

## Sentiment analysis of pre-service teachers' issues and concerns during internship

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### Abstract

*Student internship is a crucial component of pre-service teachers' preparation; however, it is often accompanied by challenges that influence both their professional development and well-being. In response to these realities, this study examined the issues, concerns, and emotional responses of pre-service teachers from the Faculty of Teacher Education of Visayas State University during their internship, employing a qualitative research design integrated with sentiment analysis. Reflection narratives were collected from 208 practice teachers enrolled during the first semester of Academic Year 2025-2026. Data were analyzed using Microsoft Excel with Copilot for thematic extraction and Orange 3 data mining software for sentiment classification. The analysis was guided by Plutchik's Wheel of Emotions to identify dominant emotional patterns. Findings revealed seven major themes of concern: school facilities and learning environments, mentorship and supervisory relationships, academic workload, calamities and external disruptions, financial and logistical challenges, personal and emotional well-being, and self-fulfillment. Conversely, the sentiment analysis showed that while a considerable number of pre-service teachers demonstrated a neutral disposition reflecting their efforts to adapt professionally, negative emotions, especially fear, anger, and sadness, remained evident. These emotions were primarily associated with unsafe learning environments, heavy workload, unclear or inconsistent supervisory feedback, and uncertainties brought about by natural calamities. Although less dominant, positive emotions emerged through experiences of supportive mentoring that reinforce motivation. The findings underscore the importance of recognizing the emotional dimensions of pre-service teachers' internship experiences. Addressing both structural and emotional challenges is essential for strengthening teacher education programs, enhancing mentoring practices, and fostering supportive learning environments that promote professional competence and well-being.*

**Keywords:** emotions; issues and challenges; practice teachers; teaching internship; sentiments

### INTRODUCTION

The preparation of pre-service teachers represents a critical phase in developing high quality teaching workforce. This stage of professional formation shapes not only pedagogical knowledge and instructional skills but also teachers' professional identity,



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self-efficacy, and capacity to navigate the complex realities of classroom practice. In the Philippine context, the Joint Commission on Higher Education–Department of Education (CHED–DepEd) Memorandum Order No. 3, series of 2007, mandates that pre-service teachers complete experiential learning courses such as Pre-Internship (e.g., Pred 200) and Practice Teaching. These practicum components are designed to bridge theory and practice and to prepare future teachers for authentic teaching environments. However, a growing body of research suggests that practicum experiences are often characterized by structural, contextual, and emotional challenges that limit holistic professional development and weaken readiness for the teaching profession (Grossman et al., 2009; Hobson et al., 2019).

One persistent issue in teacher preparation is the fragmented and uneven quality of practicum experiences. Empirical studies indicate that limited teaching exposure and inadequate mentoring arrangements significantly constrain pre-service teachers' opportunities to build procedural confidence, classroom management skills, and instructional adaptability (Comia et al., 2024). Similar findings in international literature reveal that weak or inconsistent practicum structures hinder pre-service teachers' ability to respond effectively to learner diversity and to implement differentiated instruction (Allen & Wright, 2014; Le Cornu & Ewing, 2008). When practicum experiences lack sufficient depth and coherence, pre-service teachers often struggle to integrate pedagogical theory with classroom realities, resulting in surface-level learning rather than sustained professional growth.

Within the Philippine setting, the practicum school has been conceptualized as a “mediation space” in which pre-service teachers continuously negotiate between university expectations and school-based constraints. Environmental challenges such as limited instructional resources, large class sizes, and low learner proficiency frequently compel pre-service teachers to adjust lesson plans, pacing, and classroom management strategies (Comia et al., 2024). In particular, pre-service English teachers have reported that students' weak prior knowledge and slow learning pace disrupt instructional flow and intensify the cognitive demands of teaching, further complicating the practicum experience.

These contextual challenges contribute to a broader disconnect between university preparation, school realities, and the practical exigencies of classroom teaching. Beyond instructional concerns, resource limitations, financial burdens, and unconducive learning environments further compound the difficulties faced by pre-service teachers. Existing literature documents persistent problems related to insufficient instructional materials, limited access to technology, and poor internet connectivity—issues that became more pronounced during and after the pandemic (Flores, 2020; OECD, 2020). Socio-economic inequalities further intensify these challenges, particularly in rural or underserved areas where transportation costs are high, access to materials is limited, and host schools may lack adequate facilities (Le Cornu, 2018; Comia et al., 2024). As a result, pre-service teachers are often required to balance academic demands, personal responsibilities, and financial pressures simultaneously during their internship period.

Beyond structural and contextual barriers, psychological and emotional challenges play a central role in shaping pre-service teachers' practicum experiences. Research consistently shows that low teaching self-efficacy, poor time-management skills, and elevated stress levels during practicum negatively affect instructional performance, motivation, and overall well-being (Skaalvik & Skaalvik, 2017; Richards et al., 2020). In particular, mentoring that is weak, inconsistent, or overly evaluative undermines

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professional identity development, heightens anxiety, and limits opportunities for reflective growth (Tschannen-Moran & Woolfolk Hoy, 2001; Hobson & Malderez, 2019). When emotional strain remains unaddressed, it may lead to burnout and reduced commitment to the teaching profession even before formal entry into service.

