

Implementation of Experiential Learning Courses in Public Teacher Education Institutions: Challenges and Perspectives of College Supervisors

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ABSTRACT:

This study assessed the implementation of Experiential Learning Courses (ELC) in public Teacher Education Institutions (TEIs) in Metro Manila, Philippines. It emphasizes the roles of TEI Deans and College Supervisors, as well as the challenges encountered during implementation. Utilizing a quantitative research design and proportionate, multi-stage sampling to ensure equal representation, the data were collected from a total of eighty-two (82) college supervisors through a validated questionnaire. Descriptive statistics were used to analyze the level of ELC implementation, while non-parametric inferential statistics, such as the Mann-Whitney U Test and the Kruskal-Wallis H Test, were applied to determine statistically significant differences. Findings revealed that ELC implementation was generally highly implemented, particularly in the areas of orientation, coordination, and monitoring. However, several key challenges were identified by college supervisors: late deployment, delays in document processing, limited time for school visits due to competing academic obligations, and insufficient logistical support. These challenges highlight the need to strengthen institutional support systems for college supervisors during ELC deployment.

Keywords: Experiential Learning Courses, Implementation, Teacher Education Institutions, Challenges, College Supervisors.

1. Introduction

Effective implementation of experiential learning components contributes to the quality of teacher education programs. High-quality teacher preparation, according to McArdle (2010), is a cornerstone of education reform and student success. Experiential learning shall prepare pre-service teachers on how to deal with social and cultural issues in teaching (Gao, 2015); therefore, a clear formulation and effective implementation of sound policies are essential to ensure that pre-

service teacher training is relevant and aligned with contemporary educational standards.

Experiential Learning Courses in the Philippines are institutionalized through policies set by the Commission on Higher Education and the Department of Education. ELCs are composed of field study and practice teaching courses designed to prepare pre-service teachers for the realities of classroom practice that serve as transformative spaces for shaping competent, adaptive, and reflective teachers. ELCs are

programs that immerse student teachers in real classroom settings by encouraging them to reflect critically on their teaching methods (Afalla et al., 2019).

Higher Education Institutions (HEIs) are given vital roles in ensuring that the quality preparation of future teachers each year meets current demands of the teaching profession (Generalao, et al., 2022). The primary responsibilities of TEI college supervisors involve conducting orientations, monitoring student-teacher performance, coordinating with cooperating schools, and facilitating reflective practices, while the TEI deans provide policy direction and institutional support. Teachers play significant roles in shaping the future generations (Calapardo, et al., 2016); therefore, teacher educators must possess comprehensive expertise in preparing the next generation of future teachers. Despite growing interest in the implementation of ELCs, less attention has been given to college supervisors who serve as the bridge between TEIs and cooperating schools. Earlier studies have reported challenges such as inconsistent deployment practices and gaps in policy translation, but there is limited understanding of the challenges and perspectives of college supervisors.

This study sought to address the gap by examining how the public Teacher Education Institutions (TEIs) in Metro Manila, Philippines implement Experiential Learning Courses (ELCs) and the challenges and perspectives shared by college supervisors. Specifically, it aimed to: (a) assess the extent to which TEIs fulfill their roles in ELCs, (b) identify the difficulties encountered during implementation, and (c) explore the college supervisors' insights on improving the deployment practices. Furthermore, the study investigates whether differences in the college supervisors' assessments are significant when they are grouped according to profile variables. The hypothesis below was tested:

H1: There is no significant difference in the assessments made by the college supervisors when they are grouped according to profile.

A growing body of literature argues that the cultivation of highly effective teachers begins with strong initial preparation, followed by continuous professional learning opportunities. Teacher development has been viewed as a comprehensive, lifelong process encompassing the stages of recruitment, preparation, induction, and ongoing professional development (Momanyi, 2016; Darling-Hammond, 2017). Pre-service teacher training programs are more successful when active collaborations among TEIs, partner schools, and other relevant professional bodies are practiced. Rooted in Kolb's Experiential Learning Theory, the ELCs enable pre-service teachers to apply what they have learned through hands-on experiences and reflections and apply them to classroom realities. In implementing ELCs, practicum arrangements vary in length, structure, and integration across institutions (Aspden, 2017).

