Readiness of Fourth Year College of Education Students for Effective Preservice Teaching in Public Schools

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ABSTRACT

This study determined the readiness of fourth-year students to pre-service teaching in terms of knowledge, skills values and attitude. This study employed descriptive survey research design. Furthermore, it aims to determine the level of readiness of 4th year students for pre-service teaching with respect to gender. The sampling used is convenience sampling where there were twenty males and thirty females with the total of fifty respondents of fourth-year coming from the department of college of education who were enrolled in Notre Dame of Midsayap College during the second semester of Academic Year 2022-2023. Frequency and percentage distribution, weighted mean and standard deviation, product moment correlation (Pearson-r) and t-test were used to analyze the gathered data. Findings of the study revealed that the respondents are very much ready to pre-service teaching in terms of knowledge, skills, values and attitude. However, among the variable it was revealed that the lowest mean among the four is the knowledge. Nevertheless, the highest mean was in their attitude. Male respondents are more ready to pre- service teaching than females, although the difference is not significant.

Keywords: readiness, pre-service teacher, and pre-service teaching

INTRODUCTION

"Education is the passport for the future, for tomorrow belongs to the people who prepare for it today" a quote from Malcolm X. Moreover, preparation and planning are essential components of good teaching. However, Failure will result if the teacher is late with planning. Therefore, good teachers are constantly over-prepared, considering their next lesson, and in a continuous state of planning (Ecole Globale, 2021). Furthermore, readiness, and preparation to pre-service is very essential before becoming a licensed professional teacher.

Pre-service training program is needed and must to complete before becoming a degree holder in college of education. The program entails to educate aspiring teachers for their upcoming positions in educational settings and classrooms. In order them to be effective to educate children in their chosen subject area and grade level, these programs are designed to give aspiring teachers the knowledge, abilities, and experiences they need. In addition, Pre-service teacher training is one of the most important aspects of every teacher's education curriculum as it prepares student-teachers to become qualified teachers in the future (Ulla, 2016).

Studies show that new teachers face challenges in dealing with classroom management, curriculum planning and implementation, conducting assessments, and workload issues. The result is that many leave the

profession after only a few years (Grossman & Thompson, 2008). Hence, knowing that culturally responsive teaching, classroom management, and classroom assessment are some persistent issues that new teachers face in their own classroom, this project is designed to investigate the preparedness of a cohort of new teachers in dealing with those challenges through their teacher education programs and professional development provided by their school districts.

Readiness is very essential in pre-service teaching. This is the purpose why the researchers propose this study in order that the department of education under fourth-year students all majors in Notre Dame of Midsayap College are given the opportunity to test their readiness to pre-service teaching in terms of knowledge, skills, values and attitude. Being ready in pre-service teaching helps the fourth-year students to be more confident if they are already in the actual field of teaching. However, the study about readiness to pre-service is still lacking in local. Thus, this study aimed to determine the readiness of the fourth-year college students to pre-service teaching.

Research Questions

This study sought to answer the following:

1. What is the demographic profile of the respondents in terms of sex?
2. What is the level of readiness of 4th year students for preservice teaching in terms of knowledge, skills, values and attitude?
3. What is the level of readiness of 4th year students for preservice teaching with respect to gender?

Scope and Delimitation of the study

This study was limited to the fourth-year students to pre-service teaching. It focused on their readiness in terms of knowledge, skills, attitude and values of the respondents. Furthermore, the respondents of this study are the 4th year students who are taking Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED). It was conducted in the Notre Dame of Midsayap College in A.Y 2022-2023.

The readiness of the respondents for pre-service teaching were determined in terms of knowledge, skills, values and attitude. The variable knowledge only considered those that are essential in teaching such as lesson plan, principles of teaching, teaching strategies, stages of development of learners, and theories related to classroom management. The variable skills will only be limited to the basic skills a teacher must possess such as communication skill, technological skill, intrapersonal skill, interpersonal skill, and organizational skill. The variable attitude only considered those positive teaching behavior. Lastly the variable values were only limited on showing professionalism as an educator.

Assumptions of the Study

The following facts were presumed to be true:

1. The respondents were fourth year Bachelor in Secondary Education who were enrolled during the first and second semester of the school year 2022-2023.
2. The respondents had been taught of the course contents and learning materials through face-to-face and online modalities.
3. The respondents had been truthful and honest in their responses in the items in questionnaire.
4. The respondents had personally answered the questionnaire themselves and had not let others answer the same for them.
5. The responses of the respondents could be quantified, and therefore could be measured.

REVIEW LITERATURE

Pre-service Teaching

Pre-service teaching is an instructional strategy that involves teaching students' concepts or skills before actual class take place. The aim is to activate and structure essential prior knowledge (Vanhoyweghen, K., Surma, T., 2020). It is when a pre-service teacher is a college student participating in a school-based field experience, according to Virginia Wesleyan College. The pre-service teacher eventually assumes more responsibility for classroom administration and instruction under the guidance of a cooperating teacher.

Clinical field experiences are also an important component of teacher education programs. These field experiences, termed, "practice-based teacher education" (Ball and Cohen, 1999; Forzani, 2014) reflect a commitment on the part of teacher educators to ensure that preservice teachers have opportunities to practice skills, dispositions, and knowledge they acquire as part of their teacher education program. It is when a pre-service teacher is a college student participating in a school-based field experience, according to Virginia Wesleyan College. The pre-service teacher eventually assumes more responsibility for classroom administration and instruction under the guidance of a cooperating teacher.

