

METAPHORIC DRAWING OF THE TRANSITION INTO TEACHING: WHAT PRE-SERVICE TEACHERS REVEAL ABOUT THEIR ONLINE TEACHING PERSONA AND SELF-EFFICACY?

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ABSTRACT

To contain the spread of corona virus, the Philippine government officials ordered the cessation of classes; so, people had to stay at home. But, classes had to continue via online platforms. However, as pre-service teachers grow in their profession in their practice teaching, they must see the transition of such growth in experiences during their pre-service training, practice teaching or practicum in the university. Particularly in this study, the researcher described the thoughts of 20 BEED 4A students as key informants who were in their terminal year (graduating---4th year) in the College of Education---Pulilan Extension of the Bulacan State University---Philippines, during the 2nd semester of School Year 2021-2022. The researcher used the mixed method research (MMR) to collect and work with non-numerical data to interpret meaning from these data that help her understood transition experiences through the study of their narratives and metaphorical drawings. The pre-service teachers' online teaching persona includes flexibility, adaptability, technological adequacy, and the belief that teaching is about student learning, their mastery of the material, and the development of cognitive skills. Based on the metaphorical drawings, the participants revealed their teaching persona, including the image of climbing a ladder, riding a Ferris wheel, growth and development, and trying to put pieces in a puzzle; they disclosed that their teaching persona is influenced by flexibility and transformation. Succinctly, their self-efficacy is with very great quality.

Key Words: Metaphor, Transition Into Teaching, Pre-service Teachers, Online Teaching Persona, Self-efficacy.

1. INTRODUCTION

Teaching is construed to be the noblest of all professions. Teaching is the mother of all professions. Engineers, doctors, nurses, and all of the professionals never become who they are without the guidance of a teacher. However, at the onset of COVID-19 pandemic, all schools were closed, but the government officials did their best to combat the virus. The Philippines is no exception. To contain the spread of corona virus, the Philippine government officials ordered the cessation of classes; so, people had to stay at home. But, classes had to continue via online platforms. However, as pre-service teachers grow in their profession in their practice teaching, they must see the transition of such growth in experiences during their *pre-service* training, practice teaching or practicum in the university. Such *transition into teaching* is a process of being and of becoming (teachers from pre-service to in-service--being actual teachers). Their experiences should lead them to the development of love and passion for teaching. Development, in that sense, is

considered metaphoric because from one stage (pre-service) to the other (in-service), they see the transition process as a *metaphor* (a figure of speech in which a word or phrase is applied to an object or action (to which it is not literally applicable). For example, some students disclosed that their transition experiences are “apples in the profession.” That is, they see teaching as enticing as that because of the unbridled love they have developed. As such, their teaching persona is likewise developed as the years go by. *Teaching persona* is the embodiment of who they are (professional and personal dimensions) or the overall teaching image that they project which is developed by experience and *self-efficacy* (people’s belief in their ability to succeed in a particular situation).

Transition Experiences throughout their Practice Teaching.

Ronen (2022) shed light on the ways by which teaching skills (pedagogical knowledge, benefit, considerations) shape the experience of teaching (satisfaction, enjoyment, confidence) of pre-service-teachers (PSTs) during practice. Evidence regarding the opportunities and challenges of incorporating the ACPM in teacher education was collected through a one-way MANOVA. This study asserts that in addition to teaching skills, and despite cultural differences, caring relationships play an essential role in the experience of teaching, which needs to be used, in part, to help PSTs learn how to implement caring relationships in their teaching. She highlighted that 1) enacting more deeply linked practice-based preparation results in an ACPM; 2) ACPM shed light on the elusive space of the experience of teaching beyond teaching skills; 3) during ACPM knowledge, skills, and attitudes must cohere; and 4) despite cultural differences, both societies had mainly benefited by caring relationships. Chinese student teachers hold contradictory teacher- and pupil-centred beliefs. Sometimes, in the development of pre-service teachers’ beliefs, their experiences play a significant role. Liu, Rosanne Zwart, Bronkhorst, and Wubbels (2022) highlighted that 1) Chinese student teachers hold contradictory teacher- and pupil-centred beliefs; 2) three roles of teaching experiences are distinguished in belief development; and 3) teaching experiences mostly confirm student teachers’ teacher-centred beliefs. They used eight Chinese student teachers’ beliefs and the role of teaching experiences in their belief development was explored using qualitative approaches. Within- and cross-case content analyses indicate that, first, most student teachers held both pupil- and teacher-centred beliefs, and some of these beliefs contradicted each other. Second, three types of processes were identified describing the role of teaching experiences in student teachers’ belief development: belief confirmation, belief change and belief elicitation. Most often, experiences confirmed student teachers’ teacher-centred beliefs, which resulted in all of the student teachers in our study being more teacher-centred after their internships. Greiner, Park, and Goldstein (2022) conducted a study on teacher trainees’ perceptions of their preparation in helping students address specific challenging life events (CLE) of bullying, death, and family separation. 121 pre-service teachers in the United States completed a survey and slightly under half reported having no experience with addressing children’s CLEs in their pre-graduation employment or other formal training. Participants felt moderately prepared to address bullying and less prepared to address death of a loved one or family separation. Participants’ proposed responses varied based on the type of CLE; some gender and age differences also emerged. Results highlight the need for training pre-service teachers responding to students’ CLEs, based on feelings of unpreparedness and the frequency of CLEs children experience yearly. They stressed that 1) nearly half of participants reported no formal training about death and family separation; 2) three-fourths reported having training related to the topic of bullying; 3) participants felt relatively unprepared to address death of a loved one with

students; and 4) participants felt relatively unprepared to address family separation with students. Their study showed that perceptions of their preparation in helping students address specific challenging life events are important factors. The support from senior leaders, outside agents and parents, experienced by Norwegian elementary school teachers while working with shy students was noted. A national sample completed a questionnaire based on teacher interviews. A descriptive analysis examined experienced support; while a person-centered analysis revealed different profiles of teachers in relation to support. The findings show that teachers perceived some support in this work. But there were two profiles of teachers; one experienced significantly more support than the other. Class size was the only background variable that showed an effect on the profiles. Implications for schools and senior leadership are discussed (Solberg, Nyborg, Mjelve, Edwards, & Arnesen, 2022). Ronen (2022) shed light on the ways by which teaching skills (pedagogical knowledge, benefit, considerations) shape the experience of teaching (satisfaction, enjoyment, confidence) of pre-service-teachers (PSTs) during practice. However, little systematic knowledge about teachers' motivations to become mentors exists to date. Based on expectancy-value theory (EVT), this interview study among 23 secondary school mentor teachers explores which aspects motivate teachers to undertake the task of mentoring. In line with EVT, teachers choose to become mentors due to a combination of expectancy and value beliefs, and socialisation influences, which can be further categorised into competence beliefs, intrinsic values, social utility values, intrinsic and extrinsic personal utility values, and social influences. Expectancy-value theory is a fruitful theoretical framework to investigate teachers' motivations to become mentor teachers. In their study, they found out that 1) participants believed they benefited from mentoring through mutually learning from each other; 2) personal utility values within the mentoring context could be categorized into intrinsic and extrinsic dimensions; and 3) participants indicated that social utility values were a core motivator for becoming a teacher.

All the reviewed pieces of literature about the experiences of pre-service teachers throughout their practice teaching or practicum were relevant to the present problem under study because they do not only shed light on the problem but also indicate that the experiences (good or bad) can help the pre-service teachers develop perceptions about the vast realm of teaching. In other words, considering the experiences as their threshold for developing thoughts and beliefs are important milestones in their transition from being pre-service teachers to being full-fledged teachers.

Pre-service Teachers' Online Teaching Persona during the Transition Experiences throughout their Practice Teaching through Narratives.

Tarchi, Wennås Brante, Jokar, and Manzari (2022) conducted a study on pre-service teachers' conceptions of online learning during the transition from face-to-face to emergency distance education in Italy, Sweden and Iran. Conceptions of online learning were conceptualised based on how pre-service teachers defined online learning, the self-regulated learning (SRL) skills associated with it and how they compared it to face-to-face education. The participants were asked about the characteristics of their online courses, yielding information about the online learning conditions and experiences. Conceptions of online learning were found to be underdeveloped. Pre-service teachers should develop a flexible approach to SRL that takes into consideration the demands of the specific educational setting. They found out that 1) the COVID-19 crisis had brought several changes in higher education settings; 2) students' self-regulated learning skills were challenged in online learning; 3) students' conceptions of online learning were investigated

in Italy, Sweden, Iran; 4) students' conceptions of online learning were limited to the use of technology; and 5) conceptions of online learning differed between learning environments. In the same manner, Çamlıbel-Acar, and Eveyik-Aydın (2022) made a similar study with prospective teachers. They said that due to the Covid-19 pandemic, the world experienced a fast transition to online education, starting in March 2020. They aimed at reviewing the process from the perspectives of prospective teachers and teacher trainers in a foreign language teacher education program after two semesters of mandatory distance education to make adjustments and take precautions for online possibilities in the future. Data were collected through questionnaires composed of open- and closed-ended items. They disclosed that reflections and evaluations were noted and discussed, so that re-arrangements could be made, both because it was not clear when the pandemic would end, and also because other serious worldwide crises could also create similar situations. In any case, it seemed highly likely that online education would hold a bigger place than before in education and teacher training; and teachers, both pre-service and in-service.