These challenges are reflected in the lived experiences of practice teachers at the Faculty of Teacher Education, Visayas State University. Many reported difficulties related to limited instructional resources, financial and transportation burdens—especially when assigned to geographically distant schools—adjustment to diverse school cultures, and inconsistent mentoring support. Despite these constraints, their reflections also reveal resilience, adaptability, and a strong desire for meaningful guidance. Recent studies emphasize that such resilience is often sustained through supportive mentoring relationships, opportunities for reflective dialogue, and institutional support systems that attend to both professional learning and emotional well-being (Burić & Moè, 2020; Ji et al., 2022). Collectively, these insights underscore the need for research that systematically examines not only the structural and contextual challenges of practicum but also the emotional dimensions of pre-service teachers' experiences to inform more responsive and equitable teacher education programs.

While numerous studies have examined the challenges encountered by pre-service teachers during their teaching internships, such as mentoring quality, resource limitations, and workload demands (Grossman et al., 2009; Comia et al., 2024)—most of these investigations rely heavily on descriptive and survey-based approaches that primarily address academic and structural concerns. As a result, the emotional dimensions of internship experiences remain underexplored, despite growing evidence that emotions play a critical role in teachers' professional formation, motivation, and self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001; Plutchik, 2001).

Notably, only a limited number of studies have systematically examined the emotional responses of pre-service teachers during internships, and even fewer have employed analytical frameworks that allow for the structured classification and quantification of these emotions. This gap is particularly evident in Philippine-based research, where studies rarely integrate computational sentiment analysis with qualitative reflection narratives. Consequently, the absence of mixed analytical approaches constrains the ability of teacher education institutions to develop evidence-based interventions that address not only pedagogical competence but also the emotional well-being of pre-service teachers. This methodological limitation underscores the need for empirical studies that combine qualitative reflection analysis and sentiment mining anchored in established psychological frameworks, such as Plutchik's Wheel of Emotions. Employing such an approach enables a more nuanced understanding of the emotional landscape of internship experiences and allows emotions to be systematically categorized and interpreted within a theoretically grounded model. Within the Philippine teacher education context, this integration remains largely unexplored.

In response to these gaps, the present study seeks to systematically examine the emotional dimensions embedded in pre-service teachers' reflective narratives during their teaching internship through sentiment analysis. By identifying prevailing themes and classifying emotional expressions using Plutchik's Wheel of Emotions, this study aims to generate empirically grounded insights that can inform policy development, program design, and targeted support mechanisms within teacher education institutions. Moreover, understanding these emotional experiences is essential in strengthening teacher-training programs, promoting professional well-being, and supporting the

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realization of Sustainable Development Goal 4 (Quality Education) through the cultivation of supportive and emotionally responsive learning environments. Accordingly, this study aimed to answer the following research questions:

1. What are the issues and concerns experienced by pre-service teachers during their teaching internship?
2. What are the emotional responses of pre-service teachers as they navigate practicum-related issues and concerns in their assigned cooperating schools?

This study is significant in several ways. It advances teacher education research by integrating qualitative reflection analysis with sentiment mining anchored in Robert Plutchik's Wheel of Emotions, offering a more systematic understanding of the emotional dimensions of pre-service teachers' practicum experiences. The findings can inform curriculum design, mentoring practices, and institutional support systems by addressing both pedagogical competence and psychological well-being. Moreover, by promoting emotionally responsive teacher preparation programs, the study supports educational improvement efforts aligned with United Nations Sustainable Development Goal 4 on Quality Education, contributing to the development of resilient and committed future educators.

## METHOD

### Research design

This study adopts a qualitative research design that integrates sentiment analysis to capture both thematic patterns and affective dimensions embedded in textual data (Caluza, 2018). Qualitative designs are particularly appropriate for examining lived experiences and reflective narratives, as they allow for in-depth exploration of participants' meanings and interpretations (Grossman et al., 2009). The integration of sentiment analysis enables systematic classification of emotional expressions, thereby extending traditional qualitative inquiry through computational rigor (Plutchik, 2001). To provide the theoretical basis for the classification of emotions, Figure 1 presents the conceptual framework that guided the sentiment analysis in this study.

