



INTERNSHIP EXPERIENCES OF BPED PRE-SERVICE TEACHERS FOR CAREER AND MOTIVATION

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ABSTRACT

This quantitative study aims to determine the internship experiences of BPED Pre-Service teachers for career motivation. This study was conducted at one of the higher private institutions in Sariaya, Quezon. The respondents of this study were 39 BPED Pre-service Teachers. Employing a descriptive research design and total enumeration sampling, data were collected using a self-made survey questionnaire with 48 statements. The Weighted Arithmetic Mean (WAM) and Spearman's rho were used for statistical analysis. In observed internship experiences, practical engagement has a weighted arithmetic mean of 3.71, interpersonal relationships gain 3.73 and realized career interest gain 3.64. On the other hand, the role of the internship experiences revealed that in Professional identity, with a weighted arithmetic mean of 3.69, Self-efficacy, with a weighted arithmetic mean of 3.69, and learning engagement, with a weighted arithmetic mean of 3.71. All of these have a verbal interpretation of Strongly Agree. Based on the results, the highest observed internship experience is interpersonal relationships, while the role of internship experiences is the learning engagement. Additionally, the result revealed that there is a significant relationship between internship experiences and career motivation of the respondents. Based on these, the researchers crafted a motivational video entitled "Intern Today, Educate Tomorrow: Internship role in BPED (Building confidence, Professional growth, Experience in the field, and Develop skills) to increase awareness about the internship experiences as a motivational factor for pursuing a teaching career.

Keywords: *internship experiences, career motivation, Physical Education, BPED pre-service teachers, self-efficacy*

INTRODUCTION

An internship is an opportunity for individuals to obtain hands-on experience in their chosen field. A teaching internship, in particular, allows pre-service teachers to apply what they have learned in real classroom settings. It provides them with valuable chances to practice teaching, manage classrooms, and interact with students. During a teaching internship, pre-service teachers experience the realities of teaching. These experiences are essential for helping them develop the necessary skills and shape their motivation to pursue a teaching career. A positive experience can encourage pre-service teachers to continue their journey in education, while a challenging experience may lead to doubts about their career path.

Internship programs in teacher education are essential for developing students' skills by letting them apply their theoretical knowledge in real classroom environments. According to Supriyanto et al. (2023) explain that despite facing challenges such as a lack of workplace skills, confidence, and motivation, these experiences help foster self-efficacy, enabling student teachers. To bridge the gap that has developed between their expectations and the truth of the profession. Additionally, in 2019, Huu Nghia and Tai claimed that factors like a love for kids, a strong desire to teach, and the impact of families significantly shape their career intentions. Therefore, the effectiveness of school internships is increasingly recognized as crucial for professional growth, as they enhance attitudes toward teaching and deepen understanding of pedagogical strategies (Bisht et al., 2024).

In the field of education, student teachers can develop their teaching abilities as well as their dispositions, including motivation, self-efficacy, and professional teacher identity, during teaching internships. Lack of adequate assistance during such an important change can create feelings of frustration, extreme tiredness, and low prospects of seeking a career path in physical education (Michos et al., 2022).

According to the "Revised Guidelines for Student Internship Program in the Philippines," Commission on Higher Education Department Memorandum Order No.104 series of 2017, the internship program is designed to give students a chance to supplement their formal education with real-world experience, practical knowledge, and positive attitudes.

Additionally, the Philippine Teachers Professionalization Act of 1994 (Republic Act 7836) established a licensing exam for teachers and strengthened the supervision and regulation of teaching in the Philippines, among other things. In order to achieve this, the State will ensure and promote quality education through appropriate supervision and regulation of the licensure examination and professionalization of the teaching profession. The State acknowledges the critical role that teachers play in nation-building and development through responsible and literate citizens.

In addition, these policies emphasize the government's conviction that a highly competent and skilled labor force should be developed to ensure that professionals and

students are ready with the required preparation to succeed in their chosen careers. By including practical experience in their study process. In 2017, the Department of Higher Education issued Memorandum Order No. 104 series helps students to be more flexible and competitive, improving their readiness for the workforce. Republic Act 7836 guarantees, at the same time, that teachers follow strict criteria of professionalism to guarantee responsible mentoring and quality education. These laws complement one another in improving educational quality in the Philippines to bring in a generation of quality graduates and qualified teachers who drive national development by means of the enforced training and professional regulation.

