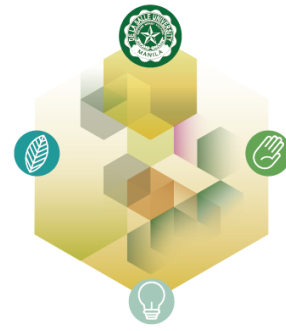


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Learning to teach matters: A phenomenology of Filipino teacher candidates' Apprenticeship of Observation

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Abstract: Learning to teach is at the heart of the business of teacher education (TE). While the formal component of teacher preparation program (TPP) remains at the forefront of teacher candidates' (TCs) development of identities and future teaching practice, Lortie's Apprenticeship of Observation (AO) cannot be underestimated. This paper argues that examining this silent yet powerful curriculum could lend support to previous scholars' call for an ongoing storying and restorying of the narratives of experience of TCs. This study purports to describe Filipino TCs informal observations and experiences of teachers and teaching in basic education. Guided by the Husserlian descriptive phenomenological design, a semi-structured interview was conducted with twenty TCs across major geographical regions in the Philippines. Field texts were uniquely and creatively analyzed using metaphors and following Colaizzi's descriptive phenomenological method. Remarkably, this study generated two interesting movements (endosmotic and exosmotic) as AO operates in the lives of TCs. These movements are critical anchors and forces that shape TCs' identities and future teaching practices. Theoretical contributions and practical implications are discussed in the paper.

*Teacher Candidate (TC) – *an individual enrolled in Teacher Education Program taking the required courses prior to their practice teaching.*

Keywords

apprenticeship of observation; learning to teach; informal observations; teaching practices; teachers and teaching

1. INTRODUCTION

Learning to teach is at the core of the Teacher Education business. Essentially, teacher candidates are expected to acquire knowledge and teaching skills to generate highly skilled future teachers for many generations (Le Donné, 2018). While learning to teach is integral in formal education through professional education courses and field experiences, the role of TCs' informal accounts such as school biographies (Feiman-Nemser, 1983) were likewise essential in TCs' overall development. Remarkably, Lortie's (2002) Apprenticeship of Observation (AO) has captured the long years of socialization of TCs with their teachers as they develop their identities and teaching practices.

For almost five decades, AO has drawn the attention and interest of TE scholars and educators. Previous studies examined AO in various aspects (benefits, influences, drawbacks), which generally affect TCs' learning to teach. For instance, TCs have benefitted from their accumulated AO by being acquainted with teaching at the early stages of schooling (Feiman-Nemser, 1983), which

paved the way for them to determine their ability or inability to teach (Botha, 2020). Previous studies have documented how AO has strongly influenced TCs' teaching practices based on the teaching employed by their favorite teachers (Ali Channa, 2020) and the effect of teaching on their learning (McGlynn-Stewart, 2015). Apparently, AO has its drawbacks which remain debatable in the field. AO has been regarded as superficial due to TCs' limited understanding of the complexities of teaching (Borg, 2004) to which Lortie (2002) quoted AO as "intuitive and imitative" (p. 62) and "an ally of continuity rather than of change" (p. 67). Although scholars work on disrupting AO (Grossman, 1991; Moodie, 2016), its lingering impact on TCs dominated (Lortie, 2002; Borg, 2004; Gray, 2020), implying that AO weakens the effect of TE courses (Borg, 2004) and TPPs (Lortie, 2002; Feiman-Nemser, 1983). Said implication, according to Darling-Hammond (2006), becomes TE's core dilemma that must not be underestimated by TPPs and teacher educators.

Given the transformative nature of teaching, teachers must develop a heightened awareness that their

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thinking and teaching behaviors may significantly influence TCs' future profession. Darling-Hammond (2006) asserts that along with Lortie's (2002) AO, the "problem of enactment" (Kennedy, 1999, as cited in Darling-Hammond, 2006) must equally be addressed in learning to teach which requires not only for TCs to "think like a teacher" but also to "act as a teacher" (p. 305).

Against the foregoing backdrop, this paper argues that AO, as a powerful aspect of learning to teach, remains an integral component of TE, and a curriculum in itself. As early as 1991, Clandinin and Connelly (1991, p. 2, as cited in Alexander et al., 1992), noted the missing connection of TCs' school experiences with TE curriculum, saying, "...continue to live, to story and restory their narratives of experience... However, the curriculum of TE too often appears to ignore the lives of the prospective teacher". Additionally, several TE scholars (see Korthagen, 2010, as cited in Gray, 2020; Botha, 2020) have underscored the need for TPPs and teacher educators to acknowledge the impact of TCs' AO for a more skillful ways in learning to teach. Westrick and Morris (2015), for their part, averred that teacher educators' ability to recognize TCs' AO may afford them to respond judiciously to the conditions needed in learning to teach.

