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Research Paper

The Challenges of Pre-Service Teachers in the New Normal Set up of Field Study Amidst COVID-19 Pandemic

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Abstract

The pandemic had a huge impact on many things and situations, particularly the new normal. The researchers decided that a field study of pre-service teachers is one of them because no one has ever taken the course under the new COVID-19 setup. The researchers aim to inform their readers about how the COVID-19 pandemic challenge will affect every pre-service teacher in the new set-up of education through online learning. Purposive homogenous sampling was used to choose 12 students from Rizal Technological University-Boni and Pasig Campuses. Researchers chose typical students, non-workers, and university scholars as participants. Age, gender, and geography vary among participants. Researchers used interviews supported by an interview script to gather replies. Pandemic-related preparations have been taken. Thematic analysis is used to understand pre-service teachers' challenges in the new field study setup. Pre-service teachers face challenges in this setting, according to the research most are struggling because of the rapid move from traditional classes to the new typical format, causing unpreparedness and lack of expertise when they face more complex situations. In addition, slow internet and a lack of resources make it difficult to attend classes and meet prerequisites. Some have many restrictions, especially on classroom monitoring because of the pandemic. The findings imply that the study's premise is significant and relevant in today's environment, especially for individuals pursuing an education degree and becoming pre-service teachers. Pre-service teachers face new obstacles in the new normal.

Keywords *Pre-service teachers, new normal set up, field study, COVID-19 pandemic*

INTRODUCTION

Pre-service teaching is a crucial component of the professional education curriculum, allowing aspiring teachers to gain hands-on experience and demonstrate entry-level teaching abilities. However, the COVID-19 pandemic has disrupted traditional education, forcing a shift to online learning and virtual field study. The Department of Education and the Commission of Higher Education in the Philippines have implemented distance learning via online virtual classes as an alternative to face-to-face instruction (Lapada et al., 2020). This transition presents numerous challenges for pre-service teachers, including adapting to new teaching methods, utilizing digital tools, and ensuring equity and access in online classrooms (Eickelmann and Gerick, 2020). The study aims to identify the difficulties faced by pre-service teachers in the new normal setup and assess the impact of protocols provided by CHED and DepEd. By addressing these challenges, the research seeks to support future pre-service teachers navigating similar situations and recognize

the valuable learning experiences gained during the pandemic. Ultimately, effective training is essential for future teachers to become competent and successful educators.

LITERATURE REVIEW

In response to the COVID-19 pandemic, teacher education institutes (TEIs) must adapt their courses to innovative and adaptable methods. Flexible learning guidelines from the Commission on Higher Education and the Department of Education emphasize the importance of maintaining educational continuity. Research by Barbara (2018) highlights the benefits of field studies in promoting critical thinking and scientific curiosity. The pandemic has disrupted pre-service practicum training, as discussed by Vancell (2020). In 2019, UNESCO emphasizes the importance of field experiences for pre-service teachers. Lacsamana et al. (2018) emphasize the benefits of the Practice Teaching Program in preparing teachers for real-world tasks. Traditional face-to-face learning has advantages over online learning, particularly for younger students (Taneja, 2020). Research shows that student teaching experiences enhance self-efficacy and instructional skills (Yilmaz and Cavas, 2008). Evaluations comparing traditional classrooms and online formats indicate higher ratings for traditional classrooms (Ganesh et al., 2015). Ethical considerations and differences between face-to-face and online participants' opinions have also been studied (Bergman, 2020). Teacher education programs must incorporate flexible learning and provide adequate field experiences for pre-service teachers in the new normal.