Also, this study determined the internship experiences of BPED Pre-Service teachers for career motivation. The study observed internship experiences of the respondents in terms of practical engagement, interpersonal relationships, and realized career interest, and the role of the internship experiences in career motivation of the respondents in terms of professional identity, self-efficacy, and learning engagement. Based on the research findings, a motivational video can be crafted by the researchers to increase awareness about the internship experiences as a motivational factor for pursuing a teaching career.

Research Questions

This study aimed to determine the internship experiences of BPED pre-service teachers for career motivation.

Specifically, it sought to answer the following research questions:

1. What are the observed internship experiences of the respondents in terms of:
 - 1.1. Practical engagement;
 - 1.2. Interpersonal relationships; and
 - 1.3. Realized career interest?
2. What are the role of the internship experiences in career motivation of the respondents in terms of:
 - 2.1. Professional identity;
 - 2.2. Self-efficacy; and
 - 2.3. Learning engagement?
3. Is there a significant relationship between the internship experiences and career motivation of the respondents?
4. Based on the research findings, what motivational video can be crafted by the researchers to increase awareness about the internship experiences as a motivational factor for pursuing a teaching career?

Hypothesis

There is no significant relationship between the internship experiences and career motivation of the respondents.

METHODOLOGY

Research Locale

The study was conducted in one higher private institution in Sariaya, Quezon. With this, the study aimed to determine internship experiences of BPED pre-service teachers for career motivation.

This school is well-known in Sariaya, Quezon, because of the rapidly growing institution, known for its academic excellence and strong teacher education program is highly relevant to a study on the internship experiences of BPED (Bachelor of Physical Education) pre-service teachers and their career motivation. This study aligns with academic and professional goals in Physical Education, as it provides firsthand information and maintains direct contact with the school programs, setting, and resources. The study could explore whether the strong reputation and resources of this institution enhance the internship experience, leading to increased career motivation among the BPED students. A strong institution provides a better foundation for practical training, potentially influencing career choices and commitment.

Many pre-service teachers struggle to adapt to school environments due to differences in student behavior and facilities. In private schools, students are generally more disciplined, and the resources are better maintained, which contrasts with the challenges of managing behavior and working with limited equipment. This adjustment difficulty highlights the need for preparing pre-service teachers to effectively navigate diverse educational settings.

Furthermore, the study focused on the internship experiences of BPED pre-service teachers as career motivation, emphasizing the importance of the observed internship experiences of the respondents in terms of practical engagement, interpersonal relationships, and realized career interest and the role of the internship experiences in career motivation of the respondents in terms of professional identity, self-efficacy, and learning engagement. This dual relevance makes it an ideal choice for research in Physical Education, ensuring a comprehensive understanding of the subject.

Research Population and Sample

The respondents of this study were BPED pre-service teachers in one of the higher private institution in Sariaya, Quezon, who were enrolled during the academic year 2024-2025. The researchers focused on 4th year BPED college because they are the most relevant group for determining the role of internship experiences on career motivation. Since they have enough internship experience to provide valuable insights in the chosen research area. Based on the gathered data, the locale has 39 enrolled BPED students. The researchers used the total enumeration sampling. According to Canonizado (2021), total enumeration sampling can remove any potential bias that may result from the sampling technique by purposefully choosing respondents with common traits

appropriate for the study. It is used when the entire population is small and shares well-defined features, as using only a fraction of it may not measure what is desired.

Data Gathering Procedures

To collect the data needed for the study, the researchers used a variety of techniques. Following review and validation of the questionnaire, the researchers asked the Dean and Program Coordinator of the school for permission to gather the necessary data. They were reassured by the researchers that the information collected would be kept confidential and utilized exclusively for the study.

After the survey questionnaires were distributed to BPED pre-service students through Google Forms. The researchers shared the questionnaire link with the respondents and sought their approval and cooperation for participation in the study. This approach allowed for efficient data collection while ensuring respondents' convenience and ease of access.

For ethical consideration, an informed consent letter for the respondents is a document that explains the purpose of the study, the processes involved, and the potential risks and benefits of their participation. The letter serves as a formal request for the respondent's permission to participate in the study. This is done by the Data Privacy Act of 2012. This law aims to protect the rights of data subjects by enforcing strict data protection measures. This approach helps protect the respondents' rights and privacy while adhering to proper academic research ethics.

Statistical Treatment

The researchers use the following statistical treatments to analyze the data gathered precisely.

