's values, beliefs, and attitudes are developed and bound over time. As a result, once an individual reaches adulthood, they can have strong opinions about almost anything. This sense of faith is recognized as true by the individual and as a result, it demands a deep commitment and acts as a guide for thinking and acting (Borg, 2001).

### **2.3 On the formation of elementary preservice teachers' pedagogical beliefs**

Through the educational lens, beliefs are defined as one's convictions, philosophy, ideas, or opinions toward teaching and learning (Haney *et al.*, 2003). These beliefs develop gradually over time through their early experiences and education. These beliefs are termed pedagogical beliefs. Calderhead defines teachers' pedagogical beliefs as "untested assumptions that influence how [teachers] think about classroom matters and respond to particular situations" (Calderhead, 1996, p. 719). According to Clark and Peterson (1986) as cited by Debreli (2012), teachers' pedagogical beliefs about teaching and learning influence their decision-making and planning methods, their approaches to teaching, the tasks, and materials they choose to use in classrooms, and their interactions with students. As supported by Hadami *et al.* (2013) and Thomson *et al.*, (2012) as cited by Mellati (2015) that teachers' pedagogical beliefs are important contributors to the teaching process and the success of both teachers and learners. Therefore, teachers' decisions and actions are dictated by their pedagogical beliefs. Taking into consideration the many ways pedagogical beliefs are defined, what can be gleaned from this is that pedagogical beliefs have a significant impact on preservice teachers.

After the preservice teachers have gone through their teacher training, they will be bringing with them into the classroom their own set of beliefs (Johnson, 1994). It is believed, therefore, that when they go and teach in the classrooms, these established pedagogical beliefs would be difficult to change since they have been entrenched in their system (Pajares, 1992). However, one's pedagogical beliefs can only be changed if it is proven to be unsatisfactory, and to prove that it is unsatisfactory, that belief should be questioned (Pajares, 1992).

Idealistically, elementary teachers go to their classrooms to teach and help their students succeed academically and socially. Aubrey (1968) contended four decades ago that elementary teachers are seen as "one who imparts knowledge" but now [teacher] is expected to be a knowledge specialist, a counselor, a coordinator of instruction, and a surrogate parent" (p. 279). Therefore, elementary teachers play a vital role in helping these students attain the set goals as well as to perform these functions that are expected from them. Boutte (2012) argued that for students to succeed academically and socially, high-quality, and equitable education at the elementary school level will continue to be crucial. Therefore, when these preservice teachers work as full-fledged elementary teachers, there is a need to emphasize the importance of pedagogical beliefs before undertaking the teaching immersion program.

### **2.4 Transformation of pedagogical beliefs during teaching immersion program:**

As mandated by the Commission of Higher Education (CHED) Memorandum Order 74 series 2017, teaching immersion is the final capstone of graduating students of Teacher Education wherein preservice teachers must undergo a minimum of 360 hours in basic education under the mentoring of a cooperating teacher (CHED, 2017). The primary purpose of the teaching immersion program is to assist preservice teachers in developing field experience skills while being mentored by experienced educators (White, 2017). After four years of rigorous teacher development program, teaching immersion allows future teachers to put their instructional expertise and teaching techniques into practice. In addition to this, teaching immersion also teaches the preservice teachers the opportunity to learn how to manage the classroom (Cakmacki, 2009). As Tarman explains (2012), the teaching education program has prepared them well on how to teach, however, it is in teaching immersion that they can be prepared to deal with different kinds of problems in the classroom. The pandemic has not hindered the required preparations for preservice teachers. DepEd has released a new memorandum order, CMO 160 entitled "Policies and Guidelines on the Deployment of Preservice Teachers for Field Study and Teaching Internship". Even in the new normal, experiential and developmental activities are requisite during the teaching immersion program. (DepEd, 2022).

Some evidence suggests that preservice teachers' pedagogical beliefs transform after their teaching immersion program. Voinea and Alina-Oana (2015), contended that changes in pedagogical beliefs can be made as a result of personal experiences, societal development, and other elements that have an impact on education and social change. Wanless *et al.*, (2015) argued that most likely, teachers' pedagogical beliefs about teaching practices are impacted by their interactions with their students. Another study conducted by Debreli (2012) revealed that when preservice teachers were exposed to real classroom scenarios, as well as challenges, they realized that some of the pedagogical beliefs that they held on to were not applicable. The teaching immersion experience is one of many factors, according to earlier studies, that may contribute to changing one's pedagogical beliefs. Because of this, there has been a lot of focus on teacher training programs to better understand the pedagogical beliefs that preservice teachers changed after participating in teaching immersion programs and the factors that influenced these changes.

Before entering their teaching immersion program, there are five aspects of teachers' pedagogical beliefs that preservice teachers would be bringing with them that would make an impact on the way they teach and handle their students: (1) beliefs about learners and learning, (2) beliefs about teaching, (3) beliefs about a subject, (4) beliefs about learning to teach, and (5) beliefs about oneself and the role of a teacher (Calderhead, 1996, p. 719). In a study conducted by Qiu *et al.* (2021), the researchers explored how various aspects of teachers' pedagogical views would impact teaching methods in English Language Teaching by Calderhead's classification. As a result of their study, it was concluded that there is a disconnect between teacher's pedagogical beliefs and

actualized practice. Therefore, the development of preservice teachers' professional identities depends heavily on their time in their teacher preparation program. Thereafter, the preservice teachers are expected to have developed their educational belief system that will help them make informed decisions and judgments regarding the approaches, strategies, and techniques they need to use in the classroom. These pedagogical beliefs, according to Borg (2001), also influence how they choose the activities and teaching resources. These also affect how they handle their students in the classroom, how they create assessments, and how to evaluate their pupils. Therefore, the best indicator of how teachers would act in the classroom is their beliefs (Pajares, 1992). This statement was validated by Lee (2015) that preservice teachers' pedagogical beliefs significantly influence their future practices.

