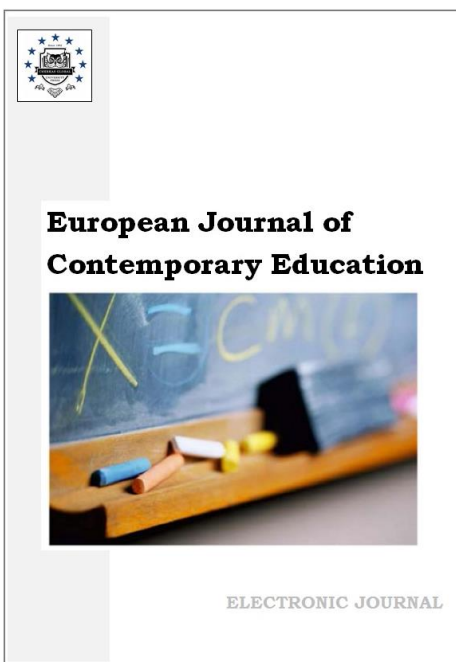




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From Uncertainty to Self-Efficacy-Perspectives of Pre-Service Teacher's on Their Practical Experience during the 'Corona Year'

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Abstract

The outbreak of the COVID-19 pandemic in Israel at the middle of March 2020 has disrupted all aspects of life. Schools, colleges and other higher education institutions were closed most of the time. Teaching and learning continued online in an ERT (emergency remote teaching) format. The situation confronted teachers and students with entirely new challenges of uncertainty. The present study focuses on the perspectives of pre-service teachers in Israel regarding their practical experience training during the times of the covid 19 pandemic. The research hypothesis assumed that the complications caused by the pandemic will have a negative impact on how the pre-service teachers assess the quality of their practical training, which would be reflected in difficulties in their integration at work, their sense of efficacy in teaching, their teaching methods and their reluctance to continue teaching. The study examines the correlations between the assessment of their practical training experience and their self-reported self-efficacy, use of various teaching methods, integration at work, and the willingness to remain in the teaching profession. All at the time of the pandemic.

Our main findings indicate that they assess their practical training as good (3.69); have a high sense of professional self-efficacy (4.06); use a variety of teaching methods; and express their desire to continue teaching (3.97). Overall, the findings indicate correlations between the interns' positive assessment of their practical training and their high self-efficacy, their use of a variety of teaching methods, and their desire to continue teaching.

Keywords: teacher training, practical experience, self-efficacy.

1. Introduction

The outbreak of the COVID-19 pandemic in Israel at the middle of March 2020 has disrupted all aspects of life. Schools, colleges and other higher education institutions were closed most of the

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time. Teaching and learning continued online. The epidemic confronted teachers with entirely new challenges and more complicated struggles with online teaching (Huber, Helm 2020). In this respect, Pre-service teachers found themselves adjusting quickly to remote teaching and learning online (Nissim, Simon, 2021).

The present study focuses on the perspectives of pre-service teachers in Israel, on their practical experience training during the transition from third year, where they encountered Emergency remote teaching at schools, to their internship in the fourth year – all during the times of upheaval caused by the covid 19 pandemic. The research examines the correlations between their practical training and their sense of self-efficacy, the use of various teaching methods, integration at work, and desire to continue teaching – all at the time of the covid 19 pandemic.

The research hypothesis assumed that the complications caused by the pandemic will have a negative impact on how the pre-service teachers assess the quality of their practical training, which would be reflected in difficulties in their integration at work, their sense of efficacy in teaching, their teaching methods and their reluctance to continue teaching. This is a quantitative study drawing on self-efficacy theory in teacher training (Bandura, 1997). It aims to demonstrate that the pre-service teacher's perception of the quality of their practical training is a factor decisively influencing their integration at work, sense of self-efficacy in (high-quality) teaching, and desire to continue working in the profession.