In response to Smagorinsky and Barnes' (2014) invitation for a colloquy on the phenomenon of AO to keep track of its construct as teaching methods continue to progress and Greenwalt's (2014) call to make a more definitive break with the limited notion of AO, this study aims to contribute to the expansion of the knowledge base on AO in a developing country which is recognized as one of the largest systems of education in the world, by exploring informal observations on teacher and teaching among a select group of TCs. While findings of this study may continually contribute to the growing studies emphasizing the significance of AO in TE, this study offers measures in evolving evidence-based TE programs, practices, and policies for in-service and pre-service education levels to ensure the development of a pool of future teachers whose understanding and appreciation of their profession is a product of a sound and meaningful alignment of the formal and informal components of their learning to teach journey.

2. METHODS

This qualitative study employed Husserl's descriptive phenomenology to understand and describe the individual's lived experiences. Twenty TCs from six Center of Excellence and Center of Development-declared institutions from the key geographical regions in the country, were purposively recruited to participate in the study based on the following inclusion criteria: (1) enrolled

in TE Program under the new curriculum; (2) presently taking or have taken any of the four TE Foundational Courses (TEFC); and (3) Filipino. As table 1 shows, 12 or 60% were male, mostly within the age range of 19-22 years old and in their first to third year level in college. A majority (17 or 85%) of the TCs were enrolled in Bachelor of Secondary Education (BSEd) and 19 or 95% were from universities with COE status. Further, 13 or 65% of them have already taken 3 of the 4 TEFCs.

Table 1 Pen portrait of the selection (n=20)

Selection	Gender	Age	University enrolled in (COD/COE)	Program	Yr. Level	TEFC taken (see note below)
TC1	F	18	COD	BSEd	1	1,3
TC2	M	21	COE	BSEd	3	1,2,3
TC3	M	19	COE	BSEd	1	1
TC4	F	19	COE	BSEd	2	1,3
TC5	M	22	COE	BSEd	2	1,3
TC6	F	21	COE	BSEd	4	1,2,3,4
TC7	M	20	COE	BSEd	3	1,3
TC8	F	20	COE	BSEd	2	1,2,3
TC9	M	19	COE	BSEd	2	1,2,3
TC10	F	20	COE	BSEd	2	1,2,3
TC11	M	20	COE	BSEd	2	1,2,3
TC12	M	20	COE	BSEd	2	1,2,3
TC13	M	20	COE	BSEd	3	1,2,3,4
TC14	M	20	COE	BSEd	3	1,2,3
TC15	M	20	COE	BSNED	3	1,2,3,4
TC16	F	18	COE	BSNED	2	1,2,4
TC17	F	19	COE	BSNED	2	1,2,4
TC18	M	20	COE	BSEd	3	1,2,4
TC19	M	19	COE	BSEd	1	1,2
TC20	F	18	COE	BSEd	1	1,2

Preliminarily, ethical clearance from the local ethics committee of the University of Santo Tomas (GS2020 PN065) was secured. Permission to conduct an interview was then sought from the President/Head of Academic Affairs and Deans of the Universities. After which, consent forms and permission to video-record the one-on-one interview were obtained from the TCs. Attached to this form were an explanation of the research's purpose, procedure, and the participants' rights in participation. To ensure the anonymity of the participants, they were named with pseudonyms.

A two-layered data gathering was employed in this study which consisted of (1) a robotfoto (Kelchtermans & Ballet, 2002) for TCs' demographic profile (see Table 1); and (2) semi-structured interviews guided by an aide-memoire that focused on TCs' observations and experiences with their basic education teachers and teachings. The interviews were conducted for one to two hours. Table 2 shows sample guide questions asked during the interview.

Following the steps of Colaizzi's descriptive phenomenology, a genuine sense of the phenomenon was produced. The significant statements were



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reduced and put in a tabular form consisting of condensed meaning units (CMUs), codes, categories, sub-themes and themes (Table 3). CMUs were coded and dendrogrammed according to their similarities, relationships, and differences. The related codes were then categorized metaphorically (Carpenter, 2008), and later formed metaphorical sub-themes providing meaningful concepts to the group. In research, metaphors provide a structure to the data forming creative and meaningful categories and themes to comprehend data in a brighter perspective (Carpenter, 2008). To ensure the truthfulness and trustworthiness of the research results, member-checking procedures were employed (de Guzman & Tan, 2007).

Table 2 Sample guide questions

Type of Question	Question
Introductory	• Who was your favorite/least liked teacher when you were in grade school/high school? Why?
Exploratory	• How would you describe your teachers in grade school/high school, in terms of style in teaching, communicating, dealing with students, and managing the class? • What is the most unforgettable teaching and learning experience can you recall with your teachers? • How did your teachers bring out the best in you as a student?
Concluding	• Based on your observations when you were in grade/high school, what traits of your teachers do you wish to emulate? What about those you wanted to avoid?