For the first and second problem statements, the researchers utilized the Weighted Arithmetic Mean (WAM). The formula is shown below.

Formula:

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

Where:

W	=	<i>Weighted Average</i>
n	=	<i>Numbers of Terms to be Average</i>
w _i	=	<i>Corresponding Weight</i>
X _i	=	<i>Value of any particular</i>

Additionally, the researchers used 4 - Point Likert scale and interpreted the result using the continuous scale below:

Point Scale	Mean Range	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree (SA)
3	2.51 – 3.25	Agree(A)
2	1.76 – 2.50	Disagree(D)
1	1.00 – 1.75	Strongly Disagree (SD)

For the third problem statement, the researchers utilized the Spearman's rho (ρ) to determine the significant internship between the internship experiences and career motivation of the respondents.

Formula:

$$\rho = 1 - \frac{6\sum d_i^2}{n(n^2-1)}$$

Where:

- ρ = *Weighted Mean*
- n = *Spearman's Rank Correlation Coefficient*
- d_i = *difference between to ranks of each observation*
- n = *number of observations*

Scope and Limitation

The purpose of this study was to find out how BPED pre-service teachers' internship experiences affected their motivation for a career. The practical engagement, interpersonal relationships, and realized career interests of the observed internship experiences. The impact of internship experiences on learning engagement, professional identity, and self-efficacy in relation to career motivation. One of the private institutions here in Sariaya, Quezon, is where the BPED pre-service teachers who participated in this study were employed. In order to ascertain the experiences of BPED pre-service teachers in their teaching and whether they serve as a driving force behind their decision to become teachers, the researchers employ a self-made survey checklist questionnaire. For career motivation, the researchers used the Weighted Arithmetic Mean (WAM) and Spearman rho to ascertain the internship experiences of BPED pre-service teachers. Respondents receive the questionnaire for a week, which allowed them ample time to complete it carefully and fit it into their busy schedules.

Several challenges were encountered by the researchers during the conduct of this study, like as gathering timely responses to questions, primarily due to the demanding schedules of respondents, who are pre-service teachers. Since many of these individuals are balancing coursework, teaching placements, and other commitments, securing their time for participation may prove difficult. To address these problems, the researchers wait for respondents to indicate their availability and arrange specific times for completing the

questionnaire. To improve response rates and encourage thoughtful answers, the researchers are considering online questionnaires, offering respondents flexibility to complete them at their convenience. Open communication, including detailed instructions and readily available support, further enhances participation and the study's overall effectiveness.

RESULTS AND DISCUSSION

The following presents the research results covering the observed internship experiences of the respondents in terms of practical engagement, interpersonal relationships, and realized career interest; and the role of the internship experiences in career motivation of the respondents in terms of professional identity, self-efficacy, and learning engagement. Also, the relationship between observed internship experiences and career motivation was discussed in this chapter. These data are analyzed through Weighted Arithmetic Mean and Spearman's rho. The data were presented through tables.

Part I. Observed Internship Experiences

Table 1 on the next page presents the observed internship experiences of the respondents in terms of practical engagement. The average weighted arithmetic mean is 3.71 with the verbal interpretation of strongly agree.

The data explicitly shows that the results indicate that the participants perceived that they had a highly positive and useful internship experience. By allowing them to implement their knowledge in real contexts, the pre-service teachers perceived the practical engagement to be relevant and consistent with their curriculum study. This positive remark indicates that the internship not only facilitated them to hone their skills and resolve problems independently, but also increased their confidence in handling future workloads, which made them feel more inclined and ready for their professional life in the future. Practical engagement demonstrates a strong correlation between practical engagement and improved student satisfaction. Studies referenced in the texts reveal a positive relationship between hands-on activities and competency development, leading to increased student satisfaction in internships and similar practical learning experiences. This is not merely subjective; the strong correlation suggests a causal link, indicating that actively participating in real-world tasks directly contributes to a more positive and rewarding learning experience. This positive feedback loop reinforces the value of practical engagement as a key component of effective education.

This is supported by Chen (2024) research, which indicates the ways in which students' skill acquisition is significantly enhanced through practical teaching involvement. To enhance student participation and learning, Chen's research also underscores the importance of cooperation, communication, and collaboration during practical sessions. These findings point to the significance of practical experience in building individual and group performance, and that is why internships are a critical component of career development. The research consistently highlights the impact of

practical engagement on employability and broader career outcomes. The ability to apply knowledge and skills in real-world settings, as fostered through practical engagement, is a significant advantage for graduates entering the workforce. The increased confidence and motivation observed in students participating in practical activities further underscore the long-term benefits of this approach.

