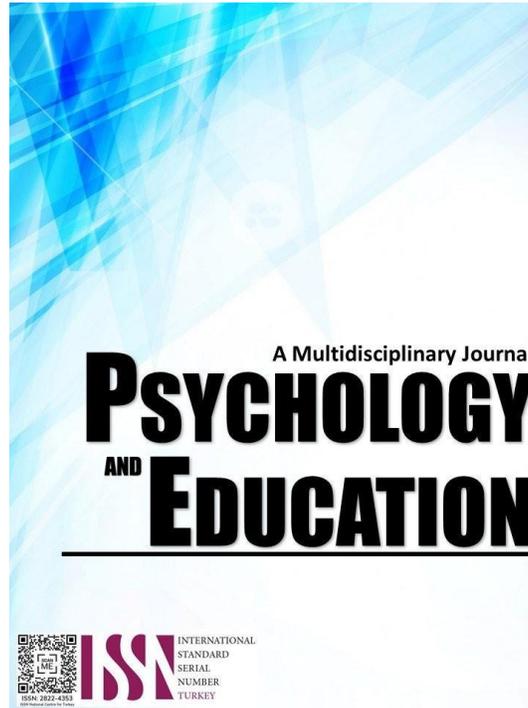


# **GUIDING THE FUTURE: A MULTIPLE CASE STUDY ON THE EXPERIENCES OF COOPERATING TEACHERS IN MENTORING PRE-SERVICE TEACHERS**



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## Guiding the Future: A Multiple Case Study on the Experiences of Cooperating Teachers in Mentoring Pre-Service Teachers

Mary Grace G. Pantojan,\* Evelyn E. Cañete

For affiliations and correspondence, see the last page.

### Abstract

This study is aimed to explore and understand the experiences of cooperating teachers who are mentoring pre-service teachers. Using sampling and inclusion criteria, the participating three cooperating teachers from high school teachers were identified. All of them participated in the in-depth interviews. Results revealed the experiences of the participants: experiencing resistance to feedback; experiencing emotional strains in mentoring pre-service teachers; and struggling in transforming their teaching style. In response to the challenges they have encountered, they deemed the following coping strategies essential: conducting classroom observation; preparing oneself, seeking support from the expert. Upon reflecting on their entire experience, they arrived at the following insights: guiding teachers for growth; being prepared about the challenges in teaching field; and promoting open-mindedness. The results of this study were deemed significant by the participants, teachers, students, and researchers.

**Keywords:** *cooperating teachers, high school teacher, multiple-case approach, qualitative, Philippines.*

### Introduction

The role of cooperating teacher is vital in the development of pre-service teachers for their teaching experiences. Cooperating teachers includes modelling pre-service teachers during practicum in designing instructions, managing classrooms. As such, mentors are expected to support and show student teachers how to do things like lesson planning, managing the classroom, giving assessment, and just being a teacher in general. This ensures that teachers must equipped with knowledge and skill in training pre-service teacher to become a professional teacher (Bwiruka, 2021).

In the global context, particularly in New Zealand, the teaching council's recent revision of accreditation requirements has extended the minimum number of weeks that pre-service teachers must spend in practice settings to 16. The more time spent on practicum, the more important mentors in schools become. However, it has been observed that several aspects regarding the role and challenges faced by cooperating teachers in New Zealand. One of the main issues identified is the cooperating teachers often have limited time to effectively support PSTs, difficulties in balancing their teaching responsibilities with the demands of mentoring, also common is the frustration of mentoring preservice teachers who lack content knowledge and other fundamental qualities. Some preservice teachers lack the passion for teaching and become a burden to mentors, who are obliged to assist them to become professional teachers. Many cooperating teachers in Australia rely on their own experience and informal networks for guidance. Additionally, some schools have begun providing mentors with professional development opportunities, aiming to better equip them for their mentoring role (Hoben, 2021).

In the Philippines, accurately in the Cavite Laguna, the similar scenario is also visible when the cooperating teachers faced slight challenges in mentoring pre-service teachers. One of these challenges is assisting them in the development of comprehensive lesson plans, comprehending language structures, and employing effective teaching and assessment methods. The cooperating teacher's time management is quite complex as they balance their roles as a teacher and as a mentor in guiding the students. Nevertheless, English educators create technical assistance manuals that provide cooperating teachers with guidance to further improve their performance in training their mentees (Mabalot et al., 2024).

Despite the mention studies, the problems of cooperating teachers should undergo a thorough investigation and should have received more attention. In study it has a social relevance because studying about the issues of cooperating teachers in handling pre service teachers may give educators and administrators a clear idea on the experiences of cooperating teachers who handled a pre service teacher. Hence, there is a need to conduct this study since there are many ways in which teachers can adopt strategies to enhance their teaching practices. In addition, this study could answer the queries of students who have similar experiences on the participants of this study especially on the difficulties to overcome the challenges face by the cooperating teachers in handling pre service teachers. Researcher also who wished to study this subject may also use the study as their additional references.

This study was based on previous studies by Baluyos et.al. (2024) entitled "Uncovering the Challenges of Cooperating Teachers in Shaping Pre-Service Teachers: A Case Study" which focuses to the challenges encountered by all cooperating teachers but not in the English teachers. Other educator conducted this study outside the country, entitled "Exploring the resonance between how mentor teachers experienced being mentored and how they mentor pre-service teachers during teaching practice", and "Opportunities and Challenges in Developing the 21st Century Teacher: Case of Kenyatta University Mentorship Programmed in Matungulu Sub -County, Machakos County-Kenya" which none of this research focus mainly on the English teachers mentoring pre-service teachers. Therefore, there was a significant research gap in existing literature regarding the experiences, coping mechanism and insights of English cooperating

## Research Questions

The main objective of this qualitative research was to explore and describe the lived experiences, coping mechanism and insight of Novice, developing, and expert teachers in handling pre-service teacher. To achieve this objective, the study sought to answer the following research question.

1. What are the experiences of cooperating teachers upon mentoring pre service teachers?
2. How do cooperating teachers cope with the challenges that they have experience?
3. What are the insights of cooperating teachers regarding with mentoring pre-service teachers that they can share to their peers and to the academic in general?

## Methodology

### Research Design

This study used qualitative research design in a multiple case study case study approach. As defined, qualitative research is a method of gathering data through in-depth interviews, observations, and documentation studies. Moreover, this research design begins with conceptual questions to explore and understand the phenomenon experienced by the participants as a whole in a descriptive way (Nassaji, 2020). By utilizing this approach a qualitative case studies, in the opinion of Rashid (2019), provide a descriptive examination of a specific occurrence in a specific situation. In order to grasp the experiences, attitudes, insights, and observable unique situations, this study's design also demonstrated a procedural effort to obtain information about the phenomena through interviews and interactive conversations (Aspers & Corte, 2019).

In the context of the study, qualitative research is adopted in this study in order to gain an in depth understanding on the experiences from cooperating teachers related to mentoring pre-service teachers. Data will be gathered in a form of participant interviews. This is in contrast to quantitative research design which make survey results and other forms of numeric data to gain an understanding of the research.

Meanwhile, a multiple case study approach was utilized in order to explore various aspects of the phenomenon from the viewpoints of the individuals involved, within the specific context of each case. This method involves examining multiple cases to determine their distinctions and similarities. This design allows researchers to focus on cross-case analysis, which helps in developing theories about the factors that influence the observed patterns across cases. The primary objectives of this approach are to compare several situations in order to obtain more thorough understanding and reliable findings (Hunziker & Blankenagel, 2024).

In context, a multiple case study approach was utilized to investigate the experiences of cooperating teachers in mentoring pre-service teachers. Through this approach the researcher aimed to uncover how do teachers experience in mentoring pre-service teachers during their teaching practicum. In this approach, this would involve describing the teachers experiences they faced, and exploring unique insights with regards to their experiences.

A multiple case study approach is considered appropriate because this study involved assessing numerous instances. In every instance, an informant is used, and during the interview, the informant is asked about the objectives of the study. In-depth interviews (IDI), cross-case analysis, and observation were employed to collect data and produce insightful knowledge. Following transcription, a theme categorization method was used to thoroughly review the conversation comments. This process helped to uncover themes and trends that enhanced understanding of the research topic.

### Participants

The participants of my study were the teachers under the division of Davao del Norte. Upon the participant selection, I employed purposive sampling to ensure that only those who can give the necessary data would be able to participate in my study. The researcher purposefully selected three (3) cooperating teachers who are currently mentoring pre-service teachers in public school. In accordance with Creswel's (2013) recommendation for phenomenological studies, all participants had direct experience with the phenomenon under investigation.

This study involved three participants who participated in in-depth interviews and were residing in Davao del Norte. Participants of this study were selected based on the following inclusion criteria: Major in English, Education, and Commerce graduate, and presently living in Davao del Norte. In this study, there were three informants who were identified in the research. All of them were interviewed in an in-depth interview. The participants were given pseudonyms to have more confidentiality about their backgrounds or real name.

In the search of participants, as a researcher, I generously followed the said criteria. The criteria of the participants that highlighted their unique characteristics and distinctions, and as well as the informants in each case were the following:

Case 1 of this study was a novice teacher who already handling pre-service teachers for 2 years. The informant was also a teacher who already handling pre-service teachers for one year.

Case 2 of this study was a proficient teacher who has been already handling pre-service teacher for 6 years. The informant was also a

cooperating teacher who is 5 years in service of mentoring pre-service teachers.

Case 3 of this study was an expert teacher who has been mentoring pre-service teachers for 16 years. The informant was also a cooperating teacher who has been mentoring pre-service teachers for 15 years.

### **Procedure**

The researcher had a written permission letter addressed to the institution where the research was conducted. After receiving approval from all the panel members, the researcher obtained permission to conduct the study from the College President of KCAST by sending a letter requesting approval to conduct the study among the teachers. Hence, the respondents were asked to participate in an interview based on their desire and convenience.

Throughout the interview, different instruments were employed, such as a camera, smartphone, and audio recorder, to establish strong evidence regarding the point of view of participants. A video camera was also present to ensure careful interview observation. Similar to a camera, it provided important information about the informants based on how they replied to queries.

They will sign a consent form acknowledging that they have read and agree to the terms of the study and that they are prepared to offer their expertise and experience, which will be very helpful to the research.

The selection of participants in this study is based in observation, involving three cooperating teachers who are BSED majors in English contributing to the investigation. Participants will sign a consent form indicating their agreement to the conditions and their willingness to share their knowledge and experience, which is extremely useful for the study.

### **Data Analysis**

Data analysis is the crucial part of a research which the results of the study is made effective. Thus, the process of data analysis is collecting, transforming, cleaning, and modeling data with the goal of discovering the required information. In conducting this study, data analysis is crucial in this process because it serves as meaningful judgments and helps to create a comprehensive study (Dibekulu, 2020).

In this study, before analyzing the data interviews will be gather and transcribe into written form. The process of transcribing helps us to understanding of the data gathered. Thus, taking the verbatim transcripts of interviews include the pauses, filter words, and stary utterances like “um” (Delve & Limpaccher, 2020).

Additionally, data reduction was applied to select, focus, simplify, abstract, and transform the data collected from field notes and transcriptions. This process helped organize and reduce the large volume of data in a meaningful way, making it more manageable. Data reduction involves reducing the size or complexity of data while preserving its essential characteristics and minimizing information loss, in order to highlight the key topics (Rani et al., 2022). To assist with this, I will ask the help of a data analyst who specialized in organizing, sorting, and managing large amounts of qualitative data, making the process of merging, categorizing, and handling the data more efficient.

Aside from that, thematic analysis will be use in this study because it is a flexible approach to qualitative analysis that allows researchers to understand new insights and concepts from data. One of the many advantages of thematic analysis is that researchers just learning to analyze qualitative data and will find it easy to use.

### **Ethical Considerations**

Ethical considerations in research are a set of principles that guide the research designs and practices. In this study, the researcher compile with legal requirements related to the conducted of the study. The ethical considerations make sure that the participants of this study were prevents from excessive harm and the participation was voluntarily, informed, and safe for research subjects (Bhandari, 2024).

In order to ensure conformability in our study, checking was done and validation is form and sheets for accuracy were attached. Permission for involvement in the interviews was given via the completion and return of a consent form. I will also show that the results are clearly linked to the conclusion of this study.

Respect for person. is refers to protecting the autonomy right of the individual, which includes larger, but less generally understood, ethical obligations to consider the rights, needs, interests, and feelings of a person. In the communication process, the consent and authorization were provided including providing promises regarding the privacy protections of the participants (Stephanie, 2022).

In the conduct of my study, inform consent was given to my participants before I start the actual interview. Demonstrating respect for the individual consent from research participants is important in order to educate them on the purpose for the research in which they are involve and ask them to indicate their willingness to participate by spring the consent.

In line with this, I make sure that my participants are be comfortable and do not feel awkwardness so that they can answer my questions properly, and I established courtesy with my participants when it comes to using cellphone to record all their answers during the interview process. I will carefully explain to them why we were filming and to reassure them that their comfort and privacy were my

top priorities

**Beneficent.** persons are treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being. Such treatment falls under the principle of beneficence. The term “beneficence” is understood to cover acts of kindness or charity that go beyond strict obligation. In this document, beneficence is understood in a stronger sense, as an obligation. Two general rules have been formulated as complementary expressions of beneficent actions in this sense (1) do not harm and (2) maximize possible benefits and minimize possible harms (Sweeny, 2018).

Beneficence is important because it ensures that participants are feel secure throughout the process. In the conduct of my research study, I ensure to provide consent and through information to my participants about the conduct of study and their role during the interview process. This allowed them to decide whether they wanted to take part in the study. Additionally, they will be informed that they are free to leave the interview at any point without providing an explanation, and that they are also given the option to avoid any topics that they deem sensitive.

**Confidentiality.** Was refers to all of the information is kept secret from everyone. As such, the participants of this study will be given pseudonym during the interview process and in transcription in order to hide their name, ensuring the personal identity is kept private. The information is only used to safeguard the information of participants against danger from outside. It would help to protect the researcher participants for not being recognize who they really are.

**Consent.** is also consider when conducting the study. As such, I made it a priority to respect my participants by inquiring whether they wished to take part in this study. Additionally, they were encouraged to participate voluntarily. Participants completed an informed consent form to confirm their voluntary participation. Individuals who chose not to participate in the study were allowed to withdraw, with the guarantee that their information would remain confidential even after the study was completed.

**Justice.** This refers to the practice of treating all people in an equitable manner during the conduct of the research. It is the obligation of the researcher to ensure that her research does not result in injustice or prejudice at any stage of the process, particularly in the selection of research subjects, so that no group is left out (Farrugia, 2019).

To apply this principle, the research must provide tokens of appreciation, like small gifts or snacks, after the interview. These tokens not only symbolize gratitude but also acknowledge the significant contribution of the participant to the success of this study. The research ensure that everyone is treated with respect and fairness, making their contributions are both acknowledged and valued.

## Results and Discussion

The data gathered from this study were essential in arriving into the desirable outcome of the study. The data was gathered from individual in-depth interviews with participants, who served as key informants for the study. The interviews were audio recorded by the researcher, and the recorded responses were transcribed, encoded and translated into English and undergone careful process of analysis to find out the accuracy of the category themes.

### Participants

The participants of the study were three cooperating teachers coming from the different high school under the division of Davao del Norte. Three (3) participants in-the in-depth interview, and each participant had informants, which made up the total number of the participants in this study which was shown in Table 1. To protect their identity, pseudonym was assigned to each participant. All participants are cooperating teachers who handle pre-service teachers, and it was expected that they could provide the information sought by this study.

The in-depth interview was conducted face-to-face inside their classroom via audio recording. The researcher asked the participants if they wanted to be interviewed. Participants were permitted to decline answering any questions they were uncomfortable with or deemed irrelevant. Only the researcher and the informants had access to the private information gathered during the interviews, and it was not included in the nature.

To confirm the data collection process, I used my smartphone to record the participant’s responses and the entire face-to-face conversation. I also asked the participants if we could take videos or pictures during the interviews, but they politely refused and requested only to record the conversation. They agree to this condition with understanding to hide their identity, which they requested to kept unmentioned in the study (Boyce & Neale, 2019).

All the participants in each case were given pseudonyms to protect their identities. In Case 1, a pseudonym was given to the participant to protect his identity. Mr. kind is not his real name. The researcher gave this name to him because he is approachable person.