### **2.5 Preservice Teachers and SDG4**

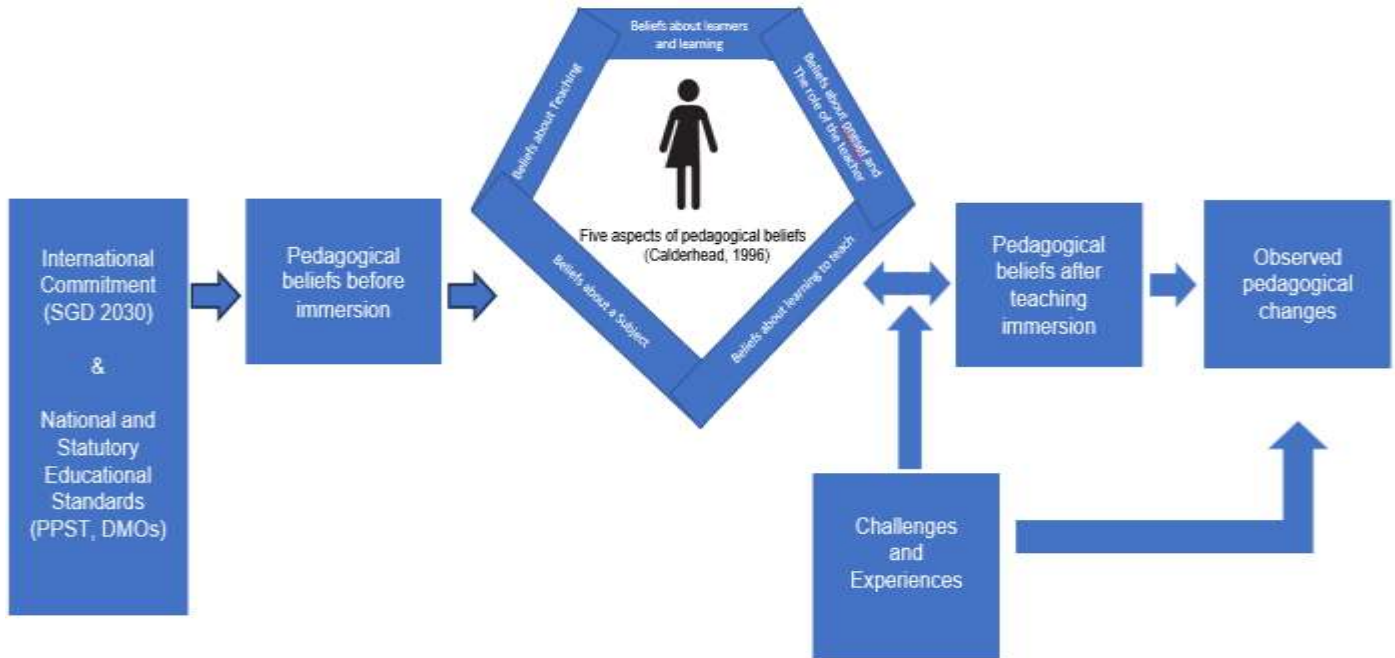
To achieve SDG 2030 in promoting quality education, quality training of preservice teachers is imperative. SDG4, in particular, focuses on education and aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNP, 2023). It is stated in UNESCO (2021) that under SDG "By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states". To ensure that "qualified teachers" will be supplied, teachers must be trained well during the preservice teachers' training program, where they will be taught various learning theories and teaching pedagogies. Moreover, understanding these theories and pedagogies will help the preservice teachers utilize different techniques according to the needs of their students; as such, this will contribute to the success of the students that they will be handling in the classroom. Since, according to Pajares (1992), the teacher's beliefs are considered one of the strongest predictors of how they will handle the classroom, it is important that these pedagogical beliefs are identified and determine the factors why these changed.

Many studies of this nature employ a quantitative approach; thus, this study utilizes a qualitative approach to illuminate a complete picture of preservice teachers' pedagogical beliefs. Given that there is a difference between their beliefs before and after their teaching immersion, it is also necessary to offer fresh insight into the factors producing this difference as well as the meaningful experiences that they encountered. Looking into preservice teachers' change of pedagogical beliefs after the teaching immersion may lead to the improvement of teaching programs to develop curricula that support 21<sup>st</sup>-century learning. Understanding the nature of these gaps may help educators learn how to reduce them and may also help them enhance the teaching immersion program being provided by TEs. The purpose of the study is to identify the pedagogical beliefs of preservice teachers before and after the teaching immersion program according to Calderhead's (1996) five aspects of pedagogical beliefs, their meaningful experiences, challenges, how they adapted from the challenges, and the factors that contributed to the change of those beliefs. This study aims to answer the following research questions:

- 1) What were the preservice teachers' existing pedagogical beliefs before their teaching immersion program?
- 2) What meaningful experiences and challenges did the preservice teachers encounter during their teaching immersion program?
- 3) How did the preservice teachers cope with the challenges they experienced during the teaching immersion program?
- 4) What factors contributed to the changes in the elementary preservice teachers' pedagogical beliefs after their teaching immersion?

The framework shows that teachers' pedagogical beliefs are formed from their understanding of their international commitment to fulfill the SDG4 and to achieve the National Statutory and Regulatory Requirements stipulated in the PPST and CMO. Along with their early experiences in life and their education as preservice teachers, they would be bringing with them five aspects of teachers' pedagogical beliefs that would make an impact on the way they teach and handle their students: (1) beliefs about learners and learning, (2) beliefs about teaching, (3) beliefs about a subject, (4) beliefs about learning to teach, and (5) beliefs about oneself and the role of a teacher (Calderhead, 1996, p. 719).

