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TRANSFORMING PARANOIA TO METANOIA: HOW DOES TEACHING LOOK LIKE VIS-À-VIS EXPERIENTIAL LEARNING?

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ABSTRACT

Students' standard views of what constitutes teaching: teaching as transmission, teaching as a transaction, and teaching as transformation are sometimes influenced by experiential learning courses. Also, their fears of teaching (paranoia) are construed to be transformed into a change of heart (metanoia) through experiential learning. The researcher explored the relationship between students' views about teaching and their experiential learning as perceived by 42 students from the Bachelor of Elementary Education (BEED) course who were enrolled in the Field Study subject in the College of Education of Bulacan State University- Pulilan Extension during the 1st semester of the school year 2019-2020). She utilized the descriptive-survey method; they used the Pearson r to determine the relationship between students' views about teaching and their experiential learning. Data were treated using the SPSS; findings were summarized, then conclusions and recommendations were offered.

Key Words: Paranoia, Metanoia, Experiential Learning.

1. INTRODUCTION

Teaching and learning are inseparable; they are casually tightly bound activities. Teaching reflects learning. Therefore, teaching is inseparable from learning. If this is the case, it may be construed that good learning emanates from good teaching.

Teaching may not be one of the lucrative professions. Admittedly, the salary is meager. However, many teachers find personal fulfillment in teaching. Some demonstrate a passion for teaching even if the pay is not comparable (Clark & White, 2010). They get to spend every day talking about something they love and, hopefully, passing that passion on to others. Some are also creative; they find fulfillment in designing innovative lesson plans, decorating the classroom, and putting together bulletin boards (Patrick, 2011). Just because teachers are required to participate in professional development sessions and take classes regularly, they likewise continue learning new things and improving teaching abilities and competencies. They know that learning and growing from the teaching profession may build overall confidence.

As teachers, they get the opportunity to interact with a multitude of students daily. While some of these students may be the most frustrating part of the job, they may also be the most rewarding. Not only do they get the satisfaction of teaching students new skills, but they can improve their emotional well-being. They can raise students' confidence by helping them learn to read or solve a complex math problem. They can let students from a broken home know that

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someone cares just by giving them a smile in the mornings or a pat on the back for a job well done (Grossmann, 2017).

Teaching is the act of sharing knowledge and skills with others. Based on the researcher's actual and personal experiences, she believes that teaching may be a rewarding endeavor if teachers are genuinely passionate about teaching. Teachers who love teaching love to teach students well; they never get tired of teaching them even if they are really physically and mentally drained. "Teaching is meant to be a gratifying and rewarding career (although demanding and exhausting at times" exclaimed one of the researchers' friends. Teachers cannot expect students to have fun if they are not having fun with them.

Teaching is rewarding, and the joys it brings are encompassing. However, those who do not have a passion for teaching seem to complain about many things. As disclosed by some of the researcher's teacher friends, they say that they do not find teaching satisfaction. Some of them just teach because it is their job, and they continue by saying that teaching is just ordinary stuff that does not exude an extraordinary feeling of joy.

Teaching is seen from three different perspectives: transmission, transaction, and transformation (https://www.linkedin.com/pulse/three-views-teaching-transmission-transaction-andrew-johnson). *Transmission* means that teachers are dispensers of knowledge from teachers to students. In the *transaction* view, teaching is the process of creating situations whereby students can interact with the material to be learned to construct knowledge. Constructivism is an educational philosophy consistent with this view (Kizlik, 2011). It means that teachers help students make learning or their understanding of the lessons. On the other hand, the *transformation* view of teaching initiates students to discover their full potential as human beings.