Literature Review

The COVID-19 pandemic has halted activities in most spheres of life worldwide. In mid-March 2020, the Israeli Council for Higher Education forced the campuses to transfer all their activities to remote teaching and learning to protect the health of the students and the staff (Cohen, Davidovitch, 2020). At most Israeli institutions of higher education, until the outbreak of the pandemic, studies took place face-to-face in campus classrooms. Practical experience in teacher training took place at schools and kindergartens. Since March 2020 the schools have been closed most of the time, while relying on remote teaching and learning. Due to the pandemic, six months of the pre-service teacher's year of practical training were unconventional. That period was characterized by uncertainty, anxiety, and confusion. The pre-service teachers integrated as much as possible in remote teaching or teaching face to face in 'capsules' (small study groups) and did not always get the opportunity to practice teaching their specific subjects and had to rely on remote learning for their academic studies as well as their pedagogical training. Furthermore, the instructional teachers (veteran teachers that trains the pre-service teachers at his classroom) meant to accompany the pre-service teacher had no time for instruction and did themselves not fully master remote teaching.

The pre-service teacher investigated in this study also began their internship at school during the pandemic. Finding a job, integration at work and the first teaching experience were shaped by the conditions during the pandemic – remote teaching, lockdowns, physical distancing from students and staff, the need for flexibility and creativity in teaching, etc.

The shift to remote teaching and learning was accompanied by difficulties arising from prejudice against such learning, the lack of self-discipline and of a suitable learning environment at home (Bao, 2020) as well as a feeling of isolation, not belonging to a study group (Peacock et al., 2020). Moreover, there have been more reports of feelings of anxiety, uncertainty and confusion, lack or loss of concentration during lessons as well as problems at home that made learning difficult if not impossible (Nissim, Simon, 2020). Abiky (2021) noted the Current literature still has a gap on the challenges faced by early career teachers as a result of the quick and unprepared shift to online teaching. As the situation evolves more, pre-service teachers found themselves with little help or guidance: 'some thrive, some sink and most find it difficult but struggle through' (Secret Teachers, 2020). In light of these indicators, we formulated the pessimistic hypothesis that the circumstances during the pandemic are inflicting significant harm to the pre-service teachers training, practical experience, and sense of self-efficacy. But we were not quite right.

The Structure of Teacher Training in Israel

Few professions have such a significant impact on society as teaching. This has made the need and demand for good teachers a priority in advanced societies (Arnon et al., 2015). Yet, the path to acquiring professional training as teachers is tortuous and complex. Throughout the four-year

programme, students undergo a process of development and learning and build their personal and professional identity while doing, experiencing and observing (Naifeld, Nissim, 2020).

There are different approaches to the nature of practical experience and its goals. The practical experience in schools and kindergartens allows for practical training in teaching students face to face in class, for receiving feedback and evaluation, and for the experience of professional development. (Wang, Odell, 2002; Mena et al., 2017; Orland-Barak, Wang, 2020; Ran, 2017; Yogev, Zuzovsky, 2011). The practical training is very meaningful for the quality of the students' teaching later on and its direct contribution to their achievements (Arnon et al., 2019; Ran, 2018; Ronfeldt, Reining, 2012).

There are three main models for the practical training in Israel today: (1) the traditional model; (2) the participatory-collegial models, such as the Professional Development School (PDS); (3) the clinical models emphasizing competencies alongside academic theoretical training at schools (Zilberstein et al., 2005; Ariav, 2014; Ariav, Smith, 2006; Maskit, Mevurach, 2013; Zilberstein et al., 2005; Ariav, 2014; Ran, 2018; Kriewaldt, Turnidge, 2013).

In recent years there has been a programme called 'Academia and Classroom' a collaborative PDS model, where third-year students practice teaching on three days each week (Ministry of Education, 2014; Ran, 2018; Sperling, 2017).

The teacher training programme prepares the students to be able to teach in a way that facilitates their students' learning and development and their acquisition of various types of knowledge (Shulman, 1987; Abrams, 2018; Elmore, 2000). This expertise is formed into a 'profession' that requires dedicated training and mastery of complex knowledge (Shulman, 1998). Qualified professional teachers are those who impart valuable processes to their students and social surroundings; those combining involvement and interest, promote research, and develop learning strategies and feedback venues (Ministry of Education, 2014).