**Figure 1.**  
*Five Aspects of Pedagogical Beliefs of Pre-service Teachers*



### 3. Methodology

Six female elementary preservice teachers participated in the study. In the last semester of the final year of their study, the preservice teachers were deployed to private schools for their teaching immersion program. To complete the program, they were required to handle basic education classes for a total of 300 hours under the mentorship of a cooperating teacher. The names of the preservice teachers were kept confidential due to ethical concerns.

Qualitative narrative research was utilized to uncover the challenges and experiences of the preservice teachers. Narrative research is a methodology for studying individual lived experiences as a source of knowledge in and of itself that merits further investigation (Clandinin, 2007). To obtain the data for this research, reflection journals were part of the class requirement. Before the preservice teachers were deployed, they were made to write reflection journals on their pedagogical beliefs, however, the participants were informed informally that their narratives would be used for the study. After getting their permission, the participants were given an information sheet and an informed consent form. Before gaining written informed consent, participants were given verbal and written information about the study's design and process. They were also told how their data would be recorded, processed, documented, and presented. Participation in the study was entirely voluntary, and all names were substituted with identifying numbers to maintain confidentiality.

Data for the study came from two sources. First, the preservice teachers were tasked to write reflective journals before and after the teaching immersion program. Before the teaching immersion program, the preservice teachers were asked to write a reflective journal based on thirteen questions. After the teaching immersion, they were tasked to write the same reflective journal with the same thirteen questions. In total, twelve narratives were gathered and analyzed by the researcher. Then after writing the reflection journals before and after the teaching immersion program, focus group discussions (FGD) were scheduled at a time that was convenient for all of them. FGD was conducted twice before and after the program. The participants were informed of the objectives of the study and FGD. They were assured that their names would remain anonymous. Codes will be used instead of their real names. FGD was conducted for an hour to discuss their answers in-depth.

An analytical frame known as "narrative analysis" allows researchers to analyze stories that are shared in daily life or within the context of their research (Parcel and Baker, 2017). Research on narratives tries to investigate and conceptualize human experience as it is expressed in written works. The goal of narrative research is to get rich and free-ranging discourse by working with small samples of participants to obtain an in-depth examination of the meanings that individuals give to their experiences. In most cases, this entails speaking with people who know the subject at hand, although it may also entail reading and analyzing written materials (Josselson, 2012).

After carefully examining the information gathered from six preservice teachers' narratives, the researcher first classified the preservice teachers' pedagogical beliefs according to Calderhead's five pedagogical aspects. The overall goal of data categorization was to ascertain the changes in the preservice teachers' pedagogical beliefs through constant comparison of their narratives before and after the teaching immersion program. Participants' narratives were investigated for common themes to determine their pedagogical beliefs before their teaching immersion, their meaningful experiences, and challenges, how they adapted to these challenges, and the changes in their pedagogical beliefs. The data from the recorded FGD were used to help the researchers gather more insights and get additional information not openly discussed in the narratives. The researchers followed the six steps of thematic analyses (Braun and Clarke, 2006) to examine the reflection journals and transcripts from the interview.

#### **4. Results and Discussion**

The responses of the preservice teachers reflect their existing pedagogical beliefs before their teaching immersion program. *Beliefs about learners and learning.* These beliefs refer to the preservice teachers' view of the learners and how the students learn. *Experiential Learning.* Before they started their immersion program, all participants had similar beliefs on how elementary teachers should teach children. They all stressed the importance of actively engaging with students in direct experience to expand the children's knowledge and build their skills. A preservice teacher was narrated:

*Children learn through experience. Students can apply ideas and knowledge taught in the classroom to real-world issues when they are involved in hands-on experiences. (P-01).*

All the preservice elementary teachers narrated that they were taught the value of hands-on experiences in the classroom during the entire teaching preparation program. As one of the preservice teachers explained during FGD:

*Children learn best when they experience everything firsthand. (P-03)*

The pre-service teachers were rigorously trained to use teaching strategies where children learn by doing. Instead of listening to the teacher lecture about a given subject, the teacher engages the students with an activity where the students create or solve a problem. The teachers explained that materials are used in class to help children understand the concepts better. This is validated by Holstermann *et al.*, (2010) that in a school setting where interest is an important variable, materials that children can see and manipulate by hand spark and hold their interest as compared to just looking at the board and answering worksheets.

*Use of play-based activities.* During the entire teaching program, they were taught that, since they would be handling young children, fun activities should be incorporated into the lesson to get their attention. Activities should be exciting, game-based, technology-driven, and collaborative.

*I have learned that children learn best through incorporating play in the lesson. (P-03)*

*We were made to understand that we will teach in a generation where 'play is a vehicle for learning'. (P-04)*

All preservice teachers agreed that they had been taught the importance of play-based activities, which they should incorporate into their lesson plans because play is how children learn efficiently. According to Martin and Murtagh (2017), active learning has been demonstrated to increase both learning and health outcomes. Furthermore, preservice teachers mentioned during FGD that when games are included in the classes, children are more likely to participate.

*Beliefs in teaching.* These beliefs refer to how preservice teachers view teaching as a profession.

*Passionate and committed.* Before the teaching immersion program, all preservice teachers were unanimous in saying that teaching is a noble profession where teachers should be passionate about their work.

*The required skills are also necessary for this job. Passion is not enough. You need to be committed to developing the skills, look for strategies and more that needs to be worked on to become an effective teacher. (P-5)*

Based on the narratives of the preservice teachers, passionate and devoted teachers are constantly looking for ways to better their craft because they are essential for great teaching. According to Zehm and Kottler (1993), passionate instructors are individuals who enjoy their work; hence, preservice teachers recognize that to produce high-quality and successful learning, passion and commitment are required.