Generalao et al. (2022) reported that the quality of pre-service teacher training in the Philippines requires strong inter-agency coordination among the Teacher Education Council (TEC), the Commission on Higher Education (CHED), the Department of Education (DepEd), and the Professional Regulation Commission (PRC). In relation to this, national frameworks such as the Teacher Education Development Program (TEDP), the National Competency-Based Teacher Standards (NCBTS), and the Philippine Professional Standards for Teachers (PPST) have institutionalized a progressive teacher education development roadmap that showcases a progressive structure for teacher development that ensures that future Filipino teachers remain competitive and responsive to evolving local and global educational demands. The TEDP provides an outline of a career path for teachers beginning with initial preparation and extending through in-service training until retirement, whereas the NCBTS and PPST serve as competency-based frameworks that define the knowledge, skills, values, and professional standards that teachers

are expected to demonstrate at different stages of their careers. From a lifelong perspective, teacher development positions educators as agents of change who can advance educational quality and equity in diverse and dynamic contexts.

In the Philippines, the standardized guidelines on pre-service teacher deployment were established by the Commission on Higher Education and the Department of Education. The DepEd Order No. 3, s. of 2007, and the Experiential Learning Courses Handbook (2009) delineate the roles of college supervisors, cooperating teachers, and school administrators, while the CHED Memorandum Order Nos. 74 and 75, s. 2017 reinforced ELCs as core components of teacher education programs. In a more recent policy, the CHED and DepEd Joint Memorandum Order No. 1, s. 2021, highlights the shared accountability between TEIs and cooperating schools for the successful delivery of experiential learning.

International studies reveal both successes and challenges of field-based learning. Positive outcomes are reported when school mentors clearly understand their roles and when adequate support systems are in place (Ariawan et al., 2016), while specific limitations were identified to affect implementation, including logistical issues, insufficient mentoring, and a lack of clear guidelines (Melesse, 2014; Msangya et al., 2016). Studies conducted in the Philippines also reported that although experiential learning has been perceived as effectively implemented, persistent concerns remain regarding policy clarity and curriculum responsiveness (Afalla et al., 2019; Mangila, 2018; Tindowen et al., 2019). Despite the notable strengths demonstrated in ELC implementation, the college supervisors continue to experience difficulties that hinder its effectiveness. Studies recommend addressing these concerns through conducting regular orientations and maintaining stronger partnerships between TEIs and cooperating schools (Calicdan, 2017; Yacap, 2022).

In the implementation of ELCs, the college supervisors act as a vital link among TEIs,

cooperating schools, cooperating teachers, and pre-service teachers. Their responsibilities extend to guiding, monitoring, and evaluating pre-service teachers throughout their field-based learning experiences, and their exposure to the operational realities of ELCs underscores the necessity to explore their perspectives. Since local studies have reported continuing concerns in the implementation of ELCs, particularly in terms of role delineation, coordination, and adequate monitoring, these challenges suggest that the effectiveness of ELCs depends not only on the delivery of the curriculum, but also on the clarity of supervisory functions and the strengths of partnerships with cooperating schools.

Effective mentoring of future teachers requires an integrated approach to personal growth, situated learning, core practice, and critical transformation (Orland-Barak & Wang, 2020). In the context of ELCs, college supervisors are not merely evaluators of teaching performance but also mentors who help pre-service teachers to connect theoretical knowledge with actual classroom practice. They are also expected to contribute to planning, implementing, and evaluating pre-service teacher education programs, which is consistent with the curriculum leadership mandated by the Commission on Higher Education (Dumayas, 2016). College supervisors are both curriculum implementers and field-based mentors who help ensure that ELCs are carried out systematically.

Literature affirms that college supervisors are central to the successful implementation of ELCs. Their perspectives are valuable because they provide grounded insights into the actual conditions and challenges in supervising pre-service teachers' field-based experiences. Therefore, examining the perspectives of college supervisors provides a better understanding of the implementation of Experiential Learning Courses in public Teacher Education Institutions.