The same thing happens with her students in the college. The researcher teaches *Developmental Reading* and *Building and Enhancing Literacy Skills across the Curriculum, emphasizing 21st-century skills* as professional education subjects. She has experienced asking her students if they want to be teachers someday. What saddens her a lot is the fact that many of her students disclosed the following answers:

- My parents just forced me to be a teacher
- My parents wanted me to be a teacher, and I did not have any other choice but to obey
- Teaching runs in the blood of my family. I don't want to be like them. My aunts wanted me to be a teacher, but I like to be a nurse
- It was the choice of my parents, not mine
- I don't like to be a teacher
- Teaching is not a lucrative profession, and I will never become rich in teaching
- I am not cut out to be a teacher
- If I am a teacher, I will not stop studying
- I am afraid to be a teacher because I have to be at least one day ahead of my students

However, some students disclosed that their thoughts about teaching are likened to paranoia. They have developed paranoia—an unreasonable feeling that others do not like them or

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cannot afford to satisfy people's expectations. They seem to be scared of teaching and feel that they are not worthy of being teachers simply because they do not like teaching and do not have the passion for it. Some continue by saying that even if they undergo Experiential Learning courses in which they are exposed to new experiences as they assumed to be teachers, they still do not like to become teachers. And so, they transform *paranoia* to *metanoia*- a sudden change of heart. In other words, at first, they do not like to be teachers, but as time passes by, they start to like it as if they have fallen in love with teaching. And this is assumed to be brought about or triggered by the experiential learning courses.

Experiential learning is a discipline in the education curriculum that may lead to the acquisition of abstract concepts that can be applied flexibly in various situations. In the same manner, experiential learning is a course in which students are engaged in learning through experience and is more specifically defined as "learning through reflection" on doing (Colin, 2010). In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. He said that "learning is the process whereby knowledge is created through the transformation of experience" (https://simplypsychology.org/learning-kolb.html). Experiential learning has significant teaching advantages. Peter Senge stated that teaching is of utmost importance to motivate people. Learning has sound effects when learners have the desire to absorb the knowledge. Therefore, experiential learning requires the showing of directions for learners. According to David Kolb, there are four experiential learning stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (https://www.stemlynsblog.org/better-learning/educational-theories-you-must-know-st-emlyns/educational-theories-you-must-know-kolbs-learning-cycle-st-emlyns/).

The researcher assumed that as students undergo experiential learning, their opposing views (paranoia) about teaching might be transformed into sound and positive thoughts (metanoia).

Paranoia is an instinct or thought process believed to be affected by anxiety or fear, often to the point of delusion and irrationality (Arnold & Vakhrusheva, 2015). Paranoia is different from phobias, which also involve irrational fear, but usually no blame (Mura, 2016).

However, Arnold and Vakhrusheva (2015) claimed that paranoia is a process rather than a trait, once people are all susceptible under the influence of stress or regression. Some people have regular thoughts filled with suspicion, and some of them experience paranoia at some point in their lives (https://www.psychologytoday.com/us/blog/the-me-in-we/201702/new-insights-paranoia). Paranoia is the suspicion that some people intend to cause them harm. It is a common experience in the general population, though often overlooked. In its most severe form, paranoia occurs as persecutory delusions. In teaching, it may mean that some have the feeling of irrational suspiciousness and distrustfulness of others. In hindsight, others' fear of teaching and of becoming a teacher may just be *paranoia*. In this study, paranoia means negative thoughts about teaching.

Additionally, in this study, it is construed that the negative thoughts (paranoia) may be changed into good and positive opinions (metanoia) about teaching thru experiential learning courses.

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Metanoia is a change of heart as defined in the dictionary. The researcher believes that from paranoia to metanoia, the teacher journeys along the process of embracing the rigors of teaching, but the fruits are joys and satisfaction.

Being a teacher also earns a large amount of respect from friends, family members, and community members. Teachers deserve praise and admiration from people who could never imagine themselves spending the day in a classroom full of pupils or students who cannot read or even comprehend what they read.

2.STATEMENT OF THE PROBLEM

The researchers' primary objective in conducting this study was to explore teaching on the basis of the three views of teaching: transmission, transaction, and transformation. Similarly, the researcher wanted to prove if paranoia would be transformed into metanoia to extract some pedagogical implications. Specifically, the researcher answered the following questions:

1. How may the students' views about teaching be described in terms of:
   1.1 transmission;
   1.2 transaction and
   1.3 transformation?
2. How may the students' experiential learning be described according to:
   2.1 concrete experience;
   2.2 reflective observation;
   2.3 abstract conceptualization and
   2.4 active experimentation?
3. Is there a significant relationship between students' views about teaching and their experiential learning?
4. How do the students transform their negative impressions about teaching through their experiences in the Field Study?
5. What pedagogical implications may be drawn from the findings of this study?