Teacher training both pre-service and in-service has to be retooled especially in the midst of this pandemic. Taghizadeh and Amirkhani (2022) made a study on the conceptions and strategy use of 104 pre-service EFL teachers while they were managing online English language classes at Iran University of Science and Technology (IUST). Data were collected through the use of a questionnaire on classroom management strategies and 16 questions on challenging online situations in terms of managing online teaching, content, interaction, time, and behavior. Analysis of the data revealed that time management; course organization, positive reinforcement, and building a positive atmosphere were considered the most important strategies for online classroom management. The results also showed that the student teachers mostly suggested the use of collaborative tasks and learner-centered strategies in response to the challenges of online classes. The findings suggest that teachers have a key role in building rapport as well as creating a positive, safe, and friendly atmosphere within online classes. These findings had implications for language teacher education programs to develop pre-service teachers' strategies for managing online English language classes. For teacher training, not only on online classes, but also in preparation for face-to-face classes, teacher induction is sometimes used. Teacher induction is regarded as an important facet of the teacher education system in many countries. However, important questions remain concerning which teacher induction practices are most associated with teacher quality and retention. Reeves, Hamilton, and Onder (2022) examined the relationships between various forms of teacher induction and teacher practices, self-efficacy, and job satisfaction, while controlling for an array of teacher socio-demographic and professional characteristics. They found out that five specific teacher induction activities—including team teaching; online activities; and portfolios, diaries, or journals—were associated with one or more teacher-level outcome variables. Holzberger, Maurer, Kunina-Habenicht, and Kunter (2021) explored how multiple teacher characteristics (i.e., knowledge, beliefs, self-efficacy, and self-regulation) co-occurred within 649 German teacher candidates at the end of pre-service teacher education and how these profiles were related to teachers' future occupational well-being. A latent profile analysis identified one highly knowledgeable and engaged profile, one profile with below average knowledge, and one profile with below average beliefs, motivation, and self-regulation. These profiles also differed in their emotional exhaustion and job satisfaction. The findings emphasized how teacher candidates differed qualitatively in their pattern of “starting competence” what might have consequences with regard to specific interventions. They stressed that 1) profiles on teacher knowledge, beliefs, self-efficacy, and self-regulation were taken at the end of pre-service teacher education; 2) profiles

differed in their combination of high - low knowledge and high - low engagement, one overall high profile; and 3) profiles also differed in their emotional exhaustion and job satisfaction. Findings also emphasized how teacher candidates differed qualitatively in their pattern of “starting competence.” Deficit profiles might have consequences with regard to specific interventions. Haines, Strolin-Goltzman, and Dinis (2021) described the design and outcomes of a community-engaged, service-learning, travel study course that used digital storytelling and structured critical reflection. The course, which was influenced by the pedagogy of discomfort, became an odyssey experience for undergraduate students, who embraced the challenges of ambiguity and navigated communication barriers to form appreciative relationships with fourth graders from an economically depressed yet relationship-rich fishing village in the Azores. In their study, they drew on qualitative data to explain students’ growth in communication skills, self-confidence, appreciation for interpersonal relationships, and self-awareness. They concluded with implications for practice and research. Specifically, they highlighted that 1) pre-service teachers benefitted from embracing ambiguity and vulnerability in a short-term service-learning travel study course; 2) making digital stories with fourth graders in the Azores helped pre-service teachers developed meaningful relationships and examined their own assumptions; 3) pre-service teachers became better communicators and gained confidence from this travel study course; 4) participating in this travel study course strengthened pre-service teachers' appreciative stance and helped them gain deeper knowledge of themselves; and 5) short-term travel study courses should include meaningful service-learning opportunities in which to embed critical reflection self-discovery.

It could be noted that as pre-service teachers underwent training (pre-service), everything was held online due to the pandemic COVID-19; all their intention was pure: to improve their skills and competencies for effective teaching. Contemporary studies suggest that creative teaching, even online, is important for young students' overall learning and development, yet the concept and its implications are still ambiguous for many educational practitioners. In the qualitative phenomenological study, Haines, Strolin-Goltzman, and Dinis (2021) addressed this ambiguity by examining pre-service teachers' perceptions of the concept; they examined how participants with a shared experience perceive creativity and creative teaching, through the lens of their interpretation of their own teaching. After reviewing everyday creativity as a working concept, they explored participants’ oral and written accounts as gathered through interviews and questionnaires. Based on the findings, which indicated a change over time in the way pre-service teachers perceived and understood creativity and creative teaching, they concluded that implementing philosophical practices such as: conceptual analyses, dialogues, and in-action reflection throughout their training and practicum years, were beneficial for the advancement of pre-service teachers creative teaching, and perhaps overall well-being.

The reviewed literature for the pre-service teachers’ online teaching persona during the transition experiences throughout their practice teaching through narratives helped the present researcher about such transition. Some became creative; some developed profiles and self-regulated learning during online classes; still some were hoping to be given activities and practices for the development of their teaching skills.

Pre-service Teachers’ Online Teaching Persona during the Transition Experiences throughout their Practice Teaching through Metaphorical Drawings.

Cobb (2022) examined the transition experiences of four early career teachers throughout their first year of teaching. Using metaphorical drawings and narratives, she investigated the

relationship between identity, resilience and agency during this transition period. By drawing on legitimate peripheral participation as a theoretical lens, she theorized teachers' transition experiences. The findings revealed that identity, resilience and agency worked in tandem to enable each early career teacher to look beyond challenges, pressure and fluctuating confidence during this critical transition period. Further, she highlighted that 1) the relationship between identity, resilience and agency examined through metaphorical drawings and narratives; 2) identity, resilience and agency enabled early career teachers to see beyond challenge and fluctuating confidence; and 3) the identity-resilience-agency relationship explained why some early career teachers could withstand pressure.

Pre-service Teachers' Self-efficacy.

Rupp and Becker (2021) highlighted 1) longitudinal analysis of student teachers' state self-efficacy (state STSE); 2) State STSE increased over the course of a three-week teaching practicum; 3) State STSE fluctuated considerably from lesson to lesson; 4) mastery experiences are relevant for state STSE; and 5) student teacher orientation in lesson conferences is relevant for state STSE. In their study, they examined situational fluctuations in student teachers' (N = 120) development in self-efficacy during a three-week teaching practicum in Switzerland. Situational measurements (state) were assessed during a six-lesson teaching unit on written argumentation. Results showed that student teachers' intra-individual state self-efficacy increased during the practicum. However, multilevel regression models indicated that student teachers' state self-efficacy fluctuated considerably during the teaching unit with approximately 30% of variance being located at the lesson level. This variation was predicted by mastery experiences (i.e., experience of competence and instructional quality) and cooperating teachers' discourse elements in lesson conferences (i.e., co-constructive planning, student teacher orientation). Samuelsson, Samuelsson, and Thorsten (2022) showed how two kinds of teaching training could affect pre-service teachers' efficacy beliefs in teaching mathematics and conducting classroom management. The pre-service teachers practised teaching either for three hours with avatar in a simulation followed by three weeks of fieldwork or for three hours with peers in seminars followed by three weeks of fieldwork. The avatar training and the peer training were combined with feedback from fellow pre-service teachers and two experts. The results show that the efficacy beliefs of the pre-service teachers who practised with avatars in the simulation were significantly higher than for those who practised with peers. The avatar training gave a boost effect before the fieldwork for one group of pre-service teachers. Possible reasons for this might be that training with avatars enables students to experience the four factors highlighted by Bandura: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Thus, the results indicate that short periods of intense training with avatars combined with feedback from experts can enhance students' efficacy beliefs significantly. In this sense, simulation training seems to help pre-service teachers to become better prepared and confident during their field. Another study was made by Yada, Björn, Savolainen, Kyttälä, Aro, and Savolainen (2021) who explored Finnish pre-service teachers' self-efficacy in implementing inclusive education, especially in their resilience. Survey data were collected from 105 pre-service teachers studying in a teacher education programme in one university in Finland. The relationships between pre-service teachers' self-efficacy in implementing inclusive practices, their perceived resilience, and background variables were studied using structural equation modelling. The results confirmed a three-factor structure for self-efficacy in implementing inclusive practices among the pre-service teachers. In addition, pre-

service teachers' self-efficacy was the strongest variable that related to their resilience. In other words, pre-service teachers' self-efficacy predicted their resilience. Gender, teaching experience, and career choice related variables explained self-efficacy and resilience differently. In the same manner, Hoang and Wyatt (2021) showed that dimensions of Vietnamese EFL PST self-efficacy beliefs reflected culture and context. Consistent L2 proficiency and self-efficacy beliefs relationships were identified. The practicum boosted PST self-efficacy beliefs in general pedagogical skills. PST self-efficacy beliefs in language-teaching dimensions were impacted less. Finally, enactive mastery experience over the practicum was reported as the most influential.