2. Methodology

2.1 Research Design

Quantitative descriptive research design was used in the study to examine the implementation of Experiential Learning Courses in public Teacher Education Institutions in Metro Manila, Philippines, from the perspectives of college supervisors. This research design aimed to assess the practices, challenges, and perspectives associated with the implementation of ELCs.

2.2 Participants

The participants in this study were the college supervisors from public Teacher Education Institutions in Metro Manila who were selected based on their direct involvement in implementing Experiential Learning Courses. It utilized Cochran's formula for sample size determination with a total of eight two (82) college supervisors selected from public TEIs in Metro Manila, Philippines. The identified sample represents the eleven (11) Local Universities and Colleges (LUCs) and three (3) State Universities and Colleges (SUCs) of Metro Manila and proportionate stratified sampling was applied to ensure equitable representation of institutions.

Majority of the respondents, 60 (73.17%) were affiliated with Local Universities and Colleges, while 22 (26.83%) came from State Universities and Colleges. It is evident that the LUCs contribute significantly on the deployment of pre-service teachers for ELCs. In terms of supervisory experience, 53 (64.63%) had been handling these courses for less than five (5) years, while 26 (37.71) reported 6-10 years of supervisory experience. Since only a small portion, 3 (3.66%) had more than a decade of experience in handling ELCs, the profile indicates that most college supervisors are relatively new to the role.

2.3 Instrument

A survey questionnaire anchored on the guidelines on pre-service teacher deployment for ELCs was used in the study. The structured questionnaire is composed of 20 items developed using a five-point Likert scale, ranging from 1- not implemented to 5- highly implemented.

Open-ended questions were also included in the last part of the instrument to determine the challenges encountered by college supervisors in ELCs implementation and their proposed recommendations for enhancement. The research instrument was validated by selected experts from basic education and higher education institutions and the reliability result of 0.821 was determined using Cronbach's Alpha Test.

2.4 Data Collection

Prior to data collection, the researcher obtained formal permission from the participating public Teacher Education Institutions. The questionnaires were distributed to the respondents and were retrieved upon completion. It was made clear to the respondents that participation in the study was voluntary, and they were assured of confidentiality and anonymity. The data collected from the participants were systematically tallied, tabulated, analyzed, and appropriate statistical tools were applied for interpretation.

2.5 Data Analysis

The quantitative data were analyzed using both descriptive and inferential statistics techniques. Descriptive statistics (frequency, percentage, and median) were employed to determine the level of implementation of ELCs as well as the challenges encountered during deployment and the recommendations proposed. To further examine the perceptions across groups, non-parametric tests (Mann-Whitney U Test and Kruskal-Wallis Test) were applied. Given the ordinal nature of the data and the absence of normal distribution assumptions, these statistical methods were appropriate.

3. Results

This section presents the study's findings on the implementation of Experiential Learning Courses in public Teacher Education Institutions in Metro Manila base on the perspectives of college supervisors.

Table 1. Assessment of the Roles of TEI Deans in the Implementation of ELCs

Roles of the TEI Dean	Median	Verbal Interpretation
1. Initiating conferences in selecting cooperating schools	4.00	Moderately Implemented
2. Preparing the Memorandum of Agreement (MOA) between the TEI and the cooperating school	5.00	Highly Implemented
3. Coordinating with the DepEd Division in the selection of cooperating schools	5.00	Highly Implemented
4. Preparing a formal communication with the school principal	5.00	Highly Implemented
5. Ensuring that the college supervisor deploys pre-service teachers to schools as discussed with the DepEd Office	5.00	Highly Implemented
6. Providing a flexible incentive system to personnel involved in student teaching as stipulated in the Memorandum of Agreement	5.00	Highly Implemented
7. Providing functional space or area for Experiential Learning Courses	4.00	Moderately Implemented
8. Sharing with the public school system the technology, human, and material resources available in the institution	5.00	Highly Implemented
Overall Median	5.00	Highly Implemented

Table 1 reveals the assessment of the college supervisors on the roles of the TEI Deans in the implementation of ELCs. Nearly all indicators on the roles of the TEI Deans were rated as “highly implemented”. Specifically, key administrative functions such as the preparation of Memorandum of Agreement (MOA), coordination with the Department of Education (DepEd) Division, issuance of formal communications with cooperating schools, and oversight of pre-service teacher deployment

received the highest ratings. However, two indicators were rated as “moderately implemented” (median=4.00). These include initiating conferences to select cooperating schools and providing functional spaces or designated areas for ELC-related activities. Based on the overall assessment of the roles, the TEI Deans reflect strong administrative leadership in facilitating ELC implementation, but potential gaps are identified in the areas of planning and institutional support.