Table 3 Example of CMUs, codes, categories, sub-themes, and themes

CMUs	Codes	Categories	Sub-Themes	Themes
knowledgeable of the subject matter	Proficient	Teacher as a lighthouse	Teacher as a sunlight	Endosmosis
teaching is not about giving service to people	Dedicated teachers/passionate			
good communication skills with humor	Effective communicator			
step-by-step teaching	Demonstrated teaching	Teaching as spider web making	Teaching as a diamond-creation process	
explains from complex to easy	Simplification			
breaks down and critically analyzes the lesson	Sensible teaching			
aids in determining who they want to be	Character building	Teaching as a pottery		
high and mighty teacher	Self-entitled teacher	Teacher as a King	Teacher as power	Exosmosis
utters disheartening words	Hypercritical	Teacher as a big boss		
does not go into details	Surface teaching	Teaching as a hole in the bucket	Teaching as a shallow puddle	
gives weight on own (teacher's) expected answers and not from student's own thinking	Controlled thinking			

3. FINDINGS

Through the horizontal and vertical analyses of the narratives shared by a select group of TCs, the *Apprenticeship of observation as endosmotic and exosmotic experiences model (Figure 1)* surfaced. Interestingly, these experiences describe TCs' long-held views and images about the dispositions and behaviors of their classroom teachers during their basic education years.

The model shows that the classroom (*beaker*) is a fertile ground that captures various teaching and learning episodes. The students (*egg*), as silent observers, are living witnesses (*beaker's opening*) to their teachers' behavior and teaching practices (*solvent and solute*). Admittedly, the students generally learn what teaching is about through their long years of contact (*beaker's measurement*) with their teachers and what they do in the classroom. Consequently, these observations and experiences formed part of the TCs' cognition. Such cognition drives them to structure their future persona and disposition as teachers that model desirable attributes and practices (endosmotic experiences) and shun those that do not fit the image of a good teacher (exosmotic experiences).

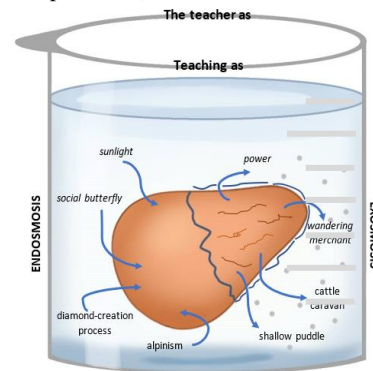


Figure 1 Teacher candidates' apprenticeship of observation as endosmotic and exosmotic experience

Endosmosis: inward movement of experiences

From the significant stories of the TCs, it was interesting to note that teachers with an unwavering passion and proficiency in teaching (*teacher as sunlight*) were their memorable episodes during their basic education years. Noticeably, they were happy to recall admiring their basic education teachers who were conversant in various fields and could effectively convey the lessons to them. As narrated:

"The one truly left a mark on me was my teacher who demonstrated proficiency in several subjects he handled with us." (TC13)

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“We are excited to listen to our teacher’s discussion, for she explains the lesson humorously. We would further understand it through her sharing life stories and seamlessly connecting it with our topic.” (TC1)

Likewise, the TCs observed that despite teaching being regarded as undervalued, their teachers continued to be dedicated and devoted in teaching, providing interventions for better understanding of the lessons. TCs shared:

“I saw how passionate my teachers were. They were not just reeling for money, they teach with a purpose of serving the people.” (TC17)

“My Chemistry teacher spent an enormous amount of time with us to make up for our lapses. She repeatedly gave us exams until such time we truly understood and passed the exam. I was thankful she did that, for I learned Chemistry.” (TC4)

In this study, the TCs appreciated the genuine care (*teacher as social butterfly*) they felt from their teachers. Their teachers consider them as part of the family and treat them humanely to the greatest extent. Their constant acknowledgment of daily activities and sincere understanding about their struggles in life made them feel that there is a sense of connection and that their presence is important. As verbalized:

“He (teacher) was very warm to his students, he would always ask how we were doing, there were sharing of stories, he just had a very personal connection with the students” (TC18)

“The moment that my teachers instilled morals in us, teaching us appropriate behavior that is socially acceptable, I knew that they genuinely care for their students for they want us to grow as proper human beings.” (TC19)

While appreciating teachers’ attributes, TCs are equally astonished by the teachers’ strategic teaching skills (*teaching as diamond-creation process*), which paved the way for improving their learning abilities. When TCs experience

cluelessness, their teachers reach their deepest recesses of comprehension through probing techniques and simplify the lessons to make them easier to understand. As expressed:

“Our teachers exert effort in simplifying the lessons through analogies and providing supplementary examples that would aid us in understanding the context of the lesson.” (TC18)

“My teacher helps me out in comprehending the lessons through his probing questions that nudged me to the richer sense of it rather than telling me straightforward the answer.” (TC9)

