Exploring the Challenges Encountered by Pre-service Teachers on their Hybrid Demonstration Teaching

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Abstract: The sudden shift to online learning due to the Covid-19 pandemic questioned the learning assets of students in various fields. This study was focused on exploring the challenges encountered by the pre-service teachers in their Hybrid Demonstration Teaching. Looking into the challenges, the exploratory sequential method research was used to fully explore the topic. Bandura's Social Cognitive Theory was used as a theoretical framework. For the qualitative part of the study, the participants were chosen using a purposive sampling technique, while a random sampling technique was used for the quantitative portion. The data was gathered using semi-structured interview questions and survey questionnaires. These were researcher developed questions. Data from the semi-structured interview was used as the basis for the quantitative questionnaire. Subthemes emerged among the challenges in the first part of the study, which is qualitative, and were further validated by the quantitative data gathered. The Mean and Standard Deviation were used in interpreting the data from the quantitative questionnaire. This research found that there were lots of challenges faced by pre-service teachers in their preparation, during the actual, and post-conference of their hybrid demonstration teaching. One of the challenges faced in their preparation for their hybrid demonstration was finding a location where they could do their demonstration. For their actual hybrid demonstration, one of the difficulties they encountered was the noise in their surroundings. While one of their shared experiences after the hybrid demonstration was feeling accomplished and relieved as the evaluator discussed the evaluation report. Based on the findings of the paper, one of the recommendations mentioned by the researchers was teachers should hold meetings about what to prepare and expect for the hybrid demonstration of student-teachers who will be conducting their demonstration in a hybrid set-up, so that pre-service teachers can prepare the place, resources, and the pupils they will have for their demonstration ahead of time.

Keywords: exploratory sequential, hybrid demonstration, pre-service, social cognitive theory, theoretical framework, subthemes, qualitative, quantitative, mean, standard deviation.

1. INTRODUCTION: THE PROBLEM AND ITS BACKGROUND

In a multifaceted global community, change is indeed an integral and inevitable aspect which continuously leads humanity be it for common good or eventual bad. Since the Corona Virus Disease (COVID)-19 pandemic happened, not only it caused challenges and changes in the health and economic sectors, but it also affected the education sectors just as much. Education is a significant source of growth and one of the most effective tools for reducing poverty, gender bias, harmony, and stability. It serves a variety of purposes in our culture, including knowledge acquisition, goal attainment, and norm learning. It also serves other hidden services such as child care and a safe haven for children while their parents are at work. As a result, it is an essential part of human life. Prior to the pandemic, education was primarily delivered in person, but it has now shifted to online delivery.

HrishiBuddhi (2021) stated that after the outbreak, online learning has become more common and prominent in people's life, especially among students, and demand for it has surged. It is now the most popular teaching and learning method. Most of the educators also adapt the use of technology in teaching in order to keep up with the changes brought by the pandemic.

Even before the pandemic, teaching online was common in other countries such as the United States and Australia; kids in these countries learn and are accustomed to being taught online. However, as a result of Covid, many countries, such as the Philippines, which are not used to or habituated to online teaching and learning, were forced to use it as an online learning medium. Most educators and also the pre-service teachers are required to learn how to access and use tools, applications, and websites that can be used in the classroom. Because teaching and learning are now done online, pre-service teachers practice teaching through online also.

Pre-service teacher education refers to teacher education before beginning to work as teachers. According to Koeliner and Greenblatt (2018), a pre-service teacher is someone who is in the training process to be a teacher. Students who are enrolled in education courses in the Philippines are required to do demonstration teaching before passing the course. Since most of the universities adapt to change brought by the pandemic, pre-service teachers are now practicing their demo-teaching online. Because of this, challenges are unavoidable. This transition brought some problems or

challenges to learners and teachers because of the adjustments they needed to make in order to adapt to the change made by the pandemic. Before, pre-service teachers conduct in-person demonstration teaching but because of the pandemic, it transitioned from in-person to online demonstration teaching.

As stated from the article published by Indiana University Bloomington (2022), teaching demonstrations are an essential aspect of the interview process for academic jobs that include teaching responsibilities. Even if you are looking for work, conducting teaching demonstrations can be a beneficial exercise in examining your instructional techniques and identifying areas for development. These teaching demonstrations are done to strengthen education students' skills, such as their interpersonal skills, to boost their self-confidence, because it is required for future educators like them. Pre-service teachers cannot interact with others directly or in-person, since a pandemic happened. Thus, when they do their demonstration teaching, they do it online.

According to Northenor (2020), the technicality of the actual application of online learning has negative consequences. These consequences include the fact that technology is not always efficient, that it is more difficult for students to absorb concepts being taught, that online learning can lead to social isolation, and that students may not develop necessary communication skills. The disadvantages of online school can readily be remedied by students physically attending classes.

Online learning, according to Josep (2020), is adaptable because it allows both the teacher and the learner to set their own learning pace. There is also a greater willingness to create a schedule that works for everyone, resulting in a better balance of work and study. Online education provides a diverse range of programs. It is easily accessible; anyone from anywhere in the world can study or teach there without having to commute or follow a strict schedule. It enables a more tailored learning experience. As a result of the shift from face-to-face to online learning, teachers and pre-service teachers participating in hybrid demonstration teaching have benefited.

While for Dizon and Erabo (2022), when there is a slow or no internet connection, learning is ineffective. In previous studies, students expressed concerns about only a few using their internet connection during synchronous sessions. Furthermore, because students are learning at home, where there are distractions and limited space as previously stated, the learning environment became one of the most difficult obstacles for students to overcome. These are also the problems faced by the teachers in which they struggle with the external noise. Thus, the teachers lose their focus while teaching the students and the students cannot concentrate in return.

In contrast, Prassana (2021) claimed that online education benefits students greatly because it provides a manageable schedule, student enhancement, and expanded educational access and choice. Online education allows students to learn from a wide range of mentors and teachers in a wide range of fields, broadening their knowledge and perspective. It reduces student anxiety because many students can communicate more effectively in online classes than in traditional ones. Anybody can understand this for as long as they have internet access.

These different factors in online education particularly in conducting online demonstration of pre-service teachers greatly affect their performance. There are advantages and disadvantages that they have experienced. Some may experience the help and usefulness of conducting demonstration through online, like it can increase the level of interaction of the students and others may experience the negative impact of conducting demonstration through online but it is not just the only way to aid the transition of traditional education from face-to-face to online, there is also what they called hybrid teaching or hybrid learning.

The term "hybrid learning" is now widely used, notably in business and higher education. The name itself is difficult to define because different people use it in different ways. According to Whitelock&Jelfs (2003), there are three definitions for hybrid learning: first, it is the combination of traditional learning methods with web-based online methods; second, it is in e-learning environments -- the combination of media and tools (e.g. textbooks); and lastly, regardless of the technology utilized, it is a combination of several teaching and learning methodologies. (Driscoll, 2022)

Hybrid learning is an important method for education because it balances the physical interaction of students and teachers and also the usage of online materials. Though there are challenges that may be encountered, most especially by pre-service teachers who are conducting hybrid demonstration teaching, it is still a useful and helpful method for education.

The shift from face-to-face to online learning may have been made to aid the changes brought about by the pandemic, particularly in the education sector, but it hasalso caused problems for both students and teachers. Since pre-service teachers are both students and practicing teachers, these changes have a significant impact on them. As a result, the overall goal of this study is to identify the challenges that pre-service teachers face when using hybrid demonstration teaching. The researchers want to conduct this study because it will benefit the school, community, and other researchers, as well as teachers and pre-service teachers, as a result, they will be aware of the difficulties that may be experienced in a hybrid demonstration teaching and learning environment.

STATEMENT OF THE PROBLEM

This study aimed to identify the Challenges Encountered by Pre-service Teachers on their Hybrid

Demonstration Teaching. Specifically, it sought to answer the following questions:

1. How do the pre-service teachers view their hybrid demonstration teaching before, during and after their demonstration?

2. How do the pre-service teachers rate the challenges in preparing for their hybrid demonstration teaching, in terms of:

2.1 Preparation of Visual Aids;

2.2 Inadequate Access to Technology;

    2.2.1 Poor Internet Connection

    2.2.2 Lack of Devices

2.3 Finding the Location for the Demonstration;

2.4 Finding Pupils who are Willing to Participate; and

2.5 Choosing the Topic for the Demonstration?

3. At what level do the pre-service teachers rate the challenges in their actual hybrid demonstration teaching, in terms of:

3.1 Teacher Aspect;

    3.1.1 Feeling Nervous

    3.1.2 Lack of Confidence

    3.1.3 Organization of Visual Aids

3.2 Environmental Aspect;

    3.2.1 Unnecessary Noise

    3.2.2 Poor Internet Connection

3.3 Student Aspect

    3.3.1 Lack of Self-confidence

3.3.2 Different Levels of Maturity Due to Age Difference

3.3.3 Unable to Speak the Medium of Instruction?

4. How do the pre-service teachers rate the challenges during the post-conference of the hybrid demonstration teaching, in terms of:

4.1 Taking Constructive Criticism Positively; and

4.2 Feeling Happy and Accomplished?

5. At what level do the students rate these challenges experienced during the hybrid demonstration teaching?

6. What recommendations can be drawn in this study which will contribute to the improvement of the students' demonstration teaching in hybrid set -up?

THEORETICAL FRAMEWORK

People learn from one another, according to Bandura's Social Cognitive Theory. This concept falls somewhere between traditional behavior and cognitive learning theories (Bandura, 1999). This theory addresses individual motivation, attention, and memory. To effectively imitate a demonstration, an individual must pay attention to detail, be motivated to complete the task, and remember the procedures. People learn through observation, imitation, and modeling, according to Social Cognitive Theory (Bandura, 1999). By demonstrating appropriate task behaviors and procedures, instructors can serve as role models. Students can observe and mimic

the instructor's actions, as well as model the instructor's skills.