Practical experience in schools or kindergartens is the most important stage in teacher training. The students learn about themselves, their knowledge and skills, and consolidate their identity and educational worldviews (Walkington, 2013; Orland-Barak, Wang, 2020). The pedagogical training during the practical stage is considered an essential developmental process, in which the instructors and the trainees embark on a personal-professional journey. There is a positive effect of the practical stage on the teacher training and especially the trainees' preparedness for their later teaching career (Hammer-Budnaro, 2014; Yogev, Zuzovsky, 2011; Schatz-Oppenheimer, Dvir, 2010).

The first steps of novice teachers may have significant implications for their professional future. They come to the educational system with ambition, enthusiasm and excitement about educational work (Abrams, 2018). The research literature is saturated with gloomy descriptions of the difficulties faced by novice teachers. The terms 'shock' and 'survival' are dominant concepts in descriptions of the entry into the teaching profession (Naser Abu-Alhija et al., 2011). Novice teachers report many difficulties, such as a lack of tools for their work, a lack of support at school, feelings of frustration, the mismatch between pay and effort, loneliness, and a loss of self-confidence (Arviv-Elyashiv, Zimmerman 2013; Andrews et al., 2007; Fantilli, McDougall, 2009; Maskit, 2013). The difficulties experienced give rise to a feeling of personal incompetence, as reflected in a high dropout rate among novice teachers (Ido, Shkedi 2014; Sasson et al., 2020). In Israel, the dropout rate is very high (about 30 percent) during the first five years, and especially the first two years, after entering professions in education and teaching (Central Bureau of Statistics, 2019; Kfir et al., 2006).

The situation during the COVID-19 pandemic requires teachers to have a series of competences, more than just knowledge and skills; it also requires confidence in their abilities to be successful in online teaching. Studies have pointed out the importance of teachers' self-efficacy as significant features of teacher competences. Teachers with higher levels of openness to experience and conscientiousness reported a stronger sense of efficacy (Djigić et al., 2014). Personal values are also significant predictors of self-efficacy. Openness to change and self-enhancement are positively related to self-efficacy (Sousa et al., 2012). The novice teachers' sense of self-efficacy is a significant factor differentiating between those who can realize their potential and effectively deal with the challenges of the profession and those who cannot (Bandura, 1997; Glasner, Cleave-Hogg, 1996). Self-efficacy theory assumes that people acquire information for assessing efficacy from their performance achievements, experiences, observations, persuasions,

and physiological metrics. Personal performance provides individuals with reliable guidance for assessing their own abilities. The sense of self-efficacy increases with successes and is reduced by failures. Yet, once a strong sense of self-efficacy has developed, failure may not affect it significantly (Bandura, 1997). Among teachers these feelings influence their professional teaching abilities and their sense of satisfaction and success (Friedman, Kass 2000; Troesch, Bauer, 2017).

High self-efficacy in teachers is associated with less stress, burnout and alienation and more satisfaction as well as better pedagogical performance manifested in classroom management, the coping with discipline issues, emotional response to each student and the ability to foster student motivation and academic achievements (Holbein et al., 2016).