In the context of the COVID-19 pandemic, education has been greatly impacted, leading to the adoption of distance learning as the alternative to traditional face-to-face classes (La Velle, et al., 2020). This "new normal" setup has presented challenges for both teachers and students (Chaturvedi and Pasipanodya, 2019). Pre-service teachers, in particular, must adapt to this change and be guided by experienced educators during their internship or "field study" (Bao, 2020). To facilitate effective teaching and learning in the online environment, integrating technology into teacher education programs has proven beneficial. Online field study programs have become the only viable option for pre-service teachers to complete their internship requirements (Nietzl, 2020). However, educators worldwide face challenges in planning for blended and online learning due to the impact of COVID-19 (Hartshorne et al., 2020). Despite the challenges, research suggests that pre-service teachers can develop greater confidence and skills in using technology for teaching through rigorous courses and exposure to constructivist and culturally-responsive teaching methods (Lambert and Gong, 2010). Moreover, field experiences that foster an understanding of diverse students positively influence pre-service teachers' beliefs about diversity (Akiba, 2011).

Nasri et al.(2020) defined distance education as a style of education where learners are physically separated from teachers and institutions. Pre-service teachers experienced the shift to online learning during the pandemic, facing challenges in time management and collaborating with peers (Nasri et al., 2020). Students encountered workload issues, technical difficulties, and an unfavorable learning environment, affecting their performance (Fawaz et al., 2021). Insufficient internet connectivity in the Philippines hindered remote learning implementation (Amadora, 2020), impacting both teachers and students (Owusu-Fordjour et al., 2020). Limited access to devices, equipment, and financial burdens added to the challenges faced by pre-service teachers and students (Benjamin et al., 2021; Ozudogru, 2021; Adarkwah, 2021). The transition to online learning resulted in increased anxiety, stress, and decreased motivation among students (Barrot, 2021; Kapasia et al., 2020). While online learning offers flexibility and technical skill development, traditional learning fosters authentic interactions and substantial feedback (Taneja, 2021; Ganesh et al., 2015). Pre-service teachers continue to grapple with time management and workload challenges (Ozudogru, 2021).

RESEARCH METHOD

This study utilized qualitative research methodology, specifically a case study approach, to explore and provide a detailed explanation of everyday happenings among Bachelor of Secondary Education Major in Social Studies students. The researchers employed purposive sampling, specifically homogenous purposive sampling, to select participants who shared specific characteristics. The participants were enrolled undergraduate education students taking the field study course as a requirement in the 2021-2022 school year. The data were collected through open-ended interviews conducted in the Filipino language, allowing participants to freely express themselves. The research instrument, consisting of a set of open-ended questions, was validated through a three-phase process involving consultation, face validation, and feedback from professors.

FINDINGS AND DISCUSSION

The data were collected through the interview of participating respondents. This section also gives a detailed description of the data gathered and the procedures used in analyzing. The purpose of this study is to identify the challenges of Pre-Service Teachers in the new normal set of Field Studies amidst the covid-19 pandemic. More specifically, the researchers sought to answer the following questions:

Participants Describing Their Learning Experiences in the Field Study Course

Theme 1: New Normal Difficulty

The four pre-service teachers stated that they are having difficulty with this new normal setup. For instance, participant 1 concluded,

"...sobrang hirap, napakalaki ng adjustment namin" (Participant 1)

Based on the experiences of pre-service teachers, it is evident that online education cannot completely replace face-to-face education (Alan, Y., Bicer, N., & Can, F., 2020). Additionally, the challenges faced by pre-service teachers during their field study highlight the difficulties of adjusting to the new normal setup. Leeferink (2015) also supports the notion that experiences acquired in various settings shape individuals' ability to adapt. Moreover, the educational disadvantages of online learning, such as limited engagement and lack of a natural learning environment, further emphasize the importance of face-to-face instruction (Alan et al., 2020).

Theme 2: Positive Impact

As the pandemic started, distance learning is the solution for continuing education. Focusing on the field study of pre-service teachers, a new normal setup was implemented. With this, there are a lot of challenges experienced by them, however, about overall responses one of the Pre-service teachers describe her learning experiences in a field study as having a positive impact.

"Meaningful at saka helpful" (Participant 4) as she mentioned.