*Persevering and motivated.* Early on, all preservice teachers knew that teaching entails hard work, however, most of them narrated that their students who show improvement motivate them to continue with their work.

*I know that teaching is hard work so dedication and motivation are needed to stay in this job.* (P-05)

The preservice teachers are aware that teaching entails hard work thus quitting is not an option. Therefore, perseverance influences their performance. As Fabelico and Affalla (2020) stated, the persistence of teachers influences their self-efficacy in reacting to needs, encouraging pupils, and dealing with changes. Their grasp of how important it is to continue and not quit despite the hard work teaching entails is evident as early as in their immersion program

*Beliefs about the subject.* These beliefs refer to how teachers perceive the importance of the subject matter and how it should be taught to elementary students.

*Knowledgeable about the content.* All preservice teachers believed at the beginning of the teaching immersion program that teachers should be knowledgeable on the subject that they will teach. As elementary teachers, it is expected that they have subject-specific knowledge, such as content knowledge and pedagogical content knowledge but also the capacity to apply that information in difficult classroom scenarios (Jeschke *et al.*, 2021). All the pre-service teachers wrote in their journals that they are expected to be experts in the subjects they are handling. They are very much aware of the expectations of the teachers as well as the students.

*My cooperating teacher expects that I will teach the subject effectively. I must study the lesson very well.* (P-02)

A preservice teacher explained during FGD that during their orientation, the school principal made it clear that it is stated in their philosophy, vision, and mission that children will reach their full academic potential and parents are expecting this to be manifest, therefore, they need to make sure that the students will learn. Subject-specific knowledge, such as content knowledge and pedagogical content knowledge are standards indicated in the PPST stipulated in DepEd No. 42. Series of 2017 where teachers should "recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning." (p.4) Hence, to be an effective 21st-century teacher in the Philippines, proficiency in the subjects should be demonstrated by the preservice teachers in increasing levels of knowledge and practice.

*Fun and creative.* The preservice teachers wrote in their journals that even before the teaching immersion program, they were taught as elementary teachers to make their activities fun for elementary students.

*Most of the children easily get bored, that is why we must always be creative and think of ways to present a lesson effectively to get the attention and interest of each child.* (P-04)

As teachers are the focal figures in the classroom, it is required that they are competent to teach the subjects in a manner that will make the students interested in learning. This is validated by Erickson (1978) as stated by Answer (2019) that "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brings students to the course in the first place (p.4)." To gain the students' interest, most of the preservice teachers mentioned that when they plan activities, they include role-playing, play-based, or collaborative activities to make the children excited to learn in class.

*Beliefs about learning to teach.* These beliefs refer to how the preservice teachers view professional development.

*Teachers as Lifelong Learners.* At the beginning of the teaching immersion program, all preservice teachers understand the value of continuous professional development. As one preservice teacher narrated:

Teachers are lifelong learners. We should never stop learning. We need to keep upskilling to cope with the changes. (P-05)

Preservice teachers are cognizant of the importance of continuous professional development especially in their future careers as teachers. Valuing professional and personal development and improvement of practice is also stipulated in PPST Domain 7: Personal Growth and Personal Development (DepEd, 2017). Hence, it is expected that all teachers from beginning to distinguished teachers will keep undergoing personal and professional growth for the benefit of the students that they will handle.

*Beliefs about self and the teaching role.* These beliefs refer to how the preservice teachers see themselves and their role in the classroom.

*Teacher's role in the classroom.* Before the teaching immersion program, all the preservice teachers agreed that they see themselves as facilitators of learning in the classroom. The majority narrated that their role is to create a situation in which the students can effectively learn. One preservice teacher narrated:

*As a teacher, my role is to help them become successful in their studies (P-02)*

According to Stronge (2018), the classroom setting, instruction, and pedagogy are factors that can impact a teacher's efficacy which may influence student engagement and achievement. Therefore, their role as teachers is not just confined to teaching but also in a classroom setting where relationship with the students is cultivated. One preservice teacher wrote in her reflection journal:

*My cooperating teacher keeps telling me that we are not just teachers but have many roles in the classroom. We are also advisers and encouragers of children. (P-03)*

As teachers are not just confined to lecturing where their students are dutifully listening, the preservice teachers realize that the essence of education is a close interaction between a knowledgeable, caring adult and a secure, motivated student. As classrooms today are very diverse, they understand that their most important function as a future teacher is to get to know their students as individuals to understand their uniqueness.

*Meaningful Experiences During the Teaching Immersion Program.* The preservice teachers shared their meaningful experiences during their teaching Immersion Program. These meaningful experiences created an impact during their teaching immersion. These are (1) Interaction with students and (2) Supportive and Encouraging Cooperating Teachers.

*Interaction with Students.* The preservice teachers were unanimous when they narrated in the reflection that their interaction with the students made a positive and lasting impact on them. According to Milatz *et al.*, (2015), a positive teacher-student relationship is a source of teacher wellbeing and may protect the teacher from experiencing burnout. A preservice teacher wrote:

*It makes me so happy and recharged when they smile and hug me when I enter the room. (P-04)*

Five out of six preservice explained that the tasks in the classrooms are overwhelming and demanding, however, they would remember how happy and participative students were in the activities that they prepared. Their relationship with the students is their source of joy and a reward itself. Teacher-student relationships, according to Spilt *et al.*, (2011), are a source of daily emotions and cognitions, meaning, teachers need relatedness in which teacher-student relationship quality plays a pivotal role.