During the 'Corona year' teacher training became even more complex and challenging. The schools were at times closed or only partially open (Nissim, Simon, 2020). This period was a catalyst for developing techno-pedagogical skills, learning diverse modes of teaching, assessment, treatment of attitudes and beliefs, and addressing pupils' emotional, social and identity issues in this unique time (Orland-Barak et al., 2020; Huber, Helm 2020; Fernando et al., 2020). Though the importance of integrating technology in teaching had been recognized before the pandemic, until then the reform seems to have been limited and temporary without significant impact on the system. Despite familiarity of online learning among students, some teachers are still having some considerable doubts about the value and quality of online teaching practices (Baran, 2011). Teachers adopted new methods slowly, reluctantly, apprehensively and insecurely, if at all, due to fear of change, time pressure or inability (Buda, 2020; Selwyn et al., 2009; Warnich, Gordon, 2015). Principals and teachers, who train the pre-service teachers, had to deal with instability, uncertainty, technological challenges arising from remote teaching, while managing a flexible framework that changes frequently in accordance with health guidelines (Huber, Helm, 2020; Fernando et al., 2020). Teachers were required to teach remotely in an active and diversified manner, to ensure contact and communication with and among the pupils, to give the personal attention and to attend to emotionally stressed pupils (Fernando et al., 2020). Teaching at the time of the pandemic has created psychological effects as: anxiety and panic among students and teachers (Muacevic, Adler, 2020). The level of anxiety and stress lead to some undesired effects on both teachers and students (Zhai, Du, 2020). Educational institutions found creative solutions to deal with the situation. Some chose to focus on core subjects only, while others opted to concentrate on emotional rather than academic issues (Fernando et al., 2020).

The students experienced remote teaching both as students and as teachers, when they taught pupils during their practical training in schools. They thus gained experience in emergency remote teaching a valuable skill for future teachers (Nissim, Simon, 2020). The transition from traditional teaching, to distance online classes would not be smooth or even easy (Adnan, Anwar, 2020; Nissim, Simon, 2021). The quick shift caused many challenges (Crawford et al., 2020).

This study aims to examine the pre-service teachers from their trainees' point of view on the practical training during the 'Corona year', with regard to their self-efficacy and its impact on their integration as novice teachers. Focusing on demonstrating that the students' perception of their practical training is an influential, formative factor that has implications for their integration at work, their sense of professional self-efficacy, the quality of their teaching and their desire to continue working in the profession. All these aspects are examined during a time of crises and uncertainty that overshadowed the students' last semester and the beginning of their internship at school.

Research Questions

How do the interns, who underwent practical teacher training in 2020, perceive the quality of that training under the exceptional conditions of the pandemic?

How do the interns perceive the impact of the pandemic on their integration at work and are they interested in continuing to work as teachers?

Is there a correlation between the interns' perception of the unique training experience this year and their sense of self-efficacy in teaching?

Is there a correlation between the interns' perception of the unique training experience this year and the quality of their teaching and their ability to use a variety of pedagogical tools?

To what extent did the interns' perception of the unique training experience this year affect their integration at work and their desire to continue working in the profession?

Research Hypothesis

The first research hypothesis was that the interns will perceive their practical training as deficient, feel that they were not well prepared for teaching and point out difficulties in their integration at work, their sense of self-efficacy, their teaching methods, and their desire to continue working as teachers.

The second research hypothesis was that there are correlations between the interns' perception of their practical training and the other indicators evaluating their work as novice teachers, due to the great significance of the practical training for preparing novice teachers for work.

2. Materials and methodology

The present study is a quantitative study drawing on the self-efficacy theory in practical teacher training. The research is based on an attitude survey conducted among students in a teacher training colleges at 25 teacher training institutions in Israel. We examine the relationship between the perception of the practical teacher training during the pandemic and its effect on the sense of self-efficacy, the use of pedagogical and other tools, the integration at work, and the willingness to remain in the profession.

The quantitative approach was chosen in order to obtain as broad and accurate information as possible from the perspective of students in the practical training stage at 25 teacher training institutions in Israel and to examine quantitative correlations through them.

The research method is thus a process of data collection, and evaluation. The data underwent the standard statistical tests. We used the statistical software package for the social sciences, version 23 (SPSS Inc., IL). The questionnaire was found have high reliability (Cronbach's alpha = 0.945).

This method provides practitioners with new knowledge about how to improve educational practices or resolve significant problems in educational initiations using a systematic process, participatory in nature, to bridging the gap between research and practice (Hine, 2013). The survey questionnaire presented to participants drew on validated research tools that has been used and validated in a number of previous studies and asked students to self-report about their attitudes (Fraser, 2007; Sasoon et al., 2020).

The study is drawing on the self-efficacy theory in practical teacher training. We examine the relationship between the perception of the practical teacher training during the pandemic and its effect on the sense of self-efficacy, the use of pedagogical and other tools, the integration at work, and the willingness to remain in the profession.