Despite the challenges faced during the field study amidst the pandemic, pre-service teachers described their experiences as meaningful and helpful. This suggests that the difficulties encountered did not result in a wholly negative perception among the participants. Their learning experiences were positively perceived, particularly regarding their impact. This aligns with a similar study by Hill (2021), which highlighted that transitioning from traditional to online learning can be challenging but those who embrace the change and view it as an opportunity for personal growth are more likely to find the adjustment satisfying.

Theme 3: Insufficient Experience

The pandemic deprived the pre-service teachers to experience an actual classroom setting of taking field study. Just like observations, instead of conducting inside a classroom, this was shifted online wherein YouTube is one of the utilized tools. According to two Pre-Service Teachers, they have insufficient in their actual field experience. As an example participant 6 mentioned,

"hindi namin naranasan ang actual field experience." (Participant 6)

Therefore, According to Hallman and Rodriguez (2015), learning to teach is a complicated and continuing process. Pre-service teachers have various opportunities to study and analyze theory and pedagogy through field experiences in official and informal educational settings. Guillen and Zeichner (2018) suggest that Pre-service teachers must broaden their understanding of teaching and learning beyond "traditional" classroom settings to be effective teachers.

Theme 4: Resources Unavailability

The life of people changed in terms of economic status during the pandemic. Every source of income became limited and so the capacity of students decreased also. Financial together with technological equipment are essential during distance learning. One of the Pre-service teachers answered of having resources were unavailability she said that,

"yung iba ginagamit lang nila is cellphone… hindi rin afford o wala ding kakayahang mag karoon ng internet" (Participant 2).

The participant's learning experiences in the new normal setup of her field study were hindered by resource unavailability, including intermittent internet connection and limited access to quality devices (Karakuş et al., 2020). Similar findings by Tarimo and Kavishe (2017) indicate negative attitudes toward the implementation of digital learning management systems. The challenges of internet access have prompted significant changes in the Philippine educational system, requiring schools to develop customized teaching and learning approaches to cater to diverse student needs (Tarrayo & Anudin, 2021).

Theme 5: Advantage

The two Pre-service teachers exclaimed that the learning experiences in the Field study were an advantage for them. One of them admitted that,

"okay din naman nasa bahay ka lang hindi yung gagastos ka pa sa pamasahe, gasolina pupunta ka pa."

Despite the challenges faced during their field study course, pre-service teachers perceive the new normal setup as advantageous. It helps alleviate their financial burden and allows for increased concentration on learning from the comfort of their homes. The presence of a supportive cooperating teacher (CT) further enhances their experience (Paschal & Mkulu, 2020). Online education is also recognized for its affordability, adaptability, flexibility, accessibility, and personalized learning experiences (Alan, 2020). These advantages highlight the potential benefits of online learning in mitigating financial constraints and providing a conducive learning environment.

Theme 6: Difficulty in Doing Tasks

One of the Pre-service teachers stated that his experience in field study was having difficulty in doing tasks stated that,

"Doon ako nahirapan sa paghabol ng pag checking ng mga bata."

The participant's learning experiences during their field study course were challenging, particularly in terms of managing tasks and dealing with students' behavior in submitting assignments. These difficulties highlight the need to enhance professional development programs, improve online communication skills, and develop subject matter expertise and instructional abilities in online teaching and learning (Ugalinganet al., 2021). According to the Role of the Student Teacher, maintaining a positive connection with the resource teacher, who acts as a mentor, is crucial for pre-service teachers in developing their understanding of teaching and learning practices.

Theme 7: Restrictions

The pandemic prompted the implementation of restrictions, including in the education sector. Field study shifted from face-to-face to online setups, leading to difficulties for students due to restrictions on actions. One of the Pre-service teachers stated that her experiences in field study were having restrictions as she stated,

"lahat ng galaw nyo limited lang talaga kasi may sinusundan kayong guidelines."