*Supportive and Encouraging Cooperating Teachers.* The support of cooperating teachers throughout their teaching immersion program was memorable to the preservice teachers. Four out of six students expressed gratitude to their cooperating teachers for being encouraging and supportive. Quality mentoring is much needed by the preservice teachers during these times. One preservice teacher narrated:

*There were times that I felt I failed in the classroom, but my cooperating teacher would cheer me up and teach me what I needed to improve on. (P-05)*

As posited by Jita and Munje (2022), preservice teachers feel encouraged during their teaching immersion when they receive quality guidance which enable them to develop the skill that they need to perform better. Lasauskienė and Barkauskaitė (2015) as cited by Jita and Munje (2022) supported the idea that when quality feedback is given to them, this instills motivation and confidence to continue teaching.

*Challenges of Preservice Teachers.* All preservice teachers were unanimous when they narrated in their reflection journals that they were overwhelmed with time constraints, classroom management, and pedagogical responsibilities.

*Classroom Management.* Most preservice teachers said that it was difficult to keep the students calm when they became overly excited by the games and other activities, resulting in a disruptive class. One preservice teacher wrote:

*I had a hard time keeping the class quiet sometimes. This is when my cooperating teacher steps in to help me. (P-02)*



Classroom management is a serious challenge for the preservice teachers. Most of them shared that they must prepare meaningful and engaging classroom activities to keep them engaged in learning. A preservice teacher wrote:

*After several days of having difficulty in classroom management, my cooperating teacher helped me think of engaging activities so that everyone in the classroom would participate. She explained that when the children are engaged in learning, less likely they are to cause disruptions. (P-05)*

As validated by Ersin *et al.*, (2020), any flow of instruction in the classroom can be interfered by poor classroom management. Therefore, preservice teachers must be trained to think of appropriate activities that will engage students in the classroom (Samu, 2020).

*Time Constraints.* The preservice teachers shared during FGD that they are striving hard to design engaging activities, however, at the beginning of their teaching immersion, most of them shared that they were not able to implement what they planned due to lack of time. One preservice teacher narrated:

*During the first few weeks, I had a problem finishing the activities. My cooperating teacher always points at her watch because the time is running out and the children are not done yet. (P-04)*

Some teachers explained during FGD that time is lost when they ask the children to settle down, fix their things, and get the attention of the children. This is corroborated by Saloviita (2013) that the loss of time at the beginning of the lesson may seem to be insignificant, but as it accumulates, this affects the total amount of time for that lesson.

*Pedagogical Responsibilities.* Cooperating teachers assigned tasks in the classroom as well as tasks that are needed to be prepared at home. Most of the teachers narrated that although they were guided by their cooperating teachers, they still found the tasks overwhelming. A preservice teacher shared during the discussion:

*My work in school is difficult, then at home, I was up all night doing the instructional materials because I do not want to disappoint my cooperating teacher. I want to make sure that the students will learn. (P-06)*

As validated in the policies and guidelines stipulated by DMO 160 s. 2022, preservice teachers take part in teaching and learning activities in the classroom which include preparation of classroom materials and other classroom activities (DepEd 2022). Due to the numerous tasks that teachers do in the classroom, the preservice teachers feel overwhelmed with the pedagogical responsibilities that were assigned to them.

*Coping with the Challenges.* To deal with the challenges, the preservice teachers found their motivation from their cooperating teachers and students.

*Support and Encouragement of Cooperating Teachers.* To deal with the problems, the preservice teachers expressed how important it is for them to have support and encouragement. Their conversations with cooperating teachers were extremely encouraging. Furthermore, they always look forward to hearing their cooperating teacher's evaluation at the end of the lesson. Their cooperating teachers advise them on how to improve and avoid mistakes. A preservice teacher wrote:

*There were times that I felt like giving up on the tasks, but my cooperating teacher would always encourage me. Her positive feedback is very important. It motivates me to continue with my tasks. (P-05)*

Based on the narratives, the belief in the mentoring practices of their cooperating teacher is vital to their success in the immersion program. As validated by Andres *et al.*, (2021), cooperating teachers' mentoring is essential in making the preservice teachers experience a meaningful practice to help them meet their responsibilities as future teachers.

*Factors that contributed to the changes in elementary teachers' pedagogical beliefs.* After the immersion program, the beliefs of some of the preservice teachers changed. Two factors contributed to the changes in the pedagogical beliefs: (1) School culture and (2) Mentoring practices.

*Beliefs about School Culture.* These beliefs refer to the preservice teachers' beliefs on the common values and goals of the school that should be followed. A preservice teacher explained during FGD, that the school follows an approach, therefore, they should adhere to it. The preservice teacher narrated:

*When I submit plans, my cooperating teacher asks me to change some parts. There are some activities that she suggests. She tells me, "This is how we do it." (P-01)*

One preservice teacher mentioned that excellence is what the school promised, so they need to deliver what is expected of the school:

*There are times that I had to do away with experiential learning and focus more on memorization and drills because this is how the teachers do it in school. (P-03)*

The elementary preservice teachers' change of beliefs was influenced by the school culture since they believe that they need to cooperate and follow since the classroom practices are the shared mission of the school geared towards excellence.