Demonstrations aid in the teaching of multi-step skills. They hold the audience's attention and inspire involvement. Finally, rather than focusing solely on aural or visual teaching tactics, demonstrations allow you to engage the audience in a more comprehensive approach. Demonstrations, like many other tactics, can help some students grasp the content more thoroughly.

SIGNIFICANCE OF THE STUDY

The researchers provided information and knowledge regarding the challenges met by pre-service teachers in their hybrid demonstration teaching. The result of this study could be significantly important and valuable, particularly to the following:

Students. This research study aims to motivate students to pay attention, study hard, and listen carefully, as their participation will help pre-service teachers overcome the challenges they face in their hybrid demonstration teaching.

Teachers. This study is beneficial to teachers in determining the challenges of pre-service teachers in the hybrid demonstration teaching, which is especially important in this time of the pandemic. They can assist them with the issues they are facing as co-teachers.

Community. This study is beneficial to the community; they may understand the pre-service teachers' challenges behind the hybrid teaching.

Universities and College Administrators. The findings of this study is helpful to university administrators since they will provide crucial information on how to assist their students in overcoming the problems they faced during hybrid demonstrations.

Future Researchers. The results of this study will contribute to the existing body of knowledge about the challenges met by pre-service teachers in the hybrid demonstration, which offers valuable insight to other researchers for future studies on the said problem.

Pre-service Teachers. Finally, it will help the pre-service teachers to determine the impacts of hybrid demonstration teaching, how it affected their performance, and how they can overcome or aid it.

SCOPE AND LIMITATIONS

The researchers conducted their study within one of the universities in Pampanga. The researchers targeted pre-service teachers from the Bachelor in Elementary Education Program under the College of Education who had hybrid demonstration teaching. The researchers were interested in examining the challenges of pre-service teachers in their hybrid demonstration teaching using.

DEFINITION OF TERMS

The following concepts and definitions were further explained conceptually or operationally to better help understand the study.

Face-to-Face Learning. This is a learning mode where students and the teacher are both physically present during instruction (DepEd, 2020). Students are learning by interacting with each other and not through online.

Online Learning. This is a learning mode that allows synchronous learning, facilitated by teachers, through technologies accessed through the internet (DepEd, 2020). This is the opposite of face-to-face learning, students are having online learning because of the implementation of online education because of the pandemic.

Pre-service teachers. To improve their teaching skills, university students in the education faculty are required to participate in a teaching practice program. (Ardiyansah, 2021) Pre-service teachers are student teachers who are conducting hybrid demonstrations of teaching as a result of the pandemic's impact.

Synchronous. It has the potential to assist e-learners in the development of learning communities, as it is generally assisted by media such as video conferencing and chat (Hrastinski, 2013). It is the inverse of asynchronous classes, in which students do not conduct their classes using virtual meetings and instead learn on their own time within a set time frame.

ACRONYMS

BEED- Bachelor in Elementary Education
Covid-19- CoronaVirus Disease 2019
DepEd- Department of Education

CHAPTER 2: METHODS

This chapter deals with the research design, participants, sampling technique, instrument, data collection, and data analysis, which were utilized in this study.

RESEARCH DESIGN

The researchers used a mixed-method approach in this study, specifically a sequential exploratory research design. Sequential exploratory research is a mixed-method approach that employs both qualitative and quantitative data collection and analysis in stages (Creswell & Plano Clark, 2018).

The exploratory sequential mixed method research design was used to improve the study's accuracy and reliability. The researchers primarily gathered qualitative data, which was used to aid in the interpretation of quantitative data. The data was collected using survey questionnaires created by the researchers.

KEY INFORMANTS

Respondents in the study were pre-service teachers in the College of Education's Bachelor in Elementary Education Program who took part in hybrid demonstration teaching. Respondents for the qualitative portion of the study were chosen using purposive sampling. A sampling technique in which researchers select individuals from the general population at their discretion to participate in the study. The qualitative section had fewer respondents than the quantitative phase. Ten (10) participants took part in the qualitative portion of the study.

The participants in the quantitative part were chosen using random sampling, in which a sample of participants was chosen at random from a population. (Thomas, 2020)

The number of participants in the quantitative part of the study was greater than in the qualitative part. There were ninety-eight (98) respondents in the quantitative part of the study.

SAMPLING TECHNIQUE

The researchers chose the respondents of the study using non-probability sampling for the qualitative part. According to Essa (2015), non-probability sampling is a sampling strategy in which the likelihood of any individual being chosen for a sample cannot be computed.

The researchers used purposeful sampling. According to Essa (2015), purposeful sampling is a non-probability sampling technique in which a researcher chooses a sample based on their knowledge of the demographic as well as the research itself. The study's participants are selected based on the study's goal.

For the quantitative part, the researchers used probability sampling. Any sampling approach that uses some form of random selection is known as a probability sampling method. (Trochim, 2022)

The researcher utilized random sampling, a probability sampling technique, in which a sample of participants is chosen at random from a population. (Thomas, 2020)

INSTRUMENT

Survey Questionnaire and Its Pilot Testing Procedure
The researcher developed a survey questionnaire that will be used as a quantitative instrument. The questions created by the researchers were based on the answers from the semi-structured interview conducted in the qualitative part.

Table 1. Reliability Results of the Researcher-made survey instrument

Features	Number of items	Cronbach Alpha
Challenges in the preparation, actual and post-conference of hybrid demo teaching	23	0.93

Table 1 shows the reliability statistics of the developed 23-item instrument on the features of the challenges in the preparation, actual, and post-conference of hybrid demonstration teaching. All of the instrument's constructions obtained strong reliability coefficients based on Cronbach's Alpha, demonstrating the instrument's internal consistency.

CONSTRUCTION AND VALIDATION OF QUESTIONNAIRE

The researchers developed and modified semi-structured interview and survey questionnaires for this study, which were then validated by experts in the field of research. The interview questions for the qualitative phase were validated by three experts. In the quantitative phase, however, one statistician was required to compute data for the survey questionnaire. The data was gathered using a Likert scale. Subject responses were evaluated by comparing it to the research objectives during piloting to determine the data validity of the instrument for this study. All of these were made in order for the questionnaire forms to be considered valid.

DATA GATHERING PROCEDURE

First and foremost, the researcher needed the approval of the dean of the department, where the participants were assigned, to distribute questionnaires online and conduct follow-up interviews with the participants. Once approval has been gained, the said participants were briefed through Google Meet and a series of messenger chats regarding the nature and purpose of the study, a week before the dissemination of the open-ended and survey questionnaires. Along with this, the researcher also obtained informed consent.

The semi-structured interview questionnaires were done online. So as to cater to any queries and to emphasize the importance of the study, the researchers gave their contact information to the participants. The interview portion was carried out according to time and day of the participants' availability. The researchers transcribed the answers for analysis and categorization.

The same procedure was followed for the second part of the study, which was the survey questionnaire. The questionnaire was pilot tested prior to the actual data gathering. The survey results were interpreted through descriptive statistics.

DATA ANALYSIS

As this was a mixed method study, the data was analyzed separately. The qualitative data was examined first because its results were needed for the development of survey questionnaires. Numerous researchers have defined qualitative data analysis as data handling or the process of interpreting qualitative data. This procedure entails examining and comprehending qualitative data in order to generate an idea. Thematic analysis was specifically used to process the data gathered in the study. Thematic analysis is a data analysis technique used in social sciences studies, according to Terry et al. (2017). It entailed creating themes out of coding as well as processing data and codes. This intricate process was used to show up the qualitative findings of this study. First, the researcher gathered information. After that, the data was analyzed and interpreted. During the interpretation process, the examiner transcribed the informants' responses. The researcher compiled the same points from the informants' responses to create a generalized one. Differences in the informants' opinions were also stated to demonstrate the similarities and differences in the informants' feelings. Finally, after stating the findings, the researchers moved on to the recommendations and conclusions. These findings were used to develop the survey portion of the study. The researchers used various statistical tools in the second part of the research to analyze and determine the results of the qualitative portion of the study. Descriptive analysis was used to compute the mean and standard deviation per survey question.

STATISTICAL TREATMENT OF DATA

First, the interview questions for the qualitative test were conducted. Then the data gathered was interpreted. These data were used as a basis for quantitative questionnaires that were developed by the researchers. A qualitative research expert was needed.

The data gathered from the respondent in qualitative was used as a basis for the quantitative questionnaires. The data from the quantitative questionnaires was interpreted through the following statistical techniques and procedures:

Mean - The sum of all values divided by the total number of values is the dataset's mean (also known as the arithmetic mean, which differs from the geometric

mean). It is the most popular measure of central tendency, and it is also known as the "average." (Bhandari, 2020)

Standard deviation–It is a statistics that measures the dispersion of a dataset relative to its mean and is calculated as the square root of the variance. A smaller standard deviation means that your data is more concentrated around the mean. A larger standard deviation means that your data tends to be more spread out from the mean (Jared Stufft 2019)

After the data was gathered, the data were subjected to the computation of descriptive statistics, specifically the weighted mean. Trochim (2022), explained that descriptive statistics is used to describe the fundamental characteristics of data in a study. They provide concise summaries of the sample and measures. They form the foundation of almost every quantitative data analysis.

Table 2. Standard Table for Interpretation of Questionnaire

Weight/scale	Mean Range	Verbal Interpretation
5	4.21 - 5.00	Extremely Challenging
4	3.41 - 4.20	Very Challenging
3	2.61 - 3.40	Moderately Challenging
2	1.81 - 2.60	Slightly Challenging
1	1.00 - 1.80	Not at all challenging

ETHICAL CONSIDERATION

The researchers ensured the protection of the privacy and a sufficient level of confidentiality of the research participants. Any type of misleading information, as well as representation of primary data findings in a biased way, was avoided. The researchers got the consent of the participants before the interview and survey to make the study ethical. The respondents were informed of the necessary information that they have to know about the study. Participants were free to decline involvement in the study. The researchers also respected the participants' choices and fully accepted the views and ideas of the participants.

CHAPTER 3: RESULTS, FINDINGS, AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of the data gathered.