Additionally, the participant in Case 2 received a pseudonym to safeguard his identity. Perfect is not his real name. The researcher gave this name to him because he wants everything about his teaching to be perfect.

Moreover, in Case 3, a pseudonym was given to the participant to protect his identity. Super mom is given to her because, she is a mother and she still handle her work well while taking her family.

Table 1. *Participants of the Study*

<i>Cases</i>	<i>Pseudonym</i>	<i>Gender</i>	<i>Years in Service</i>	<i>Functions</i>	<i>Code</i>
Case 1: NOVICE TEACHER	Mr. kind	Male	2	Participant	IDI-01
		Male	1	Informant	INF-01
Case 2: PROFICIENT TEACHER	Perfect	Male	6	Participant	IDI-02
		Female	5	Informant	INF-02
Case 3: EXPERT TEACHER	Super mom	Female	16	Participant	IDI-03
		Female	16	Informant	INF-03

### Case 1- Novice Teacher

This case was composed of one participant and one informant. The participant is a high school teacher who has been a cooperating teacher for two years and is currently teaching at Kapalong National High School Davao del Norte. The name Mr. Kind is a pseudonym used to protect his identity. He has mentored two pre-service teachers, and his informant is also a cooperating teacher and his closest friend. During mentoring pre-service teachers, he faced difficulties. He also used various strategies and techniques to overcome obstacles and challenges. Also, he has a range of insights, including realizations and recommendations regarding mentoring pre-service teachers.

#### Research Question No.1: What are the experiences of cooperating teachers when mentoring pre-service teachers?

This section presents the experiences of the participant in mentoring pre-service teachers. This includes the challenges and struggles of the participant. In the responses of the participant, there are five emerging themes that the researcher has found. The following themes are extending patience, experiencing resistance to feedback, experiencing emotional strains in mentoring pre-service teachers, struggling in transforming their teaching strategies, in which the researcher reflected and analyzed.

#### *Extending Patience*

One of the challenges during mentoring pre-service was about extending patience, especially when pre-service teachers are new to the classroom teaching. When pre-service teachers inquire about teaching approaches, they must be creative and prepared.

During the interview, Mr. kind (pseudonym) shares his challenges in mentoring pre-service teachers. He mentioned that, he needs to be patient and anticipate their needs when PSTs ask questions regarding the teaching strategies. He said:

*“Need nimo mag extend ug patience because, first of their teaching they are still adjusting pa sa teaching environment. Kinahanglan nimo mag extend ug patience, which is you need more to anticipate to them, kung naay mga question ang mga PST about sa mga teaching strategies.” (IDI- 01)*

*(You need to extend patience because, first of their teaching, they are still adjusting to the teaching environment. You need to be patient, which means you need more to anticipate to them, especially if there are questions from the pre-service teachers about teaching strategies.)*

His co-teacher affirmed his idea that extending patience is challenging, especially since they are new in handling pre-service teachers and they need to become ready about the knowledge they will share with their PSTs. They need to make an effort to become creative in their teaching, as their PSTs expect to learn from them. In the interview, he said:

*“As a new in mentor, need nimo maging ready ka sa mga input na ihatag nimo saimong mga PST. Mga inputs na dapat niyang ma-tun-an sa CT. Also, kailangan nimo mag effort jud sa klase, mo tubag sailing mga pangutana.” (INF-01)*

*(As a new mentor, you need to be prepared with the inputs you will give to your pre-service teachers. The inputs they need to learn from the CT. Also, you really need to put in effort in class and be able to answer their questions.)*

#### *Experiencing Resistance to Feedback*

It is difficult for cooperating teachers to handle a pre-service teacher who does not follow the feedback given to them. Despite repeated efforts to provide clear instructions and guidance, the pre-service teacher insisted on following their own approach.

In the interview, Mr. Kind (pseudonym) shared that he found it difficult to handle a pre-service teacher who was not open to suggestions. Despite explaining important strategies multiple times, the pre-service teacher insisted on using their own approach. As he mentioned:

*“Lisod siya specially when I encountered a pre-service teacher nga dili open ug suggestions, bisan how many times nako siya gena explaine unsa ilang buhaton, gena insist nila ug buhat ilang gusto.” (IDI-01)*

*(It's so hard because especially when I encountered a pre-service teacher who were not open to suggestions, even I explained to them many times what they needed to do, they still insisted on doing things they want.)*

His co-teacher supported his claim, stating that some pre-service teachers are overconfident in their skills and may reject advice given

to them to improve their skills, and they believe that their current abilities are sufficient. However, teaching is a lifelong learning process that requires openness to feedback. This kind of attitude may hinder their professional growth. He stated in the interview:

*“There are pre-service who believe that enough na ilahang skills, maong gena padayon nila ug buhat ilang gusto, bisan pa ug ikapila pa nimo sila tagaan ug feedback dili gehapon nila ma follow.” (INF-01)*

*(There are pre-service teachers who believe that their skills are already enough, which is why they continue doing things their own way, even though you try to give many feedbacks to them they still don't follow it.)*

### **Experiencing Emotional Strain in mentoring Pre-service Teachers**

Despite the potential benefits of mentoring pre-service teachers, the added responsibility of overseeing both students and PSTs can be exhausted on the body and mind. While an increased task is a workload, it can also lead to greater stress and exhaustion for cooperating teachers.

During the interview, Mr. Kind (a pseudonym) expressed that he finds mentoring pre-service teachers to be exhausting due to the increased workload, which he finds challenging. He mentioned that:

*“The experience is good, kay naka tabang ko ug naka guide ko sailaha. However, naay times nga kapoy siya ug ma stress ka kay ma dungagan imong responsibility sa students.” (IDI- 01)*

*(The experience is good because I was able to help and guide them. However, there are times when it is tiring and stressful because your responsibilities towards the students increase.)*

His co-teacher confirmed his statement, saying that it is really stressful to handle a pre-service teacher because, aside from it being their first time, they are required to put effort to observe their daily performances. He said:

*“Kapoy siya kay first time paman gud nimo and need nimo mag put ug effort. Naga observe meng duha saamoang mga PSTs. Kung ge unsa nila pag handle ang mga students.” (INF-02)*

*(It is tiring because it's your first time, and you need to put in effort. Both of us observe our pre-service teachers about the way they handle the students.)*

### **Struggling in Transforming their Teaching Strategies**

The challenges of mentoring pre-service teachers include helping them improving their teaching methods, especially when dealing with PSTs who lack confidence and dedication. When their PSTs express doubts, they intervene to provide emotional support and encouragement, which is necessary to help them overcome their obstacles.

During the interview, Mr. Kind (pseudonym) admitted that he finds it challenging to give pre-service teachers advice, particularly when his PSTs are not particularly committed to teaching. He said:

*“Ang struggle jud nako sa mga pre-service kay kanang mag give ug advice saila unsaon pag enhance ilahang teaching skills kay bag-o paman jud na sila sa teaching field. Naga try ko ug suggest sailaha na mo gamit ug engaging activities and engage sa mga bata, pero mag lisod gehapon sila.” (IDI01)*

*(The struggle I have with pre-service teachers is giving them advice to enhance their teaching skills, because they are still new to the teaching field. I try suggesting them to use engaging activities and engage with the students, but they still struggle.)*

His co-teacher supported his idea about giving advices is a challenging particularly on the subject matter. He also finds it difficult to give advices to his PST on how to make the subjects deepen and understanding to the students. He believes that when your topics are more widen and deepen, the students would be able to understand it. In the interview he said:

*“It is really a struggle kanang mag give ug advice about sa subject matter kay mag lisod sila ug tudlo. Kay lahi man gud kung mag tudlo ka ug klase sa colleges compared sa high school students kay gusto man gud nila deeper, understanding and in a wider nga idea about this topic. Gena advican namo, sometimes na ipa deepen ang topic para niya, dapat ingani na level na pang senior high school lang iyahang pag tudlo.” (INF-01)*

*(It's really a struggle to give advice on the subject matter because they find it difficult to teach. It's different when teaching college students compared to high school students, as college students want a deeper understanding and a broader perspective on the topic. We advise them that sometimes the topic needs to be simplified for the student, as it should be taught at a senior high school level.)*

### **Research Question No. 2: How do cooperating teachers mentoring pre-service teachers cope with the challenges that they have experienced?**

The second question asked the participant how he dealt with the challenges he had faced. His responses were thematically analyzed, and the researcher uncovered three main themes about coping mechanisms. The emerging themes formed were creating a plan ahead of time, conducting classroom observation, seeking support from the expert, being inspired and motivated to mentor future educators.

### **Creating a Plan Ahead of Time**

Creating a plan B ahead of time is essential whenever there is a shortcoming with their pre-service teachers. Instead of stressing over the problems, he does find solutions. He shares that whenever he faced difficulties in mentoring pre-service teachers, he does create a plan B.

In the conversation, the researcher finds out that Mr. kind (pseudonym), believed that creating a solution is best approach whenever the problem arises. He said:

*“kung naa may mga problems nga ni occur example mag lisod ba siya ug tudlo, or na sakit siya, di niya kaya mag tudlo naga create ko ug plan B ahead of time kay dili baya tanan PST ingana pa ka strong.” (IDI-01)*

*(If problems occur, such as struggling to teach or being unwell and unable to teach, I create a Plan B ahead of time because not all pre-service teachers are that strong.)*

His co-teacher confirmed his statement, stating that they always find a different approach when a PST is having difficulty teaching, particularly with the subject matter. He asks for suggestions from his PST to decide on the teaching approach they want to use when delivering the lessons, especially when the subject is quite difficult. He believes that making adjustments helps his PST understand the topic better. He stated that:

*“Yes, naa jud plan B ahead of time. Usahay gena allow namo ang PST kung unsa iyang gusto, unsaon niya pag tudlo sa klase, ug mo hatag pud siya ug iyaha, like dili lang kami mismo naga buot.” (INF-01)*

*(Yes, there is always a Plan B ahead of time. Sometimes, we allow the pre-service teacher to decide how they want to teach the class and give their own input, rather than us always making the decisions.)*

### **Conducting Classroom Observation**

Observing pre-service teachers is very helpful in monitoring their teaching performance. This includes advising them and giving feedback, such as encouraging them to incorporate engaging activities during discussions. Incorporating interactive techniques and activities during class discussions can help students feel more involved and motivated to learn. By applying these strategies, it makes the learning interactive, making both learning and teaching more effective.

In the interview, the researcher found out that Mr. Kind (pseudonym) observes his pre-service teachers and provides feedback on their teaching performance. He said that:

*“Ang gena buhat nako kay gena observe nako sila permi, like, about sailang pag deliver sa klase, pag engage sa mga students ug gena ingnan nako sila na mag incorporate ug engaging activities.” (IDI-01)*

*(What I do is observe them regularly, like about how they deliver their lessons and how they engage with the students. I also tell them to incorporate engaging activities.)*

His co-teacher confirmed his statement that they really provide feedback about the performance of a PST after observing their classes. He stresses the importance of letting pre-service teachers to recognize their own teaching strategies to recognize whether it is effective. In the interview he said:

*“After mag observe sailang klase, naga provide me ug feedback about sa pag handle niya sa mga activities sa mga students. Para ma recognize nila kung effective ba ilahang mga techniques.” (INF-01)*

*(After doing observation on their class, we also provide feedback on how they handle the students' activities. To recognize whether their techniques was effective.)*

### **Preparing Oneself**

Cooperating teacher reflects on their weaknesses in mentoring pre-service teachers. Having a self-reflection allow the mentor to identify areas where they can improve. By recognizing their shortcomings, they can work on enhancing their mentoring skills and providing more effective support to pre-service teachers.

During the interview, the participant Mr. kind (pseudonym) shares the things he did in order to effectively mentor his pre-service teacher, he stated that she gives time to reflect his weaknesses to identify the areas that needs improvement. In the interview he said:

*“Gena prepare jud naka akong self by reflecting unsa akoang weaknesses as a mentor, because makatabang ni siya para maka balo unsa na areas na needs pa nako i-improve, so that I can guide them more effectively.” (IDI-01)*

*(I really prepare myself by reflecting on my weaknesses as a mentor, because this helps me identify the areas I need to improve, so I can guide them more effectively.)*

His co-teacher concurred by emphasizing the need to cultivate preparation in mentoring pre-service teachers. He does conduct

orientation together with his PST as part of knowing the roles and responsibilities of each other. This involves the lesson plans and teaching materials. He believes that preparation help them toto create clear goals. He mentioned that:

*“For me, naga orientation me together with the PSTs. Kay kung walay preparation basin ma misunderstanding nato atong roles and responsibilities. Need nato mag prepare para clear kung unsa atong goal ug smooth atong pag guide sailaha as mentor teacher.” (INF-01)*

*(For me, we conduct an orientation together with the pre-service teachers (PSTs). Because, without proper orientation, there might be misunderstandings about our roles and responsibilities. We need to prepare so that our goals are clear and our guidance to them as mentor teachers goes smoothly.)*

### **Seeking Support from Expert**

Seeking advice from experienced educators, and learning from their experience are all crucial in fostering professional growth. To overcome the challenges of mentoring pre-service teachers, collaboration is essential to get new insights and ideas to improve teaching skills, as well as to handle any problems that arise during the mentoring process.

In the one-on-one interview conducted by the researcher, it was found out that Mr. kind (pseudonym) considering gaining others perspectives by seeking advice from those seasoned teacher to help him build up his knowledge and skills in the mentoring field. She said:

*“Naga seek ko ug advice sa mga season teacher na kanang dugay na sa panarbaho. Kung naa koy lisuran sa pag handl sa PST, naga pangita ko ug advice saila like “ma’am unsa akong buhaton ani?”.” (IDI-01)*

*(I seek advice from those seasoned teachers who have been working for a long time. Whenever I’m having difficulty in handling the PST, I seek advice from them like, “Ma’am, what should I do in this situation?”)*

His co-teacher confirmed his statement by agreeing that they typically seek advice from their grade level head especially it is also their firs time to handle a PST. When his PST experienced struggles in teaching his lesson, he seeks advice from his grade-level teachers on how to present the lesson to his PSTs because the subject is somewhat difficult. He mentioned that:

*“When I ask an advice, unang-una gyud kay saamoang grade level head, amoang gena ask kay unsaon pag handle ang PST kay first time pa man, unsaon pag handle ang classroom management, as well as unsa ang dapat ipang tudlo, especially pag mag struggle pa ang PST kung unsaon niya pag tudlo ang mga subject kay difficult man gud ang subject, mag struggle pud ang ST, and dili tanan ma himuan ug idea, mag lisod siya saiyang part. So, ayun sila na mga tao ang among gena ask ug question.” (INF-01)*

*(When I ask an advice, the first person we approach is our grade level head. We inquire about how to handle the PST since it’s our first time, how to manage the classroom, and what should be taught, especially when our PSTs are struggling to teach a certain subject. The subjects can be difficult, and the student teacher might also struggle. Not everything can be easily figured out, and they may face challenges in their part. So, those are the people we go to for questions.)*

### **Being Inspired and Motivated to Guide Future Educators**

For cooperating teachers, mentoring can motivated teachers because it can provide personal and professional growth. Specifically, mentoring allows the teacher to enhance leadership skills by taking on a guiding role and handling greater responsibility. Additionally, the process contributes to the improvement of their own teaching practices, especially as a new mentor. This motivation stems from the belief that mentoring is not only beneficial for the pre-service teacher but also a valuable learning opportunity for the mentor’s personal development.

At this moment, Mr. kind (pseudonym) told the researcher about his motivation to keep mentoring pre-service teachers. He is motivated to guide them especially it provides an opportunity to enhance leadership skills as well teaching skills. He mentioned that:

*“Ma motivate ko na mo guide saila kay maka hatag man gud siya ug opportunity na ma enhance akoang leadership skills in handling this kind of responsibility. Ana lang siya, ma enhance ug maayo akoang teaching skills as a new in mentoring.” (IDI-1)*

*(I feel motivated to guide them because it gives me the opportunity to enhance my leadership skills in handling this kind of responsibility. It also helps improve my teaching skills as a new in mentoring.)*

His co-teacher also supported his statement, explaining that mentoring helps develop leadership skills because the teacher is primarily responsible for guiding and supporting pre-service teachers in developing their professional abilities. He believes that providing feedback and modeling effective teaching practices are essential for building leadership skills. He mentioned that:

*“As a teacher man gud kay responsibility namo na ma tabangan ang PST towards their development. Unang-una ang ang pag hatag namo ug feedback, pag model ug good teaching practices which is importante siya na maka develop sa amoang leadership kills which is ma motivate sad me na mo lihok.” (INF-01)*

*(“As teacher, it is our responsibility to assist pre-service teachers in their development. First and foremost, providing feedback and*

*modeling good teaching practices are essential. These actions are important in developing our leadership skills, which in turn motivates us to take action.)*

### **Research Question No. 3: What are the insights of cooperating teachers with regards to mentoring pre-service teachers that they can share to their peers and to the academic in general?**

This question was about the insight of the participant in dealing with mentoring pre-service teachers, including guiding teachers for growth, being prepared about the challenges in the teaching field, developing open mindedness, promoting effective collaboration, Giving a positive impact.