The pre-service teacher describes their field study learning experiences as restricted due to guidelines imposed by authorities in the online setup. This online setup, as stated in the Joint CHED-DepEd Memorandum, may limit the learning opportunities for pre-service teachers. Hill (2021) highlights that pre-service teachers may struggle with understanding standards, assessments, and curriculum in this context. The guidelines outlined in the Joint CHED-DepEd Memorandum Order Series of 2020 emphasize the continued responsibilities of pre-service teachers. Additionally, Valtonen et al. (2015) highlight the need for additional support and expertise in online learning settings.

The Challenges Encountered by the Participants in Taking the Field Study Course

Theme 1 and Theme 2: Technological Equipment and Internet Connection

Nine participants experienced the absence of technological equipment and loss of internet connection. For instance, participant 2 stated that,

"…paano mo i-pa-follow up yung mga students ng RT mo… hindi naman lahat ng students is may gadget"

Technically, three participants emphasize that the most significant challenges they face are the lack of tools to access their lessons, and learning materials online and submit their requirements. At the same time, the other six participants stated that internet connectivity is their most challenging experience amidst the new normal way of learning taking their course. Given example participant 4 stated,

"meron akong intermittent internet connection hindi stable yung internet connection ko kaya kapag nag o-observe ako ng klase required yung naka oncam para makita ni resource teacher mo na nag o-observed ka"

Internet usage plays a crucial role in student's academic performance as they utilize online resources for research and completing tasks. Internet-based learning enables knowledge and idea

exchange, with students accessing lectures and multimedia study materials. This is similar to the study of Asio et al. (2021) which revealed that poor internet access poses a significant obstacle to online education, highlighting the need for measures to address this issue. However, the study also revealed the positive impact of students owning smartphones and mobile devices, which serve multiple purposes and enhance educational opportunities. Additionally, internet connectivity facilitates information exchange and communication, supporting both teachers and students in accessing learning resources.

Theme 3: Limitations

Three participants stated that limited access to observation in the real-life classroom scenario lessens their opportunity to learn different teaching styles and strategies. Just like Participant 5 response was,

"Ang mga naging challenges ko hindi ako nakakapag observe nang maayos kasi dapat is real classroom set up".

Distance learning poses limitations, particularly in terms of face-to-face interaction, as communication and interaction shift to virtual platforms. Participants highlight the constraints on actions due to authorities' guidelines, depriving them of tangible experiences. Temmy Thamrin et al. (2022) found that online learning reduces student-teacher interaction. The Commission on Higher Education (CHED) has issued memorandums regarding distance learning during the pandemic. These limitations present challenges for pre-service teachers in their field study, as described in the study.

Theme 4: Authority

Distance learning imposes limitations primarily in terms of face-to-face interaction because there are implemented protocols from the DepEd-CHED and their own school rules and regulations about the new set-up of classes. The limitation was created to ensure the safety of every student, preservice teacher, and even the teachers. As Participant 12 said,

"sobrang konti yung pwede naming gawin ngayon dahil sa ganitong setup na gamit naming yung social media."

The participant highlights limitations on their actions, relying solely on social media platforms to fulfill their responsibilities in the field study course. Crawford et al. (2020) revealed that online observation replaces face-to-face interaction. The rapid transition to online learning has presented significant challenges in the education sector, including self-difficulties and administrative hurdles in adopting appropriate technology. The Commission on Higher Education (CHED) has issued memorandums to facilitate distance learning during the pandemic, aligning with safety measures. These limitations pose difficulties for pre-service teachers, impacting their field study experience.

Theme 5: Big Adjustment

One participant shares that,

"yung mga challenges na kinaharap ko while taking the Field Study course is yung malaking adjustment talaga sa lahat ng bagay at tsaka yung availability ng mga resources na kailangan mo at tsaka yung interaction".

Online classes have limitations compared to traditional face-to-face courses, affecting practical learning and requiring institutional rule changes (Burkle & Cleveland-Innes, 2010). The role of the online learner remains unclear, leading students to seek guidance from themselves, peers, and instructors. Adjustments in online learning are influenced by course design, technology,

instructor support, personal identity, and community involvement. Teachers must adapt their roles to facilitate effective online interactions. Pre-course orientation sessions facilitated by experienced online learners can help instructors and students gain the necessary skills and confidence.