**Belief about Mentoring Practices.** These beliefs apply to the preservice teachers' perceptions of the impact of their cooperating teacher's mentoring skills. Some of the preservice teachers' pedagogical beliefs were changed because of the cooperating teachers' effective modeling of their best practices. One preservice teacher narrated:

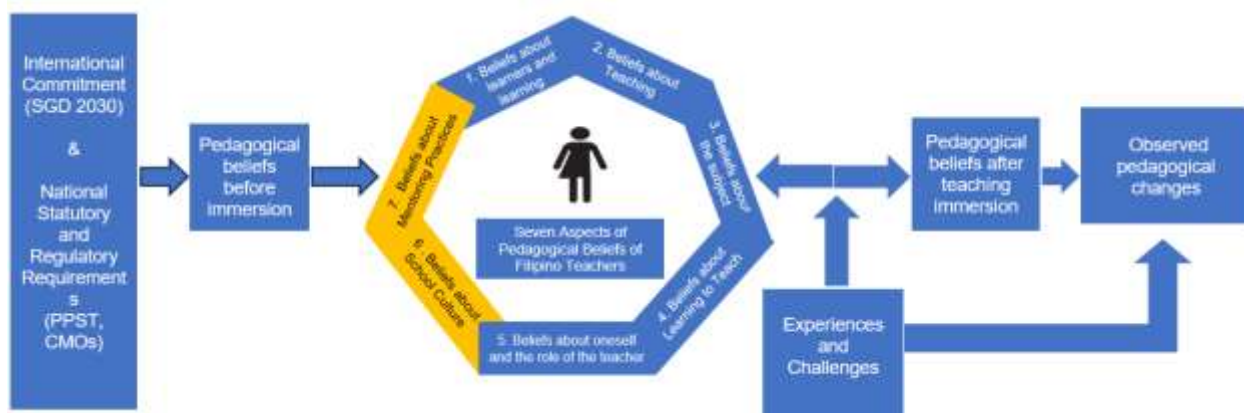
*I used to believe that play-based activity was the best way to teach young children but when I saw my cooperating teacher use direct instruction and how she handled the class effectively. I compared it to how I use play-based activity which resulted in a noisy classroom. It made me realize that sometimes it is best to use a direct instruction approach from time to time. (P-01)*

*As I observe my cooperating teacher, I find myself doing what she does because I see how she effectively teaches the class. (P-04)*

Filipino elementary preservice teachers view their cooperating teachers as the most influential people in the preservice teachers' journey of learning to teach. As McCarthy and Quinn (2010), posited in their study, cooperating teachers model the best practices and pass these along to the preservice teachers. As a result, preservice teachers believe that cooperating teachers' beliefs are worth emulating since they have seen how effective these beliefs have been when implemented in the classroom. When the preservice teachers witnessed how successfully their cooperating teachers managed their classes, they changed their pedagogical beliefs.

After the meaningful experiences and challenges they encountered during the teaching immersion program, the preservice teachers' pedagogical beliefs have changed. As a result of this study, two new pedagogical aspects were developed as experienced by the Filipino elementary preservice teachers: beliefs on school culture and beliefs on mentoring practices.

**Figure 2.**  
*Proposed Framework for Filipino Preservice Teachers' Pedagogical Beliefs*



**5. Conclusion**

The study sought to examine selected preservice elementary teachers' pedagogical beliefs before and after the teaching immersion program using Calderhead's Five Aspects of Pedagogical Beliefs (1996). It aimed to uncover meaningful experiences, challenges, and factors contributing to the change in preservice teachers' pedagogical beliefs. The result of the study revealed that the preservice teachers had their own pedagogical beliefs before they started their teaching immersion program and the findings showed that their pedagogical beliefs are not limited to Calderhead's five aspects of pedagogical beliefs. Moreover, after the

immersion program, some of the preservice teachers' pedagogical beliefs changed which resulted in the proposed preservice teachers' pedagogical beliefs framework which is supported by the result of this study. The proposed framework is the result of meaningful experiences and challenges in the classroom, such as time constraints, classroom management, and pedagogical responsibilities in the context of Filipino elementary classrooms. The identified two beliefs based on the preservice teachers' experience praxis and are greatly affected by the socio-cultural context of Philippine education. This study proposed a new framework that supports the addition of beliefs about school culture and mentoring practices. For Filipino elementary pre-service teachers, the social milieu of the school where they were deployed also greatly influenced the change in pedagogical beliefs since they need to adhere to the school policies for the betterment of the educational practices of the school and to cater to diverse learners. This shows that teachers are motivated and engaged in schools that have a strong school culture. Moreover, the cooperating teachers' excellent mentoring practices through modeling resulted in a change in the preservice teachers' pedagogical beliefs since their cooperating teachers were worthy of emulation.

The study's findings are limited to one school and six preservice teachers in the elementary level only. Only 12 reflective journals were used as the basis for their learning and teaching experiences in the classroom. Therefore, results may vary depending on the school culture and number of participants.

Given the limited time, the preservice teachers' immersion in the cooperating schools has resulted in changes in their pedagogical beliefs which they believed were necessary in handling the challenges that they experienced in the classroom. As corroborated in Tarman's (2012) study that the challenges in the classroom prepare the preservice teachers to teach well. Moreover, the preservice teachers' change in pedagogical beliefs is still aligned to meet the goals in SDG 4 (Quality Education) and some of the Commission on Higher Education Memorandum Orders (CMOs) in achieving teacher quality. This paper suggests that the teacher training program offered in teacher training institutions should make the preservice teachers become aware of their pedagogical beliefs. Therefore, it is recommended that a longitudinal study of preservice teachers' seven aspects of pedagogical beliefs change from coursework to teaching immersion program be explored. Also, for future research, the study can be replicated in several schools for both the elementary and secondary preservice teachers. Likewise, it is recommended that a significant number of preservice teachers be called to participate to identify the changes in pedagogical beliefs before and after their teaching immersion using the proposed framework.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**ORCID iD:** 0000-0002-8067-3293