Table 1. Observed Internship Experiences of the respondents in Terms of Practical Engagement

No.	Indicators	WAM	Verbal Interpretation
1	I was able to put the information and abilities I had acquired in school to use on practical assignments.	3.82	Strongly Agree
6	My mentor or internship supervisor helped me complete practical duties as effectively as possible.	3.77	Strongly Agree
2	The assignments offered to me enabled me to participate in meaningful and practical work related to my subject.	3.74	Strongly Agree
3	I was encouraged to take on duties that needed self-directed problem solving.	3.74	Strongly Agree
4	I got the chance to expand my practical knowledge and learn new skills.	3.74	Strongly Agree
5	The internship activities fit quite nicely with my academic background and professional objectives.	3.72	Strongly Agree
7	I was given the necessary materials and equipment to finish my practical projects effectively.	3.72	Strongly Agree
8	My hands-on experience during the internship prepared me to effectively handle the same duties in my future profession.	3.44	Strongly Agree
Average Weighted Arithmetic Mean		3.71	Strongly Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00- 1.74 indicates Strongly Disagree, the range of 1.75 - 2.49 indicates Disagree, the range of 2.50 - 3.24 indicates Agree, 3.25 - 4.00 indicates Strongly Agree.

Table 2 on the next page presents the observed internship experiences of the respondents in terms of interpersonal relationships. The average weighted arithmetic mean is 3.73 with the verbal interpretation of strongly agree.

The data explicitly shows that the interpersonal relationship strong correlation between positive interpersonal relationships and improved student satisfaction and motivation. Studies referenced in the texts reveal that supportive relationships with peers, mentors, and supervisors during internships and similar practical learning experiences lead to increased confidence, a sense of belonging, and enhanced resilience. This fosters a more positive and rewarding learning experience, directly contributing to increased

motivation and a greater likelihood of persevering through challenges. This positive feedback loop reinforces the value of strong interpersonal relationships as a key component of effective practical engagement.

Table 2. Observed Internship Experiences of the respondents in Terms of Interpersonal Relationships

No.	Indicators	WAM	Verbal Interpretation
8	Teamwork during my internship strengthened my desire to become a teacher.	3.87	Strongly Agree
3	My supervisor's feedback helped me become more committed and passionate teacher.	3.82	Strongly Agree
5	Positive encounters with students throughout the internship strengthened my desire to pursue a career in teaching.	3.77	Strongly Agree
4	I developed professional contacts that inspired me to succeed in my future teaching career.	3.74	Strongly Agree
6	My Cooperating Teacher support and encouragement helped me grow as a teacher.	3.72	Strongly Agree
7	Watching experienced teachers interact with others improve my teaching and communication skills.	3.72	Strongly Agree
1	I successfully handle relationships at school which increased my confidence in teaching.	3.62	Strongly Agree
2	My desire to become a teacher has increased because of the other Pre-service teachers I am with.	3.62	Strongly Agree
Average Weighted Arithmetic Mean		3.73	Strongly Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00- 1.74 indicates Strongly Disagree, the range of 1.75 - 2.49 indicates Disagree, the range of 2.50 - 3.24 indicates Agree, 3.25 - 4.00 indicates Strongly Agree.

These findings are in line with previous research highlighting the significance of relationships in career development. Li et al. (2024), for example, noted the significance of interpersonal relationships, empathy, and a sense of responsibility in determining teachers' long-term altruistic behavior. This is particularly crucial for prospective teachers since developing these traits enhances their social and interpersonal skills as well as teaching ability.

The research consistently highlights the significant impact of positive interpersonal relationships on students' career outcomes. The ability to build and maintain positive relationships with mentors, peers, and supervisors provides invaluable support, guidance, and networking opportunities, significantly enhancing students' preparedness for the workforce and improving their long-term career prospects. This underscores the crucial

role of interpersonal skills in translating practical learning experiences into tangible career advantages.