Teaching may not be one of the most lucrative professions. But, what is it really like to be a teacher today? Teaching is about inspiring and motivating students to realize and exceed their potentials. The greatest teachers of all time have devoted their lives to inspiring and empowering their students to achieve great things and become good and productive members of the society. However, to some, teaching is not a viable profession. Based on the cursory interviews conducted by the researcher, she discovered that many pre-service teachers wanted to be teachers because 1) their parents wanted them to; 2) their parents or siblings were also teachers; 3) there were no other choice; and 4) they flunked in desired courses. However, still, to some people, teaching may never be a daunting task if they have the passion for teaching (Aquino, 2021). It is in this contention that the researcher explored the transition experiences of the pre-service teachers throughout their practice teaching or practicum. The researcher was once a supervisor of student teaching; at present, she is a teacher of professional education subjects in the College of Education at the Bulacan State University (BSU)-Philippines. And, now that classes are held online (no face-to-face yet), she wanted to reveal their online teaching persona along with their self-efficacy that they developed and revealed in their practice teaching through their narratives and metaphorical drawings. In this study, she used the paradigm where the **fusion** or the **integration** of the qualitative data (narratives and metaphorical drawings) and quantitative data (self-efficacy) so that teaching persona and pedagogical implications are revealed.

The paradigm of this study shows the meshing, fusion or integration of qualitative data and quantitative data. The researcher used an oblong for the **fusion**. Such process of fusion is metaphoric because of combination of analysis. The *first rectangle* symbolizes overburden of responsibilities; it helps combat the feelings of inferiority and depression, which will allow for understanding and elimination of self-reproach. It balances ability to amplify thought forms. The second rectangle shows the. The fusion also allows people to be more attuned to nature and all the healing forces that are available in the environment (<https://meanings.crystalsandjewelry.com/gold/>).

For the *second rectangle* for qualitative data, the researcher used a questionnaire to reveal the respondents' self-efficacy.

Pre-service Teachers'
Transition experiences and Online Teaching Persona
throughout their practice teaching through:

Pre-service teachers' Self-Efficacy

- Narratives and
- Metaphorical drawings

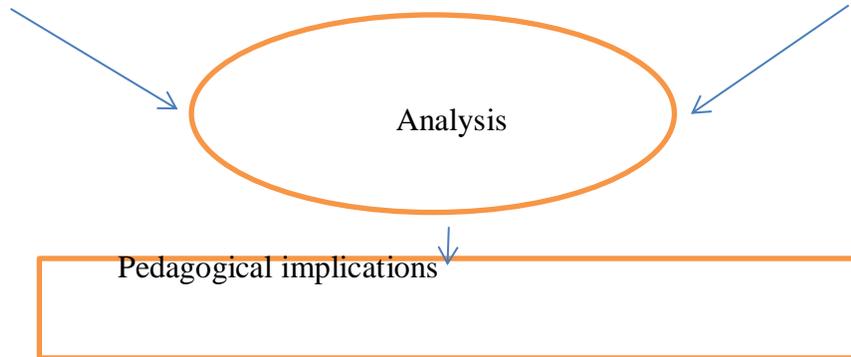


Figure 1: The Data Fusion Paradigm of the Study

Statement of the Problem

Specifically, the researcher answered the following questions:

1. What transition experiences are revealed by pre-service teachers throughout their practice teaching through:
 - 1.1 narratives and
 - 1.2 metaphorical drawings?
2. What online teaching persona is manifested during the transition experiences throughout their practice teaching through:
 - 2.1 narratives; and
 - 2.2 metaphorical drawings?
3. Up to what quality do the pre-service teachers manifest their self-efficacy in relation to:
 - 3.1 performance outcomes;
 - 3.2 vicarious experiences;
 - 3.3 verbal persuasion; and
 - 3.4 physiological feedback?
4. Based on the findings, what pedagogical implications may be drawn?

2.METHOD

The researcher used the mixed method research (MMR) to collect and work with non-numerical data in order to interpret meaning from these data that help her understood transition experiences through the study of their narratives and metaphorical drawings.

The MMR was designed to reveal the meaning that informs the action or outcomes that are typically measured by quantitative research. So, for the qualitative part, the researcher investigated meanings, interpretations, symbols, drawings and narratives about their thoughts regarding transition experiences throughout practice teaching in order to reveal their teaching persona. For the quantitative part, the researcher described the quality of the respondents' self-efficacy. What this type of research produces is descriptive data that the researcher must then interpret using rigorous and systematic methods of transcribing, coding, and analysis of drawings and themes. Just because its focus is transition experiences throughout practice teaching, MMR lends itself well to creating new paradigms using the inductive method, which can then be tested with further research.

In mixed methods studies, the researcher intentionally integrated or combined quantitative and qualitative data rather than keeping them separate. The basic concept was that integration of quantitative and qualitative data maximized the strengths and minimized the weaknesses of each type of data. According to Creswell, Plano, and Clark (2011), merging data, connecting data, and embedding data are important in the MMR.

Specifically, in this research, the researcher used the *Exploratory Sequential* by a qualitative exploration followed by a quantitative follow up or by a quantitative analysis explained through a qualitative follow up. In the first phase, the researcher collected qualitative data and then analyzed them for a description or themes. The results of these analyses are used to direct the next, quantitative phase, which was a survey of quantitative data collection. A practical technique was that the qualitative data helped to explain in more depth the mechanisms underlying the quantitative results in order to generate pedagogical implications. As the qualitative data were taken through narratives and drawings, the researcher used thematic analysis (TA). The goal of thematic analysis is to identify themes (i.e., patterns in the data that are important or interesting), and use these themes to address the research or say something about an issue. This is much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it (Braun & Clarke, 2006). Accordingly, there are six (6) steps in using TA (Braun & Clarke, 2006).

Table 1 Steps in TA

1	Become Familiar with the data
2	Generate initial codes
3	Search for themes
4	Review themes
5	Define themes
6	Write-up

STEP 1: *Becoming Familiar with the Data.* The researcher read and analyzed the transcripts thoroughly so that familiarity with the data may be achieved. Also, in this stage, the researcher jotted down early impressions of the data.

STEP 2: *Generate Initial Codes.* The researcher organized the data in a meaningful and systematic way. Coding was utilized to cut down the data into specifics.

STEP 3: *Search for Themes.* The researcher then looked for patterns that captured something significant or interesting about the data. Initially, the researcher examined the codes that were relevant to the theme.

STEP 4: *Review Themes*. The researcher then modified and developed the preliminary themes that had been identified in step 3. At this point, the researcher then gathered all the data that were relevant to each theme.

STEP 5: *Define Themes*. At this point, the researcher considered this step as the “final refinement of the themes” and the researcher aimed at seeking the “essence” of what each theme was about.

STEP 6: *Writing-up*. Lastly, the researcher summarized all the findings on the previous steps and sought salient features of what had transpired in the process of data analysis. Another way to analyze qualitative data was the aid of word cloud generator that transforms data into insights. The WORD CLOUD generator (<https://www.freewordcloudgenerator.com/>) is an application of visual representations of words that give greater prominence to words that appear more frequently. This type of visualization highlights the most common answers and presents the data in a way that everyone could understand.

In the same manner, to extract meanings from the participants’ drawings, the researcher asked the help of her friend psychometrician for interpretation. Also, the researcher used interview questions to clarify the key informants’ answers from the survey about their self-efficacy. After all these procedures, pedagogical implications were forwarded.

Key Informants

Particularly in this study, the researcher described the thoughts of 20 BEED 4A students as key informants who are in their terminal year (graduating---4th year) in the College of Education---Pulilan Extension of the Bulacan State University---Philippines, during the 2nd semester of School Year 2021-2022. The key informants were asked about their transition experiences through their narratives and metaphorical drawings. A friend psychometrist helped in the interpretation of drawings or illustrations. In other words, these 20 BEED 4A students revealed their online teaching persona through narratives and metaphorical drawings; they also revealed their self-efficacy through a questionnaire and interview questions in order to generate pedagogical implications.

Instruments

The instruments employed in this study were their narratives written, answers from interviews, metaphorical drawings to explore the transition experiences into teaching in order to reveal their teaching persona and self-efficacy. Additionally, for the analysis and interpretation of narratives and metaphorical drawings, the researcher sought the help and expertise of her friend psychometrician. On the other hand, a questionnaire was used to gather information about their self-efficacy. To verify their responses, the researcher used interview protocols to extract their self-efficacy. There are four (4) aspects of self-efficacy: performance outcomes, vicarious experiences, verbal persuasion, and physiological feedback (Hiranrat, Harncharnchai, & Duangjan, 2021). In the questionnaire, for each aspect in self-efficacy, there were five (5) benchmark statements; so there was a total of 20 benchmark statements in all. This questionnaire on self-efficacy underwent face and content validation by three experts: language, statistics, and research teachers. After the validation procedures, their comments and suggestions were incorporated in the final draft of the questionnaire. To identify their self-efficacy, her friend statistician helped her.

Data Collection and Analysis

In order to collect and analyze data from their narrative and metaphorical drawings, the researcher analyzed responses for key patterns. The patterns were identified, categorized, and coded in order to uncover themes and reveal their teaching persona. A constant comparison process was inductively done. That is, the categories and their meaning emerged from the data rather than being imposed on the data before the data were even collected or analyzed.