Figure 1

*Plutchik Wheel of Emotions Model*

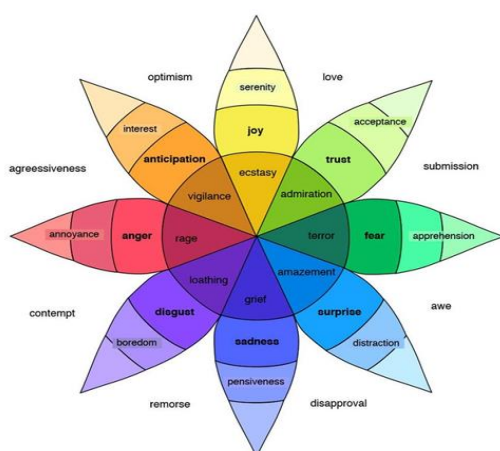


Figure 1 illustrates Plutchik's Wheel of Emotions, which proposes eight primary emotions: joy, trust, fear, surprise, sadness, disgust, anger, and anticipation. These primary emotions are arranged in opposing pairs and vary in intensity across concentric levels. The model also demonstrates how adjacent emotions combine to form more complex affective states. In this study, the Wheel of Emotions served as the analytical framework for categorizing and interpreting the emotional expressions extracted from pre-service teachers' reflective narratives, enabling a structured and theoretically grounded analysis of their practicum experiences.

## Data analysis

The study followed a systematic qualitative–computational analytical process designed to examine both the thematic issues and affective dimensions of pre-service teachers' internship experiences. Data collection involved gathering reflective narratives of 208 pre-service teachers enrolled during the first semester of Academic Year 2025-2026. These participants were undertaking their teaching internship at the time of data collection. Their written reflections on issues and concerns encountered in their assigned cooperating schools served as the primary data source for analyzing both experiential challenges and emotional responses throughout the internship period.

Prior to analysis, the textual data underwent preprocessing to ensure consistency and analytical accuracy. This process included the removal of punctuation, numbers, and special characters; conversion of text to lowercase; elimination of stop words; and the application of tokenization and lemmatization to reduce words to their base forms. These procedures minimized textual noise and enhanced the reliability of subsequent qualitative and computational analyses. The preprocessed texts were then transformed into numerical representations suitable for sentiment computation using established text representation techniques. These approaches enabled the identification of salient terms and patterns relevant to both thematic content and emotional expression.

In parallel, a thematic analysis focusing on the affective dimensions of the narratives was conducted. Through iterative coding and refinement, recurring themes related to emotional experiences, stressors, coping mechanisms, and sources of fulfillment were inductively identified. This qualitative phase ensured that emotional meanings were contextually grounded in participants' lived experiences rather than solely inferred from computational outputs. Subsequently, sentiment classification was performed to determine the polarity of the narratives as positive, negative, or neutral. Computational sentiment analysis techniques were employed to support this classification, and the resulting sentiment scores were interpreted using Plutchik's Wheel of Emotions as a guiding theoretical framework. This alignment facilitated the categorization of dominant emotional responses, including fear, disgust, anger, sadness, surprise, and joy, allowing for a nuanced examination of emotional intensity and variation across the dataset. (Plutchik, 2001; Caluza, 2018).

Following sentiment classification, sentiment aggregation and scoring were conducted to determine overall emotional trends among the participants. Aggregated sentiment scores were used to describe general affective patterns, which were subsequently visualized through graphical representations such as emotion distributions and heatmaps to aid interpretive clarity. To enhance methodological rigor and credibility, validation procedures were applied through triangulation between thematic analysis and sentiment classification results.

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This integrative strategy strengthened analytical trustworthiness by cross-verifying emotional patterns identified through qualitative interpretation and computational analysis. Finally, the interpretation of findings involved a detailed presentation of results followed by a synthesis grounded in relevant literature, explicitly addressing the research gaps identified in the introduction. The integration of thematic and sentiment analyses thus provided a robust and transparent methodological approach consistent with standards commonly observed in Scopus-indexed educational research (Caluza, 2018).

### **Tools and software used**

The study utilized Microsoft Excel 365 with Copilot to assist the systematic organization and preliminary extraction of themes from the issues and concerns expressed by the 208 pre-service teachers. In addition, the Orange 3 data mining software was employed to support the identification and interpretation of emotional responses related to the challenges encountered during the teaching internship. The artificial intelligence-based tools mentioned were used strictly as assistive instruments for organizing, categorizing, and refining the analysis and discussion. All analytical decisions, interpretations, and conclusions were made under full human oversight and scholarly judgment.

### **Ethical consideration**

Strict ethical standards were observed throughout the conduct of this research. To protect the privacy and welfare of the participants, the researcher deliberately refrained from disclosing any identifying information or the specific origins of the pre-service teachers' issues and concerns. This measure was taken to ensure confidentiality, prevent potential personal or institutional repercussions, and avoid any legal or ethical complications arising from the disclosure of sensitive information.

## **RESULTS AND DISCUSSION**

This section presents the findings of the study based on the analysis on the reflective narratives of pre-service teachers during the first semester of the Academic Year 2025-2026. The results are organized according to research questions.