#### ***Guiding Teachers for Growth***

Mentoring teachers involves giving continuous support and feedback to pre-service teachers. Mentors guide them in developing their teaching skills through regular check-ins and follow-ups. This process helps pre-service teachers improve their practices and grow professionally. Ultimately, it prepares them to become effective educators in the future.

In the interview, when the participant was asked about his message toward other cooperating teachers, Mr. kind (pseudonym) stated that guiding teachers for growth can help them become good teacher in the future. He believes that giving attention is essential to help their pre-service teachers to grow. He stated that:

*“Ang akong ma ingon kay dapat i-guide jud nila ang mga pre-service teachers ug tagaan jud ug pag tagad kay para mahimo silang maayu na teacher puhon. Ako mag mentor kay gena tabangan nako sila, gena kamusta nako ilang klase. Time to time jud nako sila gena check.” (IDI-01)*

*(What I would say is that they should truly guide the pre-service teachers and give them proper attention so they can become better teachers in the future. As a mentor, I make sure to help them and check on their classes, like I regularly follow up them for improvements.)*

His co-teacher mentioned that cooperating teacher should only provide knowledge that the PSTs require and that they should not take for granted from them. He added that one of the main duties of a cooperating teacher should be to actively assist them in classroom teaching in order to help them become excellent teachers in the future. He mentioned that:

*“Kung unsa lang dapat ang ma tun an sa PST, as much as possible mao pud dapat na among i-tudlo sailaha, kay naa man ta para mo guide sailaha, dili dapat baliwalaon or take for granted sa PST, dili kay mag hayahay rata permi. As teacher, we always be responsible saatoang mga task, like tabangan sila na mag grow para mahimong excellent teacher puhon.” (INF-01)*

*(We should teach the pre-service teachers only what they need to learn. As much as possible, that’s what we should focus on teaching them, because we are here to guide them. The pre-service teachers should not take this for granted or neglect their responsibilities. We should not just be complacent. As teachers, we must always be responsible for our tasks, such as helping them grow to become excellent teachers in the future.)*

#### ***Being Prepared About the Challenges in The Teaching Field***

Having a preparation in the teaching field is important for pre-service teacher as it help them to have a clear understanding of what to expect in a real classroom when they enter the public schools. Many of the pre-service teachers are not yet prepared and often shocked when entering the classroom schools. Thus, having a program led by experienced educators is essential for pre-service teachers to orient them about the teaching field.

During the interview, Mr. kind (pseudonym) shares his insights that there should be a program in place where the PSTs will be oriented by expert educators about the challenges in teaching field. He mentioned that.

*“They need to be informed about unsa na mga scenario ilang ma encounter inig sulod nila sa public, kay kasagaran sa mga pre-service makuratan. There should be a need of program that could really orient and support them by expert educators about sa teaching scenario.” (IDI-01)*

*(They need to be informed about the scenarios they will encounter when they enter the public schools, because most of the pre-service teachers are shocked when they enter the schools. There should be a need of program in place that could truly orient the PSTs about the teaching scenario.)*

His co-teacher confirmed his idea that exposing PSTs to real-world teaching can help them to become aware of what to expect and give them time to prepare. He acknowledged that as new mentors with limited experience in managing PSTs, they may lack the necessary knowledge to provide effective guidance. He believes that experienced teachers, who have been in the profession for a long time can offer more valuable insights and ideas, particularly in areas like student handling and classroom management, to help improve the mentoring process and support PSTs more effectively. He mentioned that:

*“Kung ma expose sila about sa outside kay ma aware pud sila ug naay time mag prepare. Kay...kaming mga newbie na mga first timer pa sa pag handle ug PST, wala pa jud kabang kaagan, wala pa jud kay knowledge ba...dapat katong mga well experienced na*

*teachers na dugay na sa serbisyo, siguro mas maka hatag pa sila sa mga PSTs ug much ug effective nga idea ba in terms of handling students, classroom managements.” (INF-01)*

*(Yes, because if they are exposed to the outside, they will become more aware and have time to prepare. And as newbies and first-timers in managing PSTs, we don't have much experience or knowledge yet. It would be better if experienced teachers who have been in service for a long time could offer more effective ideas, especially in terms of handling students and classroom management.)*

### **Promoting Open-Mindedness**

The personal aspect of a teacher includes being open-minded. By accepting the constructive criticism given by cooperating teachers, they are more likely to grow and improve their teaching skills. Being open-minded allows them to accept constructive feedback, reflect on their own methods, and make adjustments. This openness leads them build stronger relationships with their students, adapt to diverse classroom needs, and become more confident educators.

At this moment, Mr. kind (pseudonym) shares his insights that a pre-service teacher should apply the suggestions given to them in order to grow personally since it's for the benefit of the students. He mentioned that:

*“Sa mga pre-service, ang advice nako sailaha is that himuon lang nila unsa ang maayo para sa mga students. Ilahang I apply ang among gena hatag na mga suggestions to help them develop their teaching skills, because we are doing our job for the benefit of our students.” (IDI-1)*

*(To those pre-service, my advice to them is that, they should always do what is best for the students. They should apply our suggestions to help develop their teaching skills, because we are doing their job for the benefit of our students.)*

His co-teacher confirmed his idea that educators take the responsibility of managing the students, meaning that they should follow the advice of their cooperating teachers to gain insight into the actual teaching environment. He stresses the need of open-mindedness in the teaching profession, which is teachers should accept constructive feedback and apply it for their own good. He mentioned that:

*“They need to listen sa mga advice na I hatag ni cooperating teacher kay... naa gani ka diria para to learn, kung unsa jud ang actual nga teaching. Finally, just do what you love, and just love teaching. What I mean love your job and love what you're doing. Kay dili man gud siya ingana ka sayon, kay ang idea nga teaching dili lang mag tudlo-tudlo but, there are lots of things to consider.”*

*(They also need to listen to the advice given by the cooperating teacher because you are there to learn the actual practice of teaching. Finally, just do what you love and love teaching. What I mean is, love your job and love what you're doing. Teaching isn't as easy as it seems; it's not just about delivering lessons, but there are many things to consider.)*

### **Promoting Effective Collaboration**

The school head plays a significant role in collaborating to promote the development of pre-service teachers. Effective communication between school leaders aids in monitoring the progress of PSTs and ensuring they receive appropriate supervision. This collaboration entails regular check-ins, sharing input, and working together to overcome any obstacles. When school head get involved, it fosters a supportive climate that improves the mentoring process.

In the interview, Mr. Kind (pseudonym) states that there should be good communication between cooperating teacher and school heads to ensure effectiveness of mentoring. He mentioned that:

*“Naa dapat collaboration between teachers and school heads to help with us para e check ang PSTs kung kamusta sila.” (IDI-1)*

*(There should be good collaboration between cooperating teachers and school heads to help us check on the PSTs and see how they are doing.)*

His co-teacher also shares his own idea that there should indeed be collaboration between cooperating teachers and school head, whether face-to-face, to ensure they stay updated. This communication helps in tracking the progress and improvement of the pre-service teachers.

*“Having a proper collaboration is necessary whether through online or face-to-face, to help us monitor the progress of our PSTs or address any issues about mentoring. Kay para maka share ug insights and strategies that can improve the mentoring experience.” (INF-01)*

*(Having proper collaboration, whether online or face-to-face, is necessary to help us monitor the progress of our pre-service teachers and address any issues related to mentoring. This allows us to share insights and strategies that can enhance the overall mentoring experience.)*

### **Giving a Positive Impact**

Giving a positive impact on the development of pre-service teachers is one's ability. The desire to mentor is motivated by being remembered by their pre-service teachers. By making good impression, pre-service teachers were able to apply the knowledge they

gain throughout their careers.

In the interview, Mr. Kind (pseudonym) shared to me his lessons and realization, expressing that he was he was able to shape future educator by leaving impactful lessons. He mentioned that:

*“Akong realizations that time kay number one naka help ko sailaha, at least ma hinomdoman gehapon ko nila because you’ve really gave para ma ilhan ka. Number two, at least naka touch ko sailaha, naka hatag ko ug guidance sailaha. Number three is kanang happy siya nga naka tabang ka sa mga pre-service teachers.” (IDI-01)*

*(My realizations at that time are, first, I was able to help them, and at least they will remember me because I truly gave something for them to recognize me. Second, I was able to make an impact on them and provide guidance. Third, it’s a happiness to know that you’ve helped the pre-service teachers.)*

His co-teacher also expressed his realization and lessons, stating that he needs more to be firmed in mentoring pre-service teachers. He believes that if there is a more time, he could really provide more guidance and advices with his pre-service teachers. In the interview he mentioned that:

*“It is a gratefully opportunity nga ma hatagan ka ug PST. I need to be morefirm pa sa Department of education, kay dili man siya sayon nga trabaho. Also, lessons kay, dapat naapay more time para maka learn pa sa akoa ang PST. Dapat taas pa ug time ug mas lig-on pa ang communication namo. In term of strategy in handling students, I can say grateful ko saakoang PST kay nakita pa jud niya ang actual teaching.” (INF-01)*

*(It is a great opportunity to be given a PST. I need to be firmer with the Department of Education because it is not an easy job. There should be more time for the pre-service teacher to learn from me. There should be more time and stronger communication between us. In terms of strategies for handling students, I am grateful to my PST because they were able to see actual teaching.)*

## Case 2- Proficient Teacher

This case was composed of one participant and one informant. The participant is a 30-year-old high school teacher from Kapalong National High School, working under the Department of Education (DepEd), who took part in the study under the pseudonym “Perfect”. With the experience of six years of handling pre-service teacher. He faced challenges during mentoring pre-service teachers. He used various different strategies to make himself overcome the challenges. Also, he has a range of insights, including realizations and recommendations regarding mentoring pre-service teachers.

### Research Question No.1: What are the experiences of cooperating teachers in mentoring pre-service teachers?

This section presents the experiences of the participant in mentoring pre-service teachers. This includes the challenges and struggles of the participant. In the responses of the participant, there are six emerging themes that the researcher has found. The following themes are teacher centered, experiencing resistance to feedback, experiencing emotional strains in mentoring pre-service teachers, struggling in transforming their teaching style.

#### Teacher-centered

Some pre-service teachers are primarily handling the task using teacher-centered approach. It is a struggle of a mentor to transform their teaching strategies into student-centered in not forceful way.

At this point, Perfect (pseudonym) shared to me that it is hard to handle pre-service teachers who are applying teacher-center strategies in the classroom discussion. He mentioned that:

*“Some of the pre-service teacher’s kay more on teacher-centered and it’s so hard also na I transform ang ilang stragies into students centered na dili pinugos. There are times kay ang mga PST kay students-centered ilang na mugna, but the way they handle the task kay teacher centered. (IDI-02)*

*(And also, their teaching strategies, some of the pre-service teachers are more on teacher centered and it’s so hard to transform their strategies into student centered in non-forced approaches. There are times when the PSTs are student-centered, but the way they handle the task is teacher-centered.)*

His co-teacher confirmed his statement, stressing that she also encountered pre-service teachers who are teacher-centered because they insist on doing things on their way. Despite these challenges, she keeps on giving advises so many times to her PSTs to apply her suggestions and one of this is to become students-centered. She mentioned that:

*“Gena encourage nako na students-centered jud dapat. Na encounter pud nako na kay ang isa teacher-centered, siguro... mao iyahang gusto, mao tong ikapila nanako gena ingon saiyaha na i-apply ni nimo, diman jud niya ma apply, murag gena insist niya unsa iyahang gusto ba, so isa pud to nga challenge akong na encounter, pero katong isa okay lang gena apply dayun niya.” (INF-02)*

*(I suggest and encourage that it should be student-centered. I’ve also encountered the challenge of one teacher being teacher-centered, probably because that’s what they prefer. I’ve told them several times to apply a student-centered approach, but they still insisted on*

doing what they wanted. That was one challenge I faced, but the other teacher was okay and applied it right away.)

### **Experiencing Resistance to Feedback**

The challenges in mentoring includes difficulty on dealing with pre-service teachers who are not open to new suggestions and recommendations because they are too smart and they imposed their own desire and opinions.

Perfect (pseudonym) shared to me that mentoring pre-service teachers can also difficult especially when he does encounter a pre-service teacher who are not open to suggestions: He stated that:

*“Actually, there are times when mentoring pre-service teachers is so hard, kay...makita nimo na they are too smart, but they are not willing to listen to you, so ana.” (IDI-02)*

*(Actually, there are times when mentoring pre-service teachers is so hard, because you can see that they are too smart, but they are not willing to listen to you, so that's it.)*

His co-teacher also stresses the satisfaction from seeing their PST becoming good in demo teaching. However, she acknowledged the challenges of dealing with PSTs who are sometimes close-minded and that they are insisting on doing things on their way. Despite this, she continues to provide constructive feedback even if the pre-service teachers do not apply it immediately. She noted that mentoring requires patience and dedications. She stated that:

*“Close minded sila kay gena insist nila ilahang gusto...akong gena buhat pasagdan lang sa nako, pero still gena padayun gehapon ang pag hatag ug mga comments namo sailaha bahalag di nila ma apply and naa man pud part somehow na ilahang ma apply. Mag extend lang jud ka ug time aside ba mag observe ka sailaha.” (INF-02)*

*(They are close-minded because they insist on what they want. What I usually do is let them be, but I still continue giving comments, even if they don't apply them right away. There are parts, however, where they will eventually apply some of them. You just have to extend your time, aside from observing them.)*

### **Experiencing Emotional Strain in Mentoring Pre-service Teachers**

Emotional strains involve stress when encountering a pre-service teacher who are close minded. There are some pre-service teachers who are not willing to learn from their cooperating teachers as well as those who frequently complain, which can lead to emotional strain.

Perfect (pseudonym) stated in the interview that he finds it stressful when pre-service teachers refuse to learn from him because they are close-minded and some of them complain about his suggestions. He said:

*“Actually, it was not always happy, because sometimes medyo ano pud ta ma stress pud me gamay sailaha. As what I said while ago some pre-service teachers are really close minded, ug dili nila gusto na maka tuon saamo.” (IDI-02)*

*(Actually, it was not always happy because sometimes we also get stressed. As what I said while ago, some pre-service teachers are really close-minded and don't want to learn from us.)*

His co-teacher confirmed his statement by agreeing that mentoring can be stressful. Whenever the pre-service teacher unable to listen from their suggestion she felt stress because they need to extend more time to check their lesson plan, and giving feedback to them. She mentioned that:

*“Stressful jud na siya labi na di dayun ma follow, additional time na pud nimo usahay extend imong time sa pag check sailang lesson plan, kana pud pag sulti pud nimo saimong observations nila, pag suggest na mga teaching strategies.” (INF-02)*

*(It can be really stressful, especially when they don't follow instructions right away. Sometimes, you even have to extend your time just to check their lesson plans, and also when you need to share your observations with them and suggest teaching strategies.)*

### **Struggling in Transforming their Teaching Strategies**

The struggles in mentoring pre-service teachers involves difficulty in improving their teaching skills beyond basic classroom management. While they can manage students well, they find it difficult to adopt new teaching strategies when suggested. This difficulty in adapting limits their professional development. For mentors, this becomes a key challenge in guiding them toward becoming more effective educators.