This section of the study summarizes the findings from both the qualitative and quantitative parts. For the qualitative section, it presents the important findings from ten interviews. The findings of this study helped in answering the first research question: How do the pre-service teachers view their hybrid demonstration teaching before, during and after? The data acquired and evaluated were used to address the following research questions for the quantitative portion of the study: (1) What are the challenges experienced by the student-teachers in preparing for their hybrid demonstration teaching; (2) What are the challenges experienced by the student-teachers during the actual demonstration in hybrid set-up; (3) What are the challenges experienced by the student-teachers during the post-conference of the hybrid demonstration teaching; (4) At what level do the students rate these challenges experienced during the hybrid demonstration teaching; and (5) What recommendations can be drawn from this study which will contribute to the improvement of the students' demonstration teaching in hybrid set-up?

The first research question for the quantitative had a theme: Challenges in the Preparation of Hybrid Demonstration Teaching, which was grouped into five subthemes, namely: preparation of visual aids, inadequate access to technology, finding the location for the demonstration, finding pupils who are willing to participate, and choosing a topic for the demonstration. Under inadequate access to technology, two categories were identified, namely: poor internet connection and lack of devices.

For the second quantitative research question, three subthemes were identified, namely: teacher aspect, environmental aspect, and student aspect. There were categories under these subthemes. For the teacher aspect, the categories identified were: feeling nervous, lack of confidence, and organization of visual aids. Under the environmental aspect, there were: unnecessary noise and poor internet connection. The categories under the student aspect were: lack of self-confidence, different levels of maturity due to age differences, and being unable to speak the medium of instruction.

The third research question for the quantitative has a theme, "Shared experiences after the hybrid demonstration teaching." Under this theme were subthemes, namely: taking constructive criticism positively and feeling happy and accomplished.

Phase I. Qualitative Data

The qualitative phase of the study presents the themes resulting from the interviews of the ten participants. The first theme was Challenges in the Preparation of Hybrid Demonstration Teaching which had the subthemes of; preparation of visual aids, inadequate access to technology, finding the location for the demonstration, finding pupils who are willing to participate, and choosing the topic for the demonstration. Under the subtheme technology, there were two categories, namely; poor internet connection and lack of devices.

The second theme is entitled Challenges in the Actual Hybrid Teaching Demonstration with three subthemes namely; teacher aspect with three categories namely; feeling nervous, lack of confidence, and organization of visual aids, environmental aspect with two categories namely; unnecessary noise and poor internet connection, and student aspect with three

categories namely; lack of self-confidence, different levels of maturity due to age difference, and unable to speak the medium of instruction.

The third theme is entitled Shared Experiences After the Hybrid Demonstration Teaching, which have two subthemes, namely; taking constructive criticism positively and feeling happy and accomplished.

1. Challenges in the Preparation of Hybrid Demonstration Teaching

1.1 Preparation of Visual Aids

Visual aids can be used to manage behavior and the classroom (Cardillo, 2017). Based on the responses of the participants, one of the things they prepared for their hybrid demonstration teaching were visual aids since all of them did traditional learning. Visual aids are used by teachers to improve classroom discipline by improving students' motivation, attention, and interest (Burgess, 2011 and Aggarwal, 2014). On the other hand, classes that are not paying attention will not be able to adequately receive instructions. This could result in a lack of understanding and performance. According to Erick and King (2012), using visual aids boosts learners' attitudes and interest in the subject, increasing their motivation to acquire taught information.

However, simply using visual aids does not guarantee good lesson delivery or learning. The effectiveness of visual aids in facilitating learning is increased by the teacher's attentive and skilled manipulation of them. According to Vaugh and Wang (2009), teachers frequently fail due to a variety of problems, including a failure to recognize individual learner characteristics and build visual aids that are compatible with learners' learning styles. It is therefore vital for teachers to become familiar with various sorts of visual aids and how to use them effectively to boost students' understanding.

Participants' responses regarding this are enumerated below:

P1: *"...pag-pe-prepare ng mga visuals kase since yung napili kong topic ahhh places ay yung mga kung saan nakatira ang mga animals so ang gusto ko kase realistic na makikita ng mga students para yung pa lang mga visuals na makikita nila ma-cacatch na yung attention nila so yon topic…"*
(In preparing my visual aids because, since the topic that I chose is the places where animals live. I want the students to see it realistically, so that I could catch my students' attention)

P2: *"...making the visual aids kasi yung paggawa ng visual aids is very time-consuming."*
(Making the visual aids, because making visual aids is very time-consuming.)

P3: *"...paggawa ng mga visual aids, yung mga instructional materials. Ahm, time consuming siya because it requires a lot of time."*

(In making visual aids, the instructional materials, because it requires a lot of time.)

P4: *"Challenges siguro sa paggawa ng visual aids syempre traditional yon you have to exert your effort hindi lang siya basta powerpointnaginawamo siya sa isang upuan lang traditional visual aids is time-consuming."*
(I think the challenge is making visual aids, since it is traditional you have to exert your effort. It is not just a powerpoint that you make in one sitting, traditional visual aids are time-consuming.)

P5: *"Yung sa mga IM's yung paano mo pagkasyahin yung mga materials mo or yung mga IM's mo sa isang paderayan so dun ako medyo nahirapan paano mo sila pagkakasyahin nakita ng mga bata"*
(The instructional materials, how will you put your instructional materials in one wall.I struggled how to fit them so that my students will see it.)

1.2 Inadequate Access to Technology

According to the participants, one of the difficulties or challenges they had experienced in preparing for the hybrid demonstration was the poor internet connection and lack of devices to use for their demo. They said that they were worried that the internet connection might affect their demonstration and that the observers might not observe them well. As the pandemic continues, poor internet connections and a lack of digital device accessibility continue to obstruct distance learning. According to data from the Ministry of Education and Culture, 51 percent of early education through middle school pupils in the outermost, border, and disadvantaged (3T) areas do not have access to a dependable internet connection. Furthermore, 27.8% claimed they had access to a laptop or computer, but the gadgets were unstable. Students in rural areas may fall behind academically due to slow Internet connections or limited access from their homes.

The availability of technology devices and internet access is one of the most significant problems in addressing the problem of learning. There is a literature that supported the study's argument and saw the demands and limitations of internet access among students (Aboagye et al., 2021; Chase et al., 2018; Chung et al., 2020a; Lorenzo, 2017). However, other people have a different viewpoint on internet connectivity. With these concepts and knowledge, internet access is a problem and a difficulty for both students and teachers.

The availability of learning materials or technology is also an essential factor in this study. Despite the fact that we live in an age where technology tools and apparatus are readily available, some people still lack them. Research in one South Asian country, for example, revealed that respondents have computers and internet access at home and at university (Siddiquah and Salim, 2017). In another research, students owned a variety of phone models and brands, particularly smartphones

(Essel et al., 2018). This is possible because the mobile phone market has grown in popularity, and the costs for customers have become quite competitive.

Participants' responses regarding this are enumerated below:

P1: *"So, during my preparation naman first is yung internet connection syempre may time na kapag kase nag-dedemo ka may time na nag-blublur yung ahmm presentation"*

(During my preparation, first is the internet connection, there are times that when you are doing your demo the presentation, the presentation gets blurred)

P2: *"...when it comes to internet connection no medyo ano naman siya stable naman siya pero you know naman no dito sa Philippines there are case /instances nagkakaroon talaga ng interruption yun yung naglalag yung yung gamit kung pam-video on my demonstration teaching"*

(When it comes to internet connection it is stable. But you know here in the Philippines there are instances that there is an interruption. The device that I am using to take a video for my demonstration teaching is not responding properly)

P3: *" ...internet connection doon sa mismong place, doon sa mismong room na kung sana ako mag-dedemo, kase what if pala sa mismong day ng demo ko mahina yung internet connection dun. So far, wala namang other challenges or difficulties na-encounter ko."*

(Internet connection, on the place or room where I would perform my demo. What if the internet connection fails during my actual demo. So far, there are no other challenges or difficulties that I have encountered.)

P4: *" ...first yung internet connection, kase ahm minsan hindi naman natin alam or hindi naman natin kontrolado yung internet kung mawawala ba ang signal or magkakaroon ng signal"*

(First is the internet connection, sometimes we cannot control the internet if there will be a signal or not)

P5: *" I think internet connection was really the problem during my demo"*

P6: *"...gumamit ako ng 3 devices which is isang laptop chaka 2 cellphone"*

(I used 3 devices which is one laptop and two cellphones)

P7: *"...another thing na na-experience ko during the ano is yung device, kasi ano, ahm kung titignan mo, di baka pag magdedemo ka hindi lang dapat isa yung device mo, parang you are required to have at least 2 device naipapakita yung buong set-up ng classroom para makita yung students mo at visuals mo. At the same time meron isa pang device na ipinapakita kang malapitan, so para, yun lang yung mga difficulties na na-experience ko so far, during my ahm preparation."*

(If you look at it, when you are doing your demo, your device should not be one, you are required to have at least two devices which show the whole set up in the classroom, so they can see your students and your visuals. At the same time, there are other devices that will show

you up closely. So far, those are the difficulties that I encountered during my preparation)

1.3 Finding the Location for the Demonstration

The location of their teaching demonstration is one factor that student-teachers consider. It is critical that the areas where they will demonstrate are free from noise so that they and their pupils will not distracted. Participants stated that when preparing for their demonstration teaching, they had problems finding a location where they could do their hybrid demonstration teaching because most of them conducted their demonstration teaching in their homes, which had limited space. According to Phillips (2014), the physical layout of a classroom has a significant impact on student motivation and learning. Students' participation in the process of constructing their surroundings can empower them, foster community, and boost motivation. As a result, it is critical that the environment in which students learn is favorable and interesting so that kids are driven to learn and teachers are not distracted.

Participants' responses regarding this are enumerated below:

P1: *"Difficult aspect anona bang aspect in terms of ahm okay, so pinakamahirap sakin talaga heto yung kalaban ko yung during the teaching demo yung paligid ko solid, ahh hindi siya maganda, ayun maingay"*

(For me, the hardest one that I've encountered during my teaching demonstration was my environment; it was noisy.)