Theme 6: Working Station

Office space is meant to accommodate and provide a comfortable working atmosphere for employees to concentrate on their tasks. According to a study conducted by Radulovi et al. (2021), workers reported musculoskeletal pain after transferring to a home environment to perform their work and they feel pressured and less motivated in an environment full of noise, dirt, and small spaces. Gleaned from the responses of Participants 4,

"may ibang field study students na walang working station or working environment"

Working stations are important in the sense that they provide motivation, focus, and space to work well. In an engaged learning and observing environment, classrooms become communities wherein learning happens. This sense of community allows students to feel connected to one another and their teachers and to engage in collaborative, active learning therefore, if the working station brings challenges to the pre-service teacher, how the learning and observing approaches will be maximized and executed effectively?

Theme 7: Notifying Students

One from the participants (Participant 10) responded,

"minsan kinukulit na lang namin na magpasa kayo para hindi kami matambakan ng gagawin" and it is categorized under Notifying Students.

The reason why the response of Participant 10 is under Notifying Students is because of the behavior of the students in complying with the tasks and activities or exercises given by the teacher. Affirming by Ferguson K, Frostv L, and Hall D (2012), the workload and behavior of the students are considered depression and anxiety predictors. Additionally, stress hurts teachers' private lives, which can cause a decrease in life satisfaction, and in their professional career, which can result in lower work commitment and lower work satisfaction (Ferguson et al., 2012; La Torre et al., 2019). So the attentiveness of the students in complying with their requirements has an impact on the pre-service teacher which they treated as a challenge.

Theme 8: New Set-Up Experience

According to the response of Participant 1,

"pandemic deprived us to experience the real scenario of the real world inside the classroom"

The shift to online field study presents challenges and limited opportunities for pre-service teachers, lacking physical classroom experience and face different expectations during the pandemic. In connection to He & Harris, (2020), Education requires constant attention and analysis, with the power of maintaining high-quality education being crucial for skill development. Despite limited exposure, pre-service teachers strive to meet field study requirements through their dedicated efforts. The pandemic-induced switch to distance learning, including blended approaches, has impacted students' preparedness due to sudden environmental changes and curriculum reforms (Giani & Martin, 2021).

Theme 9: Limited Information

The COVID-19 pandemic has forced everyone's hands to adapt to the changing times as far as learning is concerned. With the issues and hopes caused by this sudden event. One participant (Participant 2) responded,

> *"Wala tayo ka-ide-idea kung paano ba gumalaw 'yong isang guro sa online or new mode learning set-up."*

Pre-service teachers developed their resourcefulness while experiencing restricted, bounded actions and limited resources. They are improving and developing despite the challenges present in their journey as pre-service teachers in their field study. The result was congruent with the handbook made by Huang et al. (2020). The pre-service teachers who are practicing becoming an educator, having limited actions and resources played an important role in self-improvement.

Theme 10: Time Conflict
Time influences the importance of any other resources in achieving the objectives and goals established by the organization. Many pre-service teachers frequently confront many problems in their teaching practice that cause them to enter the survival stage rather than learn from experiences, particularly when it comes to time conflict under the strain of academic demand (Korthagen, 2010). As stated by Participant 3,

> *"Limited yung time more on modular ang ginagawa doon palang sobrang hirap na ikaw talaga yung mag a-adjust"*
> *"Nag-adjust ako, nag-sacrifice ako iniwan ko yung trabaho ko at nag focus ako sa field study''* (Participant 5).

According to Carter (2021), an adjustment is the process of identifying and adopting styles of behavior that are appropriate for the environment or a change in the environment. In the case of pre-service teachers who feel burdened by combined obligations as learners and practice teachers that are required for course completion, it is an adjustment for them to be able to complete their work or tasks and adapt to an unfamiliar environment where they are most challenged, just as in the new normal set up of field study, teaching, and learning.