Table 3. Observed Internship Experiences of the respondents in Terms of Realized Career Interest

No.	Indicators	WAM	Verbal Interpretation
2	Working together with colleagues and mentors allowed me to get important insights into my professional goals.	3.77	Strongly Agree
3	I learned particular teaching methods that I like to employ in the classroom.	3.69	Strongly Agree
7	My internship experience inspired me to keep developing as a teacher.	3.67	Strongly Agree
6	My Cooperating Teacher support and encouragement helped me grow as a teacher.	3.64	Strongly Agree
8	My internship experience strengthened my desire to pursue a career in teaching.	3.64	Strongly Agree
5	Overcoming obstacles during my internship made me more determined to pursue a career in teaching.	3.59	Strongly Agree
1	I was able to engage with students that deepened the passion for teaching.	3.54	Strongly Agree
4	I had the opportunity to observe seasoned educators, which strengthened my desire to become a teacher.	3.54	Strongly Agree
Average Weighted Arithmetic Mean		3.64	Strongly Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00- 1.74 indicates Strongly Disagree, the range of 1.75 - 2.49 indicates Disagree, the range of 2.50 - 3.24 indicates Agree, 3.25 - 4.00 indicates Strongly Agree.

Table 3 presents the respondents' observed internship experiences about their realized career interest. The average weighted arithmetic mean is 3.64 with the verbal interpretation of strongly agree.

The data explicitly shows that realized career interest highlights the crucial role of mentorship in shaping career choices. Mentors, similar to parents, provide guidance on the benefits and challenges of a chosen career path. Their attitudes and practices can be compatible with interns' goals, encouraging them to pursue a career in physical education. This mentorship goes beyond simply providing information; it involves actively supporting and guiding interns, helping them assess their career choices, develop confidence, and improve their pedagogical competencies. The mentors' role throughout internships is compared to that of parents in determining the career paths of their children, emphasizing the long-term impact of this guidance.

Secondly, it emphasizes the importance of aligning personal aspirations with professional realities. Studies (Jusoh et al., 2021) show that understanding students'

career interests and readiness for higher education and future careers strongly influences their choices. The internship experience is highlighted as key to this alignment, providing pre-service teachers with practical exposure to real-world teaching. This practical experience enhances their motivation and confidence in pursuing a career in physical education. Mentors during these internships play a crucial role in connecting interns' career interests with practical realities, building a clear foundation for success in their chosen field.

Part II. Role of the Internship Experiences in Career Motivation

Table 4. Role of the Internship Experiences in Career Motivation of the respondents in Terms of Professional Identity

No.	Indicators	WAM	Verbal Interpretation
2	I was able to gain a clear grasp of my future career as an educator.	3.82	Strongly Agree
3	My dedication to the teaching profession was strengthened by my interactions with students and coworkers.	3.74	Strongly Agree
4	I was motivated by my internship experiences to uphold the morals and principles of a professional educator.	3.74	Strongly Agree
5	My teaching manner improved and my confidence in my professional skills increased as a result of the mentorship I got.	3.69	Strongly Agree
1	I was able to gain a clear grasp of my future career as an educator.	3.67	Strongly Agree
7	I was able to develop and practice abilities that complemented my goal of becoming a teacher throughout my internship.	3.62	Strongly Agree
8	I developed my resilience and feeling of purpose as a future teacher by overcoming obstacles throughout my internship.	3.62	Strongly Agree
6	I was able to get important insights into who I am as an educator by observing seasoned teachers.	3.59	Strongly Agree
Average Weighted Arithmetic Mean		3.69	Strongly Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00- 1.74 indicates Strongly Disagree, the range of 1.75 - 2.49 indicates Disagree, the range of 2.50 - 3.24 indicates Agree, 3.25 - 4.00 indicates Strongly Agree.

Table 4 on the last page presents the role of the internship experiences in career motivation of the respondents in terms of professional identity. The average weighted arithmetic mean is 3.69 with the verbal interpretation of strongly agree.

The data explicitly shows that the critical role teachers play in education encompassing planning, directing, assessing, and implementing within the school. It acknowledges that teacher qualifications are a key factor in determining educational quality. This sets the stage for the discussion of professional identity, which encompasses teachers' professional practices, learning, and development. The increasing significance of professional identity in the literature since the 1980s underscores its importance in ensuring high-quality education. Practical engagement, therefore, becomes crucial in fostering this vital aspect of teacher competence.