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

## Reference

- [1] Andres, A., Calanoga, M., Vecaldo, R., Caranguian, C. Julian, C., Pamittan, S., Malana, M., and Natividad, C. (2021). Mentoring Support of Cooperating Teachers: Insights from Filipino Practice Teachers. *International Journal of Education and Science*. DOI: 10.31901/24566322.2021/34.1-3.1193
- [2] Answer, F. (2019). Activity-based teaching, student motivation and academic achievement. *Journal of Education and Educational Development*. Vol. 6 No. 1. <https://files.eric.ed.gov/fulltext/EJ1216784.pdf>
- [3] Aubrey, R. F. (1968). What Is the Role of the Elementary-School Teacher? *The Elementary School Journal*, 68(6), 277–283. <http://www.jstor.org/stable/1000312>
- [4] Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186–188.
- [5] Boutte, G. S. (2012). Urban Schools: Challenges and Possibilities for Early Childhood and Elementary Education. *Urban Education*, 47(2), 515–550. <https://doi.org/10.1177/0042085911429583>
- [6] Braun, V. & Clarke V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3(2):77-101. DOI: 10.1191/1478088706qp063oa
- [7] Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 709–725). Macmillan Library Reference USA; Prentice Hall International.
- [8] Cakmakci, Gultekin (2012). Promoting Pre-service Teachers' Ideas about Nature of Science through Educational Research Apprenticeship. *Australian Journal of Teacher Education*. 37: Iss. 2. <http://ro.ecu.edu.au/ajte/vol37/iss2/8>
- [9] Commission on Higher Education (2017). Policies, Standards, and Guidelines for Bachelor of Elementary Education (BEEEd). CHED Memorandum Order No. 74 Series 2017.
- [10] Clandinin D. J., Rosiek J. (2007). Mapping a landscape of narrative inquiry: Borderland spaces and tensions. In Clandinin D. J. (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 35–75). Thousand Oaks, CA: Sage.
- [11] Crisologo, A., Borines, C. J., Castañeda, M. A., Clemor, T. P., Dela Cruz, K. L., Bagunas, V. S., & Mendoza, H. (2023). Teaching Beliefs and Efficacy of Preservice English Teachers on Differentiated Instruction Practice in Multilingual Classrooms. *The International Journal of Pedagogy and Curriculum*, 30(2), 1–22. <https://doi.org/10.18848/2327-7963/cgp/v30i02/1-22>

- [12] Debrel, E., (2012). Change in beliefs of preservice teachers about teaching and learning English as a foreign language throughout an undergraduate preservice teacher training program. *SciVerse Science Direct. Procedia - Social and Behavioral Sciences* 46, 367 – 373.
- [13] Department of Education (2017). National Adoption and Implementation of the Philippine Professional Standard for Teachers. Division Memorandum No. 42.
- [14] Department of Education (2022). Policies and guidelines on the deployment of preservice teachers for field study and teaching internship. Division Memorandum No. 160
- [15] Ersin, P., Atay, D., and Mede, E. (2020). Boosting preservice teachers' competence and online teaching readiness through E-practicum during the COVID-19 outbreak. *Int. J. TESOL Studies* 2, 112–124. doi: 10.46451/ijts.2020.09.09
- [16] Fabelico, F. and Afalla, B. (2020). Perseverance and Passion in the Teaching Profession: Teachers' Grit, Self-Efficacy, Burnout, and Performance (May 30, 2020). *Journal of Critical Reviews*, 2020. <https://ssrn.com/abstract=3655146>
- [17] Guerra, P. & Wubbena, Z. (2017). Teacher Beliefs and Classroom Practices Cognitive Dissonance in High Stakes Test-Influenced Environments. *Issues in Teacher Education*.
- [18] Haney, J. J., Lumpe, A. T., & Czerniak, C. M. (2003). Constructivist beliefs about the science classroom learning environment: Perspectives from teachers, administrators, parents, community members, and students. *School Science and Mathematics*, 103(8), 366–377.
- [19] Holstermann, N., Grube, D. & Bögeholz, S. (2010). Hands-on Activities and Their Influence on Students' Interest. *Res Sci Educ* 40, 743–757. <https://doi.org/10.1007/s11165-009-9142-0>
- [20] Jeschke C, Kuhn C, Heinze A, Zlatkin-Troitschanskaia O, Saas H and Lindmeier AM (2021) Teachers' Ability to Apply Their Subject-Specific Knowledge in Instructional Settings—A Qualitative Comparative Study in the Subjects Mathematics and Economics. *Frontier Education*. 6:683962. doi: 10.3389/feduc.2021.683962
- [21] Jita, T. and Munje, P. (2022). Preservice teachers' mentorship experiences during teaching Practice in a South African teacher preparation program. *International Journal of Higher Education*. Vol. 11, No. 1; 2022. doi:10.5430/ijhe.v11n1p140 URL: <https://doi.org/10.5430/ijhe.v11n1p140>
- [22] Johnson, K. E. (1994). The Emerging Beliefs and Instructional Practices of Preservice English as Second Language Teachers. *Teaching and Teacher Education*, 10(4), 439-452. [https://doi.org/10.1016/0742-051X\(94\)90024-8](https://doi.org/10.1016/0742-051X(94)90024-8)
- [23] Josselson, R. (2012). *Narrative Research*. Encyclopedia of Research Design DOI:<https://doi.org/10.4135/9781412961288>
- [24] Lee, I. (2015). Student teachers' changing beliefs on a preservice teacher education course in Hong Kong in T. Wright & Baumont, M. (Eds.), *Experiences of Second Language Teacher Education* (pp. 15–41), UK: Palgrave Macmillan.
- [25] Lim, C. P. & Chai, C. S. (2008). Teachers' pedagogical beliefs and their planning and conduct of computer-mediated classroom lessons. *British Journal of Educational Technology*, 39 (5), 804-828.
- [26] Martin, R., & Murtagh, E. (2017). Effect of active lessons on physical activity, academic, and health outcomes: A systematic review. *Research Quarterly for Exercise and Sport*, 88, 149–168.
- [27] McCarthy, J., Quinn, L (2010). *Supervision in Teacher Education*, Editor(s): Penelope Peterson, Eva Baker, Barry McGaw, International Encyclopedia of Education (Third Edition), Elsevier, Pages 615-621, ISBN 9780080448947. <https://doi.org/10.1016/B978-0-08-044894-7.00667-9>.
- [28] Milatz, A., Lüftenegger, M., & Schober, B. (2015). Teachers' relationship closeness with students as a resource for teacher wellbeing: A response surface analytical approach. *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2015.01949/full>
- [29] Mellati, M., Khademi, M. & Shirzadeh, A. (2015). The relationships among sources of teacher pedagogical beliefs, teaching experiences, and student outcomes. *International Journal of Applied Linguistics and English Literature*. Vol 4. No. 2 doi: 10.7575/aiac.ijalel.v4n2p.177 <http://www.journals.aiac.org.au/index.php/IJALEL/article/view/1222>
- [30] Organisation for Economic Co-operation and Development (2009), *Creating Effective Teaching and Learning Environments, Fiest Results from TALIS*. <https://www.oecd.org/education/school/43023606.pdf>
- [31] Okogbaa, V. (2017). Preparing the teacher to meet the challenges of a changing world. *Journal of Education and Practice*. Vol.8, No.5, 2017. <https://files.eric.ed.gov/fulltext/EJ1132965.pdf>
- [32] Oxfam GB (2018). *The Sustainable Development Goals. A Guide for Teachers*. <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620842/edu-sustainable-development-guide-15072019en.pdf?sequence=4&isAllowed=y#:~:text=Teachers%2Das%2Dfacilitators%20can%20support,discover%20new%20knowledge%20for%20themselves.>
- [33] Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307–332.
- [34] Parcel, E. & Baker, B. (2017). Narrative Analysis. *The Sage Encyclopedia of Communication Research Methods*. DOI:<https://doi.org/10.4135/9781483381411>
- [35] Pehkonen, E., & Pietilä, A. (2003). On Relationships between Beliefs and Knowledge in Mathematics Education. Paper Presented at the CERME 3: *Third Conference of the European Society for Research in Mathematics Education*, Bellaria, Italy
- [36] Qiu, Q., Xie, Z., Xiong, Y., & Zhou, F. (2021). Belief Change Before and After the Teaching Practicum Among Chinese Pre-Service ELT Teachers. *SAGE Open*, 11(1). <https://doi.org/10.1177/21582440211004934>
- [37] Saloviita, T. (2013). Classroom management and loss of time at the lesson start: A preliminary study. Vol. 2, No. 4, 167-170. *European Journal of Educational Research*. <https://files.eric.ed.gov/fulltext/EJ1086382.pdf>
- [38] Samu, B. (2020). Teaching practice in pre-service language teacher education: challenges of the transition from face-to-face to online lessons in *Conference proceedings of the 10th international conference: The future of education* (Filodiritto: Editore) <https://conference.pixel-online.net/FOE/files/foe/ed0010/FP/6251-TPD4730-FP-FOE10.pdf>
- [39] Spilt, J., Koomen, H., Thijs, J. (2011). Teacher Wellbeing: The Importance of Teacher-Student Relationships. *Educational Psychology Review*, v23 n4 p457-477. <https://eric.ed.gov/?id=EJ946677>
- [40] Stronge, J. H. (2018). *Qualities of effective teachers*. ASCD