P2: *"...ahm siguro yun ding pag-mamanage mo ng spaces dun sa ano classroom environment ayun."*

(One thing is your management in the spaces of your classroom environment)

P3: *"I think the most difficult aspect for me is finding pupils and a place to conduct the demo due to the safety protocols. Parents don't allow their children to get exposed and when it comes to the place almost all the teachers here in our municipality are being observed which made them unavailable to use their classrooms."*

P4: *"So sabi ko nga kanina from the first part ahm yung place which is syempre if you have your demonstration sa real classroom there will be no problems about the place that you are going to have so makakagalaw ka ng really parang nasa real set-up ka pero in my case I have my demonstrations sa bahay so yun nga since living room siya I only have limited space sa paggalaw."*

(So, as I said from the first part of the interview, if you have done your demonstration teaching in a real classroom, you will not have a problem, you can move freely, but since I only did my demonstration at home, I only have limited space to move)

P5: *"Yung kagaya ng sabi ko kanina is ang space which is limited lang sya hindi ka ganon makagalaw, unlike sa real classroom talaga is meron kang enough space and enough students…"*

(As I've said, the space is only limited, you cannot move freely, unlike if you are in a real classroom, you have enough space and enough students)

P6:*"So, for me the most difficult aspect in my demonstration teaching is yungpagkakaroon ng limited face to face so since ako kasi nag-demo akosasala naming syempre iba parin kase kapag classroom talaga yung ginamit mo kapag kasi sa classroom maluwag makakapaglaro at tsaka makakapag-- makakagawa ng activity nang maayos ang mga bata pero since sa bahay nga lang medyo limited yung space yung ginagalawan namin…"*

(For me, the most difficult aspect in my demonstration is having limited face-to-face experience, since I only did my demonstration in our living room, it is different if you are doing it in a real classroom because the place has enough space for pupils, they can play and can do their activities well. But since I only did it at home, the space is limited.)

1.4 Finding Pupils who are Willing to Participate

Education is not only about the teachers, learners must participate and be engaged in their studies also. According to the participants, they had a hard time looking for pupils who were willing to participate in their hybrid demonstration teaching since some of the places where they reside do not have many children or elementary pupils that go to school. Having your pupils engaged and being active in the demonstration of pre-service teachers is an important factor of the hybrid demonstration because it will also help the student-teacher do his demonstration well. Schritter (2022), stated that students who participate in class on a frequent basis are constantly engaged with the topic and are more likely to recall a greater chunk of it. Active engagement in class also promotes critical and higher-level thinking abilities. Students that participate in class have studied the content thoroughly enough to present new concepts to their classmates. Kriegel (2018), also said that total participation of the learners is one of the basic goals of any teacher. True learning requires engagement. When children are at ease, they are more committed to the curriculum, project, or work at hand. Their ideas enrich the classroom discussion and their own individual learning by providing insight, curiosity, and inspiration. In a hybrid demonstration, finding learners eager to participate in teaching is difficult since not every place where the student-teacher resides has pupils or youngsters to educate. Another issue is that youngsters may not be available at the demonstration.

Below are the answers of the participants:

P1:*"I think the most difficult aspects for me are finding students and a place to conduct the demo due to the safety protocols, parents don't allow their children to get exposed…"*

P2:*"…and of course yungsyempre limited number of students syempre they are getting tired sabi ko nga*

kanina mabilis silang mapagod kasi nga within one hour sila-sila lang siguro yon limited space…"

(...Another is the limited number of students. They are getting tired because they are always being called, since there are only a few of them)

P3: *"... parang napapagod sila na parang sila na lang palagi yung sumasagot ganon, unlike sa real classroom talaga is meron kang enough space and enough students, or number of students kase may tendency na dahil lima lang yung students mo is paulit-ulit na sila lang yung tinatawag mo"*

(Unlike in a real classroom, it has enough space and enough students, but since you only have 5 students, they get tired because the 5 of them is always the one who answers.)

P4: *"…also ahmm the limited na numbers of students so since kami kase ni-required kami na 5 to 6 pupils lang yata yung pwede naming ahmm turuan sa demo teaching namin so sometimes ulit-ulit na lang yung mga sumasagot tapos sometimes students are getting tired because ahmm sila-sila na lang yung nagpapalitan kung sinosasagot sa recitation."*

(The limited number of students, since we are only required to have 5-6 students for our demonstration, our students answer over and over again. They get tired because of answering numerous times)

P5: *"So, most difficult, ano nga ba? So, wala naman aside doon saano limited number of students since ahmm konti lang yung mga pinsan ko, 6 lang sila so yung tendency, sila at sila lang yung natatawag at sila at sila lang din yung sumasagot…"*

(Aside from the limited number of students, since there are only few of my cousins that serve as my pupils, they get called repeatedly)

P6: *"Yung pinakamahirap is discussing the lesson with, with different age ng mga student kasi ang hirap, ang hirap i-ano, ang hirap nilang ipagparticipate ng pare-pareho dapat, pare-pareho dapat sila na magtataas ng kamay, pare-pareho dapat sila na alam lahat or uh yung, alam mo yung mafifeel mo na gusto nilang mag participate sa, discussion mo, ang hirap nun kasi yung iba naboboringan nga since matatanda na sila…"*

(The most difficult part is discussing the lesson with students who have different ages; it's hard to engage all of them, to have them all to raise their hands. You want them to participate, but it is hard since some of them get bored since they are already older.)

1.5 Choosing the Topic for the Demonstration

Choosing the correct subject or topic should be the most difficult portion. The quality of the paper you write is determined by this. When it comes to choosing a heading for an academic paper, choosing a broader topic is the struggle of most students. You must ensure that your heading is well focused on a specific area that contains sufficient information. The only method to write good content is to ensure that your heading is well

focused on a specific area that contains sufficient information (Skentelbery, 2020). These principles apply not only to selecting themes for academic papers, but also to selecting topics to teach to students. In their hybrid demonstration teaching, according to participants it is particularly difficult to choose a topic because there are so many areas to pick from. Another reason also why they had difficulty choosing a topic is because they might have the same topic as others. As a result, student-teachers should carefully select the topics they will teach.

The following are some of the responses from the participants:

P1: *"Ahmm, thank you for that wonderful question the difficulty that I encounter during my preparation is first of all choosing the topic that I will discuss because since I will be the one ahh I will be the first one who will be conducting my teaching demonstration I have a lot of topic na pagpipilian, so, yun talaga yung difficulty na, na-encounter ko to be honest…"*

(The difficulty that I encountered during my preparation is choosing the topic that I will discuss, since I will be the first one who will do the teaching demonstration, I have a lot of topic to choose)

P2: *"Tapos ahm, choosing the topic yun yung isa sa mga preparation na ginawa ko before having my teaching demo kasi may time na since madami kami na nasa BEED tatlong section kami syempre iisipin mo kung may kaparehas ka bang topic ganon…"*

(Choosing a topic is one of the preparations I did before having my demonstration, since there are lot of us in BEED, you will think that you might have the same topic as others.)

P3: *"…first thing na kailangan mo i-prepare syempre is yung lesson plan mo ahm when it comes to lesson and then lahat nang gagamitin mo nakalista na from Instructional materials no syempre pero dapat una mong isipin don is yung topic mo after mong naisip yung topic mo then yung mga target learning objectives mo…"*

(First thing you need to prepare is your lesson plan and then all of the things you will use should be listed already, from instructional materials, Of course, you need to think first of your topic, then target learning and your objectives)

P4: *"So una is, syempre di naman mawawala yun, yung pagpili mo nung topic na ide-demo mo, kung ano ba yung appropriate sa mga students mo."*

(First, of course, is choosing a topic for your demonstration, topic that is appropriate for your students.)

P5: *"Ahh, siguro first thing nanahirapan ako, ahm or yung preparation yung pinakapinag-prepare ko is yung pagpili ko ng topic kase, minsan ang hirap kasing magpili ng topic lalo na kung walang bibigay sayo yung ahm teacher, so nahirapan akong pumili ng topic kase kailangan ko munang i-akma yung topic ko sa mga students ko at the same time inaalala ko rin na baka magka pare-parehas nang ano tawag dito, or baka magka-pare-parehas kami or magkaroon ako ng kamukhang topic, which is yun yung iniiwasan ko."*

(The first thing that I had difficulty with when I was preparing is choosing a topic; it is actually hard to choose most especially if the teacher is not the one who will give you. I had a hard time choosing because I needed to match the topic to my students at the same time I'm worried that I might have the same topic as others. That is what I'm avoiding.)

P6: *"The preparation that I did is finding the best lesson that I said a while ago, it is very hard for me to find lessons because of my schedule and another thing is preparing when it comes to finding your students…"*

(The preparation that I did is finding a lesson, it is very hard for me because of my schedule, another thing is when it comes to finding students)

P7: *"…before you give me a lesson plan of course you have to choose your topic so in our case we have to choose our own topic you need to be careful our own topic kasi tendency baka meron kang kaparehas baka kasi ulit-ulitna lang yung topic kase yung observer ahm mapapansin niya ay lagi na lang yung topic na'to so siguro struggle din yung pagpili ng topic…"*

(Before lesson plan, of course you have to choose a topic first; you need to be careful in choosing your topic because you might have the same topic as others, the observer might say that the topic is always the topic that is being used.)

P8:*"Ahm, what are my preparation before, of course, ahm think my uhm subject matter, so yung yung una kong pinrepare yung subject matter ko and because the elementary they are ahm general sya no maraming ahm topics na magaganda, so ahm naisip ko na mag science kasi maraming mga activities na ma-iinvolve lahat ng mga bata"*

"My preparation before, of course first is thinking about my subject matter . Because in elementary it is general, there are lots of good topics to be chosen from, I thought of having science since it is engaging, there are lots of activities that can involve all the pupils"

P9: *"…ma-engage sila during the discussion so that the interaction of your teaching demonstration is very effective."*

"…they will participate in the discussion so that your teaching demonstration interaction is very effective."