This approach is presented as key to developing a strong professional identity. The research on constructing a valid instrument to assess professional identity is linked to the research of Oguz (2025), which investigated how internship experiences affect the career motivation of BPED pre-service teachers. This congruence in findings strengthens the argument for the effectiveness of practical engagement in shaping professional identity. Both studies point to the significance of early professional experiences in instilling a strong sense of purpose, direction, and identity in a chosen profession. Furthermore, the text cites Rossit et al. (2018), who explored professional identity construction among Interprofessional Education graduates. Their research underscored the need to define professional roles, teamwork, and broaden professional horizons. This aligns with the experiences of BPED pre-service teachers who construct professional identity and career drive through internships. The emphasis on teamwork and broadening professional horizons highlights the real-world demands of the profession and the value of providing pre-service teachers with opportunities to develop these skills during their internships .

The table 5 on the next page presents the role of the internship experiences in career motivation of the respondents in terms of self-efficacy. The average weighted arithmetic mean is 3.69 with the verbal interpretation of strongly agree.

The data explicitly shows that their internship experiences significantly improved their confidence and abilities as future teachers; the majority of respondents strongly agreed. They overcame obstacles in the classroom, which improved their capacity to deal with challenging circumstances. Their dedication to the teaching profession was strengthened by fulfilling their obligations, and encouraging comments from mentors motivated them to improve their instructional strategies. Peer collaboration enhanced their cooperation skills, and encounters with students increased their capacity for inspiration and engagement. They gained resilience and confidence in their ability to run classrooms efficiently by conquering challenges and carrying out their responsibilities.

Table 5. Role of the Internship Experiences in Career Motivation of the Respondents in Terms of Self-efficacy

No.	Indicators	WAM	Verbal Interpretation
4	Overcoming dilemmas in the classroom boosted my self-assurance in managing challenging circumstances as a teacher.	3.82	Strongly Agree

8	I felt more confident about pursuing a teaching profession after successfully accomplishing duties and responsibilities.	3.74	Strongly Agree
3	I was inspired to improve my teaching skills by mentors' encouraging comments.	3.74	Strongly Agree
5	Working together with peers and coworkers improved my skills for productive teamwork.	3.69	Strongly Agree
7	My confidence in inspiring and involving students was increased by my interactions with them.	3.67	Strongly Agree
6	I felt competent to handle and resolve issues with students' learning.	3.62	Strongly Agree
1	It gave me confidence in my capacity to effectively oversee student conduct and classroom activities.	3.62	Strongly Agree
2	Completing assignments increased my self-assurance in developing successful lesson plans.	3.59	Strongly Agree
Average Weighted Arithmetic Mean		3.69	Strongly Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00- 1.74 indicates Strongly Disagree, the range of 1.75 - 2.49 indicates Disagree, the range of 2.50 - 3.24 indicates Agree, 3.25 - 4.00 indicates Strongly Agree.

The Result then cites the study by Canaslan et al. (2025), which explored the relationship between teachers' interpersonal self-efficacy and self-esteem, revealing a significant positive correlation. This finding establishes a direct link between self-efficacy and self-esteem, suggesting that enhancing self-efficacy can also positively impact self-esteem. The study found that teachers with higher self-efficacy in classroom management and support from colleagues or administrators exhibited increased self-esteem. Crucially, the result directly connects these findings to the internship experiences of BPED pre-service teachers. It states that "practical teaching and mentorship foster self-efficacy." Internships help pre-service teachers manage classrooms and receive guidance from mentors, strengthening their confidence and career motivation, contributing to their professional identity and long-term commitment to teaching. This direct link between practical experience, mentorship, and increased self-efficacy provides strong evidence supporting the "strongly agree" assessment. These opportunities reinforce motivation, learning strategies, and confidence, promoting career commitment and professional identity development. This direct link between theory and practical application strengthens the argument for the positive impact of practical engagement on self-efficacy.

Table 6. Role of the Internship Experiences in Career Motivation of the respondents in Terms of Learning Engagement

No.	Indicators	WAM	Verbal Interpretation
1	I had interesting possibilities that put my academic knowledge to real-world teaching situations.	3.80	Strongly Agree

6	I was encouraged to develop into a more thoughtful and engaged student by the encouragement and criticism I received.	3.77	Strongly Agree
8	The experiences I gained inspired me to look for creative ways to improve student learning.	3.77	Strongly Agree
3	I was inspired to interact with students and take an active part in class activities.	3.74	Strongly Agree
2	The internship's duties and responsibilities inspired my curiosity about learning and enhanced my instructional strategies.	3.67	Strongly Agree
7	I gained an understanding of the value of lifelong learning in the teaching profession.	3.67	Strongly Agree
4	Interacting with students and coworkers strengthened my commitment to enhancing my teaching methods through education.	3.64	Strongly Agree
5	The difficulties I encountered pushed me to look for answers and improve my level of learning engagement.	3.64	Strongly Agree
Average Weighted Arithmetic Mean		3.71	Strongly Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00- 1.74 indicates Strongly Disagree, the range of 1.75 - 2.49 indicates Disagree, the range of 2.50 - 3.24 indicates Agree, 3.25 - 4.00 indicates Strongly Agree.