3. METHOD

The researcher used the descriptive-survey method in gathering data with correlational design to explore the transformation of paranoia to metanoia.

Participants

There were only two sections that underwent Field Study courses in this school. They were sections Bachelor of Elementary Education (BEED) 4A and Bachelor in Technical Teacher Education (BTTE) 4A. Participants used in this study were 42 students from the Bachelor of Elementary Education (BEED) course who were enrolled in the Field Study subject in the College of Education of Bulacan State University- Pulilan Extension during the 1st semester of the school year 2019-2020). The other section BTTE 4A (with only 15 students) were used in the pilot testing procedure. In the first semester of the same school year, they had actual experiences under the field study courses. They were expected to realize the rigors, challenges, difficulties, beauty, rewards, and joys of teaching.

Instruments

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The researcher made the questionnaire which had two parts. Part One was about the students' views about teaching in transmission, transaction, and transformation. For this, she formulated 5 items for each dimension. And so there was a total of 15 items for pat one. Part Two, on the other hand, had 20 items for students' experiential learning. These included concrete experience, reflective observation, abstract conceptualization and active experimentation. The questionnaire underwent validation procedures by at least three experts: language teacher, statistics teacher and research teacher. After validation procedures, all their suggestions and comments were incorporated into the final draft of the questionnaire. Then, it was pilot tested in the 15 graduating students from the BTTE section.

Data Collection and Analysis

The questionnaire's items were modified based on the experts' suggestions after the dry-run or pilot testing had been conducted. Then, the final draft was reproduced for the actual conduct of the study. Questionnaires were distributed to the target participants. The data were gathered, sorted, tallied, tabulated, and analyzed using frequency counts and means to describe the transformation of students' thoughts from paranoia to metanoia. The researcher used Pearson r to determine the relationship between students' views about teaching and their experiential learning. To determine how the students transform their negative impressions about teaching through their Field Study experiences, the following scale was used.

Mean Numerical Rating	Verbal Interpretation	Descriptive Equivalent
4.50-5.00	Very Great Extent	High Transformation
3.50-4.49	Great Extent	Sufficient Transformation
2.50-3.49	Moderate Extent	Fair Transformation
1.50-2.49	Less Moderate Extent	Minimal Transformation
1.0-1.49	No Extent	Low Transformation

4. RESULTS AND DISCUSSIONS

Students' views about teaching

This section discusses the students' views about teaching as transmission, transaction, and transformation.

Transmission

Regarding students' views about teaching in terms of transmission, the participants disclosed a "fair transformation" with a weighted mean of 2.96 and a standard deviation of 0.23. From this perspective, students believe that teaching is the act of transmitting knowledge from teachers to students. It is a teacher-centered approach in which the teacher is the dispenser of knowledge, the arbitrator of truth, and the final evaluator of learning. From this perspective, a teacher's job is to supply students with a designated body of knowledge in a predetermined order. Academic achieve-ment is seen as students' ability to demonstrate, replicate, or retransmit this

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designated body of knowledge back to the teacher or some other measuring agency or entity. Data are reflected in Table 1.

Table 1. Mean and Standard Deviation Distribution of Students' Views about Teaching in Terms of Transmission

	Weighted Mean	**Standard Deviation**	**Verbal Interpretation**
Teacher is a dispenser of knowledge, the arbitrator of truth, and the final evaluator of learning.	2.93	0.49	Fair transformation
Teacher is supplying students with a designated body of knowledge in a predetermined order.	3.97	0.18	High transformation
Academic achievement is seen as students' ability to demonstrate, replicate, or retransmit this designated body of knowledge back to the teacher or to some other measuring agency or entity.	1.31	0.81	Fair transformation
Standardized tests are considered to be an apt measure of students' learning.	3.68	0.75	High transformation
Teacher-centered approach in which the teacher is the lone source of information.	2.92	0.38	Fair transformation
General	2.96	0.23	**Fair transformation**

Transaction

In terms of students' views of teaching as a transaction, they viewed it as a sufficient transaction with a general weighted mean of 3.72. The item "teachers are not expected to pour knowledge into the heads of learners; rather, they assist learners in their construction of knowledge by creating experiences where students' old information can transact with new information to create meaningful knowledge" received the highest weighted mean of 3.90. It shows that teachers are regarded not only as sources of information but also as those who can carry out teaching procedures. They are also the ones who create activities for students to make meaning out of the lessons. Table 2 reveals the data.