Within the context of awareness, TCs recognize teachers’ worth in the society when they extend their teaching beyond the academic framework. As mentioned:

“Our teacher in Political Governance enlightened us about how we can make an impact on this world, and realized how great we can affect other people’s lives” (TC19)

It is also important to note the realizations of TCs about the significant measures that teachers do to bring out their dormant potential and lead them to triumph over their academic struggles (*teaching as alpinism*). This is evident when TCs observed their teachers helping them to realize their mistakes and inspire those who are falling behind. As shared:

“My teachers would immediately yet subtly correct my bad practices. They reminded me that continuing with my bad habits will do me no good.” (TC12)

“I observed from my teachers that they adjust how they teach to help and accommodate those academically challenged students, which I find commendable. (TC2)

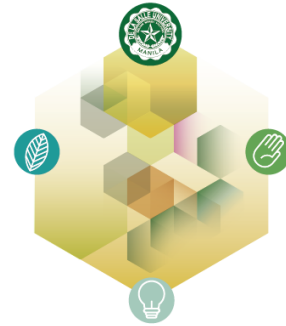
Further, TCs realized that when given the opportunity to freely explore, express, and apply

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learning, they academically perform at their best level. As shared:

“I felt privileged when teachers allowed us to apply our learnings in the field. We interacted with the different sectors of the society. With that, we felt that we are creating some change in the society.” (TC13)

Consequently, recalling the desirable attributes and teaching practices observed and experienced by TCs from their basic education teachers create a desire to emulate such qualities and skills. As shared:

“I would like to apply what I learned from my teachers because I want my future students to experience what I experienced from my teachers, particularly on making difficult lessons really easy.” (TC9)

Summarily, TCs’ long-held views and images about the desirable dispositions and behaviors of their basic education teachers describe the AO as an endosmotic experience that defines an inward movement of experiences where teachers’ professional competence and passion (teacher as sunlight), positive social disposition (teacher as a social butterfly), desirable teaching skills (teaching as a diamond-creation process), and reasonable class management approaches (teaching as alpinism) are viewed by the students as valuable anchors and models for their future teaching practices.

Exosmosis: outward movement of experiences

The TCs’ informal observations enabled them to chronicle certain aspects of their teachers’ behavior and disposition that seemed unacceptable to them as future teachers. Specifically, they clearly remembered how authoritarian their teachers (teacher as power) were during those years, especially when they were squeezed by inconsiderable burdens and traumatized with their teachers’ hypercriticism, maltreatment, and uncontrolled temper. As recalled:

“My teacher abused the power of authority when I was repetitively asked to check my classmates’ papers. I had this impression of the need to abide, for it was difficult to disregard what I was told to do.” (TC8)

“It was traumatic when my teacher crumpled and threw my artwork into the trash bin and even witnessed my teacher saying ‘bobo’ (dumb or stupid) to my classmates. My teacher had no sense of appreciation and inclusivity.” (TC7)

“The physical punishment I received from my teacher when I was in Grade 4 was traumatic. That caused me to hate going to school and I even stopped attending classes for a year.” (TC5)

There were instances in the narratives of TCs that they felt that class periods were wasted when their teachers meander most of the time rather than focus on teaching the lessons in class (teacher as a wandering merchant). TCs were dismayed whenever teachers vent out their domestic issues to the class and whenever they sell food or items to students while the class was going on. They find it a waste of learning time. As articulated:

“I truly dislike teachers who bring their personal issues to the class, then eventually put their anger to the students. Sadly, the whole period was wasted.” (TC4)

“That time, our teacher sells munchkins during class hours. We could hardly focus and understand the lesson, because students keep on passing the munchkins and the payments around.” (TC5)

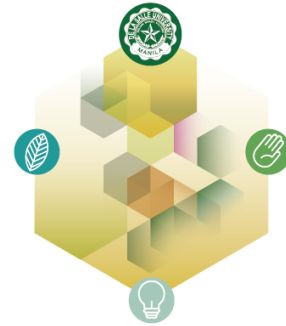
On many occasions, the TCs’ narratives of their experiences revealed teachers’ inconsistencies in teaching and attention (teaching as a shallow puddle). They came across teachers who do not attend classes regularly, teach superficially, treat students

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partially, focused on personal goal, which resulted to an artificial kind of learning. As affirmed:

“I could not say that we learned a lot and achieved the goals for every lesson for our teacher only attended our class twice for the whole school year.” (TC8)

“My Filipino teacher’s teaching method was bad. It was pretty lazy, she relied on our chapter reports, so, basically, we technically taught the class.” (TC3)

“Our teachers favor some students, especially those whose parents work in the local government. I find it unfair to give all my best, only to find out my classmate who worked effortlessly would get a higher grade.” (TC5)