In the interview, it was revealed that according to Perfect (pseudonym) as a mentor teacher it is really difficult to encounter a pre-service teacher who are having difficulty in improving teaching strategies. He stated that:

*“For me, I can really see that they are good in classroom management, pero kug mo suggest ko ug new teaching strategies like, I engage ang mga students sa group work or mangutana during lesson para guided sila, pero, mag lisod sila ug improve ana. Mao jud na akong pinaka sturrgle as a mentor.” (IDI-02)*

*(For me, I can really see that they are good in classroom management but when I try to suggest new teaching strategies like, engaging students in group work or asking questions during the lesson to guide them, but they are having difficulty with improving it, and that's what I struggle the most as a mentor teacher.)*

His co-teacher confirmed his statement by agreeing that it is really a challenging for a teacher to transform their teaching style. Instead of giving immediate feedback, she encourages self-assessment, allowing PSTs to identify their own strengths and areas for improvement. This method fosters self-reflection and growth, showing her commitment to helping them become more independent and thoughtful educators. She stated that:

*“Stuggle jud, pero naa man gd time na pag check sa LP nila imo silang adtuon then after ana mag klase niya kamustahon pud nimo. Ako man gud usually dili pako mag hatag comments kay gena pangutana pa nako ang PST, kung unsay ma sulti nila sailahang performance kung ma satisfy ba ka, unsa sa palagay nimo ang strengths nimo saimong weaknesses, so gena ingana nako sila.” (INF-02)*

*(It's a struggle, but there is time to check their lesson plans. You visit them, and after that, you check in with them. Personally, I don't give comments right always, I ask the PSTs first about their performance. I ask them if they are satisfied with it, what they think their strengths and weaknesses are. That's how I approach them.)*

### **Research Question No 2: How do cooperating teachers cope with the challenges they have encountered when mentoring pre-service teachers?**

The data obtained regarding the coping mechanism of Perfect the proficient teacher in handling pre-service teachers is summarized into four (4) Essential themes. These include the following: being committed to prepare future teachers, conducting classroom observation, seeking support from the expert, and being inspired and motivated to mentor future educators.

#### ***Being Committed to Prepare Future Teachers***

The personal aspect of cooperating teachers is having a commitment to prepare teachers for development. Despite being strict, the teacher remains focused on helping them grow and become well-prepared for their future roles. This shows a balance between maintaining high standards and providing meaningful guidance. The mentor's dedication emphasizes the importance of responsibility, and a genuine desire to see future teachers succeed.

In the interview, Perfect (pseudonym) shared to me how he copes with the challenges of mentoring pre-service teachers by having a commitment to guide pre-service teachers for growth and by having a standard in the activities to help them become excellent teacher. He mentioned that:

*“Naga stick gehapon ko saakoang core which is to help them grow and be ready someday. I remind myself why I'm doing this and unsa jud dapat nilang pwedi na ma tun-an. Even if I strict enough gusto ko gwapo ang activities para at the end of the day I know na ma feel nila na kung unsa sila thankful enough na ako ang ilang na CT.” (IDI-02)*

*(I still stick to my core, which is to help them grow and be ready someday. I remind myself why I'm doing this and to teach them what they really need to learn. Even though I am strict at times, I want the activities to be good so that, at the end of the day, I know they will feel thankful that I was their cooperating teacher.)*

His co-teacher affirmed his idea, stating that despite the struggle of guiding their pre-service teachers, they should do what is best in order to help them grow. For her, pre-service teachers should be encouraged to reflect on their post evaluations since it is a means of improving. She said that:

*“Despite sa mga stuggle, buhaton jud nimo kung unsay maayo para mag grow sila. Gena encourage dapat sila nga e reflect ilahang post evaluation kay kana na mga comments kay para man pud na sa ilahang improvement, ana lang jud, you keep encouraging for their improvements.” (INF-02)*

*(Despite the struggles, you will do what's best to help them grow. They should be encouraged to reflect on their post-evaluation because the comments are meant to help with their improvement. It's all about continuously encouraging them to improve.)*

#### ***Conducting Classroom Observation***

Conducting classroom observation during the practice teaching of pre-service teachers involves giving constructive feedback, and monitoring their performance. They believe that these strategies and techniques is very helpful for pre-service teachers to improve their teaching skills, reduce nervousness and help them realize that it's okay when being observed. It stresses the value of providing greater advice and focused attention, especially during the first month of mentoring.

In the face-to-face interview, Perfect (pseudonym) shared that his best techniques and strategies in mentoring pre-service teachers are doing observation and giving feedback. He believes that it can help them become more comfortable and confident in their teaching. In the interview he mentioned that:

*“Naga lingkod jud ko sa atubangan sa akoang PST while naga observe, and naa koy gena bitbit na papel para mag take notes and*

*comment saiyang performance. For me, I know my technique is very intimidating jud, but maybe as times goes by, at least ma realize nila na like ay okay rani, bahala naa si sir sa atubangan, so dili na sila makulbaan. Kay ako man gud nga type na teacher nga first month sa practicum ana tutok na tutok jud ko, kay dili man ko gusto gud nga dili pa kabalo mag tudlo ang PST.” (IDI-02)*

*(“I usually sit in front of my PST while observing, and I carry a paper with me so I can take notes and comment on their performance. For me, I know my technique is very intimidating, but maybe as times goes by, at least they will realize that it’s okay if I’m sitting in front of them so that they can avoid their nervousness. Because, I’m the type of teacher that in first month of their practicum I’m really focus to.)*

His co-teacher supports his statement by agreeing that she also does classroom observation of her PSTs. She emphasizes the importance of giving feedback and positive reinforcement to continue teaching without discouragement since students are hard to handle. She stated that:

*“Conducting classroom observation is important jjud during sailang teaching, naga classroom comments pud me, gena encourage lang jud namo nga dili sila ma discouraged sa pag manage sa mga bata. Gena apil pud namo ang encouragement sa mga PST na inganion pag tudlo.” (INF-02)*

*(Conducting classroom observation is important during on their teaching. We just encourage them not to get discouraged in managing the students. We also include encouragement for the pre-service teachers on how to teach in this way.)*

### **Preparing Oneself**

The participants preparation includes planning how to deliver constructive feedback and finding the best way to communicate clearly and supportively with pre-service teachers. This approach helps ensure that feedback is understood and leads to improvement. It also reflects the mentor’s dedication to being a thoughtful and effective guide. Strong communication skills can build a positive learning environment.

During the interview, the researcher asked Perfect (pseudonym) about how he prepared before taking on the role of mentor for pre-service teachers. He shared that he also makes sure to prepare himself on the best ways to provide effective feedback to his pre-service teachers. He stated that:

*“Naga prepare jud ko sakong self about unsaon nako pag hatag ug constructive feedback saakoang pre-service teachers, also unsaon nako pag communicate saila na klaro ug maka tabang pud.” (IDI-02)*

*(I really prepare myself about how I can give constructive feedback to my pre-service teachers, and also on how to communicate with them in a clear and helpful way.)*

His co-teacher confirmed his assertion by acknowledging that they really prepare before taking on the role of mentor teacher, reflecting on her previous teaching strategies that she can apply to her PSTs and stressing the value of understanding her PSTs’ abilities to understand their teaching strategies. She mentioned that:

*“Naa jud preparation, such as unsa kaha among ma impart, ug naga reflect pud me sa mga teaching strategies sa past kung unsa kaya pwedi na applicable sa ma PST na nindot i-suggest sailaha. Also, gena tan aw pud namo unsa pud ilang ma kaya kay naa man pud na silay own techniques and strategies.” (INF-02)*

*(There really is preparation involved, such as thinking about what we can impart to them, I also prepare by reflecting on what we can impart to the PSTs and considering past teaching strategies to see which ones might be applicable and useful to suggest to them. We also assess what else they are capable of because they also have their own techniques and strategies.)*

### **Seeking Support from Expert**

Seeking support together with expert educators is essential in every situation. It involves seeking advices from expert teacher to gain important insights and strategies whenever encountering challenges in mentoring pre-service teachers. By seeking help with other teacher, they were able to effectively guide their PSTs.

At this point, Perfect (pseudonym) mentioned that whenever he faces difficulties in handling his PST, he gets advices from his co-teacher on how to properly guide them. In the interview he mentioned that:

*“I tried to ask other teachers kung unsaon pag handle ug pre-service teachers and naay mga time also kanang they gave me some salient advices and knowledge na dapat inganion nimo, anion nimo sila, kay, sila lang man jud ang imong ma sampit ug tabang.” (IDI-02)*

*(I tried to ask other teachers on how to handle pre-service teachers and there is time also that they gave me some salient advices and knowledge like you should do this, you handle them like this. Because they are the only ones you can call for help*

*I tried to ask other teachers on how to handle pre-service.)*

His co-teacher affirmed his statement that she also seeks advice from other teachers. She emphasized the importance of collaborating and seeking guidance from more experienced teachers in handling PSTs. She mentioned that:

*“Oo, naga ask jjud me ug advice sa mga kapwa mentor teachers, labi natong mga daghan ug experience sa mga PSTs.” (INF-02)*  
(Yes, we really ask advice from fellow mentor teachers, especially those with more experience with the PSTs.)

### **Being Inspired and Motivated to Guide Pre-Service Teachers**

They are inspired to guide pre-service teachers because of their desire to impart knowledge and help them become effective educators. Their motivation is driven by the desire to review lesson plans and critique performance, as it helps them develop their teaching skills.

They believe that a well-structured lesson plan is crucial for effective teaching and focus on the ability of pre-service teachers to positively influence their own students.

In the interview, Perfect (pseudonym) shared that he was motivated to guide his pre-service teachers because of his desire to impart knowledge and help them become excellent teachers in their future careers. He stated that:

*“Gusto ko na ma impart jud nako akong knowledge sailaha, ug gusto lang jud ko mag mentor sailaha kay ganahan ko mag criticize sailahang mga lesson plan, ganahan ko mag check sailahang kamalian kay para ma develops sila as teacher. Dapat ingani, dapat limpyo imong lesson plan ug dapat naka justify.” (IDI-02)*

*(I want to impart my knowledge to them, and I just want to mentor them because I like to criticize their lesson plans, I like to check their mistakes so that they can develop as teachers. Your lesson plan should be clear and justify.)*

His co-teacher also supported his statement by stating that they are motivated to mentor pre-service teachers to help them create well-structured lesson plans and helps them grow as teachers. She mentioned that:

*“Okay siya para ma develops pud ilang skills to create a well-structured nga lesson plan unya mag grow pud sila, ingana man pud among na experience gud mura kuan pud ta diri helping for improving.” (INF-02)*

*(It is okay to help develop their skills in creating a well-structured lesson plan, and for them to grow as well. That’s what we experienced too, it like we’re here helping them improve.)*

### **Research Question No 3: What are the insights of cooperating teachers with regards to mentoring pre-service teachers that they can share to their peers and to the academic in general?**

This question was about the insight of the participant in dealing with mentoring pre-service teachers, including having a commitment to prepare future teachers, being prepared about the challenges in the teaching field, developing open-mindedness, promoting effective collaboration, avoiding expecting too much

#### **Guiding Teachers for Growth**

Guiding teachers for growth is essential for fostering the qualities of excellence in future educators. By offering support, understanding, and guidance, mentors can help cultivate a deep sense of empathy and commitment in their mentees, ultimately empowering them to become teachers who inspire and positively influence their students.

During the interview, Perfect (pseudonym) shared his valuable insights about mentoring pre-service teacher, highlighting the duty of a cooperating teacher to pass on knowledge and skills to the future generation of educators. He stated that:

*“I think, we just really do impart our knowledge to them, because manga wala man ta diri sa field someday, so kinsa man ang sunod saatoa? syempre katong mga teachers na gepang mentor nato. If you are an excellent teacher, mapasa nimo imong pagka excellent saimong gena mentor.” (IDI-02)*

*(I think, we just really do impart our knowledge to them, because we will disappear in this field someday, so who will be following to us? of course those teachers we’ve mentor. If you are an excellent teacher, you can pass your being excellence to the one you are mentoring.)*

His co-teacher also supported his statement by stressing the importance of observing their PSTs while they are teaching in the classroom.

She believes that there is a room for improvement, highlight ling the importance of giving necessary support and feedback in order to become excellent educators. She mentioned that:

*“For me, dapat jud na I guide sila para mahimong excellent teacher, there is a room for improvement, ug I hatag nimo unsay kailangan sa mga PST, para mahimo siyang effective teacher in the future.” (INF-02)*

*(For me, they really need to be guided in order to become excellent teachers. There is always room for improvement, and you need to provide what the PSTs need so they can become effective teachers in the future.)*

### ***Being Prepared About the Challenges in the Teaching Field***

The pre-service teachers require assistance coming from their academic heads and master teachers, who have a duty to help them understand the challenges that they may encounter in the classroom and to help them become aware of the real-world situations that they may encounter in the teaching profession.

In the face-to-face interview, Perfect (pseudonym) shares his insights by emphasizing the needs of support coming from the academic heads to prepare the unexpected challenges that the PSTs may face outside the teaching field. He stated that:

*“DepEd is very supportive man pud by just accepting the pre-service teachers saamoang school. The master teachers and academic head and school heads to also help the pre-service teachers to be aware sa mga teaching scenario na ilang ma encounter” (IDI-02)*

*(DepEd is also very supportive by just accepting the pre-service teachers in our school. The master teachers and academic head and school heads should also help the pre-service teachers to be aware about the teaching scenario that they would encounter.)*

His co-teacher agrees with him that letting aspiring educators know about the difficulties in the classroom can prevent them from being shocked. She stated that:

*“Yes, i-support jud nila ug gena pa aware sila para dili ma kuratan inig sulod sa school. Dako pud na siya ug tabang para mas prepare jud sila ug naanay idea bam ga panghitabo during sap ag tudlo.” (INF-02)*

*(Yes, they really support them and make them aware so they won't be surprised when they enter the school. It's also a big help for them to be better prepared and have an idea of what to expect during teaching.)*

### ***Promoting Open-Mindedness***

Being open-minded in teaching profession is one's ability. It entails accepting the constructive criticism in order to grow as a teacher. Being open-minded is important in order a person to grow, because being a close-minded limit a person to improve as a teacher. By staying motivated and passionate about teaching, one can adapt to the challenges and diverse needs of students.

During the interview, the participants was asked about the other important needs of pre-service teachers, Perfect (pseudonym) said that in order to grow as a teacher, pre-services need to learn and apply the helpful criticism of their cooperating teaches. He stated:

*“Ano...be open minded, dapat imong i-accept ang mga constructive criticism na i-hatag saimong CT, kay dili man ka mag grow kung close minded jud ka, and also just keep the fire burning dapat dili man gud ka mahimong excellent na pre-service teacher if dili pud ka motivated, just love what you are doing.” (IDI-02)*

*(Just be open minded, you should accept the constructive criticisms that your CT will give to you, because you won't grow if you are close minded, and also just keep the fire burning you would not become an excellent pre-service teacher if you are not motivated just love what you are doing.)*

His co-teacher affirmed this idea, by stating that they should be open-minded enough to apply the criticism given from their cooperating teachers. A teacher with an open mind performs exceptionally well in the classroom. They can acquire important insights to enhance their teaching strategies. She emphasizes the value of having an open mind. She mentioned that:

*“Oo, dapat jud, kung unsay mga constructive na mga comments sa mga mag critique, ilaha jud i-apply, kay kakita ka atong mga teacher na open minded, diba gwapo kaayo ilahang presentation.” (INF-02)*

*(Yes, it's important that they apply the constructive comments from the critiques. You can see that the teachers who are open-minded have great presentations.)*

### ***Promoting Effective Collaboration***

To ensure the success of mentoring pre-service teachers, cooperating teachers are said to need the support of university school heads. It entails sources of guidance, encouragement, and feedback to help pre-service teachers develop as individuals. This kind of assistance is crucial since it makes the mentoring process more effective.