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Research Process

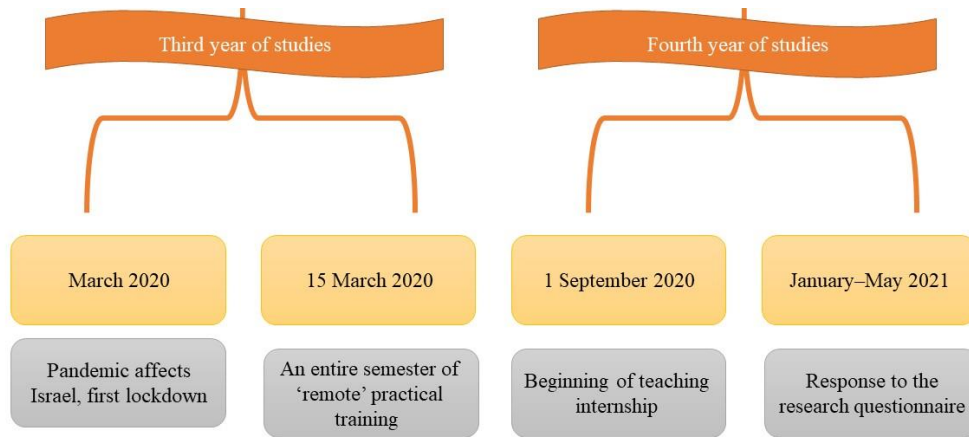
A validated research questionnaire was distributed, in a single-stage distribution, by e-mail to 800 graduates of teacher training institutions in Israel (19 colleges and six universities), who completed their third year in June 2020 and began their teaching internship at the beginning of September 2020. Out of those, 126 (= N) responded. The sample was random; the response anonymous. The data collected underwent the usual statistical examination.

Research Tools

The research tool was a questionnaire composed of 43 statements, each on a 1-5 Likert scale. It was consisted of several parts:

Questions pertaining to feelings about the practical training during the pandemic, which included 13 statements divided into three topics: (a) assessment of the practical training (statements 1-4); (b) evaluation of the subject(s) taught during the training (statements 5-7); and (c) examination of the relationship between the 'Corona year' and its effects on the practical training (statements 8-13). This section validated by three researchers with a doctorate in education. It was found to have high reliability (Cronbach's alpha = 0.922).

Questions pertaining to self-efficacy in teaching, which included eight statements; the questions were based on the questionnaire of Chen, Gully and Eden (2001). It was found have high reliability (Cronbach's alpha = 0.945).



Students in the practical training stage for professions in education and teaching. From practical teacher training to teaching internship in the ‘Corona year’.

Fig. 1. The research procedure

Questions pertaining to the pedagogical instruments, which included 22 statements divided into six topics: (a) adjustment to the differences between the students (statements 1-4); (b) the students’ assessment (statements 5-7); (c) courses of action (statements 8–11); (d) pedagogical practices (statements 12-15; with a reversed scale in the last one); (e) collaboration with other teachers (statements 16-18); (f) remote teaching practices (statements 19-22). This section was based on the Teachers’ Pedagogical Environment Questionnaire (Ministry of Education, 2020) and the one by Fraser (2007). We adjusted the questions to be answered by teachers. The questions were found have high reliability (Cronbach’s alpha = 0.906).

Three questions pertaining to the effect of the pandemic on finding employment; on the integration at school; and on the sense of security and ability at work. This section was validated by three researchers with a doctorate in education. It was found to have high reliability (Cronbach’s alpha = 0.708).

One question pertaining to the desire to continue working as teacher in the education system.

Research Population

There were 126 (= N) participants, including 111 women (88.1 %) and 15 men (11.9 %); ages 21-52 (average age: 26.76). Most of the respondents are employed as teachers (79.4 %), mainly in part-time jobs (65.0 %), at primary schools (50.0 %) or higher schools (39.0 %); 3 % were kindergarten teachers; and 8 % worked in informal education.