Table 6 presents on the last page presents the role of the internship experiences in career motivation of the respondents in terms of learning engagement. The average weighted arithmetic mean is 3.71 with the verbal interpretation of strongly agree.

The data explicitly shows that learning engagement as the ability to motivationally and behaviorally engage in an effective learning process. It emphasizes the importance of both cognitive and emotional indicators in fostering meaningful learning experiences within the context of internships for pre-service teachers. This foundational definition sets the stage for understanding how practical engagement impacts learning.

The result then delves into the dynamics of internships, highlighting the complex tasks pre-service teachers face, such as actively participating in complex teaching while managing emotional challenges and stress. It underscores the importance of structured and thoughtful approaches to measure and foster effective participation. This emphasizes the need for intentional design and support within internship programs to maximize learning engagement.

Internship experiences significantly influence learning engagement, as shown by the respondents' strong agreement across all indicators with an average Weighted Arithmetic Mean (WAM) of 3.712. Shen and Teng (2025) highlighted the importance of self-regulated learning (SRL) strategies, especially help-seeking, in promoting learning engagement, and this is in line with their findings. Their findings, which are directly related

to BPED pre-service teacher internships, highlight the value of proactive behaviors and support networks. Peers, mentors, and easily available materials improve student engagement and effectiveness in the classroom, emphasizing the value of cooperation and feedback. The study's emphasis on internal tactics, such as self-control, also supports the requirement for flexible skills during internships. The significance of giving pre-service teachers the skills they need to handle real-world teaching situations while preserving their motivation for their careers and professional development is supported by these findings.

Part III. Relationship between the Internship Experiences and Career Motivation

Table 7. Relationship between the Internship Experiences and Career Motivation of the respondents

Significance Level	Degrees of Freedom	Test Statistic	p value	Critical Value	Statistical Decision	Interpretation
0.05	37	0.711	0.000	0.316	Reject	Significant

The table summarizes the computed findings for the significant relationship between internship experiences and career motivation of the BPED pre-service teachers of CSTC. It reveals that the test statistics for the acquired data were 0.711. The representation reveals that the critical value is 0.316 when the significance level is 5% and the degrees of freedom are 37. The test statistics are larger than the critical value. Thus, the statistical decision is the rejection of the null hypothesis.

The statistical test rejected the null hypothesis of no association between career motivation and internship experience among pre-service teachers with certainty. The calculated test value (0.711) was well above the critical value (0.316), showing the presence of a statistically significant relationship. The significance is also supported by a p-value of 0.000, well below the conventional significance level of 0.05. This very low p-value shows that the correlation that has been observed is very unlikely to have come about by chance alone. The size of the test statistic (0.711) itself indicates a strong positive correlation, i.e., more internship experience is strongly related to higher career motivation. The empirical evidence thus verifies that the professional involvement and practical exposure of the internship program had a positive impact on respondents' aspiration to make teaching their profession.

Career motivation is greatly influenced by internship programs, which offer practical training and exposure to the workplace. According to research, internships greatly improve job prospects and professional preparedness. Galbraith & Mondal (2020) assert that internships reinforce concepts and increase adaptability by acting as the connection between academic knowledge and practical application. The study by Manaois et al. (2024), which discovered an encouraging relationship between internship experiences and career motivation, further supports the idea that internships allow

individuals to develop their self-efficacy and professional goals. These results demonstrate the value of internships in helping aspiring teachers develop their professional skills and self-assurance.

Part IV. Output of the Study

The results proved clearly that teaching internships significantly increased the future educators' motivation for their careers. Interns gained adaptability, self-assurance, and a better grasp of their chosen field via practical experience, mentoring, and interactions with students and coworkers. Through overcoming obstacles, refining their methods, and strengthening their will to become successful teachers, they succeeded.