Just because of the continual building of key patterns through analysis, the discovery of relationships began as the initial interpretations were analyzed. A process of continuous refinement occurred as the coding is integral to the data collection and data analysis. After the extraction of significant meanings that revealed the participants' online teaching persona, the researcher went back to some of them via Google meet and cursory interviews in order to clarify, confirm, and validate the interpretations with their actual responses.

To measure the quality of self-efficacy, a five-point Likert scale was used.

Mean Numerical Rating	Verbal interpretation	Descriptive Equivalent
4.21-5.00	Very Great	Very Great Quality
3.41-4.20	Great	Great Quality
2.61-3.40	Adequate	Adequate Quality
1.81-2.60	Limited	Limited Quality
1.00-1.80	Extremely Poor	No Quality/None at All

3.RESULTS AND DISCUSSIONS

This section deals with the discussion of results.

Pre-service Teachers' Transition Experiences throughout their Practice Teaching through Narratives

Through the participants' narratives, they disclosed that there were transition experiences. Some had developed anxiety and fear. On the contrary, others developed patience and love. The following are some authentic narratives from the participants through word cloud.

Participant 1: *Throughout my practice teaching I have experienced a lot of transition from being a student to being a student teacher. At first, I am worried and anxious being in the field but after quite some time I am able to adjust myself and enjoy practice teaching.*

I believe that my experiences during practice have been quite quick and that I have gained a lot of knowledge at the same time. I'm nervous about the observation since I don't know what will happen in the weeks leading up to my final demonstration. However, I am convinced that God will help me overcome my fear. I will not give up, no matter how difficult it is to be in an online teaching demonstration or observation. Instead, I will see an opportunity in a problem. God has given me this challenge because He knows I am capable of solving it. I'm going to be a fantastic teacher who can help my kids improve their knowledge and discipline. As the weeks pass, I try to be positive. I don't allow myself to be surrounded by negativity because it can lead to a negative outcome. Throughout my practice teaching, I simply give it my all. It's a great opportunity to participate in this one of a kind internship. As a future educator, you may encounter early obstacles, learnings, hurdles, or even the feeling of being a professional teacher. I've learned how to approach my students with my strategies after gaining a better understanding of them. Despite the fact that we had an online discussion and I will be their teacher, I sensed the love and support of both students and parents, who are still engaging and aiding their children. It was one of the most memorable experiences of my life, and I will never forget it because they appreciated me.

well. It made me feel anxious and worry about many other things. But it only took me a short period of time to adjust myself in the new environment. I enjoy myself being in the field and gaining new experiences.

There are a lot of transitions in terms of experiences from students to practicing teaching. There are various changes physically, mentally, and emotionally. Physically you have to be well prepared when entering your class. You have to dress well and look well so the students will see you as their role model. You have to open your camera, for the students to be able to see you and feel that you are with them. Mentally, practice teaching is exhausting. You have to deal with online classes wherein you can experience different problems- internet and technical difficulties. There are times that your students will range from 10 to 20 but you still need to go on. You have to prepare your mental state in dealing with such circumstances. Emotionally, some students will touch your life, you have to avoid biases. This, shift emotionally allows you to be fair, considerate, honest, and well-mannered in dealing with your students.

It was a great experience to teach in a real life. I was assign in St. Joseph School of Candaba, I meet my cooperating teacher Ms. Jelina she is very kind she assist me in what in what i have to do. The students is very kind also and approachable. This is the best experience in my college life because I have a lot of experiences being a student teacher, I learn a lot. I enjoy teaching my students even it is via virtual. Also the students they cooperate in my class, they actively participate in online class.



Participant 15: Since there is a transition from face-to-face learning to online learning, we cannot hide the fact that our field study and practice teaching will have to adjust to that circumstances.

Throughout my practice teaching I have experience a lot of transition from being a student to being a student teacher. At first, I am worried and anxious being in the field but after quite sometime I am able to adjust myself and enjoy practice teaching. Indeed there are a lot of things or factors you must consider first before, during and after the practice teaching. Most importantly being ready is a must.

At first, it's hard to adjust especially since we are not familiar with online distance modalities. It's hard to communicate with students because some of them cannot attend the online class and instructions should be explained one by one. But eventually, I get used to students asking every now and then. I learned that I should always remind them, and always have patience. At first, everyone was lost, but little by little, we started to be enlightened of the new normal education.

The transition experience from being a student to becoming a practice teacher was both exciting and challenging. It was never easy, but I would say that it was memorable. I was able to adjust easily this is because of our previous teachers who exposed us to several demonstration teachings.



Participant 16: *Being a teaching intern was crucial for me in the beginning. At the same time, the adjustment is both sudden and overwhelming. Because I know that doing so will help me become a better educator in the future, I constantly remind myself to give it my all in whatever I do. I was both terrified and delighted when I learned that we would be observing and teaching. It helped me acquire a lot of confidence and experience what it's like to be a professional teacher during our practice teaching. This has reinforced my belief that there is no turning back. That I must be exceptional in all areas since it is essential for a future teacher and the only way to ensure my success. The other weeks have passed, and my teaching practice has continued to inspire me to accomplish more. I'm giving it my all and refusing to give up no matter what. During my practice, my heart continues to beat faster than usual. Feeling this way, in my opinion, is natural since we may learn a lot from it. I'm now able to inquire about the pupils' queries and learnings, as well as any violent reactions or unanswered inquiries. It's wonderful that students recognize my name and address me as Ma'am. My journey grew more interesting because I encounter different individuals with various bundles of joy. Whatever happens, we choose to change and overcome obstacles in order to become professional teachers or, at the end of the day, a better version of ourselves. God is always watching over us while we fight our battles and watch her child develop and provide joy to others. Many suggestions were given to me, and I will use them in my future lectures. It was a fantastic experience that helped me overcome obstacles and fears. I've realized many things. As an educator, I believe I should learn to manage my own life because I will be in charge of others' lives, especially my future students. At school, I'll be their second*

in teaching and how to be a better teacher. I will cherish every moment being a Student Teacher that I will carry the things I learned here.

Before I start my practice teaching I overthink a lot. I was thinking about what will happen to me when I'm already handling real students. I was so scared of everything because I don't know a lot and talking in front of a lot of people can also make me scared but after my practice teaching, I learn that I should not be scared of my expectations. I need to face every fear that I have to know my capabilities and to know everything that will help me grow as a future teacher. I also learn how to create virtual games so my students will enjoy learning while playing. Seeing my students learn from me makes me feel so happy. Being a teacher is challenging but we should not let that challenges stop us.

Being a student is not easy as everyone think so what more is to be a teacher? The Teaching Internship course helped and prepared me for a transition from being a student to being a student teacher. This experience provided me on how to become a real teacher even in an online platform. The learning and experiences which are bitter yet fruitful, the hardships and struggles I've gone throughout my Student-Teacher life will be a way for me to become an effective teacher someday. All of the sleepless nights are all worth it because I know that those experiences will shape me and become a full pledge teacher. The memories that will forever remain carved in my heart and of course the fulfillment and the joys of my teaching experiences. All the joys and struggles I experienced to this field will be my pen to draw my bright future.

First two weeks of my practice teaching in Mary Chiles College of Arts, I only observe on how my Critic teacher teach his/her students in Grade level 3 to 6. It's different how she handles and give instructions to her students in different grades. After my two weeks observation, she let me teach her students grade 3 to 6. I use different style of teaching and approach based of their grade year level. In grade 3 and 4, I use the language and communication that they can easily understand when i gave them an instructions and activities. In grade 5 and 6, I raise the level of difficulty when I gave their activities. I use picture analysis as an example, I always Add "why questions" so that they can answer with a higher thinking skills.

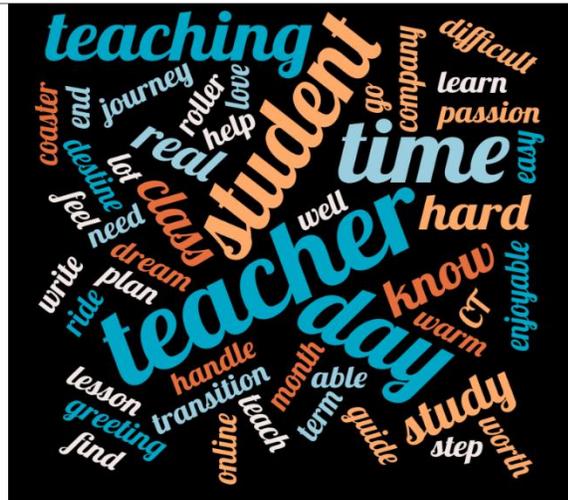
for a short period. I cannot wait to apply what I learned from this experience when I become an official teacher,

The transition experience from being a student to becoming a practice teacher was both exciting and challenging. It was never easy, but I would say that it was memorable. I was able to adjust easily this is because of our previous teachers who exposed us to several demonstration teachings. I like the concept of having classes that I can manage the lessons and the instruction. However, there are still other factors that I was not ready to face. Such as the overwhelming tasks of a teacher, the culture in a specific school, the different personalities of the students as well as the teachers, and the emotional struggles of a beginning teacher on how to motivate oneself. There was a point in my practice teaching days that I was disillusioned, unmotivated, overwhelmed, and dissatisfied. Perhaps it is because of the setup in online classes. I cannot see the smiles of my students nor I could not check if they are still listening. But after that struggle and that downfall, my cooperating teacher was able to notice it and did not hesitate to help me gain my motivation and confidence again. My cooperating teacher's advice was not comforting but it is more of a wake up call for me to fix myself because many students will suffer if I will not give my best to teach them. All in all, I would describe this transition experience as a beginning and an end for me. A start to experience managing a class but it also signifies the end of my journey as a student. I have learned a lot from the practice teaching days and I will use this learning in my future endeavors.