3. Results

The first research hypothesis assuming that the pre-service teachers would assess the quality of their practical training during the ‘Corona year’ as deficient, was refuted. The findings show a medium-high assessment despite the complexity of the situation. The interns evaluated the practical training at schools as good (3.85); the score for the practical training in teaching their specific subjects was medium (3.53); and they did not perceive the pandemic as adversely affecting their practical training (3.69), as can be seen in Table 1.

Table 1. General characteristics, averages, standard deviations and reliability of research indices (N = 126)

Measure	Number of Statements	min	max	average	SD	α
Feelings about practical training for teaching in Corona						
Assessment of practical training	4	1.00	5.00	3.85	.99	.850

Assessment of training in subjects to be taught	3	1.00	5.00	3.53	1.12	.816
Correlation between the pandemic and the practical training	6	1.00	5.00	3.69	1.04	.9.0

In addition, the research hypothesis assumed that the interns would perceive the pandemic as a factor impairing their integration at work during their internship and that many of them would seek to leave the teaching profession. The findings do not support these assumptions. As shown in Table 2, the interns did not feel harmed (medium score) and many want to continue teaching.

Table 2. Averages and Standard Deviations of Corona Impact Indices on Work as a Teacher

Measure	Number of statements	min	max	average	SD
Impact of the pandemic on finding work	1	1.00	5.00	2.58	.93
Impact of the pandemic on integration at work	1	1.00	5.00	2.71	.99
Impact of the pandemic on performance, self-confidence and ability	1	1.00	5.00	2.89	1.02
Desire to continue working as teacher	1	1.00	5.00	3.97	1.08

The second research hypothesis assumed that there are correlations between the interns' perception of their practical training during the pandemic and the other indicators investigated. As shown in Table 1, the findings confirmed the assumption, discerning positive correlations of moderate and significant intensities between the sense of self-efficacy in teaching and each of the three indicators of the interns' assessment of their practical teacher training during the pandemic. The greater their sense of self-efficacy, the higher are the scores for the practical training and the subject taught and the more positive the perception of the connection between the pandemic and the practical training.

Table 3. Pearson correlations between feelings indices regarding practical training for teaching in Corona year and other study indices (N = 126)

Views about practical training for teaching in Corona			
The change in the Covid period	Disiplinary study	Practical experience	
.497**	.464**	.420**	A sense of competence in teaching
			Pedagogical applications
.294**	.395**	.380**	Teaching is adapted to the differences between learners
.336**	.357**	.270**	Pupils evaluation

.357**	.476**	.417**	ways of action
.265**	.194*	.122	Pedagogical practices
.375**	.480**	.420**	Collaboration with other teachers
.403**	.298**	.149	Distance teaching practices
.104	.117	.061	The influence of the covid 19 era on finding a job
.291**	.333**	.346**	The influence of the covid 19 era on Integrate schools in the
.216*	.235*	.272**	The influence of the covid 19 era on self-confident
.274**	.429**	.307**	And on The desire to persevere in the teaching profession

Note: * p < 0.05 **p < 0.01

In addition, positive correlations of medium-low and (for the most part) significant intensities were found between the pedagogical implementation indicators and each of the three indicators regarding the pandemic's impact on the practical training. The more interns reported that they use diverse pedagogical tools, the higher the scores for the practical training and the subject taught and the more positive the perception of the connection between the pandemic and the practical training.

Furthermore, it was found that there are positive correlations of low and significant intensities between the impact of the pandemic on integration at work and on functioning, confidence and ability, and each of the three indicators for the assessment of the practical teacher training in the 'Corona year'. Yet, the correlations between the impact of the pandemic on finding work and each of the three indicators for the assessment of the practical teacher training in the 'Corona year' were not significant. It was also found that there are significant positive correlations between the desire to continue teaching and each of the three indicators for the assessment of the practical teacher training in the 'Corona year'.