“Our teacher never verified whether we understood the lesson or not. She just proceeded with the lesson, for she only cared about her objective in finishing the lessons in the book.” (TC11)

The TCs were more regretful when they felt learning was very limiting regarding materials and teaching strategies. As expressed:

“Our teachers did not use a lot of varying materials, they relied solely on books that seemed to look like guided reading sessions, and we mainly answered activities in the book.” (TC18)

While witnessing the unpleasant experiences of their teachers’ teaching, TCs observed that teachers seem to be lacking in professional development to make them more advanced in teaching both in the use of technology and strategy. As shared:

“Sometimes teachers do settle for less. Some teachers just stick to the basic and traditional ways, which is not becoming of a teacher.” (TC13)

“I struggled in learning because the resources like materials, teacher training, and teaching strategies, were not sufficient enough to pique my interest.” (TC3)

TCs understand how exhausting teaching can be. They observed that besides teaching, some other extended duties and responsibilities are put on the teachers’ shoulders (*Teaching as cattle caravan*). As expressed:

“My teachers did a lot more than teach, they moderate clubs, handle problems in their advisory section, chaperone on field trips...” (TC19)

“Teacher’s work is not over after class hours, it is extended outside the school, like doing paper works being required of them.” (TC2)

The experiences shared by the TCs from their basic education teachers generate a yearning to prevent such attitudes and misleading strategies in teaching. As commented:

“I will never play favorites among students. I do not want my students to be left behind like the way we were left behind back then.” (TC15)

“I will avoid giving piles of activities to my students. Also, I do not like the kind of strict teaching and learning atmosphere, like making mountains out of anthills.” (TC14)

Summarily, the deep-rooted views and images of undesirable dispositions and behaviors of basic education teachers typify the AO as an exosmotic experience that outlines an outward movement where teachers’ authoritarian nature (teacher as power), mindless preoccupations (teacher as a wandering merchant), inconsistent teaching practices (teaching as a shallow puddle), overwhelming responsibilities (teaching as a cattle

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caravan) are considered by TCs as calcified structures to overcome once they become teachers.

Figure 1 Teacher candidates' apprenticeship of observation as endosmotic and exosmotic experience

4. DISCUSSION

This phenomenological inquiry explores the informal observations of a select group of Filipino TCs on teachers and the teaching of their basic education teachers. The emerging Apprenticeship of Observation as endosmotic and exosmotic experiences model (Figure 1) describes TCs' long-held views and formed images about the dispositions and behaviors of their basic education classroom teachers. These experiences have formed part of the TCs' cognition in building their future persona and disposition as teachers in the future.

Endosmotic experiences

In this study, the desirable dispositions and behaviors of teachers as observed by the TCs during their early years of education describe the AO as an endosmotic experience that shows an inward movement of experiences that may serve as valuable anchors and models for their future teaching practices.

Teacher as sunlight

As typified by this metaphor, TCs find it admirable that teachers' competence is naturally demonstrated through their ability to be conversant in the subjects taught coupled with a sense of humor and sharing of life-related stories that made the lessons clearer and life-like. Previous studies affirm that teachers having content knowledge, good sense of humor, and those who share relatable life stories can aid in the maximization of students' learning and enhance their understanding of concepts (Groves & Welsh, 2007; Strikwerda-Brown et al., 2008).

TCs commended how passionate their basic education teachers were despite the notion of teaching as an undervalued profession. Notably, teachers who choose to keep teaching despite the difficulties they meet speaks hugely of their character. Some Filipino teachers in far-flung areas experience struggles with transportation (Burbos-

Gera, 2019) and limited resources in teaching ("FEATURE: A Teacher's Love", 2022), yet pursued teaching to influence and touch the lives of their students ("2 Filipino teachers", 2020). Through teachers' passion of being an agent of transformation, students progressed academically and claimed a difference in their lives (Burbos-Gera, 2019).

Teacher as a social butterfly

Teachers' positive social disposition was highlighted in this study where their humane approach towards TCs was expressed through constant interaction, connection, and socialization in and outside the classroom. According to Strikwerda-Brown et al. (2008), teacher-student interaction and the building of relationships greatly influence students' schooling experiences. When an open dialogue is instigated by a teacher, this forms a connection with the TCs that makes them feel that they exist. This is in harmony with the study of Davis and Fantozzi (2016), saying that supportive conversations make the students empowered and have the feeling that their teacher is emotionally present.

For TCs, the altruistic relationship that was experienced with their teachers diffuses a feeling of appreciation and a sense of belongingness. Students value those teachers who help them discover their capability and develop their self-esteem through teachers' care, positive treatment, display of respect towards their social, emotional, and educational conditions (Strikwerda-Brown et al., 2008), and recognition of students' needs (de Guzman et al, 2008). For de Guzman et al. (2008), the act of caring is "to do something ordinary in an extraordinary way" (p. 495), where teachers' caring presence is way beyond the standards desiring to see meaningful and enduring changes in the student's thinking and behavior.