2. Challenges in the Actual Hybrid Teaching Demonstration

2.1 Teacher Aspect

During the hybrid demonstration of the participants, most of them felt nervous. Other challenges they had experienced were also lacking confidence and the difficulty in organizing and posting their visual aids. Teaching presenting skills is a difficult task. A teacher must help students learn how to develop and organize presentation content effectively; strengthen their verbal

and nonverbal communication skills; and master the use of visual aids in order to teach presentation skills effectively. When a lecturer has to educate more than 100 pupils on how to monitor minute aspects such as body language and vocal skills, the typical face-to-face classroom environment frequently falls short. In this instance, blended learning, which combines face-to-face and online learning, may be a better option than pure face-to-face learning (Fang et al., 2012). According to Aubenque (1976), feeling the fear of dealing with an inconceivable and threatening world is one. Student teachers may experience this kind of anxiety when they are performing their final teaching demonstration, especially since they have no control over what will happen to their final performance. They are not certain how their students will behave while they are doing their final teaching demonstration, and they also have no idea how their evaluators will perceive their performance. Participants' responses regarding this are enumerated below:

P1: *"Ahm yung naging concern ko ahm in staying organize is yung pagdidikit nga ng mga visuals in place kase kaya ahm when you are conducting a teaching demonstration".*

(my concern is staying organized; when I put my visual aid while I am conducting my teaching demonstration)

P2: *"I think internet connection was really the problem during my demo that hindered me from being organized because it makes me worried and nervous at the same time."*

P3:*"second one is yung kaba syempre kapag kinakabahan ka nawawala ka sa sarili mo tas hindi mo alam anong kukunin mong visual sa gilid kung anong ipapakita mo sa mga students mo siguro yon nervous".*

(...second is you are nervous of course when you are nervous you lose your focus then you don't know what visuals you will take on the corner, what you will show to your students.)

P4: *"una palang parang kinakabahan na talaga ako kasi ahm, so yung kaba kong yon nawala ako sa linya".*

(...at first, it seemed like I was really nervous, so that's why I lost what I discussed.)

P5: *"First dyan is syempre hindi natin matatanggal yung nervousness kase syempre since alam mo na final teaching demonstration mo yon bago ka grumaduate nandon yung nervous yung pressure ganon".*

(First there, is of course we can't get rid of the nervousness because of course since you know the final teaching demonstration before you graduate there is nervousness and at the same time pressure)

2.2 Environmental Aspect

Other problems that the participants faced in terms of their setting during their actual demonstration instruction included noise problems and a poor internet connection. The majority of them reported hearing noises from their house or neighborhood pet animals, such as

dogs barking and hens clucking, while performing their actual presentation. One of the main challenges they had in their practical demonstration teaching were these. If the learning environment is not conducive to acquiring new knowledge or skills, learners will struggle to remain interested (Norris, 2016). Noise refers to an unwanted sound that is judged to be unpleasant, loud or disruptive to hearing. In young children, noise-induced complications hinder the teacher-student communication and eventually affect the learning process. Constant noise exposure in classrooms can obstruct learning. On average, children who are exposed to noisy learning environments have lower assessment scores on standardized tests (WHO, 2015).

The hereunder were the responses of participants to this:

P1: *"Ahm yun nga, yung doon sa mga ano unnecessary noises and then yung student participation, baka hindi sila mag –respond ganon, pero thank God, all of them are active in answering yung mga questions ko, yung lang.."*

(...those unnecessary noises and then student participation, maybe they won't respond like that, but thank God, all of them are active in answering my questions, that's it)

P2: *"Sakin siguro dito is yung nung ah una palang parang kinakabahan na talaga ako kasi ahm, so yung kaba kong yon nawala ako sa linya and then na distract din ako sa maiingay na nag papasounds ganon, so yun lang."*

(For this one, I think is the time when at first, I felt really nervous, so my nervousness got me out of line and then I was also distracted by the noisy sounds like that, so that's it)

P3: *"First dyan is syempre hindi natin matatanggal yung nervousness kase syempre since alam mo na final teaching demonstration mo yon bago ka grumaduate nandun yung nervous yung pressure ganon so minsan kase sa dala ng kaba minsan yung pinracticе mo hindi na yun yung ahm mangyayari sa mismong teaching demo mo also isa din ahhm nag hinder is yung distract from unnecessary noise kase kapag may maririnig kang ibang mga tunog like kunware mga bata sa labas ganyan syempre ma didisstract ka to the point na minsan nakakalimutan mo kung ano yung next na gagawin."*

(First there is of course we can't get rid of the nervousness because of course since you know the final teaching demonstration before you graduate there is nervousness, the pressure so sometimes it's because of the nervousness sometimes what you practice won't happen in the teaching demo itself; one ahhm that hinders is the distraction from unnecessary noise because when you hear other sounds like for example the kids outside that way of course you can be distracted to the point that sometimes you forget what to do next)

2.3 Student Aspect

Participants discussed the difficulties they had encountered with their pupils. One of these challenges was lack of confidence. The pupils were not answering or raising their hands because they were shy. One reason for this could be that they were unable to communicate in English, which is the medium of instruction used by the student-teacher. Another was the different levels of maturity of their pupils, since some of their pupils were older and some were too young. Participants believe that student aspects are important because you must think about your students before having a demonstration because you must become aware of what their needs are or how their capacities are. Based on interviews with teachers and students, the study investigates how teachers' use of English as a medium of instruction sometimes hinders rather than facilitates students' learning attempts. While using one's mother tongue as an alternate medium may be a possibility for change, there are theoretical reasons to believe that it would not necessarily result in significant improvement because the problem is more deeply rooted in current methods of teacher-pupil communication. There are also the well-known practical issues associated with mother tongue education. The purpose of this study was to investigate the impact of student-faculty interaction on academic self-confidence, specifically the impact of negative student-faculty interaction. The impact of diverse peer contact on students' academic self-confidence was also studied. All over the world, millions of students are affected and some already gave up their status of being a student. And one of the biggest challenges to address the problem regarding learning is the availability of technological gadgets and internet connectivity. There were pieces of literature that support the argument of this study and saw needs and challenges of internet connection among students (Aboagye et al., 2021; Chase et al., 2018; Chung et al., 2020a; Lorenzo, 2017)

The following are actual participants' feedback that amplify this claim:

P1:*"siguro ahm wala naman siguro siguro yung concern kulang yung unstable yung internet connection siguro"*
(My concern, probably, is lack of unstable internet connection.)

P2:*"So dito parang ano naman parang wala naman stable naman yung ano yung internet connection ko ahm* internet connection no anoko.."
(So here it seems like there is none because my internet connection is stable).

P3:*"Ahm, dito wala naman akong masyadong na encounter na problem, siguro ano lang, yung unstable na internet connection kase may tendency na mag-bublurred yung, dibasa zoom or gmeet kapag mabagal yung internet mo na blurred ka or nag-stock up ka. So parang hindi ano, nag cost sya na parang hindi siya naaappreciate nung evaluator yung mga visuals mo kase malabo sya and at the same time di nila nakikita dahil sa unstable internet connection."*

(Here I don't encounter too many problems, maybe it's just that the unstable internet connection has a tendency to get blurred, with zoom or google meet when your internet is slow, you're blurred or you stuck up. So it seems like as if the evaluator didn't appreciate your visuals because they were blurry and at the same time they couldn't see because of the unstable internet connection)

P4:*"Yun nga po ahm mahina yung internet connection so sometimes kahit na sobrang laki ng mga visuals kahit na ang ganda-ganda ng mga visuals na pinagpaguran namin nag blublured sila sa gmeet kase diba alam naman natin kapag mahina ang internet connection kahit na nakikita ka blurred siya so parang ano alam mo yon sayang yung effort na ginawa mo kase di masyadong visible di nila nakikita yon…."*
(The internet connection is weak, so sometimes even if the visuals are too big, even if the visuals are nice and were fruits of labor, they tend to get blurred at gmeet, because we know when the internet connection is weak, even if they can see you, you are still blurred so you know, it seems like the effort you made has been wasted because it's not very visible, they can't see it)

P5:*"Okay, so dito is yung ano, ahm, doon sa mismong demo ko hindi ko napansin na blurred na pala yung video, nung mismong demo ko. So dahil doon sa unstable internet connection is blurred sya, so yung mga visuals hindi sya masyadong readable."*
(In my demo, I didn't notice that the video was blurred during my demo. So, because of the unstable internet connection the visuals are blurred and not very readable)

P6:*"So yung ano hmm unstable internet connection lang yun lang siguro yung ahm problems ko so yung problem ko kase nga habang nanonood yung observer minsan syempre hindi niya masyado nakikita kase nga nag blublured yung visual aids na nakikita niya so un lang.."*
(I guess the only problem is the unstable internet connection. So my issue is that while the observer is watching, sometimes he cannot see much because the visual aids that he sees are blurred)

P7:*"Uhm, having a slow internet connection because while having our post-conference sinabi nung evaluator sa akin na during, during my demonstration no, it's blurred daw so kahit gaano pa kaganda yung mga, yung mga instructional materials , when you are having a, when you are having a slow internet connection , so wala ren , so yung inano ng ano ko, ng observer na blurred daw yung ano yung uh pag-pepresent ko sa uh demonstration pero lumilinaw-lumilinaw din naman."*
(Having a slow internet connection because while having our post-conference the evaluator told me that during my demonstration, it was blurry so no matter how good the instructional materials are when you are having a slow internet connection, it is just a waste since it is blurred when I presented at the demonstration but it is also becoming clearer according to him)

3. Shared Experiences After the Hybrid Demonstration Teaching

3.1 Taking Constructive Criticisms Positively

Participants believe that constructive criticism is considered a vital tool for helping students recognize their mistakes, learn from them, and prevent making the same mistakes in the future. The participants' views about the negative criticism are room for their improvement. Instead of taking it in a negative way, they will take it in a positive way. These are the people who are confident about accomplishing their goals. They do not easily give up when they start something and have a strong will. They will do anything or find ways to solve any problems that come. These challenges strengthened them and helped them grow into high achievers. As stated by Ferguson (2012), feedback is critical in helping students improve their learning experience. The traditional type of feedback is still used by the majority of professors. This type of feedback is frequently effective in helping students improve their learning experience. Feedback is regarded as an important tool for assisting pupils in becoming autonomous learners who can monitor, analyze, and regulate their own learning.