### **RQ1: What are the issues and concerns encountered by pre-service teachers during their teaching internship?**

#### ***Theme 1: School facilities and learning environments***

Pre-service teachers consistently reported inadequate facilities including inconsistent water supply, overcrowded classrooms, poor ventilation, cracked walls due to earthquakes, lack of tables and chairs and unhygienic conditions (odor from nearby poultry, mosquitoes, clogged toilets). These conditions disrupted effective teaching and learning processes as illustrated in the following transcripts:

*"The lack of water at school is very troubling, particularly when feeling unwell or uncomfortable, as it makes it difficult to use the restroom properly."*

*"Seeing the cracks in our Grade 3 classroom after the earthquake makes us feel unsafe—especially the big one that constantly reminds us of the danger we're in."*

*"The overall learning environment is hindered by inadequate classroom ventilation, insufficient safety measures during emergencies, and limited resources for instructional preparation. Additionally, several classrooms remain in poor physical condition, while weak and inconsistent internet connectivity restricts access to online resources and digital tasks, with stable connections available only in specific areas of the campus. These factors collectively compromise both teaching effectiveness and student learning."*

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From an emotional perspective, the dominance of fear and disgust associated with unsafe and unhygienic conditions reflects what [Plutchik \(2001\)](#) describes as avoidance-oriented emotions, which arise when individuals perceive threats to well-being. Having this, it becomes evident that infrastructural inadequacies function not merely as logistical barriers but as emotional stressors that undermine pre-service teachers' professional engagement.

### ***Theme 2: Mentorship and supervisory relationships***

Concerns related to mentorship and supervisory relationships prominently emerged in the narratives of pre-service teachers. These concerns centered on inconsistent supervision, delayed and vague feedback, unclear instructions, shifting expectations, and unfavorable comparisons with previous interns. Such practices negatively affected interns' confidence, professional growth, and overall internship experience, often leaving them uncertain about their performance. Similar patterns have been documented in recent teacher education research, which emphasizes that unclear mentoring structures and inconsistent feedback undermine pre-service teachers' sense of competence and professional identity formation ([Flores, 2020](#); [Le Cornu, 2018](#)).

*"At one point, I felt disrespected when my CT posted a 'My Day' featuring her previous student teacher, with the caption 'my best ST so far, with respect and humility.'"*

*"During my internship, I often felt that my efforts fell short, as I received minimal guidance—even in my final demo week. While my CT highlighted the importance of communication, her responses were frequently vague, delayed, or lacking altogether."*

The emotional responses associated with these mentoring challenges—particularly sadness and anger—reflect feelings of invalidation and professional insecurity. [Tschannen-Moran & Wolfolk Hoy \(2001\)](#) earlier established that constructive feedback and relational trust are central to the development of teacher efficacy, a claim that continues to be supported by more recent studies highlighting the emotional consequences of unsupportive mentoring during practicum ([Aspfors & Fransson, 2015](#); [Ellis et al., 2020](#)). When feedback is delayed, ambiguous, or primarily comparative, pre-service teachers may internalize these experiences as personal inadequacies rather than opportunities for growth.

Having these insights, mentorship quality functions as a critical emotional regulator during the practicum experience. Supportive and dialogic mentoring practices foster motivation, resilience, and reflective growth, whereas unclear expectations and evaluative comparisons erode confidence and heighten emotional distress. Recent literature increasingly advocates for mentoring models that prioritize developmental guidance, reflective dialogue, and emotional support over judgment-oriented supervision ([Le Cornu & Ewing, 2008](#); [Hobson & Malderez, 2019](#)).

### ***Theme 3: Academic workload***

The interns reported experiencing overwhelming academic workloads, including the preparation of daily lesson plans and the need to conduct compressed classes due to frequent school activities, local government-initiated celebrations, and community events. These demands were further exacerbated by disruptions such as class suspensions caused by typhoons, which limited instructional time and hindered the implementation of their action research. Collectively, these conditions reflected heightened levels of anticipatory stress and sustained psychological pressure among the interns.

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*"We fully recognize the importance of our action research to the program; however, balancing it with internship responsibilities has been extremely challenging. Most interns handle a full week of classes from morning until afternoon, along with preparations for advanced lessons required by our CTs. This workload makes effective time management difficult to sustain."*

*"I would like to raise a small concern regarding our action research. Our group made a few adjustments in the implementation since the timeline in our proposal was not fully followed due to class suspensions and wellness break. How should we properly address the deviations in our research timeline to ensure validity and alignment with our original proposal? Additionally, there was a slight adjustment in the number of participants because a few of them have already stopped attending school".*

*"The workloads is very overwhelming, it is hard to comply everything".*

This pattern aligns with recent research on practicum overload, which identifies excessive workload and competing demands as key sources of stress for pre-service teachers, often leading to burnout, emotional exhaustion, and time-management difficulties (Hobson et al., 2019; Opfer & Pedder, 2011; Richards et al., 2020). Frequent changes to schedules and compressed teaching blocks have been shown to disrupt the coherence of practicum experiences and intensify stress, particularly when interns are required to balance instructional duties with research obligations (Allen & Wright, 2014; Skaalvik & Skaalvik, 2017). The combination of heavy instructional responsibilities and external disruptions not only strained interns' capacity to fulfill academic requirements but also contributed to affective responses associated with anxiety and decreased self-efficacy as underscored by the following statements.