My experience feels like I'm in a rollercoaster in which it goes up and down at first. I am afraid of heights but I realized that I am not heights that I'm afraid of but the truth that I will fall down. I feel like I'm walking in the dark, what should I do? Where to start? But as the days pass I am able to overcome my fear with the help of my cooperating teacher and my friends. I still feel that I'm in a kind of rides but now on a ferris wheel. I can still be on top but I enjoy the view and I am not afraid to fall down or make mistakes because it is where we learn, from our experience and mistakes

Handling a real class is not easy as I am expected it to be, especially, that we're in a online set-up situation. It's really difficult to catch the attention of the young students. As my CT always said to me, my teaching strategy and material making skills were on a higher level than what am I handling (I handle Grade 7), my materials and approach were more appropriate in a higher year levels like: 9 or 10 onwards, she said. One of my biggest flaws before my demo was my mono-tone. I am like a single tone, a single-stringed guitar. Fortunately, we manage to remedy that problem and successfully finished my final demo. In my road for Practice Teaching, I decided no to go to schools where I have friends, it just happened that I have 1 classmate, but that was the plan. I want to sail without a map that time. I truly want to test myself If I can really pull-off this course and to my sleepless nights, I managed to go through.

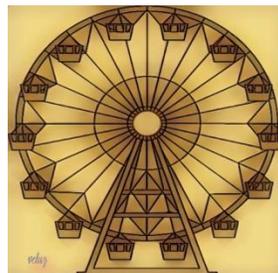
In studying education, I was a fresh student not knowing anything about its environment, how it works and what are the things that I am going to learn and develop. As I move forward and reach the finish line of this journey I have experienced and learned all things that I know will help me in the field of teaching. Now, in my 4th and last year as a student, I am now a practice teacher and I had the opportunity to teach in a elementary school. At first I did not know what to feel because I will be teaching real pupils and I will be handling them with the guidance of their adviser. As I continue my internship with them I gained knowledge, strategies and realizations by experiencing the real world of teaching. These things helped me to be what I am now and what I will be in the future. The learnings and the knowledge I gained with this experience built my



Pre-service Teachers' Transition Experiences throughout their Practice Teaching through Metaphorical Drawings

For transition experiences throughout their practice teaching through metaphorical drawings, the researcher was helped by a friend psychometrist in the interpretation of the participants' metaphorical drawings. Here, the following were obtained:

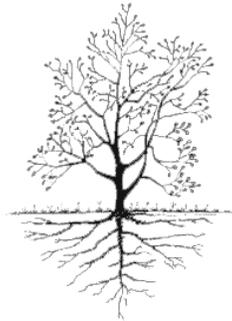
Participant 1: This participant compares transition experiences with a ferris wheel, where there is an amusement ride consisting of a rotating upright wheel with multiple passenger-carrying components attached to the rim in such a way that as the wheel turns, they are kept upright, usually by gravity. The participant uses straight lines and circles in drawing. A line is an abstraction, a man-made product, defined by Euclid (a Greek mathematician, often referred to as the "founder of geometry") as "breathless length." By definition, a straight line goes on forever, never meeting itself again. A straight line starts and never ends, and never meets itself. On the other hand, a circle is a round plane figure whose boundary (the circumference) consists of points equidistant from a fixed point (the center). The participants try not to settle on one thing in their entire life but try to find something new. In other words, they keep rotating until they find a better position that suit them well. Therefore, the participants, as expressive as they are, want to climb the ladder of professional success. Additionally, they use straight lines to indicate height and strength because they extend towards the sky and seem unshakeable. This participant also uses diagonal lines that suggest movement or lack of stability.



Participant 2: This participant metaphorically describes transition experiences as a growing plant. It shows their belief about the process of transition from one stage to the others. In

so doing, they use straight lines upward to support their contention about growth. Succinctly, this is related to the Parable of the Growing Seed.

In the *Parable of the Growing Seed*, Jesus tells of a man who scatters seed on the ground and then allows nature to take its course. As the man who sowed the seed goes about his business day by day, the seed begins to have an effect. First, the seed sprouts; then it produces a stalk and leaves, then a head of grain, and, finally, fully developed kernels in the head. Jesus emphasizes that all of this happens without the man's help. The man who scattered the seed cannot even fully understand how it happens—it is simply the work of nature. "All by itself the soil produces" (Mark 4:26-29). The parable ends with a harvest. As soon as the grain is ripe, the sickle is employed, and the seed is harvested. This happens at just the right time. This parable is similar to that of the metaphorical drawing of participant 2, where he or she indicates the growth of such transition experience in practice teaching.



Participant 3: Participant 3 concurred with Participant 2 in such a way that their drawing interpretation is the same. Just like a farmer, he cannot force a crop to grow; in the same way, the participant cannot depend such growth on others.



Participant 4: Participant 4 adheres to the belief that transition experiences are a growing plant; if properly nourished would elicit good fruits.



Participant 5: This participant, likewise, shows her belief about transition experiences through drawing a plant. Such drawing indicates growth and development. The straight line symbolizing the trunk of a tree indicates a strong conviction for growth and development.



Participant 6: Participant 6 discloses the same idea of transition experiences. Such metaphor is the same with participants 2, 3, 4, and 5.



Participant 7: Participant 7 has the same metaphor with participants 2, 3, 4, 5, and 6. Such idea is about a plant again. However, in the previous drawings, the illustration is a plant itself. But, here, there is the process. The person is the one drawing a plant. Therefore, there is a clear indication of the process of being and becoming a teacher. It indicates that if a person is looking at another object, that line is even stronger because human contact is an incredibly powerful experience. If people are looking at something that line is so strong that it could easily

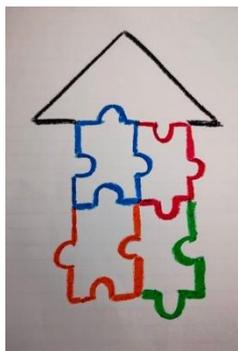
overpower almost any line in the visual plane, no matter how long, thick, or colorful it is.



Participant 8: This participant believes that transition experiences are passing on a road full of challenges. However, teaching, in itself is still beautiful.



Participant 9: Participant 9 expresses transition experiences by way of putting the pieces of a jigsaw puzzle together. In other words, this participant believes that every aspect of experiences is unique. Participant 10: Transition experiences Participant 10 believes that every experience needs ingenuity and uniqueness. This is why pieces of the puzzle (no matter what the shape is) are all important aspects of that transition. For some, teaching is most certainly a puzzle, usually one that will give them a hard time until they figure it out. If they are a simple person with a clear goal and idea of what they want to achieve in life, as well as a set of rules that will help them get there, then such puzzle may be much easier to complete. Participant 10: Participant 10 believes that every experience needs ingenuity and uniqueness. This is why pieces of the puzzle (no matter what the shape is) are all important aspects of that transition. For some, teaching is most certainly a puzzle, usually one that will give them a hard time until they figure it out. If they are a simple person with a clear goal and idea of what they want to achieve in life, as well as a set of rules that will help them get there, then such puzzle may be much easier to complete.



Participant 10: The metaphoric transition is related to the idea of Participant 10, where such is perplexing. The question mark (?) indicates wonder and confusion. However, trying to figure out their goals may help them realize the beauty of such experience. The beauty and joy of the transition experiences help the participant to keep going.



Participant 11: In this metaphoric description, the participant uses a clown trying to juggle the balls for fun. At a circus, the participant tries the performance that typically includes such feats as juggling. And that alone makes the experience worth keeping.



Participant 12: This participant believes in himself, knowing that teaching is challenging, he/she still clings to dreams and aspirations of becoming a teacher in the future.



Participant 13: This participant describes transition experiences as having the needed level of self-esteem which is described as a person's overall subjective sense of personal worth or value. In other words, self-esteem is the level of appreciation of the self regardless of the circumstances.

Self-esteem is construed to be related to emotional health, and overall well-being. It also influences motivation, as people with a healthy, positive view of themselves understand their potential and may feel inspired to take on new challenges. This participant uses curved lines that can be simply wavy. Such lines convey the feelings of comfort and ease.



Participant 14: This participant describes transition experience as an art. This participant believes that teaching is an art. It manifests ways in which the teacher uses creative ways to teach the students and so the students find it to be fun and interesting to learn. This participant uses lines and circular shape for patterns, energy and calling for attention.