Teaching as a diamond-creation process

As shown in the study, TCs are pleased with their teachers' desirable teaching skills which are manifested through lesson demonstrations, simplification, and probing that result in learners' better understanding of the lessons. This aligns with Davis and Fantozzi's (2016) study when participants admitted that their teachers' explanation and

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demonstration of 'how to's of the lessons had a substantial effect on learning the concepts, eliminating the thinking of lesson reiteration. As regards lesson simplification, Wood (2016) claims that "students could spend 25% less time on their studies" (pp 9-10) when lessons are simplified, but must not to be oversimplified to avoid misinformation.

Incidentally, probing is another technique that directed the TCs to comprehend the lessons deeper. Farlow Morris & Speiser (2010) highlighted that when teachers use probing techniques, they promote students' critical thinking and awaken students' intellectual curiosity to develop a keener sense of understanding and help them arrive at a more logical answer.

TCs value, even more, the way teachers stimulate their sense of leadership and nationalism, especially when they extend support in building their characters. This runs parallel with Cavieres-Fernandez (2014) study, which mentioned that through teachers' meaningful discussions, relevant community projects, and valuable experiences in civic engagements, the students build their interest in nurturing their civic life engagements. Students' character building, according to Chotimah & Aisyah (2020), can be promoted through teaching-learning activities which when cultivated would help them face the future.

Teaching as alpinism

As the TCs go through their struggles in their academic life, their teachers remained supportive of them by giving them constant feedback to uncover their potential and overcome their academic challenges. Giving of feedback is believed to help students grow as future practitioners (Davis & Fantozzi's, 2016). Additionally, students gain more relevant and meaningful learning when their needs are heard, strengths are affirmed, and errors are corrected sensitively (Strikwerda-Brown et al., 2008). Largely, teachers, like in the Philippines, are called to remain faithful to their oath to "extend needed assistance in preventing or solving learners' problems and difficulties" (PRC BPT Res. No. 435, s. 1998).

When TCs are given liberty in classroom activities, they feel that they are at their peak where self-esteem and self-efficacy increase. According to

Strikwerda-Brown et al. (2008), freedom encourages students to autonomy in discovering and learning from their own mistakes. Similarly, Reeve (2006) found that autonomy-support teaching increases students' persistence in learning and improves their critical, creative, and social skills.

Exosmotic experiences

On the contrary, the undesirable dispositions and behaviors that were observed by TCs from their basic education teachers described AO as an exosmotic experience that displays an outward movement were considered by TCs as calcified structures to overcome once they become teachers.

Teacher as power

This metaphor characterizes TCs' sentiments towards their authoritarian teachers who pass on inconsiderable burdens, hypercriticize them and their work, express their temper uncontrollably, and employ verbal and physical maltreatment which cause them stress and anxiety. Students under authoritarian teachers experience stress and find it difficult to feel success in their academic performance (Atalay et al., 2016). It is distressing for the TCs whenever their teachers hypercriticize them and their work output in public. Studies say that teachers' use of language influence students' thinking and learning (Porosoff, 2018) and affects how students view their self-perception and self-worth which makes them more dependent on their teachers' approval and lessens their sense of self-development (Madden, 1988).

Teachers' uncontrolled temper and verbal/physical maltreatment traumatized the TCs which seriously impacted their lives. Teachers who exhibit poor self-control and exercise punishment to students are perceived to be having problems with themselves (Strikwerda-Brown et al., 2008). Consequently, such traumatic encounters from teachers may build worse developmental outcomes in behavioral, social-emotional, and mental health aspects of students (Cuartas, 2021).

Teacher as wandering merchant

In this study, TCs understand that teachers have their domestic concerns as well, however, they get dismayed whenever learning time is wasted due

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to teachers who do trade and extend personal issues in class. As indicated in the various Code of Conduct and Ethics for teachers that it is an act of unprofessional conduct when teachers' position and relationship with students are used for personal gain to profit from the selling of goods or services (UNESCO IEEP, n.d.), thus, must be avoided.

Concerning teachers' issues, TCs are saddened by the teachers' attitude of venting out their discontent or anger about something else, thinking that class time should have been used substantially in learning instead. Based on Pajak and Blasé's (1989) study, teachers' personal life at times brings negative outcomes which affect their professional performance by taking away their teaching responsibilities, such as "time, energy, and attention" (p.304). In keeping with valuable teaching periods, teachers need to control their emotions to avoid unnecessary pass-the-time moments during class periods (Zhang et al., 2020).