#### **Theme 4: Calamities and external disruptions**

Natural calamities, including frequent typhoons and earthquakes, significantly disrupted instructional continuity and contributed to emotional instability among pre-service teachers. These events led to frequent class suspensions, damage to school facilities, and unstable electricity and internet connectivity, which collectively interrupted teaching routines and created logistical challenges for both instruction and action research implementation. In addition, delayed announcements regarding class suspensions and unclear communication exacerbated feelings of fear and uncertainty among interns, students, and school personnel as underscored by the following narratives.

*"We have difficulty conducting our action research and cover all topics to be discussed as there were lot of class suspensions".*

*"My only concern is that here in Pomponan we still don't have electricity after Bagyong Tino strikes in Leyte. Consequently, we had to revert to traditional teaching methods, and some necessary teaching materials are unavailable locally."*

*"Frequent class suspensions due to typhoons and earthquakes also added pressure and further shortened the time we needed to accomplish our work."*

The predominance of fear and anxiety in these statements aligns with Plutchik's (2001) conceptualization of fear as an emotional response to unpredictability and perceived threat. Contemporary research in disaster-affected educational settings similarly shows that natural calamities undermine teachers' instructional effectiveness and contribute to heightened stress, anxiety, and psychological strain (Panchyshyn et al., 2021; Little & Akin, 2020). Moreover, studies have found that environmental instability and disaster-related disruptions are associated with increased emotional exhaustion and reduced well-being among early-career teachers (Maitlis & Ozcelik, 2004; Kim & Asbury,

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2020). These findings highlight that beyond logistical disruptions, calamities carry significant affective consequences, intensifying interns' emotional burdens and undermining their sense of professional stability during practicum.

### **Theme 5: Financial and logical challenges**

Financial and logistical challenges emerged as persistent stressors among the pre-service teachers during their internship. Interns reported incurring substantial expenses related to transportation, printing of instructional materials, rent, and utilities, which were further compounded by limited access to affordable printing services and the physical and emotional strain associated with daily commuting. In addition, many interns described unfavorable boarding house conditions, including excessive noise, overcrowding, and a lack of privacy, all of which adversely affected their comfort, concentration, and overall well-being as evident in the following responses.

*"The fare hikes and the need to print materials, combined with the inconvenience of commuting, contribute to my stress."*

*"The boarding house is expensive, yet the facilities are not of good quality. There are no other options available because it is the only boarding house in the barangay. In addition, the environment is noisy, as loud music and disco activities occur frequently."*

These findings are consistent with recent studies conducted in resource-constrained teacher education contexts, which indicate that financial insecurity and inadequate living conditions significantly heighten stress levels and hinder pre-service teachers' capacity to fully engage in practicum requirements (Comia et al., 2024; Flores, 2020).

Research further suggests that economic pressures during internship are often overlooked in teacher education policies, despite their substantial influence on emotional exhaustion, motivation, and professional focus (Le Cornu, 2018; Hobson et al., 2019). Synthesizing these insights, financial and logistical constraints function not merely as practical inconveniences but as structural stressors that intensify emotional strain and limit opportunities for reflective professional growth. These findings underscore the importance of institutional support mechanisms—such as financial assistance and logistical accommodations—to promote more equitable and supportive practicum experiences.

### **Theme 6: Personal and emotional wellbeing**

Interns experienced a range of personal and emotional challenges during their teaching internship, including burnout, diminished self-esteem, and family-related difficulties such as illness and bereavement. These challenges were further intensified by academic pressure arising from multiple subject requirements. While some interns expressed gratitude for the emotional and professional support provided by their cooperating teachers and peers, others reported difficulty coping with the compounded demands of personal circumstances and practicum responsibilities.

*"From the first day of my deployment, I have been facing a personal challenge as my father became ill and his condition has not yet improved. Balancing my internship workload has been difficult because my attention is often divided, and the ongoing medical expenses for his treatment have added significant financial strain."*

*"Our CT makes us do unrelated tasks such as running errands, claiming her parcels at the waiting shed, buying lunch for her and her kids on trays and returning the utensils to the canteen afterwards, claiming her kid's running kits, printing solicitation envelopes for religious group outside school etc."*

*"Most of the time we'd work overtime— would go home at 6:30 pm onwards".*

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These emotional strains are consistent with a growing body of research indicating that pre-service and early-career teachers are particularly vulnerable to stress, burnout, and emotional exhaustion during practicum. Studies have shown that prolonged workload demands, role ambiguity, and limited autonomy significantly predict emotional exhaustion and reduced professional commitment (Skaalvik & Skaalvik, 2017; Richards et al., 2020). Similarly, Tschannen-Moran & Woolfolk Hoy (2001) emphasize that diminished self-efficacy—often shaped by unsupportive supervisory practices and repeated performance pressures—can negatively influence teachers’ instructional confidence and persistence.