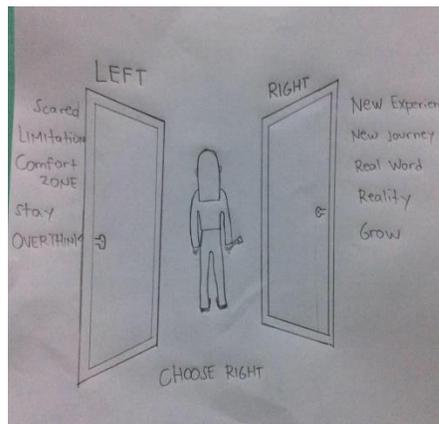
Participant 15: This participant describes transition experiences in practice teaching as a glass half filled with water. The glass is believed to be the student; the water is construed to be what the student has gained. This idea is related to the *banking concept of education*, in which refers to the method of teaching and learning where the students simply store the information relayed to them by the teacher. *Banking Concept in Education* is a concept in philosophy originally explored by Brazilian philosopher Paulo Freire.



Participant 16: This participant adheres to the idea of transition experiences as climbing a ladder of success. According to Stephen Covey: "it is pointless to put so much time and energy into achieving a goal that you think you want to achieve, yet when you reach it, you find only to find that you get no satisfaction from its accomplishment." As disclosed by this participant during the cursory interview, she said: "You can do the same in life, but it starts with setting a goal. Then choose your ladder and begin the climb. Don't forget, just like when I clean out the gutters, many times, you're going to need someone to help you steady that ladder...make sure you don't fall off. My wife does that for me, both in my life ladder and when I'm cleaning the gutters...she's always there for me...so find someone to help you steady that ladder. Finally, when you reach the top of the ladder...don't stop. That's why they make extendable ladders...so you can go higher! If you get to the top and realize that wasn't what you wanted, find another ladder and start climbing that one...just never stop climbing!"



Participant 17: This participant describes transition experiences as a matter of choice. As disclosed, she reported: "I seem to be faced with choices, or at the crux of choices which might be unsettling or unclear. Practice teaching is sometimes confusing. In my attempt to demystify some of the uneasy questions swimming in my head, I bring light in potential dark times when I find myself in the midst of indecision. What to choose and why becomes something I hardly find the answer to. But, after this practice teaching, I realized that I am meant to be a teacher.



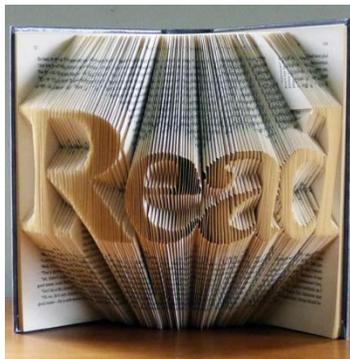
Participant 18: According to the psychometrician, this drawing shows the humility of the participant. However, as humble as she is, she tries to believe that she can do more. As disclosed during the Google meet interview, she said: "I want to be a successful teacher someday---one who writes a book and have it published."



Participant 19: Participant 19 is one who believes that teaching is a metamorphosis because, from one stage to the other, she changes and evolves into a full-fledged teacher through practice and training.



Participant 20: This participant explores the world of reading. She said that reading is a ticket to cognitive growth. For them, the world of reading is so amazing that it gives them ticket to improve their craft and pedagogy.



In summary, transition experiences are metaphorically described as challenging road, ladder, and ferris wheel; some other participants express the experience as a growing plant. As such the transition is considered a process of growth and development. In the context of human development, growth is defined as an irreversible constant increase in size, and development is defined as growth in psychomotor capacity. In their transition into teaching, they feel a sense of responsibility as prospective teachers. These were supported by Ronen (2022) when he said that experiences shaped the experience of teaching (satisfaction, enjoyment, confidence) of pre-service-teachers (PSTs) during practice. For them, it is a process of spiritual, physical, social and spiritual growth that lasts a lifetime. It's a process of active learning and developing new skills long after they feel that teaching is challenging; yet fulfilling. The beauty of growth in teaching is that the possibilities are endless – they believe they can learn as much as they want in their field.

As disclosed, time management, course organization, positive reinforcement, and building a positive atmosphere were considered the most important strategies for online classroom management as supported by Taghizadeh and Amirkhani (2022). They highlighted the importance of creativity in teaching. And as they continue to grow, they will be embarking on an extraordinary and meaningful path in life. Importantly, a participant disclosed that transition experience is a metamorphosis, where the process of transformation from an immature form to an adult form in two or more distinct stages. As an ugly worm, it nibbles a hole in the cocoon trying to find its way out in order to become a beautiful butterfly. Transition experiences are creative metamorphosis. This finding was parallel with Goltzman, and Dinis (2021) when they said that implementing philosophical practices such as: conceptual analyses, dialogues, and in-action reflection throughout their training and practicum years, were beneficial for the advancement of pre-service teachers creative teaching, and perhaps overall well-being.

Pre-service Teachers' Online Teaching Persona during the Transition Experiences throughout their Practice Teaching through Narratives

Through their narratives, the following themes emerged:

Challenging Adjustments. The overall experience is fulfilling, though exhausting because they (participants) also have their personal lives to deal with. Some have learned a lot especially in adjusting to different situations in the virtual classrooms.

Being a teaching intern was crucial for me in the beginning. At the same time, the adjustment is both sudden and overwhelming. Because I know that doing so will help me become a better educator in the future, I constantly remind myself to give it my all in whatever I do. I was both terrified and delighted when I learned that we would be observing and teaching.

I have to adjust and adopt something. I found myself as an instructor of my own self here – encouraging myself to be better each day knowing that the future of this country is on the hand of the fully passionate and willing soul of the learners.

My transition experiences throughout my practice teaching is not that easy. At first I am not ready and aware of the things I must do. There are a lot of expectations as well. It made me feel anxious and worry about many other things. But it only took me a short period of time to adjust myself in the new environment. I enjoy myself being in the field and gaining new experiences.

Since there is a transition from face-to-face learning to online learning, we cannot hide the fact that our field study and practice teaching will have to adjust to those circumstances.

The transition experience from being a student to becoming a practice teacher was both exciting and challenging. It was never easy, but I would say that it was memorable. I was able to adjust easily this is because of our previous teachers who exposed us to several demonstration teachings.

My transition experience in my practice teaching was challenging but enjoyable at the same time.

It is challenging because I've experienced to teach real time and most importantly real students.

It is quite hard because we need to adjust to each other for us to know one another for better communication.

Recognizing Challenges. There are a lot of experiences and challenges that they have encountered.

One of the challenges that I've experience is the difficulty of contacting my cooperating teacher since sometimes he isn't answering my inquiries and there's a time where I didn't have a contact with him for the whole week. However, after that he explained what is his reason. Another challenge that I've experience is the difficulty of asking a response using the microphone from

students since some of them are only responding in the chat box of the meeting platform. Overall, my experience throughout my practice, it is challenging as well as a fun experience since I got to handle bright students who are brilliant and smart students.

It's very vital to implement effective techniques to make the discussion very engaging. Also, the new normal setup is very challenging. However, these challenges help me grow and they contribute a lot to boosting my confidence as a teacher. This experience encouraged me to develop my teaching skills which I can bring when I became a professional educator.

I realized that this is the time to face the reality of being a teacher is a challenging career, the struggles, challenges, the stress, happiness and the fear. Realize that I need to overcome the new normal set-up.

I need to face every fear that I have to know my capabilities and to know everything that will help me grow as a future teacher. I also learn how to create virtual games so my students will enjoy learning while playing. Seeing my students learn from me makes me feel so happy. Being a teacher is challenging but we should not let that challenges stop us.

Each day, I become in love with teaching, the warm greetings and company of the students, the challenge of being a teacher, everything. I found passion on what I'm doing. Day-by-day, I can feel that I am really destined to be a teacher.

I will not give up, no matter how difficult it is to be in an online teaching demonstration or observation. Instead, I will see an opportunity in a problem. God has given me this challenge because He knows I am capable of solving it. I'm going to be a fantastic teacher who can help my kids improve their knowledge and discipline.

My transition experiences in my practice teaching can be succinctly as being one fraught with all kinds of challenges, given the new platform to practice on and the modality by which it was delivered.

When reflecting on this semester of student teaching, there have been so many challenges, so many celebrations, and so much that I have learned. I have been pushed beyond my comfort zone, and I have grown as a teacher immensely.

I have really enjoyed my student teaching experience despite all of its hardships and challenges. I found myself in very low points but also in very high points throughout the semester, but I can clearly see how it has all grown me as a teacher.

Practice teaching challenged me in a way that I needed to hold my patience as reality strikes that only few students attend online class. Also, I needed to allot time for the preparation of materials. I have experienced a lot of local demonstration teaching. I was assigned to two ct's that's why sometimes my tasks are loaded. I am challenged that time but still I am here continuing.

Tech-Tuning Difficulties in the New Normal. The resources of the course is one of the factors because they have to secure a strong internet connection and electronic devices.

I am really proud that I made this far even without devices and internet connection but thanks to my friends for making it possible. They are the one who helped me in terms of this situation.

I have to deal with online classes wherein you can experience different problems- internet and technical difficulties.

I understand the dilemma of the students that just about the external factor like the dearth of gadgets, weak internet connection and support from the other people.

Also, in an online class, not all are attending their class, not even a half is present. Also, difficulty in internet connection and technology is one of the problems that we cannot control. Practice teaching in an online set up is very challenging.