Participants' responses regarding this are enumerated below:

P1: *"ahm negative tinake ko sya as positive kasi ngayon yung ahm, gagawin ko syang parang motivation para atleast mag improve pa ako sa next demonstration ko kung mag-dedemo pa ako. And then, ahm parang ginawa ko syang, gagawin, ginawa ko syang motivation para lang ahm, parang, kase hindi sya ano e, anong tawag ditoahm, yung suggestions nya porket negative is kaliangan mo siyang i-take as negative so"*

(I interpreted the negative as positive; I'll use it as motivation to improve on the next demonstration if ever I will do another one.)

P2:*"ikaw as a student teacher kailangan mo syang i-take as positive, kasi nga ahm yun yung way para ma improve mo yung   sarili mo"*

(As a student teacher you need to take it as positive, becausethat's the way to improve yourself)

P3:*"So yun nga I don't take that as negative comments but I consider as constructive negative and positive for us to improve tapos it's for me to be ahm para sa akin to become a teacher and of course at the same time mafi-feel mu don yung success"*

(I don't take that as negative comments, but I consider it as constructive, negative and positive for us to improve, for me to become a teacher and also for success.)

P4:*"Good points, konti lang yung mga negative comments ko, so I was smiling because there's a negative comments uhn kapag walang negative comments dun sa demonstration ko meaning perfect sya so yun talaga yung hinahanap ko negative comments and that negative comments I would take it as a positive way, so don't take it as a negative way because if you take it as a negative*

way you will not improve hanggang doon lang, so kapag merong kino-comment yung evaluator mo na negative comments dapat masaya ka pa kasi yun pa yung kulang so kailangan mo pang mag-improve at i-apply yun sa susunod na demonstration mo"

(There were few negative comments; if there were no negative comments in my demonstration, it means it is perfect. If you take those in a negative way, you will not improve. If the evaluator is giving negative comments, you have to be happy because that's the thing that you need to improve which you can apply to your next demonstration)

P5:*"So yun nga, since positive comments yung mga binigay niya, ahm syempre Masaya kase di ba naging worth it yung demonstration mo parang successful kasi wala man lang silang parang suggestions para ma-improve yung teaching demo mo"*.

(Since they gave positive comments, I felt happy because my demonstration was all worth it. Since they don't have any suggestions to improve the demo, it was successful.)

3.2 Feeling Happy and Accomplished

Participants said that they felt nervous and felt accomplished while the evaluator was discussing the evaluation reports, comments, and suggestions. Accomplishment rarely produces the sense of long-term happiness that you aspire to. Happiness is an emotional state characterized by feelings of pleasure, accomplishment, fulfillment, and contentment. Happiness is commonly described as involving positive emotions and life satisfaction, despite the fact that it can be defined in a variety of ways. According to this viewpoint, "true happiness" refers to a person's realization of what will bring them happiness, fulfillment, or accomplishment, as well as the methods for obtaining it. According to Goetz and Hall (2013), students' achievement may be influenced by their emotions. Pleasurable emotional responses like pleasure are believed to improve student achievement.

Below are actual participants' responses that intensifies this claim:

P1:*"Ayon ahm I felt relief ayan kasi natapos yung teaching demonstration nang maayos though di matanggal yung mga ahm nasabi ko nga kanina pero alam mo yon ahh relief ah natapos yung pinaka-final teaching demonstration mo kasi doon mo na lahat ibubuga e full blast ka na talaga so ayon sobrang saya tapos ahh parang overwhelmed konti na lang gagraduate na ganun yung feeling"*

(I felt relieved because I was done with my teaching demonstration. You will give all your effort. I was overwhelmed because I'm about to graduate, and that's how I feel.)

P2: *"Syempre no tapos na yung demonstration teaching ko and this is one of the major goal lang namen ahm dito sa semester na'to is matapos na namin of course our major goal is finish our ahm anong aahm yung*

demonstration teaching so syempre uhm I felt relief no nung ahm natapos na yung demonstration ko teaching and then when the evaluator mo uhm discussing the evaluation niya somehow naging happy naman ako they are giving me the uhm compliment no na ahm yung demonstration teaching ko is very good siya no so yung minimal problem is uhm final or finishing ko is yung didikit ko na yung assignment ko all in all na very good naman ako kasi wala naman siyang nagging problema dun sa ano ko sa demonstration teaching ko."

(Since I am done with my teaching demonstration, I felt relieved because I finished the major goal for this semester. When the evaluator discussed the evaluation, I was somehow happy, as they were giving the compliments, my demonstration teaching was good. There were only minimal problems like the finishing part because like posting the assignment and all. I was very good because they didn't say any problem about my teaching demonstration.)

P3: *"Ahh during ahm that I feel I am really happy and I am really relieved during the evaluation because I know that I did my best and our evaluator told me and she congratulated me because she said I did my final demo really well."*

(Ahh during ahm that I feel I am really happy and I am really relieved during the evaluation because I know that I did my best and our evaluator told me and she congratulated me because she said I did my final demo really well)

P4: *"So yun nga mafi-feel mu don na it's a success, I'm happy because most of the comments are positive naman based sa comment ng teachers ko and evaluator ko ahm sabi naman nila I made it so I feel relief because this is one of the challenging din kasi samin yung final demonstration kaya you give it all ahm after the comments are being evaluated, and contented siguro kase ahm I ahm parang contented ako yung kaya kong ibigay."*

(You will feel the success, I was happy because most of the comments are positive. Based on the comments of the evaluator, they said that I made it, so I feel relieved because this is one of the challenging parts. You should give your best. I was also contented after all the comments were being evaluated)

P5: *"Uhm, nung nagcocomment na si Ma'am Nel, first thing na na-feel ko muna is parang na relieved nako kase tapos na yung demo ko so successful…"*

(When Ma'am Nel was giving her comments, I felt relieved because I am done with my teaching demonstration, so it was successful.)

P6: *"For me yung na-feel ko nun nagbigay ng evaluation yung evaluator namin I feel happy because of ahm their comments are more positive and they said na I successfully ah did my teaching demonstration then sabi nila nadisscuss ko daw nang maayos yung ahm subject matter and also one of the most feelings na naranasan ko is yung relief kase I finally made it…I finally ahm ah ano*

yon natapos ko na din sa wakas yung final teaching demonstration which is isa sa mga final na requirement namin"

(I felt happy as the evaluator gave their evaluation. Comments are more positive, they said that I successfully did my teaching demonstration, I was also relieved because I finally made it. I was finally done with our final requirements.)

P7: *"So yun nga, since positive comments yung mga binigay nila, ahm syempre masaya kasi di banaging worth it yung demonstration mo parang successful… And sobrang saya sa feeling kasi ahm yung mga sleepless nights na dinanas mo about preparing your teaching demonstration is naging worth it lahat."*

(Since the comments are positive, I was happy because my demonstration was worth it and it was successful. The sleepless nights that I've experienced in my teaching demo were all worth it.)

P8:*"I feel relief and happy kasi finally tapos na yung teaching demonstration ko and positive feedbacks and comments naman yung nasabi nung observer and yung nung nung observer."*

(I feel relieved and happy because my teaching demonstration was done. The observer gave positive feedback and comments.)

Phase II. Quantitative Data

1. Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching

1.1 Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Preparation of Visual Aids

Table 3.

Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Preparation of Visual Aids

INDICATORS	*M*	*SD*	*Verbal Description*
1. I didn't have enough time to prepare my visual aids for my hybrid demonstration teaching.	*1.86*	*0.94*	*Slightly Challenging*

The development of technology has brought new elements to teaching and learning. It expands teaching and learning as well as the means of communication beyond classrooms and blackboards. Teaching and learning with audiovisual instruments have a long history. Materials that support teaching and learning, particularly in terms of comprehension and retention, are known as audio-visual aids (Ashaver&Igyuve, 2013). These are the visual aids that can be used in an online

learning. While for the traditional learning, visual aids such as; flashcards, posters, blackboards and other manipulatives, are what teachers in traditional learning use. In the hybrid demonstration teaching of the pre-service teachers, they integrate both technology and traditional learning visual aids.

In table 3, the description of Bachelor of Elementary Education pre-service teachers' challenges in the Preparation of Hybrid Demonstration Teaching in terms of visual aids was shown. The respondents' statement, "I didn't have enough time to prepare my visual aids for my hybrid demonstration teaching," got a mean of 1.86, a standard deviation of 0.94, and a verbal description of "slightly challenging."

1.2 Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Inadequate Access to Technology
Table 4.
Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Inadequate Access to Technology

INDICATORS	M	SD	Verbal Description
1. I had a poor internet connection while preparing for my hybrid demonstration teaching.	2.45	1.17	Slightly Challenging
2. I didn't have enough gadgets to use while preparing for my hybrid demonstration teaching	2.39	1.15	Slightly Challenging
3. I lacked gadgets in preparing for my presentation in a teaching demonstration.	2.47	1.08	Slightly Challenging

Klopfer, et. al.(2012), stated that technology is currently viewed as a craze among students who are growing up in a competitive world. But technology is not just for entertainment purposes, it can also be used for education. One of the problems faced by students is not having access to gadgets that they need to use for their studies. It is also one of the problems faced byPre-service teachers who did the hybrid demonstration.