4. Discussion

This study set out to examine how pre-service teachers perceive their practical training during the COVID-19 pandemic. We have focused on their perception of their professional self-efficacy, as manifested in the use of diverse pedagogical tools and their integration at work as novice teachers, aiming to demonstrate that their perception of the quality of their practical training is a decisive factor in their integration at work; and that it has a significant impact on their desire to continue working in the profession – all in the context of the emotional and academic crises and uncertainties caused by the pandemic.

First Research Question

How did interns perceive their practical training during the pandemic and their integration at work in schools?

The interns' assessment of their practical training was measured by three indicators: the practical training; the practical training in the subjects to be taught; and the possible impact of the pandemic on the practical training. Contrary to our hypothesis, our findings show that the interns did not perceive the pandemic as adversely affecting their practical training in general or in the subjects they will be teaching. The three indicators for their assessment of their practical training during the pandemic discern medium-high satisfaction (on average: 3.39), expressing their feeling that their practical training was good and prepared them well for their profession as teachers.

These findings affirm the efforts made by teacher training institutions to continue to allow students to gain practical experience despite the fact that due to the pandemic the educational institutions were closed most of the time. Despite all the difficulties, the students practiced remote teaching in various ways and could support and assist the veteran teachers, who lacked the technological skills and mastery of the new advanced platforms. Though the pandemic caused difficulties for the practical training, it also presented new challenges for the students. They got a

sense of mission and felt empowered when they were able to assist and support the schools, by face-to-face teaching when the classes were reorganized into capsules, or by remote teaching when the schools were closed during lockdowns. That is all bore fruit making it a meaningful time for the students, despite the difficulties.

Second Research Question

How did the interns perceive the impact of the pandemic on their integration at work and are they interested in continuing to work as teachers?

The findings discern that the interns did not perceive the pandemic as an obstacle to their integration at work. Moreover, they expressed their strong desire to continue working as teachers (average score of 3.97). This finding, as well, points out how important it is that students are well prepared for work.

Sense of Self-Efficacy in Teaching

In the indicator for their sense of efficacy in teaching, the interns ranked themselves on a high level (4.06). A high sense of self-efficacy in novice teachers characterizes those who feel that they have the strength and ability to realize their potential and face complex challenges in their profession (Bandura, 1997; Gasner, 1996). It is also associated with less stress, burnout and alienation as well as satisfaction finding expression in good pedagogical functioning, effective classroom management, and the use of a variety of pedagogical tools to advance the students (Zee, Koomen, 2016). These findings of high self-efficacy are particularly noteworthy given that the preparation for work and integration at work took place during the exceptionally complex time of the pandemic.

Interns' Reports on their Use of Various Pedagogical Tools

Our findings show that the respondents reported medium to high levels in all indicators for the use of pedagogical tools. Their responses were very stable and consistent, indicating balanced self-esteem. The use of diverse pedagogical tools characterizes high-quality professional teaching (Fraser, 2007). It should be noted that the interns reported that it was a didactically challenging year, requiring creativity, flexibility and professionalism in remote teaching as well.

Third and Fourth Research Questions

Is there a correlation between the interns' perception of the unique training experience this year and their sense of self-efficacy in teaching, the quality of their teaching, and their ability to use a variety of pedagogical tools?

Employing the Pearson correlation coefficient, we found moderate, positive correlations between the interns' sense of efficacy and their assessment of the practical training during the 'Corona' year. The greater their sense of efficacy, the more positive was their assessment of the practical training in general and in the subjects they will teach. In addition, significant, positive correlations of low-medium intensities were found between the use of diverse pedagogical tools and their assessment of their self-efficacy and positive impression.

Fifth Research Question

To what extent did the interns' perception of the unique training experience they had during the pandemic affect their integration at the schools and their desire to continue working in the profession?

Here, too, significant, positive correlations of low-medium intensities were found between the impact of the pandemic on the integration at work and on the interns' performance, confidence and ability, and each of the three indicators for their assessment of their practical training during the 'Corona year'. It was also found that there are significant positive correlations between those three indicators and the respondents' desire to continue working as teachers.

Only with regard to one indicator, namely finding employment, no significant correlations to the other indicators were found. That is due to the fact that finding employment for novice teachers depends on various external circumstances.