Table 2. Assessment of the Roles of College Supervisors in the Implementation of ELCs

Roles of the TEI College Supervisor	Median	Verbal Interpretation
1. Submits list of student teachers to cooperating schools before deployment.	5.00	Highly Implemented
2. Explains the rationale and procedures of the experiential learning courses to the pre-service teachers	5.00	Highly Implemented
3. Conducts orientation meetings to clarify expectations of both parties.	5.00	Highly Implemented

4. Assesses student teachers' readiness for practice teaching.	5.00	Highly Implemented
5. Coordinates with school heads regarding practice teaching activities	5.00	Highly Implemented
6. Orients student teachers for off-campus assignments.	5.00	Highly Implemented
7. Conducts regular observation and evaluation of the practice teaching performance	5.00	Highly Implemented
8. Coordinates with principals and cooperating teachers on student performance.	5.00	Highly Implemented
9. Submits written reports regarding the progress/performance of student teachers	4.00	Moderately Implemented
10. Submits written reports about the problems/difficulties met by the student teachers	4.00	Moderately Implemented
11. Submits written reports about the solutions/actions taken to solve the problems	4.00	Moderately Implemented
12. Conducts debriefings, interviews, or case studies with student teachers.	5.00	Highly Implemented
Overall Median	5.00	Highly Implemented

The perceived assessment of college supervisors' roles in implementing ELCs is presented in Table 2. The results reveal that supervisory functions are generally "highly implemented", with nine (9) out of twelve (12) indicators obtaining a median score of 5.00. These highly implemented roles include conducting orientations, coordinating with cooperating schools, supervising field-based teaching, and mentoring pre-service teachers. On the other hand, three (3) indicators, namely:

submission of reports on student progress, documentation of challenges encountered during deployment, and reporting of interventions, were rated as "moderately implemented" with a median of 4.00. The results emphasize that the college supervisors demonstrate strong field engagement in facilitating Experiential Learning Courses, but less emphasis on formal reporting and documentation processes.

Table 3. Mann-Whitney U Test Comparison of College Supervisors' Assessment by the Type of TEI

Indicators	Type of TEI	Mean Rank	U-statistic	p-value	Decision	Remarks
Roles of the TEI Dean	Local Colleges and Universities (LUCs)	46.525	358.500	0.001	Reject Ho	Significant
	State Universities and Colleges (SUCs)	27.795				
Roles of the TEI College Supervisor	Local Colleges and Universities (LUCs)	43.842	519.500	0.139	Failed to Reject Ho	Not Significant
	State Universities and Colleges (SUCs)	35.114				

Table 3 illustrates the results of Mann-Whitney U Test which compares the assessment of college supervisors regarding the roles of TEIs in ELC implementation when they are grouped according to the type of TEI. The roles of TEI Deans received a mean rank of 46.525 for Local Colleges and Universities (LUCs) and 27.795 for State Universities and Colleges (SUCs), with a computed p-value of 0.001, which is lower than the assigned level of significance ($\alpha = 0.05$). This data reveals a significant difference as to how the College Supervisors assess the role of TEI Deans in the implementation of ELCs.

However, the comparison on the perceived assessment of College Supervisors in their roles in ELC implementation resulted to a mean rank of 43.842 for LUCs and 35.144 for SUCs, leading to a p-value of 0.139 that exceeds the ($\alpha = 0.05$) threshold. These findings indicate a failure to reject the null hypothesis; therefore, there is no significant difference in the assessment of the roles of College Supervisors when grouped by the type of TEI.