Table 2 .Mean and Standard Deviation Distribution of Students' Views about Teaching in Terms of Transaction

Through Field Study courses, I believe that the…	**Weighted Mean**	**Standard Deviation**	**Verbal Interpretation**
Teaching is the process of creating situations whereby students are able to interact with the material to be learned in order to construct knowledge.	**3.69**	**0.62**	Sufficient transformation

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Constructivism is an educational philosophy consistent with this view.	**3.66**	**0.80**	Sufficient transformation
Knowledge is not passively received; rather, it is actively built up or constructed by students as they connect their past knowledge and experiences with new information	**3.58**	**0.86**	Sufficient transformation
Teachers are not expected to pour knowledge into the heads of learners; rather, they assist learners in their construction of knowledge by creating experiences where students' old information can transact with new information to create meaningful knowledge.	**3.90**	**0.30**	Sufficient transformation
Academic achievement from a constructivist perspective is seen as students' ability to use this knowledge to solve real-world problems or to create products or performances that are valued in one or more cultural settings.	**3.75**	**0.60**	Sufficient transformation
General	**3.72**	**0.31**	**Sufficient transformation**

Transformation

In terms of students' views of teaching as transformation, Table 3 disclosed that item "transformational teaching invites both students and teachers to discover their full potential as learners, as members of society, and as human beings" got the highest mean score of 3.88 and was interpreted as *Sufficient Transformation.* This finding shows that teachers are instrumental in unleashing the potentials of students. Classrooms are undeniably places where social and emotional interactions occur; these are the places where both students and teachers display their dynamic characteristics (Aquino, 2018).

Table 3 .Mean and Standard Deviation Distribution of Students' Views about Teaching in Terms of Transformation

Through Field Study courses, I believe that the…	**Weighted Mean**	**Standard Deviation**	**Verbal Interpretation**
Teaching is creating conditions that have the potential to transform the learner on many different levels.	**3.86**	**0.47**	Sufficient Transformation
Transformational teaching invites both students and teachers to discover their full potential as learners, as members of society, and as human beings.	**3.88**	**0.33**	Sufficient Transformation
The ultimate transformational goal is to help develop more nurturing human beings who are better able to perceive the	**2.90**	**0.40**	Sufficient Transformation

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interconnectedness of all human, plant, and animal life			
Learning is said to have occurred when these experiences elicit a transformation of consciousness that leads to a greater understanding of and care for self, others, and the environment.	**3.76**	**0.47**	Sufficient Transformation
Academic achievement also involves becoming aware of the multiple dimensions of self and expanding one's consciousness.	**3.75**	**0.60**	Sufficient Transformation
General	**3.63**	**0.22**	**Sufficient Transformation**

About the general mean and standard deviation, transmission got a weighted mean of 2.96; transaction obtained 3.72, and transformation received 3.63. Of the three views about teaching, transmission got the lowest mean score and was interpreted as *fair transformation* only. This finding could be attributed to the fact that students' opinions about teaching changed and evolved. Maybe in the past, they viewed teachers as the sole source of information. Today, that view changed. Today, teachers are regarded as persons who help students construct knowledge and develop their full potentials. Table 4 reveals the data.

Table 4 Mean and Standard Deviation Distribution of Students' Views about Teaching

	Weighted Mean	**Standard Deviation**	**Verbal Interpretation**
Transmission	2.96	0.23	Fair Transformation
Transaction	3.72	0.31	Sufficient Transformation
Transformation	3.63	0.22	Sufficient Transformation
General	**3.44**	**0.17**	**Fair Transformation**

Students' experiential learning in terms of

This section discusses students' experiential learning in concrete experiences, reflective observation, abstract conceptualization, and active experimentation.