At this moment, Perfect (pseudonym) shares his insights, emphasizing the importance of having a support from school head of colleges to add additional guidance and feedback in order to effectively mentor pre-service teachers. He said that:

*“Siguro is the support gikan sa university sa mga PSTs, kay dapat makit an pud namo na mo support pud ang mga heads sa university or sa colleges sa mga PST. Kato lang support coming from their school.” (IDI-02)*

*(Maybe is the support coming from the university of the PSTs, because we have to see also the support of the heads of the university or the colleges for the PSTs. That's it, just support coming from their school.)*

His co-teacher supports his statement by agreeing that collaboration is vital for the success of pre-service teachers. She stresses the value of providing time to meet up with university school administrators so that they can check with the PSTs. The criticism should

also be in line with CHED's guidelines. She mentioned that:

*"Naa jud untay collaboration, dapat jud unta sa colleges ba, naa pud silay time pud na i-meet up nila ang cooperating teachers. Nindot jud naay collaboration syempre naka align pud unta siya pero lahi naman gud ang curriculum ron. Unta pud ang among pag critique sa mga PST maka align pud sa CHED and dapat naay collaboration."* (INF-02)

*(There should be collaboration. Colleges should have time for the PSTs to meet with the cooperating teachers. It would be great if there were collaboration, and it should be aligned, but the curriculum has changed. I also hope that our critique of the PSTs would align with CHED's standards and that there would be more collaboration.)*

### **Avoiding expecting too much**

A teacher should be mindful of their expectations for pre-service teachers, because not all aspiring teachers may choose the same path. It is the responsibility of educators to concentrate on accomplishing their goal and fostering the development of their students, even though they do not want to pursue their future career. Despite the career path differences, their impact on students education will be remembered in the end.

At this moment, Perfect (pseudonym) expressed his realization and lessons, noting that having high expectations can lead to disappointment. He should manage his expectation that not all PSTs will take the same path. He mentioned that:

*"Dili siguro ko mag expect too much saakoang mga PST. Kay nay uban dili mo pursue sa pag maestra. Siguro you are not there but you are part of giving the knowledge also to be supportive, bisan pag wala ni sila diri naa hinomdoman gehapon sila sa mga bata."* (IDI-02)

*(I probably won't expect too much from my pre-service teachers because some of them may not pursue a career in teaching. Maybe you're not physically there, but you're still a part of providing knowledge and being supportive. Even if they're not here, the students will still remember them.)*

His co-teacher affirmed his statement by agreeing that pre-service teachers play a crucial role in the development of the students. She highlighted that pre-service teacher should do their best not just for their own but for the benefit of the learners. She mentioned that:

*"They have to do their best kay dili man pud na para sailaha kay ang learners also will learn from them, at least pud naka tabang ka sa PST."* (INF-02)

*(They have to do their best because it's not just for them; the learners will also learn from them. At least, you're helping the PST.)*

### **Case 3-Expert Teacher**

This case was composed of one participant and one informant. The participant is an Highschool DepEd teacher who has been teaching in Nicor Baltazar National High School. She is 48 years old who participated in the study under the pseudonym Super mom. With the experience of sixteen years of handling pre-service teacher. She faced challenges during mentoring pre-service teachers. She used various different strategies to make himself overcome the challenges. Also, she has a range of insights, including realizations and recommendations regarding mentoring pre-service teachers.

#### **Research Question No.1: What are the lived experiences of firefighters towards emergency response situations?**

This section provided the experiences of cooperating teachers who are mentoring pre-service teachers. This includes the challenges and struggles of the participant. In the responses of the participant, there are five emerging themes that the researcher has found. The following themes are Difficulty in lesson planning, having difficulty in mentoring pre-service teachers, experiencing emotional strains in mentoring pre-service teachers, struggling in transforming their teaching strategies.

#### **Difficulty in Lesson Planning**

A critical challenge encountered by the participant during mentoring pre-service teachers revolves around when they frequently encountered pre-service teachers who lacked the necessary skills to write effective lesson plans. Pre-service teachers often relied more on the examples provided by their cooperating teachers than on their own abilities, as some struggled to develop well-structured lesson plans. This could lead to a reliance on pre-made lesson plans, which might not be as engaging or suitable for their students.

In the one-on-one interview conducted by the researcher, the participant revealed that she finds it challenging to handle pre-service teachers who have problems with creating lesson plans. In the interview she mentioned that: In the interview she mentioned that:

*"Akoang na encountered so far gyud kay katong grabe gyud na dili kabalo mo buhat ug lesson plan. Naa diod teacher nga out of seven 7, naa jud duha nga kanang dili jud kabalo mag himo ug lesson plan. Naay time ge tagaan nako sila ug example pero ang example nako mao rapud iyang ge gamit."* (IDI-03)

*(What I've encountered so far is when someone really doesn't know how to create a lesson plan. There is a teacher who is out of seven 7, there are two who do not know how to make a lesson plan. There was a time when I gave them an example, but my example is the*

one they use.)

Her co-teacher confirmed her statements by agreeing that pre-service teachers have difficulty in aligning lesson plan with learning objectives, particularly when following the implementation of MELTS (Most Essential Learning Competencies). She points out that it can be challenging to ensure the lesson plan is aligned with these standards while simplifying the content. It is difficult for her because she has to correct them on how to create lesson plans correctly. She mentioned that:

*“Mao jud na isa sa mga challenges, ug ang isa ana kay ang alignment saimong lessons, ug learning objectives, dapat tan awon gyud nimo ang objectives kung align ba gyud siya. Challenging jud kaayo labi na karon naa tay gena follow na MELTS na essential learning competencies, diha ta naga follow, so... ikaw nga teacher mo buhat ka ug lesson plan nga align pud ani, i-simplify nimo unsay dapat nimo himuon. Mao jud na ang challenges kay imoha man i-correct, ug tudluan nimo sila bahin aning lesson plan.” (INF-03)*

*(That’s really one of the challenges, and another is the alignment of your lessons with the learning objectives. You really need to check if the objectives are aligned. It’s very challenging, especially now that we are following the MELTS. We follow that, so as a teacher, you need to create a lesson plan that aligns with it. You have to simplify what you need to do. The challenge is that you are the one who has to correct and teach them about this lesson plan.)*

### **Experiencing Resistance to Feedback**

Mentoring is also challenging for cooperating teachers especially when the pre-service teachers unable to follow the suggestions regarding teaching strategies. In addition, some are being close-minded and not willing to learn from good advice that can help them develop teaching strategies.

In the interview, Super Mom (a pseudonym) revealed that she finds it difficult to mentor pre-service who are not following her suggestions. She stated that:

*“Usahay, lisod siya kay di jud ma likayan nga naay PST nga kanang dili pud mo tuman saimong I suggest. Pag mo hatag sila ug lesson plan and naa kay mga corrections ge hatag, pero dili gehapon nila ma follow.” (IDI-03)*

*(Sometimes, it’s hard because we cannot avoid that there are PSTs who don’t follow of what you suggest. When they submit a lesson plan and you provide corrections, but they still don’t follow it.)*

Her co-teacher confirmed her statement by agreeing that pre-service teachers may have varying teaching styles and may not adhere to the suggestion of their CT. She emphasized the value of having flexibility, understanding, and continuous improvement in the mentoring process. She mentioned that:

*“Naa man gud na usahay kay usahay ang flow saimong mga lesson kay mao ni imong gena expect na mahitabo then, lahi ra saiyaha, anyway makita man gud na kay sa classroom management, makita nimo usahay na ma usab. Pero, dawaton lang gud nato kong dili niya ma follow, anyway there is a room for improvement man always, ma improve raman gehapon na siya, kung mo follow siya, so...okay ra, pero kong dili, naa man pud siyay iyahang another style niya, basta imoha ni suggest ka.” (INF-03)*

*(Sometimes this happens because the flow of your lesson may go as expected, but then it turns out differently. Anyway, you can see this in classroom management, and sometimes things change. But we just have to accept it if they don’t follow; there’s always room for improvement. It can still improve if they follow. So, it’s fine, but if they don’t, they might have their own style. As long as you make suggestions, that’s what matters.)*

### **Experiencing Emotional Strain in Mentoring Pre-Service Teachers**

Cooperating teachers also experience emotional strain during the mentoring process. This includes the feeling of stress when their responsibilities increase due to having to handle PSTs. Specifically, when they encountered a pre-service teacher who have different attitudes.

At this moment, Super Mom (pseudonym) revealed that there is emotional strain whenever she encounters the different attitudes of pre-service teachers, which require more effort to handle. She said:

*“Ma happy ka kay at the end sailahang OJT makita nako sila nga maka pasar pud. But at the same time, maka feel pud ko ug stress kay lahi-lahi man gud silag attitude. Naay uban kay willing maka tuon but their others nga dili kaayu open for improvements.” (IDI-03)*

*(I feel happy because, at the end of their OJT, I get to see them pass. But at the same time, it makes me feel stress because they have different attitude. Some are willing to learn but there are others who are not open for improvements)*

Her co-teacher also shared her experience, stating that it is also exhausting, as, in addition to mentoring pre-service teachers, they must also ensure that their lesson plans adhere to the proper format. She stated that:

*“Kapuy pud, kay imo paman i-correct, i-check pud nimo kung tama ang process sa pag buhat ug lesson, ug ang format sa lesson plan kay ila ba na follow.” (INF-03)*

*(It's exhausting because you have to correct them and also check if they are following the correct process in creating the lesson and the proper format for the lesson plan.)*

### **Struggling in Transforming their Teaching Strategies**

Mentoring pre-service teachers presents challenges, including dealing with those who struggle to adjust to new teaching techniques. If a teacher is not yet sufficiently confident and proficient in their own teaching abilities, adjusting to new techniques can be difficult.

Another participant reported a notable struggle when mentoring pre-service teachers (PSTs). Super mom (pseudonym) mentioned that it's hard to handle PSTs who are still struggling to improve their classroom teaching. She said:

*"Mga PSTs na mag lisod pa kaayo sa pag improve sailang teaching style. Mag lisod pa sila ug align sa ilang lesson plan ug mag hatag ug mga engaging activities during lessons. Naa pud mga hawod kaayo when it comes to demo teaching mga hawd kayo sila sa pag incorporate ug mga activities, and at least naa pud me ma learn sailaha, ug give and take jud siya nga relationship."* (IDI-03)

*(Those PSTs that are having difficulty with improving their teaching style. They struggle in aligning their lesson plans and provide engaging activities during lessons. There are also some PSTs that are good in incorporating activities when it comes to demo teaching, and I can also learn from them, which is really a give and take relationship.)*

Her co teacher also expressed her statement that pre-service teachers need more to improve their classroom management. They should impose authority to their students. She stated that:

*"Sa classroom management kailangan pa i-improve, dili paman sila ka impose ug authority kay usahay mag duha-duha pa man sila. Akoang gena ingon sa uban nga ipa kita jud nga strict ang pag manage nila."* (INF-03)

*(Classroom management needs improvement. They are not yet able to impose authority because sometimes they still have doubts. I always tell others to show that they are strict in managing the classroom.)*

### **Research Question No 2: How do cooperating teachers cope with the challenges they have encountered when mentoring pre-service teachers?**

During the second question, participant was asked about their strategies for coping with the challenges from mentoring pre-service teacher. It was revealed that the participant employs various strategies and techniques to overcome these difficulties. There are five emerging themes post-assessment, conducting classroom observation, preparing oneself, seeking support from the expert, and being inspired and motivated to mentor pre-service teachers

#### **Post-assessment**

The post-assessment phase of mentoring pre-service teachers involves calling their attention after class. This phase involves teachers discussing and evaluating the performance of their pre-service teachers in the classroom. It focuses on how well they managed each student, addressing any challenges they faced, and identifying areas of difficulty. Additionally, it encourages reflection on what actions can be taken to improve if any issues arise.

During a face-to-face conversation, the researcher asked the participant how she coped with the challenges she had experienced. Super Mom (pseudonym) shared that she applies post-assessment when mentoring pre-service teachers to evaluate their performance, identify the areas where they struggle the most, and determine ways to enhance their performance.

*"Akong gena pa tawag jud ilang attention. So as much as possible every after sailang klase gina patawag jud sila and pagka human hisgutan ang ilahang mga experiences kung how well they manage the classroom, handle the students and class and asa pud sila medyo nag lisod para maka balo sila ay ingani diay sunod dili na koni buhaton."* (IDI-03)

*(I really call for their attention. So as much as possible, right after their classes, they are called in, and then they discuss their experiences on how well they manage the classroom, handle the students, and the class, as well as where they struggled the most so that they will know what not to do next time.)*

Her co-teacher confirmed her idea that they do conduct post-assessment when mentoring pre-service teachers. It involves a checklist for the pre-service teachers, and she also provides feedback to them. The checklist and feedback are important because they help the pre-service teachers understand their performance and guide them in areas where they need to improve.

*"Naa man silay checklist, naa silay evaluation sheets. Akoang gina gamit ani para ma overcome ang challenges. kay naa kay check list then gamitan lang nimog feedbacking, mo feedback ra pud gud ka para maka hibalo pud sila sailang performance."* (INF-03)

*(They have a checklist and evaluation sheets. I use these to overcome challenges because with a checklist, you can provide feedback. Giving feedback helps them become aware of their performance.)*

#### **Conducting Classroom Observation**

One of the best strategies to improve a teacher's performance is by regularly conducting classroom observation. Through observation,

a teacher can determine what went well and what went wrong, especially when the pre-service teacher feels hesitant about teaching. By doing this, it can identify ways to improve as teachers.

In the interview, Super Mom (pseudonym) shared that one of her best strategies for effectively mentoring her pre-service teachers is by observing their classroom performance. She said that:

*“I conduct classroom observations pag mag tudlo sila. After ana, gina follow up dayun nako ug feedbacking. Kay at least para ma assesses sila about what went well and what went wrong. Mo ana sila nga “naulaw man gud ko ganina ma’am” para dili na ma balik usab.” (IDI-03)*

*(I conduct classroom observations while they are teaching. After that, I follow it up with a feedback session. At least it would assess them about what went well and what went wrong. They would say, ‘I was embarrassed earlier, ma’am,’ so that it won’t happen again.)*

Her co-teacher agreed with her that observation is effective in assessing the performance of their PSTs. She also uses the same technique, such as assessing her PSTs’ classroom management and how they handle pupils, particularly when some may not be paying attention. Through these assessment techniques, they are able to help the PST acquire effective teaching strategies.

*“Isa pud sa mga techniques nga gusto pud nako na strategies nga ma share pud nako kay I asses ilahang classroom management nila, unsaon pag manage sa classroom kay ang mga bata kay dili maminaw ang uban.” (INF-03)*

*(One of the techniques and strategies I would like to share is to assess their classroom management skills, specifically how they manage the classroom, because some students don’t listen.)*

### **Preparing Oneself**

Mentoring pre-service teachers requires preparation, including preparing the lesson plan and competencies to offer, as well as preparing oneself to address any challenges they may encounter during the mentoring process. Lesson plans are crucial because they act as a roadmap for instruction, and developing competencies helps in the development of teaching abilities that meet the necessary standards.

At this point, the researcher asked Super Mom (pseudonym) about her preparation before mentoring pre-service teachers. She said that she prepares the lesson plans and competencies to give to her PST and also prepares herself for the challenges that may arise when mentoring pre-service teachers.

*“Naga prepare pud ko sa mga lessons mga competencies na i hatag pud sailaha. Ako pud mismo mag ready pud ko saakoang self na hala another struggle napud ni as a CT.” (IDI-03)*

*“I also prepare my lessons and competencies that I will give to them. I also prepare myself, because this is another struggle as a CT.)*

Her co-teacher confirmed her statements, emphasizing that it is really important to prepare before accepting the responsibility of being a mentor. She added that it is necessary to understand and define the capabilities of each pre-service teacher, to know their limits, so that one can be aware of what still needs improvement and better assist them in enhancing their teaching style.

*“Mag prepare jud before mo accept sa responsibility. Dapat ma define gyud nimo kung asa ra pud siya kutob ug unsa pud ka para niya, so mag tinabangay mo both. Mo tabang ta para niya saiyahang kaayuhan na ma improve iyahang teaching style, so, ingana dako jud ang responsibilidad as a mentor jud.” (INF-03)*

*(You should prepare before accepting the responsibility. You need to define your role and understand their limits, as well as what you can do for them, so that you can work together. We help them for their own benefit, to improve their teaching style. Being a mentor comes with a great responsibility.)*

### **Seeking Support from Expert**

Collaboration is important whenever problems arise while handling pre-service teachers. This involves collaborating with other co-teachers and the school head. Cooperating teachers can also benefit from meeting halfway to check in on each other’s progress with their pre-service teachers. They collaborate to address any issues they encounter and provide each other with feedback to help resolve problems.

In a one-on-one interview, Super Mom (pseudonym) said that she collaborates with her co-teachers, cooperating teachers, and the school head when she encounters problems during the mentoring of pre-service teachers. This involves giving each other feedback to solve any issues.