Teaching as a shallow puddle

The inconsistencies in teachers' teaching, as narrated by the TCs in this study, caused their frustration towards their teachers. It is a disservice to the teaching profession and to the students as well when teachers demonstrate inconsistencies in teaching in terms of frequent absences, lack of ability to enlighten the students about the lesson (Davis & Fantozzi, 2016), lack of concern towards students (Strikwerda-Brown et al., 2008), and laziness in correcting students' errors, which according to Wilson (1952) takes away the opportunities for the students to improve their learning.

As principal observers of teachers, TCs consider it a failure on the part of the teachers when they are too focused on achieving their self-goal and for having partial connection with the students. Brought about by the objective of completing the required lessons, teachers cram, which causes them to discount students' level of knowledge and abilities that led to misunderstanding of the lessons and students experiencing difficulties in examinations (Sandholtz, 2011). As regards teachers' partiality, Allday (2006) learns that teachers have a less fair approach among students because of their differences in culture.

TCs believe that they could have learned more if only teachers have provided supplemental and appropriate materials and refrained from spoon-feeding them. Siddiqui and Ahmed (2020) found that teachers who focus on textbooks alone fail to bring out their creativity in teaching and the excitement and attention of students. Additionally, in the interviews of McLaughlin et al. (1986), the teachers confessed that they are handicapped when they have inadequate teaching materials. Concerning spoon-feeding, studies reveal that teachers consume "70% to 80%" of their time lecturing (Siddiqui & Ahamed, 2020), which students find not enjoyable because they had little time to engage in class (Sandholtz, 2011; Siddiqui & Ahamed, 2020).

Having witnessed the inconsistencies in teaching, TCs particularly observed that teachers seem to be lacking in professional development that would help improve their teaching skills. Zhaohui & Anning (2020) underscored how professional developments improved teachers' research abilities and teaching competencies and how its results positively affect students' academic performance.

Teaching as a cattle caravan

Having spent more hours with teachers, TCs became cognizant of their regular workload and extended responsibilities that cause stress and exhaustion. Teaching is one of the most stressful professions due to its work demands, exhaustion from students' behavioral issues (Saloviita & Pakarinen, 2021), and additional subject assignments that are beyond their specialization (Easthope & Easthope, 2000). Additionally, workload even intensified due to the various demands from internal (Easthope & Easthope, 2000) and external authorities (Apple, 1986). Baeriswyl et al (2021) shared that teachers with high workloads bring home their work with the goal to finish their tasks. However, teachers are deprived of the right amount of sleeping hours which may lead to fatigue and may later result in emotional exhaustion (Baeriswyl et al., 2021). With this, Apple (1986), claims that teachers lose the quality and creativity in teaching and build weaker social relationships because of their focus in accomplishing the required tasks.



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5. CONCLUSION

Theoretical contributions

Anchored on Lortie's AO, this phenomenological study examined Filipino TCs' informal observations of the desirable and undesirable dispositions and teaching behaviors of their basic education teachers. While Lortie's AO explains that students' observation of teaching is "intuitive and imitative rather than explicit and analytical" and that students "are not privy to the teacher's private intentions and personal reflections on classroom events" (Lortie, 2002, p62), this study shows that through TCs' explicit expression, and analytical discernment of past teaching experiences, they seem to notice how teachers passionately extend their intent to nurture minds, touch hearts, and cultivate learning of their students. Further, while Lortie claims that learning teaching "is more a matter of imitation, which, being generalized across individuals, becomes tradition" (Lortie, 2002, p63), this study, as evidenced from TCs' expressions of breaking the practice of passing on undesirable teaching attitudes, disrupts "cultural transmission" (Mewborn & Tyminksi, 2006, p30).

Likewise, this study extends the assertion that teaching in the AO is "learned implicitly through osmosis" (Smagorinsky & Barnes, 2014), by redefining AO in a manner that TCs' long-held views and images about teachers' dispositions and behaviors can either describe an inward movement of experiences (endosmotic experiences) which are viewed as anchors and models for their future teaching practices or outward movement of experiences (exosmotic experiences) which are considered as calcified structures to overcome once they become teachers.

In generating the stories of the participants in most of the previous investigations, researchers analyzed the narrative frames (Cancino et al., 2020), semi-structured/scripted interviews (Gray, 2020), and surveys (Kuzhabekova & Zhaparova, 2016) to explore the impact and influence of AO in preservice (Cancino et al., 2020), novice (Gray, 2020), and experienced teachers' (Kuzhabekova & Zhaparova, 2016) preparation and teaching practices, the current paper examined the phenomenon using metaphors that distinctively, creatively, and meaningfully described Filipino TCs' views about

their basic education teachers and their teaching which paved the way in explaining AO in a new form. For example, the desirable dispositions and behaviors under the endosmotic experience were metaphorically described as teacher as sunlight (teachers' professional competence and passion), teacher as a social butterfly (teachers' positive social disposition), teaching as a diamond-creation process (teachers' desirable teaching skills), and teaching as alpinism (teachers' reasonable class management approaches). While the undesirable dispositions and behaviors in exosmotic experience were expressed metaphorically as teacher as power (teachers' authoritarian nature), teacher as a wandering merchant (teachers' mindless preoccupations), teaching as a shallow puddle (teachers' inconsistent teaching practices), and teaching as a cattle caravan (overwhelming responsibilities).