Concrete experience

Students' concrete experiences revealed that the item "thinking about how to teach students" got a mean score of 3.85 and was interpreted as *sufficient transformation*. It means that students believe their teachers exert effort to teach them so that the latter learn better. Their actual experiences in the experiential learning courses allow students to realize the effort exerted in dealing with how they learn. However, the general mean score for concrete experiences was 3.08 and was interpreted as *fair transformation*. Table 5 shows the data.

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Table 5 .Mean and Standard Deviation Distribution of Students' Experiential Learning in Terms of Concrete Experiences

Through *Field Study* courses, I experience…	**Weighted Mean**	**Standard Deviation**	**Verbal Interpretation**
Dealing with students' actual personal and family problems	**2.88**	**0.65**	Fair Transformation
Thinking about how to teach students	**3.85**	**0.55**	Sufficient Transformation
Motivating students in order to improve their academic performance	**2.02**	**0.60**	Fair Transformation
Dealing with learning difficulties	**2.95**	**0.57**	Fair Transformation
Dealing with my feelings toward my students	**3.69**	**0.73**	Sufficient Transformation
General	**3.08**	**0.30**	**Fair Transformation**

Reflective observation

For reflective observation, the item "reflecting on my ways of teaching" obtained the highest mean score of 3.78 with a standard deviation of 0.59 and was interpreted as *sufficient transformation*. It only shows that those students' activities in the experiential courses give them opportunities to reflect on teaching methods. The process of reflection is embedded in teaching. During this process, students are given a chance to question and reformulate students' perspectives about teaching. Table 6 reveals the data.

Table 6 .Mean and Standard Deviation Distribution of Students' Experiential Learning in Terms of Reflective Observation

Through *Field Study* courses, I experience…	**Weighted Mean**	**Standard Deviation**	**Verbal Interpretation**
How they read and write	**1.93**	**0.55**	Fair Transformation
Dealing with their study habits	**3.00**	**0.37**	Fair Transformation
Dealing with their learning attitudes	**2.88**	**0.67**	Fair Transformation
Dealing with their learning problems	**3.75**	**0.60**	Sufficient Transformation
Reflecting on my ways of teaching	**3.78**	**0.59**	Sufficient Transformation
General	**3.07**	**0.26**	**Fair Transformation**

Abstract conceptualization

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For abstract conceptualization, item "forming negative thoughts about teaching" obtained the lowest mean score of 1.5 with a standard deviation of 0.22 and was interpreted as *low transformation*. The item "thinking about the joys of teaching" and was interpreted as *sufficient transformation*. It is consistent with the finding revealed in concrete experiences. Their actual experiences in the experiential learning courses allow students to realize the effort exerted in dealing with how they learn. In that way, such pave the way for students to develop building connections to create deeper connections across and between seemingly disparate experiences. Table 7 has the data.

Table 7 .Mean and Standard Deviation Distribution of Students' Experiential Learning in Terms of Abstract Conceptualization

Through *Field Study* courses, I experience…	**Weighted Mean**	**Standard Deviation**	**Verbal Interpretation**
Forming negative thoughts about teaching	**1.05**	**0.22**	Low Transformation
Forming positive thoughts about teaching	**3.97**	**0.18**	Sufficient Transformation
Conceptualizing a new found meaning of teaching	**3.93**	**0.25**	Sufficient Transformation
Thinking about the joys of teaching	**4.00**	**0.00**	Sufficient Transformation
Reflecting on the good ideas about teaching	**3.95**	**0.22**	Sufficient Transformation
General	**3.38**	**0.09**	**Fair Transformation**

Active experimentation

For active participation, item "providing instructional scaffolds" got the highest weighted mean of 4.00 and was interpreted as *sufficient transformation*. It only shows that students in their exposure to the actual teaching experience undergo another version of the reflection stage, where they resolve (reflect) at some of the discoveries from the abstract concepts of some ideas learned. In other words, students use some of the theories to understand some abstract concepts. However, the item "personally dealing with their problems and helping to solve them" obtained the lowest mean score of 3.61 and was still interpreted as *sufficient transformation*. It means that even if students have problems, they learn how to solve them because maybe, they apply theories as abstract concepts in their actual life experiences. The overall interpretation for this dimension is *sufficient transformation*. Table 8 has the data.