The researcher made a motivational video to encourage upcoming interns to understand the deep impact that internships have. The video shared personal experiences, challenges encountered, and important insights gained throughout the internship. This video aimed to motivate new interns to take on their responsibilities with passion and commitment.

The clip encouraged future teachers to maximize their internship by emphasizing the personal growth and change that the previous interns went through, aware that it was an important factor in allowing them to have a successful teaching career.

Conclusions

The findings of the study have led the present researchers to the following conclusion.

1. Most of the respondents consider interpersonal relationships as the most observed internship experiences.
2. Learning engagement was the highest factor influencing the role of internship experience in career motivation.
3. There is a significant relationship between internship experiences and career motivation of the BPED pre-service teachers.
4. The motivational video can increase awareness about internship experiences as a motivational factor for pursuing a teaching career.

Recommendations

Based on the conclusions, the following recommendations are offered:

1. Pre-service teachers must be provided with useful information about the difficulties and experiences encountered during internships. Knowing how others have overcome obstacles and maintained their motivation can help them better prepare for similar circumstances and strengthen their dedication to teaching.
2. Researchers are encouraged to gain a foundation on which to build new concepts and improve the caliber of subsequent research. Researchers can improve their methods and increase their comprehension of the career motivations of Pre-

service teachers by applying the variables and methodologies discussed here, which will benefit the field of teacher education.

3. Future Researchers are recommended to use the data in this study as a starting point for their research. Research continuity and knowledge advancement in this field are facilitated by thorough insights into factors like motivation, professional identity, and practical engagement, which provide a framework for related studies.
4. The difficulties in getting immediate responses must be addressed by researchers. The demanding schedules of pre-service teachers, who have to balance their coursework and teaching placements, could hinder participation. Researchers should contact respondents to inquire about their availability to enhance their participation and improve the reliability of the data.
5. The academic community should dive into the vulnerability greater completely and confirm or expand on the results. In the future, encouraging further research will contribute to an improved knowledge of the field by showing the findings of this study and studying further aspects of pre-service teachers' experiences.
6. Future researchers could use your study as a foundation for more extensive research exploring related topics or questions. In order to improve the field's discourse, future research can delve deeper into topics related to teacher education, such as the impact of internships on long-term job satisfaction and efficacy, by building on the findings of this study.

Output of the Study

I. Title: Intern today, Educate tomorrow: Internship role in BPED (Building confidence, Professional growth, Experience in the field, and Develop skills)

II. Objectives

1. To highlight the role of internships in building confidence among BPED pre-service teachers, strengthening their ability to handle real-world teaching scenarios.
2. To emphasize the significance of professional growth through internships, shaping the identity and career motivation of future educators.
3. To demonstrate how internships help develop essential teaching skills, including communication, adaptability, and instructional strategies.
4. To inspire and motivate BPED pre-service teachers to embrace internships as a key step in their journey toward becoming effective educators.

III. Rationale

The research output is a motivational video of internship experiences and how they advance careers can be better understood with the help of this video. Through to life stories of BPED pre-service teachers' experiences, it offers valuable insights into the obstacles, opportunities for growth, and life-changing events that influence their path as future teachers. Through their experiences, the video demonstrates how internships foster professional development, confidence building, practical skill development, and career motivation. It emphasizes the importance of practical training, where interns

navigate the duties of an educator, engage with students and mentors, and apply theoretical knowledge in authentic teaching settings. More significantly, this motivational video offers guidance to aspiring interns, providing them with practical advice and support to help them maximize their internship experiences. It helps them develop a greater understanding of how they help pre-service teachers get ready for the obligations of the classroom and their future careers in teaching.

IV. Actual Output



https://drive.google.com/file/d/1yHv1QRoYOPHMn10oUa4sjdfFcEFZR1oD/view?usp=drive_link

Compliance with Ethical Standards

This research was conducted in an ethical and responsible manner. Permission from the appropriate institutions was secured before the study was carried out. Participants willingly took part in the study after being informed about its purpose and their right to stop participating at any time. Their identities were kept confidential, and all information gathered was protected in compliance with data privacy regulations. The researchers ensured that the study did not cause any harm or discomfort to the participants. There were no conflicts of interest involved in the conduct of this research. Academic honesty was observed by avoiding plagiarism and by analyzing the data fairly and without bias. The results of the study were used solely for academic and research purposes.

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