Research further suggests that non-instructional role overload, including being assigned unrelated or clerical tasks, contributes to role conflict and professional dissatisfaction among pre-service teachers (Hobson & Malderez, 2019; Le Cornu, 2018). When interns are required to perform duties beyond their instructional responsibilities, their professional identity development may be compromised, reinforcing feelings of exploitation and reduced agency.

### **Theme 7: Self-fulfillment**

Pre-service teachers reported experiencing a strong sense of fulfillment when their instructional efforts translated into observable student progress. Such moments of tangible improvement—whether through enhanced learner engagement, mastery of skills, or positive student responses—served as meaningful markers of professional growth. In addition, encouragement and positive feedback from cooperating teachers and mentors further reinforced interns’ motivation to persist through challenges.

*“Despite these challenges, the experience became deeply fulfilling, as it allowed me to gain important lessons in patience, professionalism, and responsibility—strengthening my growth and confidence as a future teacher.”*

*“It feels good and satisfying on my part if students test scores are high”*

These affirming experiences fostered feelings of pride, satisfaction, and sustained commitment to the teaching profession, contributing to the development of a resilient and emerging professional identity. This pattern is consistent with recent research indicating that positive practicum experiences, particularly those involving student learning gains and mentor support, are linked to increased teaching self-efficacy, intrinsic motivation, and professional commitment among pre-service teachers (Smith & Smith, 2021; Li & Liu, 2023). The emotional resonance of such positive experiences aligns with theoretical perspectives on emotions in teacher learning, where joy and accomplishment function as reinforcing affective states that sustain engagement and persistence in the face of adversity (Plutchik, 2001). Collectively, these findings underscore that opportunities for experiencing early teaching success and receiving supportive feedback are critical for strengthening both the emotional well-being and professional identity development of teacher candidates.

### **RQ2: What are the emotional responses of pre-service teachers as they navigate practicum-related issues and concerns in their assigned cooperating schools?**

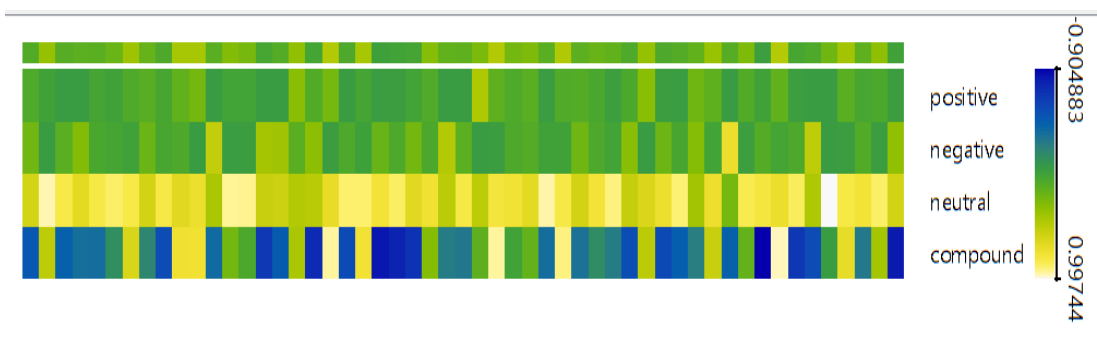
The themes generated in the qualitative analysis are closely related to the spectrum of sentiments expressed by pre-service teachers during their internship, as each theme captures distinct emotional responses ranging from neutral, descriptive accounts to negative stress-related experiences and positive moments of professional fulfillment. The predominance of neutral entries reflects participants’ balanced and objective narration of

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their practicum experiences. Positive sentiments highlighted rewarding and fulfilling aspects of teaching, whereas negative emotions pointed to the various stressors and challenges encountered within the teaching environment. The wide range of compound scores—from strongly negative to highly positive—underscores the diversity of perspectives among participants, as illustrated in Figure 2.

**Figure 2**

Heatwave of Emotions



The sentiment heatmap above as shown in Figure 2, illustrates the distribution of emotional responses among pre-service teachers. The color gradient ranges from blue (negative), through yellow (neutral), green (positive), corresponding to compound sentiment scores. The visualization highlights the complexity of emotions experienced by pre-service teachers from stress and frustration to fulfillment and professional growth.

Furthermore, the analysis of pre-service teachers' issues and concerns revealed distinct emotional clusters based on **Plutchik's Wheel of Emotions**. As shown in Figure 3, **disgust (0.682)** emerged as the most dominant emotion, indicating a strong aversive response despite its relatively fewer occurrences. This suggests that when pre-service teachers encounter unfavorable conditions—such as inadequate facilities, unsafe or overcrowded classrooms, excessive non-instructional tasks, and poor learning environments—the emotional impact is particularly intense. Disgust, within Plutchik's framework, reflects rejection of conditions perceived as unacceptable or misaligned with personal and professional values. Previous studies have similarly found that poor school infrastructure and organizational constraints during practicum evoke strong negative affect among pre-service teachers, often leading to emotional withdrawal and dissatisfaction (Skaalvik & Skaalvik, 2017; Flores, 2020).