*“Naga collaborate ko saakoang mga co-teachers and school head. Kaming mga CT pud naga meat halfway me like naga communicate me kung kamusta amoang pag handle sa mga pre-service teachers. As much as possible, naga communicate me then mao ni ang mga comments sa mga teachers basin pwedi nato ni ma usab.” (IDI-03)*

*(I collaborate with co-teachers and school head. We, as CTs, also meet halfway and communicate with each other about how we are handling our pre-service teachers. As much as possible, we communicate and these are the comments from the teachers that we might*

be able to change.)

Her co-teacher confirmed her idea, emphasizing that there is indeed collaboration among the teachers to listen to each other's concerns. She believes that through listening to each other, they can identify what still needs improvement and what strategies should be changed. This is what she refers to as sharing ideas with one another.

*"Ingana gyud maminaw ta ug mao nay gena tawag nga maminaw sa usag-usa. Magaminaw kay sa pag paminaway diha ta maka hibalo kung unsa pa uban na i-improve, unsay dapat pang usabon balo sharing of ideas jud."* (INF-03)

*"That's right. We should listen, and that's what we call listening to each other. By listening, we can learn what else needs improvement and what should be changed. It's really about sharing ideas."*

### **Being Inspired and Motivated to Mentor Pre-Service Teachers**

They are inspired to teach and guide pre-service teachers to see them succeed as educators and to be remembered as a source of inspiration for offering advice on continuing their journey as teachers. It emphasizes the importance of helping pre-service teachers for their professional growth.

During the interview, Super Mom (pseudonym) express her motivation that she is inspired to mentor pre-service teachers so that, in the future, they will remember her as one of the people who inspired them to continue their journey as teachers. She stated that:

*"Akong motivations is kuan at least ma remember pud ko nila na maka ingon sila nga hay... si ma'am jud tong naka tudlo saakoa na magpa dayon jud ko ug maestra. At least, naa koy na help sailaha as a mentor."* (IDI-03)

*(My motivation is that at least they would remember me as the one who taught them and encouraged me to continue being a teacher. At least, I was able to impart my knowledge to them as a mentor.)*

Her co-teacher also shares her motivation to mentor pre-service teachers, emphasizing the importance of teaching with heart to make the process of guiding them easier. She was inspired to support future educators for the betterment of their profession.

*"To teach with the heart, always mo tudlo nga naa jud gikan saimong kasing-kasing para sayun ra ang pag pa nudlo. Ma motivates ta para sa kaayuhan, devotion man gud gehapon ning pag pa nudlo, teaching is devotion."* (INF-03)

*(To teach with the heart means always teaching with genuine passion, so that it becomes easier to impart knowledge. We can be motivated for the greater good, as teaching is truly a form of devotion.)*

### **Research Question No 3: What are the insights of cooperating teachers with regards to mentoring pre-service teachers that they can share to their peers and to the academic in general?**

During the third questions, the participants was asked to share their Insights about their experiences and facing challenges as cooperating teacher. The researcher established five emerging themes: guiding teachers for growth, being prepared about the challenges in the teaching field, promoting open-mindedness, promoting effective communication and collaboration, and having long patience.

#### **Guiding Teachers for Growth**

It is the responsibility of a cooperating teachers to foster the professional and personal development of pre-service teachers. This involves more than just observation, it requires active engagement, empathy, and the cultivation of a supportive learning environment. By teaching with care and kindness, mentor teachers help PSTs build confidence, improve skills, and prepare for the realities of the teaching profession.

At this moment, Super Mom (pseudonym) express that as a mentor teacher, one should give their best and teach pre-service teachers well to help them and monitor their growth, so that in the future, they can become excellent teachers themselves.

*"Dapat e hatag namo among best na guidan namo ang mga PSTs. Naa sila diri kay para ma tabangan pud sila and ma monitor pud ang ilang growth, kay puhon sila raman gud ang mo puli saamo, mahimo silang mga future educators."* (IDI-03)

*(We should do our best to guide our PSTs. They are here to be guided and to be monitored their growth, because eventually, they will be the ones to replace us and they could be our future educators.)*

Her colleagues also express her opinion that as a mentor teacher, one should accept the weaknesses and shortcomings of their pre-service teachers, as there is always room for improvement. It is important to understand these areas for growth so that the teaching process can be remembered and continually improved.

*"I-accept kung unsay mga weakness, mga short comings sa mga pre-service teachers nato, anyway they are in learning paman, pero kung naana sila sa field, mahinomdoma nila atong gena pang tudlo, so... mao na akong gena hagit sailaha kanunay na atoa lang jud sabton, i-understand lang jus nato na dili ta versatile kanang... mo sabot rata."* (INF-03)

*(Accept the weaknesses and shortcomings of our pre-service teachers, as they are still in the learning process. However, once they are*

*in the field, they will remember what we have taught them. So, that's what I always challenge them with: we just need to understand that we may not be versatile, but we can still be understanding.)*

### **Being Prepared About the Challenges in the Teaching Field**

To become prepared about the challenges in the teaching field, one must be exposed to the real-life demands of the profession while under the guidance of experienced mentors. This involves exposure to classroom management skills, adapting to diverse learners, and learning to respond to shortcoming. This preparation is essential, as it benefits their future performance but also contributes positively to the educational system, including institutions like the Department of Education (DepEd).

In the face-to-face interview, Super Mom (pseudonym) shares his insights that pre-service teachers should be supported by educators to help them become aware of the expected challenges in the classroom. She stated that:

*"Dapat mo continue sila ug support sa mga PSTs, as much as possible gena pa prepare nila sila about teaching environment kay dako manag tabang sa DepEd. kay mo abot man jud ang panahon na mahimo pud silang mga educators puhon." (IDI-03)*

*(They should continue to support the PSTs, so much as possible the PSTs should be prepared of teaching environment, because it would greatly help DepEd. Eventually, the time will come when they will become educators as well.)*

Her co-teacher also supported the idea that they should follow a process in guiding pre-service teachers and continue helping them prepare for unexpected challenges. She mentioned that:

*"Sa kana nga process dapat jud na siya i-follow, i-continue nila ang pag support sa mga pre-service teachers. Kay kung I support nato sila, mas ma build ilang confidence ug naa nay idea unsaon pag face ana nga challenges sa teaching profession, which is mas ma aware sila." (INF-03)*

*(In that process, it is important to follow it and continue supporting the preservice teachers. When we support them, they build their confidence and gain a ideas on how to face the challenges of the teaching profession, which help them become more aware.)*

### **Promoting Open-Mindedness**

To become an effective teacher, one must be open in applying teaching strategies that meet students' evolving needs and demonstrate a willingness to explore new approaches. This includes using engaging, interactive materials, such as videos, digital tools, and hands-on activities that make learning enjoyable for students. By embracing open-mindedness teachers develop creativity and adaptability among student's needs.

During the interview, Super Mom (pseudonym) emphasizes the step to become an effective teacher, one must apply teaching strategies that involve interactive videos that suit the students. She stated that:

*"Dapat i-follow nila ang among gena ingon na mga strategy saila, i-apply jud nila. Teaching strategy ug style nga mag suit sa mga bata karon, kay ang generation karon kay lahi na, dili na sila traditional gusto na silag mga video interactive na ilang gusto na learning. As much as possible every lesson naa jud dapat materials." (IDI-03)*

*(They should follow the strategies that we give to them; they should apply it. Teaching strategy and style that will suit today's children, because the generation now is different, they no longer into traditional, they want interactive videos that they want to learn. As much as possible every lesson there are materials.*

Her co-teacher affirmed her idea, stressing the importance of incorporating Information and Communication Technology (ICT) during classroom discussions. This involves integrating PowerPoint presentations in every discussion and using interactive games during motivational activities to make learning more engaging for the students.

*"Ang ma suggest nako is always use na i-incorporate na jud nila ang ICT, mao namana ang mga bata ron kay wala naman ta ato bitay-max na mga karaan nga style, karon ICT na jus siya, integrate na jud siya dapat sa lesson, mo gamit ta ana sa power point kay ganahan naman sila sa mga ingana kay interactive ug kanang mga games, interactive pud nga ma gamit during motivations." (INF-03)*

*(My suggestion is to always incorporate ICT. That's what the kids are used to now because we no longer use the outdated methods. Today, ICT should really be integrated into the lessons. We can use tools like PowerPoint because they enjoy those, as they are interactive. Even games that are interactive can be used during motivation activities.)*

### **Promoting Effective Collaboration**

Effective collaboration between cooperating teachers and school heads is essential to a successful mentoring program. This includes regularly checking the CT and providing resources, clear expectations, and opportunities for joint problem-solving. By doing this collaboration, mentors can address frequent errors and clarify teaching practices together. This shared approach can develop cohesive learning community and ensures that both PSTs and CTs receive the support they need to thrive.

During the face-to-face interview, Super Mom (pseudonym) shares her insight that school heads should provide support to cooperating teachers. They should be the ones to back them up if there are any errors in the mentoring process. She said that:

*“Usahay ang isaka problema sa CT kay ang iyahang school head, kay dili pud kaayo mo back up ba. Dapat tabangan ug e widen pud sa school head. At least maka try pud sila ug mag address ug frequency of error.” (IDI-03)*

*(Sometimes one problem of the CT is their school head because they don't really back up them. The school head should help and also broaden their support. At least they should try to address the frequency of error.)*

Her master teacher also shares her statement, emphasizing that there should always be support from the school head, as they provide essential assistance. She believes that this is crucial for effectively handling PSTs and ensuring successful mentoring.

*“Kailangan jud kanunay naay support coming from the school head, both gikan didto ug gikan pud diri, unya... maro ra jud na ang pinaka importante mo tabang sila saamoa kung naa may mga issue, mao jud na ang kailangan namo na need labi na kung cooperative pud ang school.” (INF-03)*

*(It is really necessary to always have support from the school head, both from there and from here. That is the only important thing, they assist us whenever there are any issues. That's exactly what we need, especially when the school is cooperative as well.)*

### **Having a Patience**

As a cooperating teacher, despite the struggles that may arise, particularly when PSTs encounter problems with lesson planning, it is important to have a great deal of patience. Teaching without patience is difficult, especially when it requires a deeper understanding and more support for pre-service teachers.

At this point, Super Mom (pseudonym) shares her insights that mentoring pre-service teachers requires great patience and compassion toward the students. In the interview, she said:

*“Maka happy siya nga naka share ko saakong mga knowledge. I myself pila nako ka years sa DepEd syempre gusto pudko na ma impart pud akong na hibal an sailaha, specially sa lesson planning Kay usually mao jud ni problema sailaha. Also, kaning teaching process nila sa classroom. As a teacher, dapat taas ka ug pasensya. Mag extend jud kag patients kay lisod kaayo wala kay taas na patient sa kinabuhi labi na jud maestra ka.” (IDI-03)*

*(It makes me happy to share my knowledge. I've been with DepEd for several years now, and of course, I want to impart what I've learned to others, especially in lesson planning, because that's usually one of the biggest challenges for them. Also, the teaching process in the classroom. As a teacher, you really need to have a lot of patience. You have to extend your patience because it's very difficult if you don't have enough patience in life, especially if you're a teacher.)*

Her co-teacher also shares her lessons and realizations, noting that she can see in the PSTs what she experienced in the past. She believes that overcoming challenges is possible, and that teachers should continue pushing forward. She stated that:

*“Makita pud nako sailaha nga ingani pud ko sauna, so... kung unsa pud ilahang kalisod nga naagian karon naagian pud na nako sauna, pero, pag tagumpayan basta mo padayun lang jud.” (INF-03)*

*(I can also see in them what I was like before, so... whatever hardships they are facing now, I have also gone through them before. But they will succeed as long as they keep going.)*

### **Cross-Case Analysis**

Case studies provide opportunity to investigate and understand the experiences, difficulties, coping mechanisms, and insights as cooperating teachers who are mentoring pre-service teachers in DepEd high school around Davao del Norte. Also, to investigate the similarities and differences that exist between people in different lenses. By tying the conclusions from specific case experiences to the research questions and making inferences about comparable events, the examples provide an opportunity for investigation (Baxter, 2008).

In addition, case studies have been largely used in the social sciences and have been found to be especially valuable in practice-oriented fields such as education, management, public administration, and social work. It was understood that this case study design was a genuine manner of representing the realities that the participants' experience in their lives, giving deeper understanding of the current psychological phenomena. Thus, interviews allowed the researcher to address the phenomenon profoundly, providing a space of aperture for the informants to express their experiences in detail approaching reality as faithfully as possible. It was to understand the essence of the experience that participants share with a common ground. Hence, participants will bring out their subjective and objective experiences (Mills et al., 2010).

The chapters from chapter 4 up to chapter 6 disclose the experiences of cooperating teachers who are mentoring pre-service teachers. Also, reveal the coping mechanisms and strategies of the participants in overcoming difficulties and challenges. Moreover, it also presents the different insights of the participants that can be shared with others. Further, it also emphasized the different themes coming from the statements given by the participants.

## Research Question No.1: What are the experiences of cooperating teachers in mentoring pre-service teachers?

This section provided the experiences of cooperating teachers after the responses of the participant in this example was coded, the researcher identified three emergent themes. The themes were: experiencing resistance to feedback, experiencing emotional strains in mentoring pre-service teachers, struggling in transforming their teaching style, in which the researcher reflected and analyzed.

Table 2. *Experiences of Cooperating Teachers who are Mentoring Pre-service Teachers*

<i>Emerging Themes</i>	<i>Core ideas</i>
Experiencing Resistance to Feedback	<ul style="list-style-type: none"> <li>• “It’s so hard because especially when I encountered a pre-service teachers who were not open to suggestions, even I explained to them many times what they needed to do, they still insisted on doing things they want.” – IDI01</li> <li>• “Actually, there are times when mentoring pre-service teachers is so hard, because you can see that they are too smart, but they are not willing to listen to you so that’s it.” – IDI02</li> <li>• “Sometimes, it’s hard because we cannot avoid that there are PSTs who don’t follow of what you suggest. When they submit a lesson plan and you provide corrections, but they still don’t follow it.” – IDI03</li> </ul>
Experiencing Emotional Strain in Mentoring Pre-service teachers	<ul style="list-style-type: none"> <li>• “The experience is good because I was able to help and guide them. However, there are times when it is tiring and stressful because your responsibilities towards the students increase.” – IDI01</li> <li>• “Actually, it was not always happy, because sometimes we also get stressed. As what I said while ago, some pre-service teachers are really close-minded and don’t want to learn from us.” – IDI2</li> <li>• “I feel happy because, at the end of their OJT, I get to see them pass. But at the same time, it makes me feel stress because they have different attitude. Some are really wanted to learn but there are others who are very passive.” – IDI03</li> </ul>
Struggling in Transforming their Teaching Strategies	<ul style="list-style-type: none"> <li>• “The struggle I have with pre-service teachers is giving them advice to enhance their teaching skills, because they are still new to the teaching field. I try suggesting them to use engaging activities and engage with the students, but they still struggle.” – IDI01</li> <li>• “For me, I can really see that they are good in classroom management but when I try to suggest new teaching strategies like, engage students in group work or asking questions during the lesson to guide theme, but they are having difficulty with improving it, and that’s what I struggle the most as a mentor teacher.” – IDI02</li> <li>• “Those PSTs that are having difficulty with improving their teaching strategy. They struggle to align their lesson plans and provide engaging activities during lessons. Some PSTs are good in incorporating activities when it comes to demo teaching, and I can also learn from them, which is really a give and take relationship.” – IDI03</li> </ul>

### *Experiencing Resistance to Feedback*

Resistance to feedback among pre-service teachers happens when their PSTs ignore constructive suggestions from their mentor, even after clear explanations. This resistance includes insisting on their own approaches, being close-minded, and showing reluctance to adapt teaching strategies. Such behavior challenges the cooperating teacher’s role, as it hinders the mentee’s professional growth and delays the development of effective instructional skills.