Theme 11: Financial Capability
Not all learners have the financial means to purchase devices such as laptop computers, cellphones, and the like that will allow them to continue their learning, acquire greater learning, and develop activities more conveniently. Based on the response of Participant 4,

> *"yung financial capability ng estudyante tayong mga college student particularly yung field study students na makaangkop sa requirements ng new normal"*

It is hard for some pre-service teachers to fulfill requirements online or digitally because of a lack of available resources, such as technological devices in general. Some of them only borrow cell phones, and most of the time, there are devices, but they can't buy loads or purchase internet connections. As supported by the study by Rusdiana & Nugroho (2017), online learning isn't impossible to adapt to and has advantages for keeping students and teachers safe, but the problem is that not everyone has the potential to have their own support devices and internet connection for online learning and teaching. Not all pre-service teachers have a good status in life to support their needs just to finish their degree, but behind those instances, many of them still choose to fight for what they started.

The Challenges that Affect the Learning Experiences of the Pre-Service Teachers in their Field Study Course.

Theme 1: Resourcefulness

It is undertaken the learning from traditionally face-to-face approaches to online settings with the use of different digital platforms during the pandemic. It is imperative to become wise in this situation as the action has its limitations. According to Participant 1,

> *"limited lang yung action…yun yung nag push saamin, nag drive saamin to create ideas or engage ideas…nagamit naming yung social media, technology as our materials"*

The limitations in terms of actions create opportunities for pre-service teachers to create ideas and engage ideas in a way that they become resourceful in what resources are available in their hands. The current situation of field study developed their ability to become resourceful. This is similar to the findings of Gabatino et. al. (2019) lamented that all of their participants strongly agreed about experiential learning courses conducted in distance learning developed their creativity, becoming more innovative, finding alternatives and remedies. Using gadgets and utilizing online platforms pre-service teachers successfully attended classes, class observations, and comply with their tasks.

Theme 2: Encouragement

Studies have shown that the current education set up in the Philippines presents challenges for students and teachers in distance learning. While some view it as an opportunity for personal growth, others see it as a hindrance to learning. Despite the difficulties, both students and teachers strive to overcome challenges and work toward their development. They are not considering the new normal setup or distance learning as a hindrance to their ambition to learn. As Participant 2 says,

> *"ang bawat isa ay nagsisikap…kahit nahihirapan"*

The challenges faced during the field study have influenced the learning experiences of participants, motivating them to strive for self-improvement and development. Intrinsically motivated, they see challenges as opportunities to enhance their capabilities and knowledge. Research by Gabatino et al. (2019), Simamora (2020), and Gustiani (2020) supports the notion that pre-service teachers and university students in distance learning are highly motivated by intrinsic factors and driven by their ambition to learn and acquire new knowledge.

Theme 3: Procrastination

Schouwenburge (2004) defined academic procrastination as a widespread phenomenon in college settings that deals with intentional delay in the beginning or completion of important and timely academic activities. Participant 3 indicated similar with this stating that,

> *"marami ngang time tendency nyan nag proprocrastinate yan sa dulo"*

The flexibility of time in distance learning posed a challenge for pre-service teachers, leading to negative learning experiences and procrastination. Dela Cruz and Alzate (2022) identified school-related activities as commonly postponed, resulting in rushed and lower-quality work, and affecting grades. Similarly, the study by Muslikah et al. (2018) revealed that excessive phone usage for social media led to neglecting tasks, contributing to procrastination and laziness in completing responsibilities. These factors impact the field study course and overall learning experiences.

Theme 4: Task Interruption

The new normal setup of field study includes the use of technological equipment such as gadgets and internet connection in accomplishing lesson plans and passing tasks. In the case of Participant 3 and Participant 4 the challenges they encountered affected their learning experiences in their field study as it resulted in interrupting their tasks to be done. In fact, according to them,

"Mga ginagawa ko kase mga lesson plan at mga power point hirap talaga sa internet."

(Participant 3).