Given that it is very challenging for us, especially to those who lack in having learning materials and gadgets, we really have to make a way on how we can conquer and cope with the situation. Like an internet connection

Most common problems are weak internet, unnecessary noises, and not participating or listening to their teacher.

Compared to face-to-face classes, there are a lot of drawbacks to online classes. First, it is difficult to communicate to students through google class and messengers only. Not all are responding, and also misunderstanding is a common problem.

Learning to Cope with Difficulties. One way to adjust is to learn how to cope with challenges of the times.

As I observed my cooperating teacher, I was able to adapt to the environment and teach the class, in what I know, in a successful way. The experience of teaching and being with students in a class, them calling me "Ma'am," is a memory I will forever treasure.

I learned something from my cooperating teacher and from the students almost every day, and being open to this and vulnerable allowed me to grow, adapt, and think on my feet! Having these experiences is the true life of a teacher. Moreover, one of the big factors that really affect my student teaching experience was this pandemic; it really changed our education setup. But, I didn't let this challenge hinder me from teaching and learning at the same time.

I learned something new from my cooperating teacher and students, and being flexible and open to this allowed me to grow and adapt. The true life of a teacher consists of having these experiences.

I learned something from my cooperating teacher and from the students almost every day, and being open to this and allowed me to grow and adapt. Having these experiences is the true life of a teacher,

From the Traditional to an Online Learning Setup. Their transition experiences have led them to accept realities of teaching.

I can say that I've learned more how it is to be a teacher. I've learned how to adapt to varying situations. I have accomplished how to utilize different teaching and learning platforms. With that being said, I can describe that the transition made me realize that I can do more and innovate more using technology.

My practice teaching experience was overwhelming, pressuring, shocking, and entails a lot, i mean a lot of changes and requirement to adapt. As a teacher one of our main responsibilities is to be able to adapt to changes, integrate innovation and technology and of course to overcome any teaching challenge that will come in our way. With that being said the transition was challenging and requires a lot from everyone but life goes on.

In summary, during the transition experiences throughout their practice teaching, through their narratives, the pre-service teachers' teaching persona includes **flexibility, adaptability, and technological adequacy**, along with the belief that teaching is about student learning, their mastery of the material, and development of cognitive skills.

Pre-service Teachers' Online Teaching Persona during the Transition Experiences throughout their Practice Teaching through Metaphorical Drawings

Based on the metaphorical drawings, the participants revealed their teaching persona which includes the image of **climbing a ladder, riding a ferris wheel, growth and development, and trying to put pieces in a puzzle** as evidenced by straight lines drawn upward. including team teaching; online activities; and portfolios, diaries, or journals Reeves, Hamilton, and Onder (2022) Additionally, the participants disclosed that their teaching persona is influenced by **flexibility and transformation**. The following are their expressions.

I have experienced a lot of local demonstration teaching. I was assigned to two ct's that's why sometimes my tasks are loaded. I am challenged that time but still I am here continuing. There are times that I am assigned to teach tomorrow in two sections but I only have the remaining time this day to prepare but despite of my experiences, I am glad that I learned a lot and I know I am ready to be a real teacher. I know I haven't experienced everything but I have an idea how to be a good teacher to the children. Just a simple greet "good morning" from the students, my tiredness disappears and when they learn something from me, I am proud. I am looking forward that after graduation, I will pass the board exam and be a real teacher.

First and foremost, I've learned the value of making mistakes. I know that sounds ridiculous, but I've recently become terrified of making a mistake. I expected to constantly design the perfect class, explain everything, and have everything go smoothly and according to plan. We all have things to learn, and my student teaching experience has taught me how to learn from my mistakes instead of letting them consume me. I learned something from my cooperating teacher and from the students almost every day, and being open to this and allowed me to grow and adapt. Having these experiences is the true life of a teacher

My teaching internship experience is a memorable one. I will never forget when I first introduced myself to my class. That day, I was assigned to be an exam proctor to them. I was nervous and thrilled at the same time when I introduced myself and facilitated the exam. I gave the students reminders and encouraged them from time to time. Since their monthly exam is four days, as days passed, I just saw myself comfortable with the students, laughed with them, and exchanged personal stories. With each exposure to the class, I became comfortable with them, and I can say that they also became comfortable with me. It is not easy to feel at ease immediately. This transition in my practice teaching is a process. It feels like I am a butterfly almost out of its cocoon. I was relying on the strength of the stem of my cooperating teacher and supervisor. With the experiences that I gathered each day, and with the help of my cooperating teacher and supervisor, I was able to help myself be ready to get out of my cocoon and fly. And as my final demonstration teaching approached, I ensured that I was well prepared for it, starting with the lesson planning up to the crafting of the instructional materials that I would be using. And when that judgment day came, I did my best to give my all, and I am glad that I made it. I will never forget what my cooperating teacher said, that I owned the class; it was me who was their teacher at that time. It is like I am entirely out of my cocoon and ready to soar. I am fully aware of what I need to work on, but I am not afraid since I am confident that I will be a competent educator someday. Indeed, my teaching internship prepared me to spread my wings.

As future educators, this practice teaching is our first step toward our goals; it prepares us for graduation by making us more knowledgeable, so that when we teach in the future, the students will learn from us as we will learn from them. The most valuable lesson I learned from

my practice teaching was that I am now ready to become a teacher. Imagine that when I was demonstrating my final demo, all students were excited to learn from you, they were participating when you asked questions, and your hearts were filled with joy when they learned from you.

I was assigned in Mary Chiles at Pulilan and the experiences was great and memorable for me as a student of education and it helps me to see what is the importance of being a teacher for the students, you are the role models for them, you are the stepping stones for them. My Cooperating Teachers are always giving me advices every day when im going to teach the student at first i was confused at the rules and procedures because it was online class it has more difference when i practiced micro teaching in Face to face so i push myself to be better and the day of my final demo comes and i know i give my best to teach and give the information for my students and my cooperating teacher guide me along the way.

I can say that I've learned more. I've learned how to adapt to the situation. I have accomplished utilizing different teaching and learning platforms. With that said, I can describe that the transition made me realize that I can do more and innovate more using technology. Though there are challenges in online learning, I can still ensure that my experience is magnificent as I have been able to nail all of my practice teachings through my presentations. Observer to the one being observed. From journal to Learning materials, detailed lesson plans, Checking, Recording, and many more. It is indeed a great experience.

It has been a very meaning experience. Throughout the process, I have experienced many things such as joy, excitement, fear, and fun. It was joyful because I had experience how to be a real teacher. Excitement for I was able to work with other people with the same passion as mine. Fear because of that feeling that I might do a mistake for ny students, and fun for I experienced everything first hand. This transition has affected me and my belief in teaching. That reaching is more than telling the students what is the lesson for the day, but to completely affect them in their daily lives in a positive manner.

Practice teaching has taught me several things transitioning from a college student to a pre-service teacher. I have been assigned at F. Mendoza Memorial Elementary School, handling Grade 6 classes for their MAPEH subject. I prepare detailed lesson plans, interactive PowerPoint presentations, creating quizzes, and attention-catching activities. During my whole internship days, I've realized that teaching should be done with utmost passion and dedication. You have to be enthusiastic when facing the kids. I know that my experience is far different when I have already entered the teaching force. Still, this experience has brought me a few ideas on becoming a noble educator. It'll always be a great memory to be treasured and look up to.

On this day, I completely realized that I am truly meant for the teaching profession. I am grateful for the opportunity to teach during my internship. The easiest response to the question "Why?" is that I enjoy it. It's one of my favorites since it allows me to develop as a person. It has given my life significance, and it is a daily reality for me. It is not simple. Making an impact on the lives of my pupils is difficult, discouraging, frustrating, and ultimately empowering. The flame provides the light that gives students the opportunity to see things as interesting and magical, and it is the role of a teacher to maintain this way of vision. To do this, I should motivate and encourage students while challenging them with lessons and assignments that provoke thought. I should be objective and give students a fresh start when things go wrong, always modeling respect. And my fire will burn brightly with me as I embrace teaching on a daily basis.

The transition experience throughout my practice teaching is not easy as what I am expecting. Many times, I have to adjust and adopt something. I found myself as an instructor of

my own self here – encouraging myself to be better each day knowing that the future of this country is on the hand of the fully passionate and willing soul of the learners. From being familiar in checking and answering paper works to creating google form; From buying designing materials from 'Pandayan' to making your Canva or other application premium for better design and template offer. In this very moment, I understand the dilemma of the students that just about the external factor like the dearth of gadgets, weak internet connection and support from the other people, but also in terms of internal factors, namely: motivation, inspiration and passion that we wish for them to gain again through quality and effective distance education not just for few, but for all. We still looking forward for the recovery of this nation, and the other nations in the globe, so that we can provide and reach every learners' and instructors'.

When I was a student I listen to my teachers, they inspired me. Teachers are always there for us when we need a extra help or if we just want to chat. But when I became a student teacher, it hits me that it is my turn to be there for my students when they need someone and I need to shape myself as a teacher that can inspire them and I need to learn how to talk into the classroom professional, ready and focus. To be confident in teaching and to think my leadership role as a student-teacher.

Compared to face-to-face classes, there are a lot of drawbacks to online classes. First, it is difficult to communicate to students through Google class and messengers only. Not all are responding, and also misunderstanding is a common problem. Also, in an online class, not all are attending their class, not even a half is present. Also, difficulty in internet connection and technology is one of the problems that we cannot control. Practice teaching in an online set up is very challenging.