The participant shares and identifies the challenges he faced as a cooperating teacher, sometimes it is challenging for him to handle the PST because of his many responsibilities. He said:

*“Lisod siya specially when I encountered a pre-service teacher nga dili open ug suggestions, bisan how many times nako siya gena explaine unsa ilang buhaton, gena insist nila ug buhat ilang gusto.” (IDI-01)*

*(It’s so hard because especially when I encountered a pre-service teacher who were not open to suggestions, even I explained to them many times what they needed to do, they still insisted on doing things they want.)*

Additionally, Perfect (pseudonym) identifies his challenges during mentoring pre-service teacher. According to him, it is difficult to handle a PSTs who are not willing to listen to his suggestions and are not ready to take advice. He said:

*“Actually, there are times when mentoring pre-service teachers is so hard, kay...makita nimo na they are too smart, but they are not willing to listen to you so ana.” (IDI-02)*

*(Actually, there are times when mentoring pre-service teachers is so hard, because you can see that they are too smart, but they are not willing to listen to you so that’s it.)*

In addition, Super mom (pseudonym) shares her challenges when mentoring pre-service teachers. One of the challenges for her is when the PSTs is unable to follow the suggestions regarding creating a lesson plan. She said that:

*“Usahay, lisod siya kay di jud ma likayan nga naay PST nga kanang dili pud mo tuman saimong i-suggest. Pag mo hatag sila ug*

*lesson plan and naa kay mga corrections ge hatag, pero dili gehapon nila ma follow.” (IDI-03)*

*(Sometimes, it’s hard because we cannot avoid that there are PSTs who don’t follow of what you suggest. When they submit a lesson plan and you provide corrections, but they still don’t follow it.)*

### **Experiencing Emotional Strains in Mentoring Pre-Service Teachers**

Cooperating teachers often experience emotional strain when mentoring pre-service teachers, aside of the feeling of happy in guiding future teachers, but they can feel stressed when the responsibilities increase. They feel stress when they require extra time and energy to support students who display close-mindedness or who complain to suggestions.

In the one-on-one interview conducted by the researcher, Mr. Kind (pseudonym) shared that he feels stressed due to the multiple responsibilities he handles as a mentor teacher. He stated:

*“The experience is good, kay naka tabang ko ug naka guide ko sailaha. However, naay times nga kapoy siya ug ma stress ka kay ma dungagan imong responsibility sa students.” (IDI-01)*

*(The experience is good because I was able to help and guide them. However, there are times when it is tiring and stressful because your responsibilities towards the students increase)*

In addition, Perfect (pseudonym) shared that mentoring is not always a happy experience; she also experiences stress, especially when the pre-service teachers are close-minded. She said:

*“Actually, it was not always happy, because, sometimes medyo ano pud ta ma stress pud me gamay sailaha. As what I said while ago some pre-service teachers are really close minded, ug dili nila gusto na maka tuon saamo.” (IDI-02)*

*(Actually, it was not always happy because sometimes we also get stressed. As what I said while ago, some pre-service teachers are really close-minded and don’t want to learn from us.)*

According to Super Mom (pseudonym), although she feels happy when handling pre-service teachers, she can also feel exhausted, especially when they have different attitudes that are difficult to handle.

*“Ma happy ka kay at the end sailahang OJT makita nako sila nga maka pasar pud. But at the same time, maka feel pud ko ug stress kay lahi-lahi man gud silag attitude. Naay uban kay willing maka tuon but their others nga dili kaayu open for improvements.” (IDI-03)*

*(I feel happy because, at the end of their OJT, I get to see them pass. But at the same time, it makes me feel stress because they have different attitude. Some are willing to learn but there are others who are not open for improvements.)*

### **Struggling in Transforming Their Teaching Strategies**

Struggling in transforming their teaching strategies refers to the difficulty cooperating teachers face when helping pre-service teachers shift from basic instructional methods to more dynamic and student-centered approaches. This includes challenges such as the limited experience of PSTs, hesitation to adopt new strategies, and difficulty applying engaging activities in real classroom settings, all of which hinder the development of more effective and responsive teaching strategies.

During the interview, Mr. Kind (pseudonym) said that he finds it challenging to give pre-service teachers advice, particularly when his PSTs are having difficulty applying the suggestions he gives. He said:

*“Ang struggle jud nako sa mga pre-service kay kanang mag give ug advice saila unsaon pag enhance ilahang teaching skills kay bag-o paman jud na sila sa teaching field. Naga try ko ug suggest sailaha na mo gamit ug engaging activities and engage sa mga bata, pero mag lisod gehapon sila.” (IDI01)*

*(The struggle I have with pre-service teachers is giving them advice to enhance their teaching skills, because they are still new to the teaching field. I try suggesting them to use engaging activities and engage with the students, but they still struggle.)*

Additionally, other participants shared the notable struggle in transforming the teaching style of a pre-service teachers. He mentioned that he struggles when the PSTs constantly complain about his suggestions regarding classroom teaching. Perfect (pseudonym) conveyed the following statement during the interview:

*“For me, I can really see that they are good in classroom management, pero kug mo suggest ko ug new teaching strategies like, I engage ang mga students sa group work or mangutana during lesson para guided sila, pero, mag lisod sila ug improve ana. Mao jud na akong pinaka sturggle as a mentor.” (IDI-02)*

*(For me, I can really see that they are good in classroom management but when I try to suggest new teaching strategies like, engaging students in group work or asking questions during the lesson to guide them to them they are having difficulty with improving it, and that’s what I struggle the most as a mentor teacher.)*

Another participant reported a notable struggle when mentoring pre-service teachers (PSTs). Super mom (pseudonym) mentioned that it's hard to handle PSTs who are still struggling to improve their classroom teaching. She said:

*“Mga PSTs na mag lisod pa kaayo sa pag improve sailang teaching style. Mag lisod pa sila ug align sa ilang lesson plan ug mag hatag ug mga engaging activities during lessons. Naa pud mga hawod kaayo when it comes to demo teaching mga hawd kayo sila sa pag incorporate ug mga activities, and at least naa pud me ma learn sailaha, ug give and take jud siya nga relationship.” (IDI-03)*

*(Those PSTs that are having difficulty with improving their teaching style. They struggle in aligning their lesson plans and provide engaging activities during lessons. There are also some PSTs that are good in incorporating activities when it comes to demo teaching, and I can also learn from them, which is really a give and take relationship.)*

### **Research Question No. 2: How do cooperating teachers cope with the challenges they have experienced when mentoring pre-service teachers?**

In the second question, participants were asked how they cope with the challenges they have experienced. In the responses of the participants, the researcher identified four themes in the coding process, which are: conducting classroom observation, preparing oneself, seeking support from the expert.

**Table 3. Coping Mechanism of Cooperating teachers with their challenges they have experienced in mentoring pre-service teachers**

<i>Emerging Themes</i>	<i>Supporting Statements</i>
Conducting Classroom Observation	<ul style="list-style-type: none"> <li>• “What I do is observe them regularly, like about how they deliver their lessons and how they engage with the students. After that I provide feedback on their performance. I also tell them to incorporate engaging activities.” – IDI01</li> <li>• “I usually sit in front of my PST while observing, and I carry a paper with me so I can take notes and comment on their performance. For me, I know my technique is very intimidating, but maybe as times goes by, at least they will realize that it's okay if I'm sitting in front of them so that they can avoid their nervousness.” – IDI02</li> <li>• “I conduct classroom observations while they are teaching. After that, I follow it up with a feedback session. At least it would assess them about what went well and what went wrong. They would say, “I was embarrassed earlier, ma'am,” so that it won't happen again.” – IDI03</li> <li>• “I really prepare myself by reflecting on my weaknesses as a mentor because this helps me identify the areas I need to improve, so I can guide them more effectively.” – IDI01</li> </ul>
Preparing Oneself	<ul style="list-style-type: none"> <li>• “I really prepare myself about how I can give constructive feedback to my pre-service teachers, and also on how to communicate with them in a clear and helpful way.” – IDI02</li> <li>• “I also prepare my lessons and competencies that I will give to them. I also prepare myself, because this is another struggle as a CT.” – IDI03</li> <li>• “I seek advice from those seasoned teachers who have been working for a long time. I asked for their advice whenever I have difficulty in handling the PSTs, so I seek advice from them like, “Ma'am, what should I do in this situation?”. – IDI01</li> </ul>
Seeking Support from Expert	<ul style="list-style-type: none"> <li>• “I tried to ask other teachers on how to handle pre-service teachers and there are time also that they gave me some salient advices and knowledge like you should do this, you handle them like this. Because they are the only ones you can call for help.” – IDI02</li> <li>• “I collaborate with co-teachers and school head. We, as CTs, also meet halfway and communicate with each other about how we are handling our pre-service teachers. As much as possible, we communicate and these are the comments from the teachers that we might be able to change.” – IDI03</li> </ul>

### **Conducting Classroom Observation**

Conducting classroom observation involves monitoring how pre-service teachers deliver lessons and interact with students to assess their teaching effectiveness. Cooperating teachers often use note-taking and direct observation to identify both strengths and areas for improvement.

In his statement during the interview, Mr. kind (pseudonym) mentioned that his techniques in mentoring pre-service teachers were doing observation during their classroom teaching and suggesting them to incorporate engaging activities. He said:

*“Ang gena buhat nako kay gena observe nako sila permi, like, about sailang pag deliver sa klase, ilang engagement sa mga bata. After ana, naga hatag ko ug feedback sailing performance. Gena ingnan nako sila na mag incorporate ug engaging activities.” (IDI-01)*

*(What I do is observe them regularly, like about how they deliver their lessons and how they engage with the students. After that I provide feedback on their performance, I also tell them to incorporate engaging activities.)*

Moreover, Perfect (pseudonym) shared that his strategy involves sitting in front of the pre-service teacher while taking notes to closely monitor their performance. Although he admits it may seem intimidating, he believes it helps PSTs become more focused and gradually overcome their nervousness.

*“Naga lingkod jud ko sa atubangan sa akoang PST while naga observe, and naa koy gena bitbit na papel para mag take notes and comment saiyang performance. For me, I know my technique is very intimidating jud, but, maybe as times goes by, at least ma realize nila na like ay okay rani, bahala naa si sir sa atubangan, so dili na sila makulbaan. Kay ako man gud nga type na teacher nga first month sa practicum ana tutok na tutok jud ko, kay dili man ko gusto gud nga dili pa kabalo mag tudlo ang PST.” (IDI-02)*

*(I usually sit in front of my PST while observing, and I carry a paper with me so I can take notes and comment on their performance. For me, I know my technique is very intimidating, but maybe as times goes by, at least they will realize that it's okay if I'm sitting in front of them so that they can avoid their nervousness. Because, I'm the type of teacher that in first month of their practicum I'm really focus to.)*

During in the one-on-one interview, Super Mom (pseudonym) shared that her strategy involves observing pre-service teachers during lessons and providing immediate feedback. She believes this helps them identify areas for improvement, she believes this helps them identify areas for improvement, even if it initially makes them feel embarrassed. She said:

*“I conduct classroom observations pag mag tudlo sila. Afer ana, gina follow up dayun nako ug feedbacking. Kay at least para ma assesses sila about what went well and what went wrong. Mo ana sila nga “naulaw man gud ko ganina ma'am” para dili na ma balik usab.” (IDI-03)*

*(I conduct classroom observations while they are teaching. After that, I follow it up with a feedback session. At least it would assess them about what went well and what went wrong. They would say, ‘I was embarrassed earlier, ma'am,’ so that it won't happen again.)*

### **Preparing Oneself**

To effectively mentor pre-service teachers, preparation is important as it ensures that cooperating teachers are equipped to provide the support and guidance their mentees need. This includes reflecting on personal weaknesses, preparing lesson materials and competencies, and developing strategies for giving clear and constructive feedback. Cooperating teachers also prepare by improving their communication skills to foster a supportive and professional relationship with the PSTs.

In a face-to-face conversation, Mr. Kind (pseudonym) shared the steps he takes to prepare before mentoring pre-service teachers. He emphasized the importance of reflecting on his own weaknesses to identify areas for improvement, allowing him to guide his mentees more effectively. He said:

*“Gena prepare jud naka akong self by reflecting saakoang weaknesses as a mentor because makatabang ni siya para maka balo unsa na areas na needs pa nako i-improve, so that I can guide them more effectively.” -IDI-01*

*(I really prepare myself by reflecting on my weaknesses as a mentor because this helps me identify the areas I need to improve, so I can guide them more effectively.)*

Furthermore, Perfect (pseudonym) also shared the things he prepares before mentoring his pre-service teachers. He focuses on how to deliver constructive feedback and communicate clearly and supportively to ensure his guidance is effective and well-received. He said:

*“Naga prepare jud ko sakong self about unsaon nako pag hatag ug constructive feedback saakoang pre-service teachers, also unsaon nako pag communicate saila na klaro ug maka tabang pud.” (IDI-02)*

*(I really prepare myself about how I can give constructive feedback to my pre-service teachers, and also on how to communicate with them in a clear and helpful way.)*

During the interview, Super Mom (pseudonym) mentioned that she prepares both the lessons and competencies she plans to give to her pre-service teachers. She also highlighted the importance of preparing herself personally and professionally, recognizing it as a key challenge in her role as a cooperating teacher. She said:

*“Naga prepare pud ko sa mga lessons mga competencies na I hatag pud sailaha. Ako pud mismo mag ready pud ko saakoang self na hala another struggle napud ni as a CT.” (IDI-03)*

*(I also prepare my lessons and competencies that I will give to them. I also prepare myself, because this is another struggle as a CT.)*

### **Seeking Support from Expert**

To actively improve one's knowledge and abilities, and to effectively address challenges, it is essential to collaborate with experienced educators. This includes seeking advice from seasoned teachers when facing difficulties with pre-service teachers, as well as engaging in discussions with co-teachers and school leadership to share insights and strategies. By collaborating with experienced educators, they can gain unique perspectives and potentially discover effective strategies that mentors can consider.

In addition, Mr. Kind (pseudonym) mentioned that he seeks advice from his other seasoned educators whenever he encounters difficulties in handling his pre-service teachers. He said:



*“Naga seek ko ug advice sa mga season teacher na kanang dugay na sa panarbaho. Kung naa koy lisuran sa pag handl sa PST, naga pangita ko ug advice saila like “ma’am unsa akong buhaton ani?”. (IDI-01)*

*(I seek advice from those seasoned teachers who have been working for a long time. Whenever I’m having difficulty in handling the PST, I seek advice from them like, “Ma’am, what should I do in this situation?”)*

Moreover, Perfect (pseudonym) shared that to gain valuable advice and knowledge in handling pre-service teachers, he seeks help from other teachers to be advised on the best approach in handling PSTs. He said:

*“I tried to ask other teachers kung unsaon pag handle ug pre-service teachers and naay mga time also kanang they gave me some salient advices and knowledge na dapat inganion nimo, anion nimo sila, kay, sila lang man jud ang imong ma sampit ug tabang.” (IDI-02)*

*(I tried to ask other teachers on how to handle pre-service teachers and there is time also that they gave me some salient advices and knowledge like you should do this, you handle them like this. Because they are the only ones you can call for help.)*

Super mom (pseudonym) shared that one of the best things to do when encountering issues with PSTs is to meet halfway with other cooperating teachers to exchange comments on possible improvements in handling PSTs. She said:

*“Naga collaborate ko saakoang mga co-teachers and school head. Kaming mga CT pud naga meat half way me like naga communicate me kung kamusta amoang pag handle sa mga pre-service teachers. As much as possible, naga communicate me then mao ni ang mga comments sa mga teachers basin pwedi nato ni ma usab.” (IDI-03)*

*(I collaborate with co-teachers and school head. We, as CTs, also meet halfway and communicate with each other about how we are handling our pre-service teachers. As much as possible, we communicate and these are the comments from the teachers that we might be able to change.)*

**Research Question No. 3: What are the insights of cooperating teachers with regards to mentoring pre-service teachers that they can share to their peers and to the academic in general?**

This question was about the insight of the cooperating teachers in dealing with pre-service teacher including guiding teachers for growth, being prepared about the challenges in teaching field, promoting open-mindedness, and promoting effective collaboration.