While Participant 4 says, *"For example cellphone lang yung meron ka syempre kailangan mo rin ng mas angkop na device like yung Laptop para mas magawa mo ng mas maayos yung mga task."*

The intermittent internet connection and lack of appropriate gadgets posed challenges for pre-service teachers in creating lesson plans and PowerPoint presentations, resulting in delayed or low-quality work. These obstacles interrupted tasks and hindered effective learning experiences in the field study. The study by Dayagbil et al. (2021) supports this, as students were unable to complete tasks due to limited internet access and suitable devices. The ability of pre-service teachers to fulfill their responsibilities depends on their access to an internet connection and appropriate gadgets in the new normal setup of field study.

Theme 5: Self-Improvement
With regard to self-improvement, participant 4 said,

"Kaya mong maka-adapt, kaya mong maging flexible kahit panget yung environtment mo kahit na hindi malakas yung financial capability"

Preservice teachers in the new normal setup of field study can benefit from challenges related to working station limitations and financial constraints. By adapting and finding solutions to these problems, they can develop resilience and resourcefulness. Such experiences contribute to self-improvement, enhancing their academic journey and the future teaching profession. Muhammad et al. (2018) highlight factors like mastery, motivation, mindset, religiosity, and preparation that influence academic self-improvement. Overcoming barriers and embracing growth opportunities are crucial to prevent missed chances for personal and professional development.

Theme 6: Self Frustration and Discouragement

The result shows that two Pre-service teachers exclaimed that the learning experiences in the Field study were found to be self- frustration and discouragement outcomes. Just like Participant 10,

"Sa'kin yung ganung attitude ng mga bata masyado syang negative yung affect saaming mga nagsasanay na guro kasi...mas lalo syang nakaka stress kaya as much as possible parang pinipilit na lang namin ung mga bata na magpasa."

The participant observed students' attitudes, such as late submissions and lack of interest in online discussions. This finding aligns with the study by Mese and Sevilen (2021), which highlighted situational problems in online learning caused by studying from home, decreased motivation due to lockdowns, and internet connectivity issues. As a result, pre-service teachers face

the challenge of managing students with these characteristics, emphasizing the need to develop authority and skills in controlling student interest and motivation.

Theme 7: Unsatisfaction

In the field study, preservice teachers will observe classes via online mode and will create lesson plans and instructional materials inspired by the online setup. As mentioned by Participant 5,

> *"Hindi ako na sasatisfy sa learning na nakukuha ng mga studyante kase hindi mo nakikita yung behaviour ng studyante at hindi na iaapply yung real activities"*

The participants expressed dissatisfaction with the online learning experience and the limitations of the new field study setup due to the pandemic. The study by Wiam E. et al. (2021) supports the idea that engaging pre-service teachers and students in face-to-face activities improve satisfaction. However, CHED-DepEd Memorandum Order restricts field study to online modalities. The findings align with Mese and Sevilen's (2021) study, which identified situational problems in online learning. Participants also highlighted the challenges of inappropriate environments and the need for physical interaction for effective classes.

Theme 8: Plan Interruption

With these unpredictable challenges, it may affect the field study which can be connected to the motivation of the pre-service teachers. According to Participant 6,

> *"hindi laging masusunod 'yong ginawa mong plano. Kahit sabihin mong okay naman 'yong set-up na 'to, online class at okay din 'yong signal ko, but then 'yong preparation mo hindi magiging ganoon ka-tough."*

The challenges faced during the new normal field study disrupt the planned strategies and approach of pre-service teachers, resulting in decreased motivation (Cahyani, Listiana, & Larasati, 2020; Simamora, 2020). Even with stable internet connectivity, unforeseen circumstances can force changes in planned actions, rendering preparation efforts futile and causing discouragement. External factors such as internet connectivity, home environment, and technological availability significantly affect the learning experiences of pre-service teachers. These challenges highlight the need to address and overcome motivational barriers in the new normal field study setting.