Table 4. Kruskal-Wallis Test Comparison of College Supervisors' Assessments
by Number of Years in Handling ELCs

Indicators	No. of years in handling ELCs	Mean Rank	K-statistic	p-value	Decision	Remarks
Roles of the TEI Dean	5 years and below	42.349	2.746	0.432	Failed to Reject Ho	Not Significant
	6- 10 years	37.942				
	11-15 years	49.000				
	16-20 years	74.000				
Roles of the TEI College Supervisor	5 years and below	43.783	2.519	0.472	Failed to Reject Ho	Not Significant
	6- 10 years	36.308				
	11-15 years	54.000				
	16-20 years	30.500				

Table 4 presents the results of Kruskal-Wallis Test, which compared the assessments of College Supervisors on the roles of TEIs in ELC implementation when they are grouped according to the years of experience in handling ELCs. The roles of the TEI Deans obtained a mean rank with values of 42.349 (5 years or less), 37.942 (6-10 years), 49.000 (11-15 years), and 74.000 (16-20 years). The College Supervisors with 16-20 years of ELC experience obtained a comparatively

higher mean rank of 0.432 which exceeds the ($\alpha = 0.05$) assigned level of significance. It failed to reject the null hypothesis, signifying that no significant difference was detected in the evaluation of the roles of TEI Deans based on ELC-related experience.

For the roles of College Supervisors, the following mean ranks were found: 43.783 (5 years or less), 36.308 (6-10 years), 54.000 (11-15 years), and 30.500 (16-20 years). The computed p-value

of 0.472 remains higher than the 0.05 level of significance, indicating that there is no significant difference in the perceived assessment of College

Supervisors on their roles when grouped by the number of years in handling ELCs.

Table 5. Challenges in the Implementation of Experiential Learning Courses and the Corresponding Institutional Responses

Challenges Encountered by TEI College Supervisors	Recommended Institutional Responses
Late Deployment of Pre-Service Teachers for Experiential Learning courses	Strengthen early planning and establish systematic coordination with partner schools and DepEd offices to ensure timely deployment
Limited time for school visitation due to heavy teaching loads and administrative responsibilities	Implement workload adjustments (teaching deloading) or designate a dedicated/lead college supervisor for ELC coordination
Delays in the processing of Memoranda of Agreement (MOA) and approval of deployment requests	Streamline administrative procedures and prioritize timely approval of MOAs and related deployment requests
Insufficient logistical and institutional support for ELC implementation	Enhance institutional support systems, including provision of resources, transportation, and operational assistance for supervision

Table 5 summarizes the challenges experienced by College Supervisors in the implementation of Experiential Learning Courses (ELCs) in public Teacher Education Institutions (TEIs) in Metro Manila. Concerns on (a) late deployment of pre-service teachers, (b) the limited capacity of college supervisors to conduct regular school visits due to competing teaching and administrative responsibilities, (c) delays in the processing of ELC-related documents, and (d) insufficient logistical and institutional support for ELCs implementation were identified by the college supervisors as key challenges. In relation to these identified challenges, the college supervisors recommend addressing these concerns through: (a) strengthening the planning and coordination, (b) streamlining administrative procedures, (c) applying workload adjustment, and (d) enhancing inter-agency collaboration between TEIs and cooperating schools. These prevailing concerns posit inefficiencies in coordination and

administrative processes, which call for institutional interventions.

4. Discussion

The study's findings provide valuable insights into the implementation of Experiential Learning Courses (ELCs) in public Teacher Education Institutions (TEIs). The TEI Deans effectively execute their responsibilities in establishing institutional linkages and facilitating compliance with procedural requirements, supporting the idea that administrative leadership plays an important role in ensuring the TEI is prepared for the experiential learning program. However, despite that public TEIs generally fulfill their roles in implementing ELCs, existing practices in terms of coordination, institutional partnerships, institutional support must be given consideration. This finding is consistent with Yacap (2022), who reported that functional spaces and logistical resources often receive lower implementation ratings, and (Calicdan, 2017) who noted that

structured coordination activities, such as joint conferences and orientation meetings, have been shown to strengthen institutional partnerships and clarify expectations.