- [41] Tarman, B. (2021). Prospective Teacher's Beliefs and Perceptions about Teaching as a Profession. *Educational Sciences: Theory and Practice*, 12 (3). <https://files.eric.ed.gov/fulltext/EJ1000904.pdf>
- [42] Thomm, E., Gold, B., Betsch, T., & Bauer, J. (2021). When preservice teachers' prior beliefs contradict evidence from educational research. *The British journal of educational psychology*, 91(3), 1055–1072. <https://doi.org/10.1111/bjep.12407>
- [43] Tillema, H. (2000). Belief change towards self-directed learning in student teachers: immersion in practice or reflection on action. *Teaching and Teacher Education*, Volume 16, Issues 5–6, 2000, Pages 575-591, ISSN 0742-051X, [https://doi.org/10.1016/S0742-051X\(00\)00016-0](https://doi.org/10.1016/S0742-051X(00)00016-0). (<https://www.sciencedirect.com/science/article/pii/S0742051X00000160>)
- [44] UNESCO (2021). UNESCO and Sustainable Development Goals. <https://en.unesco.org/sustainabledevelopmentgoals>
- [45] United Nations Philippines (2023). Our work on the sustainable goals in the Philippines. <https://philippines.un.org/en/sdgs>
- [46] Usó-Doménech, J. L. & Nescolarde-Selva, J. (2015). What are Belief Systems? *Foundations of Science* 21 (1):147-152. <https://link.springer.com/content/pdf/10.1007/s10699-015-9409-z.pdf>
- [47] Voinea, M. and Alina-Oana, B. (2015). (When) Teachers' Pedagogical Beliefs are Changing? *Procedia - Social and Behavioral Sciences* 180 (2015). doi: 10.1016/j.sbspro.2015.02.191
- [48] Wanless S., Scharphorn L, Chiu Y., Chen F. & Chen J. (2015). Taiwanese Preschool and Elementary Teachers Beliefs about Discipline, Students, and Teaching Practices. *International Journal of School and Cognitive Psychology*. Volume 2, Issue 3.
- [49] White, M. (2017). A study of guided urban field experiences for preservice teachers. *Penn GSE Perspect. Urban Educ.* 14, 1–19.
- [50] Zehm, S. J., and Kottler, J. A. (1993). *On Being a Teacher: The Human Dimension*. Thousand Oaks, CA: Corwin Press