Table 4. *Insights of cooperating teachers regarding with mentoring pre-service teachers that they can share to their peers and to the academic in general*

<i>Emerging Themes</i>	<i>Supporting Statements</i>
Guiding Teachers for Growth	<ul style="list-style-type: none"> <li>• “What I would say is that they should truly guide the pre-service teachers and give them proper attention so they can become better teachers in the future. As a mentor, I make sure to check on their classes, like I regularly follow up them for improvements”. –IDI01</li> <li>• “I think, we just really do impart our knowledge to them, because we will disappear in this field someday, so who will be following to us, of course those teacher we’ve mentor. If you are an excellent teacher, you can pass your being excellence to the one you are mentoring–IDI02</li> <li>• “We should do our best to guide our PSTs . They are here to be guided and to be monitored their growth, because eventually, they will be the ones to replace us and they could be our future educators.” –IDI03</li> </ul>
Being Prepared about the Challenges in Teaching Field	<ul style="list-style-type: none"> <li>• “They need to be informed about the scenarios they will encounter when they enter the public schools, because most of the pre-service teachers are shocked when they enter the schools. There should be a program in place that could truly orient the PSTs about the teaching scenario.” –IDI01</li> <li>• “DepEd is also very supportive by just accepting the pre-service teachers in our school. The school heads should also help the pre-service teachers to be prepared about the teaching scenario that they would encounter”. –IDI02</li> <li>• “They should continue to support the PSTs, so much as possible the PSTs should be prepared of teaching environment, because it would greatly help DepEd. Eventually, the time will come when they will become educators as well”. –IDI03</li> </ul>
Promoting Open-Mindedness	<ul style="list-style-type: none"> <li>• “To those pre-service , my advice to them is that, they should always do what is best for the students. They should apply our suggestions to help develop their teaching skills, because we are doing their job for the benefit of our students.” –IDI01</li> <li>• “Just be open minded, you should accept the constructive criticisms that your CT will give to you, because you won’t grow if you are close minded, and also just keep the fire burning you would not become an excellent pre-service teacher if you are not motivated just love what you are doing.”–IDI02</li> <li>• “They should follow the strategies that we give to them; they should apply it. Teaching strategy and style that will suit today’s children, because the generation now is different, they no longer into traditional, they want interactive videos that they want to learn. As much as possible every lesson there are materials.” –IDI03</li> </ul>

## Promoting Effective Collaboration

- “There should be good collaboration between cooperating teachers and school heads to help us check on the PSTs and see how they are doing.” –IDI01
- “Maybe is the support coming from the university of the PSTs, because we have to see also the support of the heads of the university or the colleges for the PSTs. That’s it, just support coming from their school”. –IDI02
- “Sometimes one problem of the CT is their school head because they don’t really back up them. The school head should help and also broaden their support. At least they should try to address the frequency of error.” –IDI03

**Guiding Teachers for Growth**

The mentoring process goes beyond simply imparting knowledge, it involves truly guiding, monitoring their growth, and providing consistent encouragement, all of which are vital for the success of future educators. This helps identify both strengths and weaknesses and areas for improvement. By constantly checking on pre-service teachers, mentors contribute to their development as future educators, ensuring that they are not only knowledgeable but also passionate and excellent in their profession.

The researcher learns from the chat that the participants strongly desire to support the growth and development of pre-service teachers. They recognize the importance of providing proper guidance, regular observation, and consistent follow-up to ensure improvement. According to Mr. Kind (pseudonym), pre-service teachers need guidance and attention to help them become better teachers in the future. He said:

*Ang akong ma ingon kay dapat i-guide jud nila ang mga pre-service teachers ug tagaan jud ug pag tagad kay para mahimo silang maayu na teacher puhon. Ako mag mentor kay gena tabangan nako sila, gena kamusta nako ilang klase. Time to time jud nako sila gena check.” (IDI-01)*

*(What I would say is that they should truly guide the pre-service teachers and give them proper attention so they can become better teachers in the future. As a mentor, I make sure to help them and check on their classes, like I regularly follow up them for improvements.)*

Furthermore, Perfect (pseudonym) noted that they should do their best to impart knowledge to help pre-service teachers become excellent, as they will eventually be replaced by the excellent teachers they have mentored. He said:

*“I think, we just really do impart our knowledge to them, because munga wala man ta diri sa field someday, so kinsa man ang sunod saatoa? Syempre katong mga teachers na gepang mentor nato. If you are an excellent teacher, mapasa nimo imong pagka excellent saimong gena mentor.” (IDI-02)*

*(I think, we just really do impart our knowledge to them, because we will disappear in this field someday, so who will be following to us? of course those teachers we’ve mentor. If you are an excellent teacher, you can pass your being excellence to the one you are mentoring.)*

During in the one-on-one interview, Super Mom (pseudonym) expressed that they should do their best to guide and monitor the growth of pre-service teachers because, eventually, they will replace them as teachers. She said:

*“Dapat e hatag namo among best na guidan namo ang mga PSTs. Naa sila diri kay para ma tabangan pud sila and ma monitor pud ang ilang growth, kay puhon sila raman gud ang mo puli saamo, mahimo silang mga future educators.” (IDI-03)*

*(We should do our best to guide our PSTs. They are here to be guided and to be monitored their growth, because eventually, they will be the ones to replace us and they could be our future educators.)*

**Being Prepared About the Challenges in Teaching Field**

Cooperating teachers believe that teachers who are aware of the challenges they may encounter in the teaching profession are better equipped for their careers and more capable of managing their students effectively. To achieve this, one must be informed about the scenarios they might face outside the teaching field. They must be supported by master teachers and school heads who help guide them. By being well-prepared, they can become successful teachers in the future.

Mr. Kind (pseudonym) stated that there is indeed a program in place to orient pre-service teachers so they can prepare for the unexpected challenges they may encounter while teaching. He said:

*“They need to be informed about unsa na mga scenario ilang ma encounter inig sulod nila sa public, kay kasagaran sa mga pre-service makuratan. There should be a need of program that could really orient and support them by expert educators about sa teaching scenario.” (IDI-01)*

*(They need to be informed about the scenarios they will encounter when they enter the public schools, because most of the pre-service teachers are shocked when they enter the schools. There should be a need of program in place that could truly orient the PSTs about the teaching scenario.)*

During the interview, Perfect (pseudonym) shared his insights by stating that master teachers and academic heads help pre-service teachers become aware of the scenarios they may encounter when they enter the school. He stated:

*"DepEd is very supportive man pud by just accepting the pre-service teachers saamoang school. The master teachers and academic head and school heads to also help the pre-service teachers to be aware sa mga teaching scenario na ilang ma encounter"* (IDI-02)

*(DepEd is also very supportive by just accepting the pre-service teachers in our school. The master teachers and academic head and school heads should also help the pre-service teachers to be aware about the teaching scenario that they would encounter.)*

The participant Super Mom (pseudonym) mentioned that pre-service teachers should be supported in understanding the teaching environment, as it would greatly help DepEd when they eventually become teachers. She said:

*"Dapat mo continue sila ug support sa mga PSTs, as much as possible gena pa prepare nila sila about teaching environment kay dako manag tabang sa DepEd. Kay mo abot man jud ang panahon na mahimo pud silang mga educators puhon."* (IDI-03)

*(They should continue to support the PSTs, so much as possible the PSTs should be prepared of teaching environment, because it would greatly help DepEd. Eventually, the time will come when they will become educators as well.)*

### **Promoting Open-Mindedness**

Promoting personal growth, adaptability, and open-mindedness involves accepting constructive criticism from a mentor teacher. This includes embracing feedback, doing their best for the benefit of the students, and applying suggestions in new teaching strategies and lesson planning. If they apply these, they will truly embody the role of a teacher and become better educators for the students in their future profession

During the interview, Mr. Kind (pseudonym) shared his insights, emphasizing that a teachers should do their best for the benefit of the children and truly love their job of teaching. He said:

*"Sa mga pre-service, ang advice nako sailaha is that himuon lang nila unsa ang maayo para sa mga students. Ilahang I apply ang among gena hatag na mga suggestions to help them develop their teaching skills, because we are doing our job for the benefit of our students."* (IDI-01)

*(To those pre-service, my advice to them is that, they should always do what is best for the students. They should apply our suggestions to help develop their teaching skills, because we are doing their job for the benefit of our students.)*

In addition, Perfect (pseudonym) shared his insights, stating that a teacher should be open and accept constructive criticism in order to grow as an educator. He believes that a teacher cannot grow if they are not open-minded. He said:

*"Ano...be open minded, dapat imong i-accept ang mga constructive criticism na i-hatag saimong CT, kay dili man ka mag grow kung close minded jud ka, and also just keep the fire burning dapat dili man gud ka mahimong excellent na pre-service teacher if dili pud ka motivated, just love what you are doing."* (IDI-01)

*(Just be open minded, you should accept the constructive criticisms that your CT will give to you, because you won't grow if you are close minded, and also just keep the fire burning you would not become an excellent pre-service teacher if you are not motivated just love what you are doing.)*

Furthermore, Super Mom (pseudonym) shared her viewpoint that pre-service teachers should follow the suggestions provided to them, including teaching strategies that incorporate ICT to better engage the students. She said:

*"Dapat i-follow nila ang among gena ingon na mga strategy saila, i-apply jud nila. Teaching strategy ug style nga mag suit sa mga bata karon, kay ang generation karon kay lahi na, dili na sila traditional gusto na silag mga video interactive na ilang gusto na learning. As much as possible every lesson naa jud dapat materials."* (IDI-03)

*(They should follow the strategies that we give to them; they should apply it. Teaching strategy and style that will suit today's children, because the generation now is different, they no longer into traditional, they want interactive videos that they want to learn. As much as possible every lesson there are materials.)*

### **Promoting Effective Collaboration**

Cooperating teachers believe that effective collaboration with cooperating teachers and the school head is essential for the mentoring process. By maintaining good collaboration with pre-service teachers, each individual can be informed about their improvements. They also believe that school heads should work to address common mistakes and provide support to pre-service teachers when they encounter difficulties.

In a face-to-face conversation, Mr. Kind (pseudonym) shared his insights, emphasizing that collaboration between cooperating teachers and school heads is essential. He mentioned that the school head should regularly check in to see how they are doing. He said:

*"Naa dapat good communication between teachers and school heads to communicate with us para e check ang PSTs kung kamusta"*

*silá.” (IDI-01)*

*(There should be good communication between cooperating teachers and school heads to communicate with us to check on the PSTs and see how they are doing.)*

Additionally, Perfect (pseudonym) shared that the head of the university school should offer support, and the pre-service teachers should be able to see that support. He said:

*“Siguro is the support gikan sa university sa mga PSTs, kay dapat makit an pud namo na mo support pud ang mga heads sa university or sa colleges sa mga PST. Kato lang support coming from their school.” (IDI-02)*

*(Maybe is the support coming from the university of the PSTs, because we have to see also the support of the heads of the university or the colleges for the PSTs. That's it, just support coming from their school.)*

Finally, Super Mom (pseudonym) emphasizes the value of the school head's assistance, which include monitoring pre-service teachers and correcting common mistakes made during the mentorship process. She said:

*“Usahay ang isaka problema sa CT kay ang iyahang school head, kay dili pud kaayo mo back up ba. Dapat tabangan ug e widen pud sa school head. At least maka try pud sila ug mag address ug frequency of error.” (IDI-03)*

*(Sometimes one problem of the CT is their school head because they don't really back up them. The school head should help and also broaden their support. At least they should try to address the frequency of error.)*

## Conclusion

The result of the analysis of this multiple case study shed light on the lived experiences, difficulties, coping mechanisms, and insights of cooperating teachers who are mentoring pre-service teachers. With this data in hand, it is time to consider the implications of improving the mentoring experiences and providing for the needs of cooperating teachers as they continue their journey in mentoring pre-service teachers.

The study found that cooperating teachers experienced facing challenges including having difficulty to deal with pre-service teachers who are unwilling to listen to suggestions or accept advice. In addition, cooperating teachers also felt stressed and exhausted due to the added responsibilities of managing pre-service teachers and when they are resistance to feedback, and dealing with their different attitudes. Finally, the challenges of encouraging them to improve their teaching methods. Some pre-service teachers struggled to make changes or showed resistance to adapting their practices, which added to the difficulties experienced by cooperating teachers.

First, for the cooperating teachers who are mentoring pre-service teachers may use the coping mechanisms shared by the participants, like preparing necessary things that would help pre-service teachers. This includes reflecting on their own weaknesses to gain a better understanding of their teaching styles and areas for improvement. Also, participants emphasized that preparing essential materials can help support pre-service teachers' learning. Additionally, by identifying the capabilities of pre-service teachers, cooperating teachers can assess where each pre-service teacher is in their development and determine which skills they need to focus on to promote growth and improvement. Second, collaborating with experienced educators to overcome the challenges in mentoring pre-service teachers. This involves engaging in collaboration with more experienced educators, and cooperating teachers to gain valuable knowledge and support to overcome obstacles when encountering challenges during mentoring pre-service teachers. This collaboration can help them face the challenges more effectively, as teachers can share their knowledge of best practices, offer advice on managing difficult situations. This strategy used by cooperating teachers is helpful for them because they can gain new perspectives, and develop a deeper understanding of teaching and mentoring techniques. And another good thing is that you can build a good communication with other teachers.

Third, being inspired to mentor and support pre-service teachers to overcome obstacles is a key motivation for cooperating teachers. The reasons for their motivation vary from person to person. Some are driven by the desire to impart knowledge to pre-service teachers and the determination to help them become excellent teachers in the future. Additionally, some are motivated to mentor pre-service teachers with the hope that they will eventually become the next generation of excellent educators. Furthermore, the realization that mentoring allows them to improve their own teaching practices, such as refining lesson planning, is another motivating factor. The study revealed that all three participants drew inspiration from the desire to impart knowledge, help pre-service teachers develop into excellent educators, and shape the future of teaching. The participants also provided insights during the mentoring of pre-service teachers that can benefit future educators and the academic community in general. This includes being compassionate when mentoring pre-service teachers, such as making a positive impact on them, imparting knowledge, and guiding them to excel in their future careers. By helping pre-service teachers, they can prepare them for their future careers by equipping them with the necessary teaching skills and knowledge. Second, being prepared for the scenarios in the teaching field can help pre-service teachers become equipped with the necessary knowledge. This involves engaging in programs that provide pre-service teachers with the essential skills, knowledge, and confidence to navigate the complexities of the teaching profession. Furthermore, to effectively prepare pre-service teachers for the teaching field, the support of master teachers and academic heads is believed to be crucial in helping pre-service teachers navigate the challenges they may face in their careers.

Third, promoting personal growth, adaptability, and open-mindedness is very important for pre-service teachers. This includes striving to grow for the benefit of their students. According to the participants, in order to improve their teaching strategies, pre-service teachers should adapt their methods to suit the students' interests. The process of being open-minded involves being receptive to suggestions from cooperating teachers and accepting constructive criticism. Correspondingly, the Kapalong College of Agriculture Sciences and Technology (KCAST) administrators would benefit from the findings of the study. The study identifies problems and challenges that are faced by the cooperating teachers, especially to education students who will become pre-service teachers in their journey in their practicum. The institution may implement more structured support to help cooperating teachers expand their assistance to pre-service teachers (PSTs) and enable PSTs to gain the necessary knowledge and skills to improve their teaching strategies. Additionally, the Department of Education could benefit from the findings of this study, as it identifies the challenges and issues faced by cooperating teachers who mentor PSTs. The institution could offer more training and seminars to prepare pre-service teachers for teaching scenarios they will encounter in the field, which would be beneficial for cooperating teachers and help reduce obstacles during the practicum. Moreover, the study revealed that participants collaborate with experienced educators to gain valuable knowledge and advice, allowing them to better address challenges. Despite the difficulties of mentoring pre-service teachers, cooperating teachers remain inspired to shape future educators by imparting knowledge and helping them become excellent educators.

This multiple case study focuses on exploring the lived experiences of cooperating teachers who are mentoring pre-service teachers. This study dwells only in exploring the challenges and difficulties, coping strategies, and the insights as cooperating teachers that include recommendation, advices to others, and their realization. The study does not focus to broader population of cooperating teachers and does not examine the level and abilities of skills of participants from their different way of dealing with pre-service teachers. The three individual varying approaches to overcome the obstacles in mentoring pre-service teachers.

By this, the researcher wants the future researcher to conduct the study that will examine the level of effectiveness of cooperating teachers in mentoring pre-service teachers. In order to know their level of effectiveness when it comes to responding to challenges as well as to address their problems and concerns.

Moreover, since this study only focuses on the lived experiences of cooperating teachers, the researcher suggests the future researcher to conduct quantitative research about the cooperating teachers in mentoring pre-service teachers.

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### **Affiliations and Corresponding Information**

**Mary Grace G. Pantojan**

Kapalong College of Agriculture, Sciences and Technology – Philippines

**Evelyn E. Cañete**

Kapalong College of Agriculture, Sciences and Technology – Philippines