The study also reveals that the college supervisors demonstrate professional commitment in carrying out their roles in ELC implementation. Supervisory practices are strong when it comes to direct engagement and mentoring which reflects a shared understanding of their responsibilities as supervisors. However, relatively lower ratings in documentation, reporting, and reflective practices indicate that these areas need improvement. The consistency in the assessment of supervisory roles and responsibilities in ELCs implementation across TEIs provide clear evidence that institutional differences are more pronounced at the level of administrative leadership rather than in supervisory practice. This supports Aspden's (2017) observation that Practicum structures vary across institutions, while supervisory practices tend to remain consistent.

Perceptions of administrative leadership in ELC implementation remain relatively consistent regardless of the college supervisors' level of experience in handling such courses. The college supervisors' years of experience in handling ELCs do not significantly influence the perceptions of either administrative or supervisory roles. This validates the analysis of Dumayas (2016) that variations in assessment may be more strongly influenced by stakeholder roles and institutional contexts than by the length of supervisory experience.

Regarding the second objective, this study found that although the college supervisors demonstrated strong professional commitment and adherence to institutional policies, persistent challenges continue to affect the delivery of ELCs. The college supervisors identified late deployment of pre-service teachers, limited supervisory time due to teaching loads, delays in processing of ELC-related requirements, and inadequate logistical support as the key challenges, reinforcing the idea that challenges encountered during ELCs implementation are

not merely individual concerns but rather systemic and institutional in nature. This result is consistent with previous literature which described that conflicting academic responsibilities, limited resources, and logistical constraints are persistent challenges in the implementation of field study and practice teaching courses (Bilbao et al., 2010; Melesse, 2014). Thus, late deployment and inadequate supervision remain as challenges in teaching practice (Momanyi, 2016; Abas, 2016).

In terms of the perspectives of college supervisors on ELC implementation, the insights highlight the need for improved deployment practices, which can be achieved through stronger coordination, advanced planning, and institutional support. It is significant for TEIs and cooperating schools to engage in early communication, conduct regular coordination meetings, and ensure the timely deployment of pre-service teachers. With this, the recommended interventions include providing adequate time, resources, and administrative support. Since college supervisors often handle multiple academic responsibilities, it is recommended that the TEIs consider assigning an ELC coordinator, provide logical assistance, and develop a more efficient documentation and monitoring system. Effective collaboration among institutions is necessary to improve the implementation of teacher education (Generalao et al., 2022).

The findings of the study propose important implications for theory, practice, and policy. For theory, it validates that experiential learning is not only a field-based requirement in teacher education but also a structured, collaborative, and institutionally supported process. In terms of practice, it recommends that addressing the competing workload of college supervisors and maintaining clear documentation procedures could enhance the quality of mentoring and supervision provided to pre-service teachers. Lastly, for policy, providing clearer institutional guidelines would address the recurring operational concerns, such as delayed deployment and limited logistical support.

This study on the implementation of Experiential Learning Courses (ELCs) in public Teacher Education Institutions (TEIs) in Metro Manila was delimited only to the challenges and perspectives of college supervisors. Future studies may extend the research scope to private TEIs to enable comparative analysis and deeper understanding of ELC implementation across varied institutional contexts.

5. Conclusion

The study concludes that the public Teacher Education Institutions in Metro Manila generally fulfill their roles in implementing ELCs with strong overall administrative compliance and supervisory commitment. The teaching experience and the number of years supervising Experiential Learning Courses (ELCs) did not significantly affect the college supervisors' assessments, which signifies that standardized

institutional policies and guidelines have a greater impact on shaping perceptions than individual professional experience. However, the presence of deployment-related challenges indicates that effective implementation depends not only on the expertise of college supervisors but also on the strength of institutional support provided for them. It is recommended for the TEIs to evaluate the reported systemic concerns and determine how these challenges, such as the lack of coordination, resource allocation, and timely documentation, could be properly addressed. The roles of the TEIs are central to the effective preparation of the next generation of teachers; therefore, institutional challenges must be addressed accordingly to ensure the effective development of competent, reflective, and practice-ready teaching professionals in the Philippines.

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