The findings correspond with other researches that aligned with the findings of Adnan and Anwar (2020), and Crawford, Butler Henderson, Rudolph and Glowatz (2020). Those students were not prepared to the situation of online teaching and learning. In addition, some of the challenges highlighted in the current study aligned with the recent studies in Watson and Scottle's study (2020) and Kaur (2020);

The findings allow us to discern circular mutually supportive correlations between the practical training and the other indicators (see Figure 2).

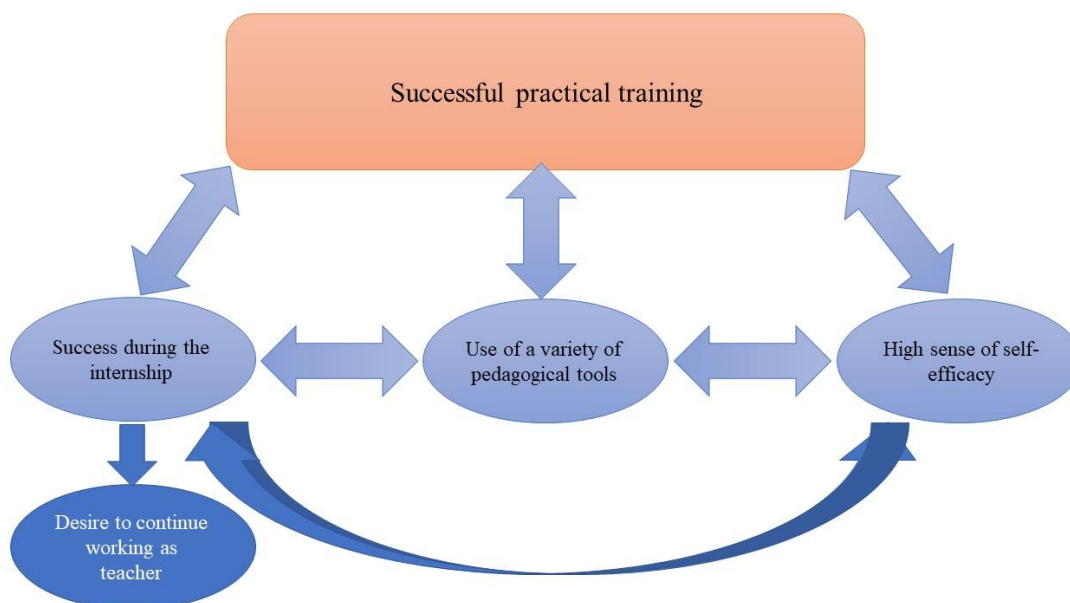


Fig. 2. Successful practical training

A high sense of self-efficacy leads to qualified teachers, who use a variety of pedagogical tools, which in turn leads to a sense of successful integration at work and the desire to continue working as teacher. These insights correspond with previous studies (Friedman, Kass, 2000). In a parallel process, the sense of efficacy, success and satisfaction in teaching leads to a more positive reflective view on the practical teacher training, which is further strengthened given that the practical training and the integration at work took place at a time of uncertainty, lockdowns and remote teaching.

5. Conclusion

This study has sought to open a window into the field of the students' perceptions of their practical teacher training during the COVID-19 pandemic that disrupted established orderly processes. The study hypothesized that the pandemic would have a negative impact on novice teachers' performance, their sense of self-efficacy, the range of pedagogical tools they are able to employ, causing difficulties in their work and a reluctance to continue working as teachers, was proven wrong by the research findings.

From the findings it is evident that the uncertainty created by the pandemic has enabled students to act in a different, unique way in the training processes, allowing them to become novice teachers with a high sense of self-efficacy, a wide range of pedagogical tools and a positive experience in the integration at work, who are able to function well at times of uncertainty. The study indicated that the pandemic challenges and its impact vary among novice teachers some were able to overcome the challenges, some were able to quickly adapt, and some just could not. The pre-service teacher tried to learn new tactics to overcome those challenges and keep going.

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