In terms of technology, the respondents' challenges in the preparation of hybrid demonstration teaching were described in the table above. The statement "I had a poor internet connection while preparing for my hybrid demonstration teaching", got a mean of 2.45, a standard deviation of 1.17, and a verbal description of "slightly challenging." On the other hand, the statement "I didn't have enough gadgets to use while preparing for my hybrid demonstration teaching", got a mean of 2.39, a standard deviation of 1.15, and a verbal description of "slightly challenging". Lastly, the statement "I lacked gadgets in preparing for my presentation in a teaching demonstration", got a mean of 2.47, a standard deviation of 1.08, and a verbal description of "slightly challenging".

1.3 Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Finding the Location for the Demonstration.
Table 5.
Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Finding the Location for the Demonstration.

INDICATORS	M	SD	Verbal Description
1. I had a hard time finding a place where I could do my hybrid demo teaching.	3.44	1.38	Very Challenging

From the article published by EducationCorner (2022), stated that finding a decent place to study is one of the keys to success. In a room packed with distractions, it is challenging to study. However, where you should study may not be the best place for someone else.

Finding the location for the demonstration is one of the challenges faced by the student-teachers in their hybrid demonstration teaching.

As shown in table 5 above, the description of the student-teachers' challenges experienced in the preparation of hybrid demonstration teaching in terms of location. The statement "I had a hard time finding a place where I could do my hybrid demo teaching." obtained a mean of 3.44, a standard deviation of 1.38, and a verbal description of "very challenging".

1.4 Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Finding Pupils who are Willing to Participate
Table 6.

Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Finding Pupils who are Willing to Participate

INDICATORS	M	SD	Verbal Description
1. I had a hard time finding students while I was preparing for my hybrid demo teaching.	3.45	1.38	Very challenging
2. I had a hard time asking my students to participate actively to our discussion before I started my hybrid demo teaching.	4.14	0.93	Very challenging
3. I struggled to hold the attention of my students before starting my hybrid demo teaching.	2.33	1.06	Slightly challenging

Regularly participating in class keeps students engaged with the subject matter and increases the likelihood that they will retain more of the information. Active class involvement also enhances higher-order and critical thinking abilities. Participants in class have mastered the content well enough to explain new ideas to their classmates. (Schritter, 2022)

Participation of students is indeed helpful for teachers because it shows that students are learning and enjoying their class, but on the part of the pre-service teachers who did their hybrid demonstration teaching, they had a hard time finding pupils who will participate in their demonstration.

The description of the respondents regarding their challenges experienced in the preparation of hybrid demonstration teaching in terms of pupils was shown in the table 5 above. The statement "I had a hard time finding students while I was preparing for my hybrid demo teaching", gathered a mean of 3.45, a standard deviation of 1.38, and a verbal description of "very challenging". Meanwhile, the statement, "I had a hard time asking my students to participate actively to our discussion before I started my hybrid demo teaching.", got a mean of 4.14, a standard deviation of 0.93, and a verbal description of "very challenging". On the other

hand, the statement "I struggled to hold the attention of my students before starting my hybrid demo teaching", obtained a mean of 2.33, a standard deviation of 1.06, and a verbal interpretation of "slightly challenging"

1.5 Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Choosing the Topic for the Demonstration.
Table7.
Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Preparation of Hybrid Demonstration Teaching in terms of Choosing the Topic for the Demonstration

INDICATORS	M	SD	Verbal Description
1. I had the same topic with my other classmate while I was doing my lesson plan for my hybrid demo teaching.	2.29	1.20	Slightly challenging
2. I had a hard time thinking of a topic for my hybrid demo teaching.	3.17	1.18	Moderately challenging

As stated by the pre-service teachers, they had challenges in selecting a topic for their hybrid demonstration teaching. According to Kwiatkowska (2015), in choosing a topic for the lesson, it is important that it catches the attention of your students so they will get curious and invested to learn and listen.

Table 7 presents the description of the respondents to the challenges they experienced in the preparation of hybrid demonstration in terms of topic. The statement "I had the same topic with my other classmate while I was doing my lesson plan for my hybrid demo teaching", gained a mean of 2.29, a standard deviation of 1.20, and a verbal description of "slightly challenging" while the statement "I had a hard time thinking of a topic for my hybrid demo teaching", got a mean of 3.17, a standard deviation of 1.18, and verbal description of "moderately challenging".

2. Respondents` Assessment of the Challenges Experienced in the Actual Hybrid Demonstration Teaching
2.1 Respondents` Assessment of the Challenges Experienced in the Actual Hybrid Demonstration Teaching in terms of the Teacher Aspect
Table 8.

Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Actual Hybrid Demonstration Teaching in terms of Teacher Aspect

INDICATORS	M	SD	Verbal Description
1. I got nervous while teaching in the actual hybrid demonstration.	3.44	0.96	Very challenging
2. I lacked confidence while having my actual hybrid demonstration teaching.	2.30	0.94	Slightly challenging
3. I had trouble posting my visual aids while having my actual hybrid demo teaching.	2.73	1.16	Moderately challenging
4. I had trouble organizing my visual aids while having my actual hybrid demo teaching.	2.64	1.12	Moderately challenging

According to the article published by Idetoolkit (2017), your pupils will admire your bravery and show it by having faith, respect, and appreciation to you. The initial emotions you experience as a new teacher could be confusing because you might feel them. After your first few classes, you can believe that you are not a good instructor if you are worried or nervous. From the actual hybrid demonstration done by the pre-service teachers, most of them stated that they experienced challenges, one of them was they felt nervous.

The descriptions of the respondents regarding the challenges they have experienced in the actual hybrid demonstration teaching in terms of environmental aspect were shown in the table 7 above. The statement "I got nervous while teaching in the actual hybrid demonstration", obtained a mean of 3.44, a standard deviation of 0.96, and a verbal description of "very challenging". For the statement "I lacked confidence while having my actual hybrid demonstration teaching", it gathered a mean of 2.30, a standard deviation of 0.94, and a verbal description of "slightly challenging". While the statement "I had trouble posting my visual aids while having my actual hybrid demo teaching", got a mean of 2.73, a standard deviation of 1.16, and a verbal

description of "moderately challenging". Lastly, the statement "I had trouble organizing my visual aids while having my actual hybrid demo teaching", gained a mean of 2.64, a standard deviation of 1.12, and a verbal description of "moderately challenging".

2.2 Respondents` Assessment of the Challenges Experienced in the Actual Hybrid Demonstration Teaching in terms of the Environmental Aspect
Table 9.
Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Actual Hybrid Demonstration Teaching in terms of Environmental Aspect

INDICATORS	M	SD	Verbal Description
1. I got distracted by the unnecessary noise while having my demonstration teaching.	2.88	1.17	Moderately challenging
2. I had a poor internet connection while having my hybrid demonstration.	2.42	1.11	Slightly challenging

From the article published by Indeed Editorial, it was stated that the emphasis of new curriculum practices is that classrooms are not just places for instruction. Teachers are aware that providing routines and options for learning styles help children feel safe and motivated in the classroom. Therefore, it is necessary that the classrooms or the place where the teacher is conducting his class is conducive, free from noise, and is good for the students to learn. Pre-service teachers stated that during their actual hybrid demonstration teaching, they had challenges when it comes to the environment where they did their demonstration.

Table 9 depicts the respondents' responses to the environmental issues they encountered during the actual hybrid demonstration. The statement "I got distracted by the unnecessary noise while having my demonstration teaching", got a mean of 2.88, a standard deviation of, 1.17, and a verbal description of "moderately challenging". On the other hand, the statement "I had a poor internet connection while having my hybrid demonstration", received a mean of 2.42, a standard deviation of 1.11, and a verbal description of "slightly challenging".

2.3 Respondents` Assessment of the Challenges Experienced in the Actual Hybrid Demonstration Teaching in terms of the Student Aspect

Table 10.
Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Actual Hybrid Demonstration Teaching in terms of Student Aspect

INDICATORS	M	SD	Verbal Description
1. I lacked confidence while having my actual hybrid demonstration teaching.	2.30	0.94	Slightly challenging
2. Some of my pupils enjoyed the discussion while others got bored during my hybrid demo teaching because the topic was too easy for them.	2.77	1.19	Moderately challenging
3. I had difficulty with my demonstration teaching because the students struggled to understand English as a medium of instruction.	2.70	1.26	Moderately challenging

In the article published by CrunchGrade (2019), students contribute significantly and actively to education as learners. They participate in class discussions, engage with students and teachers, and act in a receptive manner. The function of students in school has changed over time from facilitator to task monitor. They gather resources for lessons and tasks monitor their study sessions, return resources to their proper locations after use, and more. Some of the most important responsibilities that students play as learners in education include developing outstanding communication skills, being courteous and polite, and applying what they learn in real-world situations. As stated by the pre-service teachers, they had experienced challenges regarding their students during their hybrid demonstration teaching.

The respondents' description of the challenges experienced in the actual hybrid demonstration teaching in terms of the student aspect was shown in the table 9 above. The statement "I lacked confidence while having

my actual hybrid demonstration teaching", got a mean of 2.30, a standard deviation of 0.94, and a verbal description of "slightly challenging". For the statement "Some of my pupils enjoyed the discussion while others got bored during my hybrid demo teaching because the topic was too easy for them", it obtained an average of 2.77, a standard deviation of 1.19, and a verbal description of "moderately challenging". On the other hand, the statement "I had difficulty with my demonstration teaching because the students struggled to understand English as a medium of instruction", gained a mean of 2.70, a standard deviation of 1.26, and a verbal description of "moderately challenging".

3. Respondents` Assessment of the Challenges Experienced in the Post-conference of Hybrid Demonstration Teaching
3.1 Assessment of the Challenges Experienced in the Post-conference of Hybrid Demonstration Teaching in terms of Taking Constructive Criticism Positively
Table 11.
Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Post-conference of Hybrid Demonstration Teaching in terms of Taking Constructive Criticism Positively

INDICATORS	M	SD	Verbal Description
1. I appreciate the evaluator's constructive remarks of my hybrid demonstration.	4.41	0.66	Extremely challenging

No matter how it is delivered, it can be difficult to give or receive criticism. But if you want to advance professionally, you must become comfortable giving and taking useful criticism. When delivered properly, it can be a useful tool for leaders and peers to work together to improve performance, motivate one another, and fortify bonds. (Obatomi, 2022)

In the post-conference of the hybrid demonstration teaching of the student-teachers, most of them stated that the evaluators gave constructive remarks about their hybrid demonstration teaching.