Closely following disgust, **fear (0.640)** reflects heightened levels of anxiety, uncertainty, and perceived risk. This emotion may stem from concerns related to classroom management, student discipline, evaluative pressure from cooperating teachers, and safety-related issues within school environments. Fear is a common emotional response during early teaching experiences, as pre-service teachers often feel underprepared to manage real classroom demands (Le Cornu, 2018; Ellis et al., 2020). When fear co-occurs with disgust, it signals a broader emotional pattern of avoidance and alarm, suggesting that pre-service teachers perceive their environment as both threatening and beyond their control. Such emotional combinations have been associated with reduced teaching self-efficacy and increased emotional vulnerability (Opfer & Pedder, 2011).

The elevated level of **surprise (0.573)** further indicates that pre-service teachers frequently encounter situations that deviate from their expectations or prior training. Sudden shifts in instructional modalities, inconsistent supervisory practices, unexpected workload demands, and environmental disruptions may contribute to this response. While surprise can be either positive or negative, its consistently high intensity suggests repeated exposure to unpredictability. Research has shown that discrepancies between teacher education coursework and actual school contexts often produce emotional dissonance and adjustment difficulties among pre-service teachers (Richards et al., 2020; Panchyshyn et al., 2021).

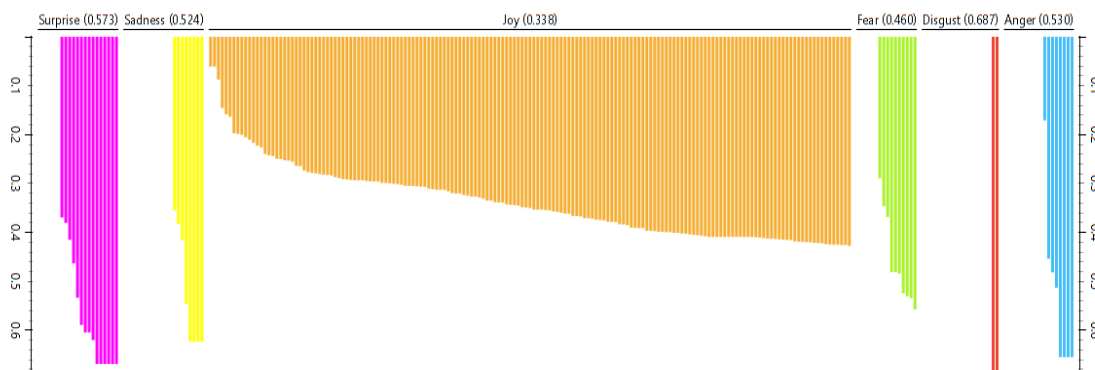
Moderately elevated levels of **anger (0.530)** and **sadness (0.524)** contribute to the overall negative emotional tone. Anger likely arises from frustration over unclear role expectations, perceived inequities in task assignments, lack of autonomy, and insufficient mentoring support. Such findings are consistent with prior studies indicating that perceived injustice and limited professional agency are key antecedents of anger among pre-service teachers (Maitlis & Ozcelik, 2004; Little & Akin, 2020). Meanwhile, sadness may reflect emotional exhaustion, discouragement, and disappointment when idealized expectations of teaching are confronted by challenging realities. Sustained exposure to stressors during practicum has been linked to emotional fatigue and lowered well-being among novice educators (Skaalvik & Skaalvik, 2017).

In contrast, **joy (0.338)** emerged as the least prominent emotion, indicating that positive affect, while present, remains subdued. Although moments of fulfillment—such as successful lesson delivery, meaningful student interaction, or supportive feedback—do occur, they appear insufficient to counterbalance the dominance of negative emotions. This subdued level of joy aligns with findings that positive emotions in teaching practicums are often situational and short-lived, particularly when institutional and environmental stressors persist (Kim & Asbury, 2020; Flores, 2020). The emotional distribution suggests that pre-service teachers operate within emotionally demanding contexts dominated by negative affective experiences linked to environmental constraints, uncertainty, and role strain. Consistent with prior Scopus-indexed research, these findings highlight the importance of **emotionally responsive teacher education programs**, strengthened mentoring and supervisory systems, and improved school environments that not only develop pedagogical competence but also actively support the emotional well-being and resilience of future educators (Le Cornu, 2018; Ellis et al., 2020).