Theme 9: Self-Adjustment

The only way to successfully finish this field study course in the new normal set-up is through adaptation and adjustment. As stated by Participant 9 he said,

> *"kailangan i-stretch mo yung pagiging guro mo yung knowledge mo kumbaga kung ano meron ka ikaw talaga yung mag aadjust."*

The participant, a pre-service teacher, highlights the challenges of adjusting to the new way of learning in the New Normal Set-up, including difficulties in sharing knowledge and the need for various adjustments. The constraints and facilitators of adjustments include course design, technology, the instructor, personal self-identity, and community involvement. Consistent with earlier studies (Burkle and Cleveland-Innes, 2010), evidence suggests that teachers' roles change

dramatically when interacting with students online. The pandemic has limited their learning pace, resulting in insufficient knowledge and an unfamiliar environment for pre-service teachers. They perceive the need for continuous adjustment throughout their field study.

Theme 10: Communication
As cited by the participants 11,

> *"Nakakaapekto sa Field Study is 'yung limited actions... communication through online lahat".*

The study participants highlighted the negative impact of pandemic-related challenges on field studies, particularly in terms of limited communication with students and resource teachers. Difficulties in communicating with students were reported due to device limitations and poor internet connections, while the busy schedules of resource teachers posed additional obstacles. The importance of effective communication, particularly in a technology-driven context, is emphasized by Rawat et al. (2020). Despite advancements, communication problems persist in the face of pandemic challenges.

Theme 11: Limited Access
Distance learning imposes limitations primarily in terms of face-to-face interaction because there are implemented protocols from the DepEd-CHED and their own school rules and regulations about the new set-up of classes. A limitation was created to ensure the safety of every student, preservice teacher, and even the teachers. As Participant 12 said,

> *"sobrang konti yung pwede naming gawin ngayon dahil sa ganitong setup na gamit naming yung social media."*

The study revealed limitations faced by pre-service teachers in executing their responsibilities within the field study course, relying solely on social media platforms for communication. Similar findings were observed in the study by Crawford et al. (2020) regarding challenges in the rapid transformation of teaching and learning settings. These constraints in online learning, including personal and administrative difficulties, impact pre-service teachers' field study experiences. CHED's memorandums on distance learning aim to ensure safety and address these limitations.

CONCLUSIONS
Based on the thematic analysis of this study, it can be concluded that the new normal set-up of Field Study has brought challenges to Pre-service teachers in times of COVID-19. With that, the following conclusions were formulated:

Pre-service teachers faced challenges in the new normal field study, including limitations, restrictions, and insufficient experience. Limited resources and uncertainties hindered task completion and adaptation. However, these challenges had a positive impact, reducing financial burdens and providing valuable learning opportunities. Despite drawbacks, the field study experiences proved advantageous for pre-service teachers.

The participants in the field study course faced various challenges, with internet connection and technological equipment being the most common. Other challenges included limitations in learning opportunities, authority establishment, adjustment to the new setup, working station issues, notifying students, limited information, time conflicts, and financial constraints. These challenges reflect the difficulties faced by field study students during the pandemic, highlighting the

need for preparation and adaptation. This study provides insights into the potential challenges that future field study students may encounter.

The challenges faced by pre-service teachers in the field study course have a significant impact on their learning experiences. Task interruption, discouragement, financial capability, and student behavior are among the major challenges identified. Limited internet connection and technological resources also hinder effective teaching and learning. The study highlights the reliance on gadgets and internet connectivity for remote learning, emphasizing the need for reliable access. It further emphasizes the importance of self-adjustment, time management, resourcefulness, and creativity in overcoming challenges. The findings provide valuable insights for future pre-service teachers and researchers in navigating the new normal field study setup.

LIMITATIONS & FURTHER RESEARCH

This study has implications for pre-service teachers, but its generalizability is limited due to the unique field experiences involved and the scope and sample size of the study. Further research is needed to explore the challenges faced by pre-service teachers in the post-pandemic period, providing current data and potential solutions to address their specific issues. Additionally, including participants from other universities could enhance the study's results and provide valuable data for school administrations to improve the implementation of field study courses.

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