Table 8. Mean and Standard Deviation Distribution of Students' Experiential Learning in Terms of Active Experimentation

Through *Field Study* courses, I experience…	**Weighted Mean**	**Standard Deviation**	**Verbal Interpretation**

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Personally dealing with their problems and helping to solve them	**3.61**	**0.53**	Sufficient Transformation
Talking to parents about students' problems	**3.97**	**0.26**	Sufficient Transformation
Engaging in home visitations	**3.98**	**0.13**	Sufficient Transformation
Providing instructional scaffolds	**4.00**	**0.00**	Sufficient Transformation
Providing quality time during homeroom	**3.75**	**0.63**	Sufficient Transformation
General	**3.86**	**0.15**	**Sufficient Transformation**

Concerning students' experiential learning, active experimentation ranked the highest (with a mean score of 3.86); the second was abstract conceptualization (with a mean score of 3.38); third was concrete experiences (with a mean score of 3.08) and ranked last was reflective observation (with a mean score of 3.07). Table 9 shows that only the active experimentation got the *sufficient transformation* as verbal description. The overall interpretation for these four dimensions of experiential learning was *fair transformation*. From the data, it could be said that students were accustomed to using the theories learned to solve problems or make decisions since learning takes place when students have an experience and then reflect upon it. Such reflection may lead to the analysis and formation of abstract concepts and generalizations used in experimentation to test their assumptions. Their abstract conceptualization of things around them is then used for concrete actions in learning (https://www.stemlynsblog.org/better-learning/educational-theories-you-must-know-st-emlyns/educational-theories-you-must-know-kolbs-learning-cycle-st-emlyns/).

Table 9. Mean and Standard Deviation Distribution of Students' Experiential Learning

	Weighted Mean	**Standard Deviation**	**Verbal Interpretation**
Concrete Experiences	3.08	0.30	Fair transformation
Reflective Observation	3.07	0.26	Fair transformation
Abstract Conceptualization	3.38	0.09	Fair transformation
Active Experimentation	3.86	0.15	Sufficient transformation
General	**3.35**	**0.11**	**Fair transformation**

From Table 10.1, data show that there is a significant relationship between transmission and active experimentation. It could be said that when students view teaching as a form of

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transmission, they use active investigation or using their intellectual abstraction of concepts. However, transmission as a view is not significantly correlated with concrete experiences, reflective observations, and abstract conceptualization.

Table 10.1 .Test for Significance between Students' Views About Teaching and Their Experiential Learning (transmission)

Variables	Test for Significance	Verbal Interpretation
Transmission - Concrete Experiences	0.669	Not Significant
Transmission - Reflective Observation	0.733	Not Significant
Transmission - Abstract Conceptualization	0.754	Not Significant
Transmission - Active Experimentation	0.031	Significant

With regard to the relationship between transaction and experiential learning, students' view of teaching as transaction does not correlate to any dimensions of experiential learning (concrete experiences, reflective observation, abstract conceptualization and active experimentation). Table 10.2 reveals the data.

Table 10.2 ***Test for Significance between Students' Views About Teaching and Their Experiential Learning (transaction)***

Variables	Test for Significance	Verbal Interpretation
Transaction - Concrete Experiences	0.440	Not Significant
Transaction - Reflective Observation	0.053	Not Significant
Transaction - Abstract Conceptualization	0.209	Not Significant
Transaction - Active Experimentation	0.199	Not Significant

In terms of the relationship between transformation and experiential learning, students' view of teaching as transformation does not correlate to experiential learning dimensions (concrete experiences, reflective observation, abstract conceptualization, and active experimentation). Table 10.3 depicts the data.