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**Figure 3**

*Silhouette Plot of Pre-Service Teachers Sentiments Based on Plutchik Wheel of Emotions Model*



These sentiments and emotions as illustrated in Figure 3, should not be neglected, as they represent the authentic experiences and lived realities of pre-service teachers during their internship. The emotional responses of pre-service teachers provide critical insights into the challenges, pressures, and motivational factors encountered in actual teaching practice, which in turn influence their professional identity development and psychological well-being. Recent research shows that pre-service teachers' emotional experiences—both positive and negative—play a significant role in shaping their teaching efficacy, self-confidence, and future commitment to the profession (Ji et al., 2022). Emotional experiences are dynamic and multifaceted, influencing not only individual well-being but also professional growth, engagement, and resilience (Burić & Moè, 2020). Moreover, empirical evidence indicates that emotional well-being and social support are positively linked to pre-service teachers' professional identity and psychological flourishing, with emotional intelligence mediating these relationships. By systematically examining these emotional dimensions, this study aligns with contemporary teacher education research that calls for greater attention to emotions as essential components of both teacher preparation and ongoing professional development (Educational Psychology Review, 2025). Such attention ensures that teacher-training programs are not only academically rigorous but also responsive to pre-service teachers' overall well-being, thereby supporting more sustainable and effective teacher development.

## CONCLUSION

The sentiment analysis revealed that while many pre-service teachers exhibited a neutral disposition, negative emotions—most notably disgust, fear, anger, and sadness—were strongly evident. These emotions were largely linked to unsafe learning environments, overwhelming workload demands, inconsistent or unclear supervisory feedback, and uncertainties arising from natural calamities. Similar patterns have been documented in both Scopus-indexed and foundational teacher education literatures, which indicate that practicum contexts frequently place pre-service teachers in emotionally demanding situations characterized by classroom management challenges, excessive workload, role ambiguity, and heightened performance pressure, all of which contribute to emotional exhaustion and negative affect. Research further indicates that fear and anxiety among

interns are commonly associated with perceived lack of preparedness and environmental unpredictability, while anger and sadness often emerge from perceived injustice, inadequate supervision, and limited institutional or mentoring support. In contrast, although less prevalent, positive emotions fostered a sense of self-fulfillment, which proved vital in reinforcing motivation and sustaining commitment throughout the internship experience. Prior research consistently affirms that experiences of accomplishment, affirmation, and supportive mentoring relationships enhance self-efficacy, strengthen professional identity, and promote emotional resilience among pre-service teachers despite demanding practicum conditions.

In support of Sustainable Development Goal 4, which emphasizes inclusive, equitable, and quality education, the findings of this study highlight the need for systemic improvements in practicum implementation within teacher education programs. *First*, teacher education institutions, particularly the Faculty of Teacher Education of Visayas State University, are encouraged to review and recalibrate existing practicum policies related to workload distribution and action research requirements. Evidence indicates that excessive workload and rigid academic expectations during internships contribute to heightened stress and reduced learning effectiveness among pre-service teachers. Introducing flexible timelines and adaptive academic expectations—especially during periods of natural calamities and other external disruptions—can help safeguard interns' well-being while sustaining learning continuity, a key principle of resilient and inclusive education systems.

*Second*, strengthening mentorship and supervisory practices is essential to improving the quality of teacher preparation. Institutions should establish clear mentoring guidelines and provide capacity-building programs for cooperating teachers that emphasize developmental, supportive, and reflective mentoring approaches rather than judgment-oriented or comparative supervision. Research consistently demonstrates that formative mentoring practices enhance pre-service teachers' self-efficacy, motivation, and professional identity development, thereby contributing to higher-quality teaching outcomes. *Third*, closer collaboration between universities and Host Training Institutions is recommended to address basic safety and welfare concerns in practicum sites. Ensuring access to adequate sanitation, safe classroom environments, and essential facilities aligns with SDG 4's call for safe, non-violent, and effective learning environments. Studies show that unsafe or poorly resourced school conditions negatively affect teachers' emotional well-being and instructional performance, particularly among novice educators.

*Fourth*, the provision of targeted financial and logistical support—such as transportation allowances, printing subsidies, or accommodation assistance—should be considered to reduce the economic burden experienced by pre-service teachers during internship. Financial insecurity has been shown to exacerbate emotional stress and limit equitable participation in practicum experiences, especially in resource-constrained contexts. Addressing these structural barriers is critical to promoting equity, well-being, and quality in teacher education, thereby contributing to the broader goal of developing a competent, resilient, and motivated teaching workforce in line with SDG 4.

Looking ahead, future research may broaden the scope of sentiment analysis by integrating focus group discussions, longitudinal designs, mixed-method approaches, or comparative studies across institutions. Methodological and theoretical literature emphasizes that longitudinal and mixed-method designs are particularly effective in capturing the dynamic and evolving emotional trajectories of teachers, allowing for a more nuanced understanding of how personal, contextual, and institutional factors interact over

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time to shape emotional well-being during teacher preparation. Such expansions would provide deeper insights into the evolving emotional landscape of pre-service teachers and inform targeted interventions aimed at cultivating more positive, resilient, and sustainable internship experiences.

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**Conflict of Interest Statement:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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