The description of the challenges experienced by the student-teacher in the post-conference of their hybrid demonstration teaching in terms of constructive criticism was shown in the table 10 above. The statement "I appreciate the evaluator's constructive remarks of my hybrid demonstration", received a mean of 4.41, a standard deviation of 0.66, and a verbal description of "extremely challenging".

3.2 Assessment of the Challenges Experienced in the Post-conference of Hybrid Demonstration Teaching in terms Feeling Happy and Accomplished

Table 12.

Descriptive Analysis of Respondents` Assessment of the Challenges Experienced in the Post-conference of Hybrid Demonstration Teaching in terms of Feeling Happy and Accomplished

INDICATORS	M	SD	Verbal Description
1. I felt happy as the evaluator discussed the evaluation report/comments/suggestions for my hybrid demonstration	4.27	0.73	Extremely challenging
2. I felt relieved while the evaluator was discussing the evaluation.	4.17	0.83	Very challenging

From the words of Obatomi (2022), constructive criticism is straightforward, truthful, and simple to apply. It offers concrete illustrations and solutions for effective positive change. This kind of criticism also identifies areas where the recipient can enhance their conduct to reduce potential issues in the future. On the other hand, destructive criticism only addresses the issue. This form of criticism provides no support, assistance, or encouragement for development. Despite the best efforts of the deliverer, it frequently lowers spirits and undermines confidence. The pre-service teachers stated what they felt while the evaluators are giving their reports and constructive remarks during the post-conference of their hybrid demonstration teaching.

Table 12 above shows the description of pre-service teachers on the challenges they faced in the post-conference of hybrid demonstration teaching in terms of emotions/feeling. The statement "I felt happy as the evaluator discussed the evaluation report/comments/suggestions for my hybrid demonstration", acquired a mean of 4.27and a verbal description of "extremely challenging". Meanwhile, "I felt relieved while the evaluator was discussing the evaluation", got 4.17 mean and a verbal interpretation of "very challenging".

CHAPTER 4: SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter shows the summary of findings, conclusion, and recommendations of the researchers.

Summary of Findings

This section of the study summarizes the findings, presents conclusions derived after analyzing the findings and offers recommendations on Challenges Encountered by the Pre-service Teachers on their Hybrid Demonstration Teaching.

1. Challenges in the Preparation of Hybrid Demonstration Teaching

1.1 Participants stated that when preparing for their demonstration teaching, they had problems finding a location where they could do their hybrid demonstration teaching because most of them conducted their demonstration teaching in their homes, which had limited space. "I had a hard time finding a place where I could do my hybrid demo teaching," got a mean score of 3.44 and a standard deviation of 1.38. The verbal description of this is very challenging.

1.2 According to the participants, they had a hard time looking for pupils who were willing to participate in their hybrid demonstration teaching since some of the places where they reside do not have many children or elementary pupils that go to school. The statement, " I had a hard time finding students while I was preparing for my hybrid demo teaching," obtained a mean score of 3.45 and a standard deviation of 1.38. The verbal description of this is very challenging.

1.3 In their hybrid demonstration teaching, the participants agreed that it was difficult to choose a topic because there were so many areas to pick from. Another reason why they had difficulty choosing a topic was because they might have the same topic as others. The statement, "I had a hard time thinking of a topic for my hybrid demo teaching," received 3.17 mean and a standard deviation of 1.18 with moderately challenging as its verbal description.

2. Challenges in the Actual Hybrid Demonstration Teaching

2.1 During the hybrid demonstration of the participants, most of them felt nervous. Other challenges they had experienced were lacking confidence and the difficulty in organizing and posting their visual aids. The verbal description of the respondents' statement "I got nervous while teaching in the actual hybrid demonstration", is very challenging. The mean is 3.44 and the standard deviation is 0.96. In addition, the statement "I had trouble posting my visual aids while having my actual hybrid demo teaching." gathered a mean of 2.73 and a standard deviation of 1.16, with a verbal description of moderately challenging. Meanwhile, in the statement "I had trouble in organizing my visual aids while having my actual hybrid demo teaching", it was able to get a the verbal description of moderately challenging and a mean of 2.64.

2.2 Other problems that the participants faced in terms of their setting during their actual demonstration instruction I s noise problems. The majority of them reported hearing noises from their house or neighborhood pet animals, such as dogs barking and hens clucking, while performing their actual presentation. The respondents got moderately challenging as their verbal description for the statement, "I got distracted by the unnecessary noise while having my demonstration teaching" with a mean of 2.88 and a standard deviation of 1.77.

2.3 Participants discussed the difficulties they had encountered with their students. One of these challenges was lack of confidence. The students were not answering or raising their hands because they were shy. One reason for this could be that they were unable to communicate in English, which is the medium of instruction used by the student-teacher. Another was the different levels of maturity of their pupils, since some of their pupils were older and some were too young. The statement "My pupils were hesitant to speak during the discussion because they were shy" obtained a mean of 2.85 and a standard deviation of 1.26 having a verbal description of moderately challenging. Meanwhile, the statement "Some of my pupils enjoyed the discussion while others got bored during my hybrid demo teaching because the topic was too easy for them" received a verbal description of moderately challenging, with a 2.77 mean and a standard deviation of 1.19.

3. Shared Experiences after the Hybrid Demonstration Teaching

3.1 Participants believed that constructive criticism was considered a vital tool for helping students recognize their mistakes, learn from them, and prevent making the same mistakes in the future. The respondents had a verbal description of extremely challenging with the statement, "I appreciate the evaluator's constructive remarks of my hybrid demonstration", where its mean is 4.41 and its standard deviation is 0.66. Likewise, the statement, "I felt happy as the evaluator discussed the evaluation report/comments/suggestions for my hybrid demonstration," with a mean score of 4.27 and a standard deviation of 0.73, had a verbal description of extremely challenging.

3.2 Participants said that they felt nervous and also accomplished while the evaluator was discussing the evaluation reports, comments, and suggestions. The statements "I felt nervous while the evaluator was presenting the evaluation report/comments/suggestions for my hybrid demonstration teaching," and "I felt relieved while the evaluator was discussing the evaluation" had a mean score of 3.52, and 4.17 respectively. The verbal description of both statements is very challenging.

Conclusion

The purpose of this research was to explore the challenges experienced by the pre-service teachers in their hybrid demonstration teaching. The Bachelor of Elementary Education student-teachers stated the challenges they had experienced when they were preparing, during the actual, and during the post-conference of their hybrid demonstration teaching in the first part of the study, which was the qualitative, using interview questions. They rated these challenges using the survey questionnaire for the quantitative part.

Finding a location where they could do their hybrid demonstration teaching was one of the challenges faced by the pre-service teachers in their preparation for their demonstration since most of them conducted their demonstration teaching in their homes where space were limited. Moreover, they also had difficulty finding pupils who were willing to participate in their hybrid demonstration teaching, because some of the places where they reside did not have enough students to go to school. Another challenge was deciding on a topic to use because there were many to pick from, and they might have had the same topic as others.

For the challenges in the actual demonstration teaching, the pre-service teachers stated that they experienced nervousness. They felt nervous as they were discussing during their actual demonstration. Other challenges they had experienced were lack of confidence and difficulty in organizing and posting their visual aids. In terms of setting during their actual demonstration instruction, the participants agreed that noise is one their problems. During their actual presentation, the majority of them reported hearing noises from their house or neighboring pet animals, such as dogs barking and hens clucking.

Meanwhile, participants also talked about the issues they had with their students. One of the difficulties they observed from their students was their lack of confidence which was visible when their students did not respond or raise their hands because they were shy. One reason for this could be that they were unable to communicate in English, which was the student-teacher's medium of instruction. Another factor that can be considered also was their students' varying levels of maturity.

Lastly, during their post-conference, the participants confessed that they had the feeling of nervousness while the assessor discussed their reports for their demonstration. Despite this, they claimed that they felt relieved, happy, and accomplished because they were able to complete their demonstration and there is no need to worry about it anymore.

Recommendations

Based on the findings of the paper, the following are hereby recommended:

1. Teachers should hold meetings about what to prepare and expect for the hybrid demonstration of student-teachers who will be conducting their demonstration in a hybrid set-up, so that pre-service teachers can prepare the place, resources, and the pupils they will have for their demonstration ahead of time. Before holding their hybrid demonstration, they should ensure that they have spoken with the parents or guardians of the students who will be there to confirm that they will be present on the day of the demonstration. If possible, they should present the parents with a letter of consent allowing their children to be part of the demonstration. Through these, they will be prepared and will be able to prevent troubles before their demonstration.

2. To avoid being nervous and lacking confidence during the demonstration, the student-teacher must prepare thoroughly. The student-teachers must prepare for their demonstration in advance and extensively study their lessons so that they will know what to do when they are already doing their demonstration in a hybrid setting.

3. If the student-teachers are unable to find a suitable and noise-free location for their demonstration, they are encouraged to do so in a nearby primary school, provided that they present a letter of approval to the teachers and administration to perform the demonstration in their school.

4. The student-teacher must conduct a dry run before the actual demonstration so that the pupils will know what to do during the actual demonstration teaching. This will help the learners to be engaged and active throughout the discussion, and will prevent them from being hesitant when answering. Furthermore, because the pupils are not of the same age, the student-teacher should plan activities which everyone can enjoy. Also, if the medium of instruction is English, the student-teachers can code-switch sometimes so that learners can respond because not everyone understands and speaks English.

5. The evaluator must ensure the student-teachers that all of their remarks and suggestions during the post-conference are for the betterment of the student-teacher's demonstration so that the student-teacher does not become anxious.

6. The school should give additional award or appreciation to student-teachers who gave their best during their hybrid demonstration so that student-teachers will be motivated to give their best for their hybrid demonstration teaching.

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