My practice teaching experience was overwhelming, pressuring, shocking, and entails a lot, i mean a lot of changes and requirement to adapt. In the lenses of a student teacher where the guidance of a supervisor/advisor and cooperating teacher is vital the transition made it beyond hard to learn. But maybe life has its own curves and slopes and the higher above has his plan because even though my life has been in a roller coaster ride during my practice teaching it was a very remarkable experience. Up until now that i am teaching in my high school alma mater i find it enjoying and challenging in a good way. Maybe it's that life is hard in general, then the pandemic and new normal came, but it's just a matter of how we view life. If we focus on the hard and dark we won't notice the fun, bright, joy and hope of tomorrow. As a teacher one of our main responsibilities is to be able to adapt to changes, integrate innovation and technology and of course to overcome any teaching challenge that will come in our way. With that being said the transition was challenging and requires a lot from everyone but life goes on.

Since there is a transition from face-to-face learning to online learning, we can not hide the fact that our field study and practice teaching will have to adjust to those circumstances. Given that it is very challenging for us, especially to those who lack in having learning materials and gadgets, we really have to make a way on how we can conquer and cope with the situation. Like an internet connection, my experiences are somehow fluctuating. There are advantages and disadvantages that I have experienced. Let me share first the disadvantages. Of course, given that it is online, a strong internet connection is a must. The disadvantage there is we cannot control if there are times that we might get disconnected in our class. Also, we cannot hundred percent ensure that our students are actively participating or if they are still focusing on the discussion because admit it or not, there are lots of temptations in our gadgets namely those applications that might get our intention while having an online class. In addition, we cannot also ensure the honesty

of our students in terms of answering their work. On the other hand, there are lots of advantages that this transition has made possible. Imagine, accomplishing practice teaching only in the very safe place of our home. Another, it made us innovate and be more creative in creating teaching and learning materials that will truly help on motivating and engage students to learn. This also leads us to tailor-fitting the syllabus and lesson plan which is anchored to an online learning setup. Lastly, it made use of technology to be more useful and helpful in teaching and learning.

We all know that we still need to know more about teaching. That is why we keep on studying and improving our skills to be fit to be called as a Teacher. Deployment to the different schools is very important to us so that we can experience the actual way of teaching students. This will be a big part for us. We will know how to handle different circumstances and problems. When the training started last November, we had a lot of fun and gain a lot of knowledge that we can use someday. Some of the memorable experience that I had is when the connection of the students are weak, we provide a lot of ways on how to connect with them such as giving them a recorded video or extra activities. There are also time when they cannot control their selves to chat and talk during the class discussion. In that case, we are calling them randomly and giving rules before the discussion. We still have a long journey through this path that we chose but we are looking forward to improvement and success someday.

Pre-service Teachers’ Self-efficacy

To measure the quality of self-efficacy, a five-point Likert scale was used.

Mean Numerical Rating	Verbal interpretation	Descriptive Equivalent
4.21-5.00	Very Great	Very Great Quality
3.41-4.20	Great	Great Quality
2.61-3.40	Adequate	Adequate Quality
1.81-2.60	Limited	Limited Quality
1.00-1.80	Extremely Poor	No Quality/None at All

With regard to self-efficacy, in terms of performance outcomes (PO), item 1 “I can be an asset in my chosen profession” received the highest mean score of 4.95 which was interpreted as *Very Great Quality*. However, item 5 “I know that I can be the best teacher that I can” got the lowest mean score of 4.75 which was still interpreted as *Very Great Quality*. Table 2 shows the data.

Table 2 Performance Outcomes Descriptive Statistics

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
PO1	20	4	5	4.95	.224
PO2	20	4	5	4.90	.308

PO3	20	4	5	4.90	.308
PO4	20	4	5	4.80	.410
PO5	20	3	5	4.75	.550
Grand Mean				4.86	

For vicarious experiences (VE), item 9 “I feel that I can be an asset in the teaching profession because my teachers are also assets in their special ways” obtained the highest mean score of 5 with a standard deviation of .000 and was interpreted as *Very Great Quality*. During the interview the key informants disclosed their belief that they imitate their teachers and believed they could also become successful and creative someday. In the online activities; and portfolios, diaries, or journals, they said that they felt they are assets to the profession. This finding was supported by Reeves, Hamilton, and Onder (2022) that teaching entails creativity. The lowest mean score was registered for item 10 “I believe I can be successful at my chosen profession because of what my teachers have experienced in their teaching career.” Table 3 has the data.

Table 3 Vicarious Experiences Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
VE6	20	4	5	4.75	.444
VE7	20	3	5	4.85	.489
VE8	20	3	5	4.60	.598
VE9	20	5	5	5.00	.000
VE10	20	3	5	4.55	.605
Grand Mean				4.75	

For verbal persuasion, the key informants revealed that item 15 “I feel that the verbal praises accorded to me will help me improve my thoughts about teaching” got the highest mean score of 5.0 and was interpreted as *Very Great Quality*. In the interview, they said that verbal praises boost their morale. “When used effectively in the classroom, verbal praises could increase the social and academic performance of students as well as improve classroom climate,” they said. (Table 4 discloses the data. However item 12 “I feel that the positive verbal feedbacks I get from others will help me become an effective teacher” received the lowest mean score of 3.50 which was interpreted as *Great Quality*. Table 4 shows the data.

Table 4 Verbal Persuasion Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
VP11	20	3	5	4.55	.686
VP12	20	2	5	3.50	1.318

VP13	20	3	5	4.75	.639
VP14	20	3	5	4.70	.571
VP15	20	5	5	5.00	.000
Grand Mean				4.50	

For physiological feedback, items 17 “I believe that my positive mood about teaching will help me teach well” and 18 “I believe that anxiety can undermine my desire to teach” obtained the same highest mean score of 4.90 and were interpreted as *Very Great Quality*. The key informants stated: “I have a positive feeling about teaching. I believe that I can be a good teacher in the future.” Table 5 displays the data.

Table 5 Physiological Feedback Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PF16	20	3	5	4.25	.786
PF17	20	4	5	4.90	.308
PF18	20	4	5	4.90	.308
PF19	20	3	5	4.55	.605
PF20	20	3	5	4.50	.688
Grand Mean				4.62	

All the dimensions of self-efficacy (performance outcomes, vicarious experiences, verbal persuasion, & physiological feedback) were interpreted as *Very Great Quality*. In other words, the respondents’ level of confidence in their ability to complete a task or achieve a goal is very high to the extent that the quality of such efficacy transcends the ability to achieve a goal or complete a task depends on whether they think they can do it to. The amount of effort individuals apply to a given task with high levels of self-efficacy for a given task will be resilient and persistent in the face of setbacks, while someone with low levels of self-efficacy for that task may disengage or avoid the situation. For example, a pre-service teacher who has a lower level of self-efficacy for practice teaching might avoid signing up for challenging online class activities during the pandemic. This finding was supported by Cobb (2022) saying that “high levels of self-efficacy enabled early career teachers to see beyond challenge and fluctuating confidence why some early career teachers could withstand pressure. Table 6 shows the data.

Table 6 Summary of Self-efficacy Dimensions

Dimensions	Grand mean	Verbal interpretation
Performance outcomes	4.86	Very Great Quality
Vicarious experiences	4.75	Very Great Quality
Verbal persuasion	4.50	Very Great Quality
Physiological feedback	4.62	Very Great Quality

4.SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In summary, during the transition experiences throughout their practice teaching, through their narratives, the pre-service teachers' online teaching persona includes **flexibility, adaptability, technological adequacy**, and the belief that teaching is about student learning, their mastery of the material, and the development of cognitive skills. Based on the metaphorical drawings, the participants revealed their teaching persona, including the **image of climbing a ladder, riding a Ferris wheel, growth and development**, and **trying to put pieces in a puzzle**, as evidenced by straight lines drawn upward. Additionally, the participants disclosed that their teaching persona is influenced by **flexibility** and **transformation**. Succinctly, their self-efficacy is with **very great quality**.

Pedagogical Implications

It is construed that a learning environment is a concoction of motion, filled with disruptions, discussion and new ideas even during this pandemic. As teachers prepare lessons for online classes, they may manifest flexibility in doing presentations of the lesson. Flexibility in teaching is significant because it:

1. maintains control;
2. responds to diverse range of learner needs, abilities, and interests of students; and
3. increases the chances of student participation.

Experiences of change, novelty, and uncertainty are all common to teaching. These include major events such as beginning school, moving out of home, and starting a new lesson. They also include more everyday events such as a change in academic role. The extents to which teachers respond to these experiences require a tinge of adaptability. Teachers use technology for information transfer, application and clarification of concepts, exchange and development of ideas and for exploration and sharing, collaborative knowledge-creation, and development of process awareness and skills. For these reasons, the officials in the College of Education may:

1. consider portfolios/webinars (in their practice teaching experiences as part of the requirements) on:
 - 1.1 teaching persona; and
 - 1.2 self-efficacy
2. include lectures to enhance:
 - 2.1 teaching persona; and
 - 2.2 self-efficacy

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