Table 10.3 Test for Significance between Students' Views About Teaching and Their Experiential Learning (transformation)

Variables	Test for Significance	Verbal Interpretation
Transformation - Concrete Experiences	0.461	Not Significant
Transformation - Reflective Observation	0.933	Not Significant
Transformation - Abstract Conceptualization	0.641	Not Significant
Transformation - Active Experimentation	0.678	Not Significant

Significant relationship between students' views about teaching and their experiential learning

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In hindsight, students' views of teaching (transmission, transaction, transformation) do not correlate with experiential learning (concrete experiences, reflective observation, abstract conceptualization, and active experimentation). Table 11 shows the data.

Findings only showed that students' views about teaching do not establish any relationship with experiential learning. Whether they view teaching as a transaction or transformation, their views are not related in any way to their experiences in the actual field of work. However, a little significance was registered between transmission and active experimentation at 0.031.

Table 11 Test for Significance between Students' Views About Teaching and Their Experiential Learning

Variables	Test for Significance	Verbal Interpretation
Views About Teaching And Their Experiential Learning	0.552	**Not Significant**

Paranoia to Metanoia

Experiential learning is a process through which students acquire knowledge, skills, and values from direct experiences outside a traditional academic setting (Felicia, 2011). Such exposure to the actual teaching and learning world includes internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences. Experiential learning is learning through doing, whether it is working on a project or learning how to do something by engaging in the activity. As college students, experiential learning may mean many different kinds of experiences. A traditional way to gain experience and learn about a career field is through internships. With the new Curriculum in the teacher education program, students are given opportunities not only for internships as part of their core academic programming but also for actual experiential learning. Well-planned, supervised, and assessed experiential learning programs may stimulate academic inquiry and develop beliefs about teaching by having direct experiences in teaching and learning.

Paranoia is a thought process that is construed to be influenced heavily by fear. Paranoia is a familiar feeling of dread that student teachers may be afraid of being teachers in the future for their reasons. This paranoia is believed to develop into a change of heart called metanoia. This change of heart invites them to move above their normal instincts, into a bigger mind which rises above the propensity for liking to be teachers someday.

However, students' experiences in the experiential learning courses do not correlate with their views about teaching. Only their perspective about teaching as a form of transmission indicated a little relationship with active participation. This finding could reveal the effort exerted by teachers in doing their tasks as a source of information. Since students viewed teachers as dispensers of information, the former traditionally see the latter as the educative process's heart. Students place their high regard for teachers as the only source of information. Now, where do teachers develop the knowledge and expertise for this type of instruction? How do they develop and deploy certain kinds of knowledge necessary for the actual laboratory of life?

Pedagogical implications

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Since students viewed teachers as dispensers of information, it is therefore clear that students view education as centered only on the cognitive dimension, without considering the other dimensions of students' holistic development. In experiential learning, what students see is what they get. In other words, students see that teachers use the traditional ways of teaching. Teachers are still under the clutches of the conventional view of teaching. Teachers do not yet evolve into other teaching dimensions such as transactional or transformational views or dimensions. Teachers need to ensure that they grow towards a society for learning based on the idea that all members are constantly learning, each being helped by each other and being holistically developing. Teachers must allow the learners to provide an environment where everyone is an active consumer of information and a dynamic generator or producer of knowledge. Putting students at the center of the educative process means modifying the teachers' role to one where they are dispensers of information and facilitators of learning in which there is an active academic engagement.

5. CONCLUSIONS AND FUTURE RESEARCH DIRECTIONS

The expected transformation of paranoia to metanoia never occurred**.** The researcher concluded that as students viewed teachers as dispensers of information, they saw teachers at the heart of the educative process, which should have been the other way around**.** In addition to mastering knowledge, thinking critically, and being problem solvers, teachers may help future teachers be developed holistically with due consideration of the cognitive dimensions of learning and the affective and psychomotor domains. Since there is no significant relationship between students' views about teaching and their experiential learning, they may also consider the evolutionary development of their roles as teachers from being dispensers of knowledge to being facilitators of learning. Students belong to a diverse community of learners; they learn in many different ways, and therefore teachers may help them in multiple routes in approaching learning. Further, future researchers may consider other variables to probe into the transformation of students' paranoia into metanoia of teaching views vis-à-vis experiential learning.

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