Practical implications

As shown in the study, teachers' displays of authoritarianism, mindless preoccupations, inconsistent teaching practices, and overwhelming responsibilities are perennial observations and experiences in TE. Such findings may offer corrective, preventive, and diagnostic measures to in-service and pre-service education levels. At the in-service level, a more holistic and integrative teacher professional development programs (TPDP) may be crafted that cut-across Danielson's teaching framework (2011) which includes planning and preparation, classroom environment, instruction, and professional responsibilities. Considering the paper's findings, as a corrective measure, TPDPs special attention may be given on teachers' behavioral aspects to lead them in fulfilling their responsibilities as teachers, recognizing not only the cognitive development of student's but also their socio-emotional well-being. Though Wenger's (1991, as cited in Hemmasi & Csanda, 2009) concept of community of practice (COP) is widely known in the various literature, as a preventive measure, a more active and sustainable teacher and teaching COPs may become a norm among institutions by inviting teachers to co-create COPs and owning a culture of professional learning that lends support to teacher innovation, work-life and work-health balance. Finally, as diagnostic measures, educational institutions may benefit from this study by

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committing themselves to UNESCO's (2019) call for good teacher policy and educational reforms to resolve the 'learning crisis' that education sector is facing. Specifically, key education agencies may undertake more meaningful teacher and teaching policies focusing on teacher recruitment and selection policy, teaching and learning conditions (workload, class size, teaching schedule), and teacher appraisal policy and procedures.

Further, this study invites Teacher Education Institutions (TEIs) to increase special attention to stricter selection processes by strengthening their admission requirements. While written examinations may quantitatively determine TC's knowledge in the major subjects, a more comprehensive interview and practical examinations may be conducted to assess student applicants' communication skills and attitude towards teaching profession. As a preventive measure, this study calls for teacher educators to demonstrate profoundly Shulman's (1987) pedagogical content knowledge (PCK) through meaningful ways of putting together the rich knowledge of content and pedagogy when teaching, to enable TCs to gain a more comprehensible knowledge and avoiding teaching and learning inconsistencies through teacher's well-presented lessons. As diagnostic measures, this study offers TEIs more rational TCs' training support programs such as microteaching (Wilkinson, 1996) experiences, to help TCs develop their fluency in the principles of teaching. Further, this study invites Ministries of Education and TEIs for an intensive field experience by primarily having early episodes of classroom observations, particularly in observing distinguished teachers in their area of specialization to have a deeper sense of learning how to teach effectively. Also, this study calls for TEIs and their partner-schools to an enhanced partnership program through a more refined teaching practice mechanisms focusing on deeper supervision through close monitoring and mentoring of cooperating teachers on TCs' teaching responsibilities, social and professional relationship to enable them to develop further their teaching skills and professionalism.

Limitations and future research

Though this phenomenological study generated interesting findings, it also has certain limitations.

This study was conducted during the pandemic (COVID-19) which restricted the researchers from conducting face-to-face interviews and landed in virtual conversations. While online interview can be convenient for both the researcher and participants in terms of mobility, personal accommodation, and geographical coverage (Carter et al., 2021), we experienced online interview difficulties, such as interview interruptions brought about by intermittent connections, shortage in data credit, and uncontrolled environmental noise which affected the clarity of some interview segments. Although the participants made clarifications, an essential element of the primary response might have been altered. Therefore, it is recommended that before the interview, participants' connection restrictions and suitability of the environment for online interview be checked to enable the researchers to prepare backup plans in case technological issues occur to achieve clearer and uninterrupted responses from the participants. Moreover, there were instances when participants preferred to turn their cameras off during the interview to prevent irregular transmission of information. However, this prevented the researchers from seeing virtually their physical responses as they shared their experiences. Thus, the findings of the study may be probed deeper when coupled with secondary sources of data, such as reflective journals or observation, especially for TCs taking TE foundational courses to see parallelism or disagreement of AO in teaching and learning practices.

6. ACKNOWLEDGMENT

The authors wish to express their deepest gratitude to the following who participated in the validation of the themes as critical friends Mr. Edward H. Puzon, Mr. John Christopher Mesana, Dr. Belinda D.V. de Castro, and the members of Doc A's Virtual Lab.

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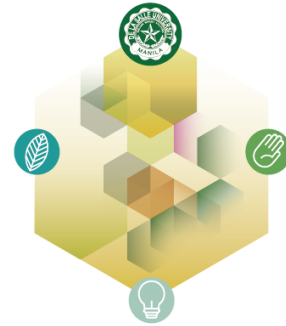
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