Pre-service teacher education programs designed to help graduates become proficient teachers. Pre-teaching Professionals with the instruction skills necessary to fulfull the rising demands connected to the field (Brandsford, Darling- Hammod, & LePage, 2005). According to the Department of Education (DepEd), through the Teacher Education Council Secretariat (TECS), and the Commission on Higher Education (CHED), reinforced the field study and teaching internships of pre-service teacher for enhanced experiential, developmental, and competency-aligned learning in a joint policy.

The assumption is that these field experiences will enable pre-service teachers to better understand and facilitate their own transition from student to classroom teacher (Heafner et al., 2014). The overall purpose of pre-student teaching field placements is somewhat universal, namely to provide preservice teachers with opportunities to transition from theory to practice (Darling-Hammond, 2014).

RA 11713 strengthens pre-service teacher education by broadening the mandate and functions of the Teacher Education Council (TEC) chaired by the Secretary of Education. By increasing the role of the TEC in teacher education, and by upgrading the standards of teacher education institutions in the country, we can ensure the responsiveness of teacher preparation to the needs of the basic education sector. According to the Department of Education (DepEd), through the Teacher Education Council Secretariat

(TECS), and the Commission on Higher Education (CHED), reinforced the field study and teaching internships of pre-service teacher for enhanced experiential, developmental, and competency-aligned learning in a joint policy.

A study conducted in the Philippines that evaluated the pre-service teacher preparation and effectiveness of teacher education institutions (TEIs) in 17 regions of the nation Mahinay (2013). He underlined in his study that pre-service teacher training needs to be given the utmost importance if teacher education institutions (TEIs) are to perform better. It was also discovered that a certain institution's teacher education program benefits from having more PhD holders because it indicates that the teachers are more knowledgeable and skilled.

Ganal et al. (2015) also conducted research on the issues and challenges that student teachers face. They found that the issues and challenges were largely related to classroom management, communication skills, and instructional skills in their study. It was then suggested that a seminar on conflict management should

be conducted by the DepEd.

Readiness to Pre-Service Teaching

Readiness is a combination of one's ability and willing to do a job (Baker, 2002). In the field of education, teachers are more likely to engage in the tasks and perform in a successful way when they feel confident and competent in what they are doing (Bandura, 1993). Teachers' readiness in teaching and learning is very important in producing and creating effective teaching and learning methods (Jusoh, 2012). The development of self-efficacy has been theoretically linked with perceived readiness, according to Giallo and Little (2003). An individual's assessment of his or her capacity to carry out a behavior successfully is referred to as self-efficacy or confidence in this context.

House, (1990) viewed that the perception of being prepared is very important in the development of confidence in one's ability to execute a behavior. He also indicated that a teacher's success in maintaining an effective learning environment is compromised if he or she is not ready enough to teach. Yet, this assertion doesn't certainly mean that a teacher's perceived readiness indicates that a teacher is not ready in reality; however, teacher's feeling of being ready is important to their ability to execute a behavior (Giallo and Little, 2003).

In the field of pre-service teacher education there have been some studies with the purpose of investigating the readiness of pre-service teachers (Giallo and Little, 2003; Li, 1996; Baker, 2002; Hudson and Hudson, 2007; Moore and Hayess, 2008).

In conclusion, readiness plays a significant role in pre-service training of the respondents. It is important for students to be academically prepared, have a high level of self-efficacy, and be well-prepared for the training in order to improve their chances of success.

Readiness in terms of Knowledge

It is the learners present knowledge base and the level of learning capability. A solid foundation of subject matter knowledge is essential, as it enables teacher to confidently and accurately convey information to the students (Martinez, 2023). Teachers' knowledge is an important aspect that need to be constantly enhanced to provide appropriate education. A study by Sadler et al., looked at what aspect of teachers' knowledge were important in increasing students' knowledge. They found out that teacher's subject knowledge was important but the effect differed depending on whether the specific subject had a common associated misconception. In this case, subject knowledge wasn't enough teachers needed to know students' likely misconceptions in order to have an effect on student knowledge.

"All these children are without cream! All the fat has been extracted already". This notion of deficit is a component of 'local knowledge' that significantly shapes classroom processes, most powerfully perhaps by determining teachers' expectations, both of children, and of themselves. It impacts substantially on their willingness to engage with training messages. Current teacher development strategies do not formally engage with the matter of will, either in terms of probing what may be contributing to its presence or absence, or to understanding its impact on processes of educational change. It emerges in teachers' accounts, however, as a central issue in their relationships with, and aspirations for, school-going children.

'Cream' is a teacher metaphor for both socio-economic status, and intelligence. Low socio-economic status impacts on educational processes in various ways, such as for example long- or short-term absenteeism (Awasty et. al. 2004).

As a teacher in the future, we should be equipped with enough knowledge and should have the mastery of

the subject matter (Gabe, 2023). In the context of this study, it refers to the graduating preservice teachers' readiness in pre-service teaching in terms of knowledge, including their knowledge in their field of specialization and different teaching strategies.

Readiness in terms of Skills

Effective teacher learning and professional development are important for students' achievement. The teachers' outcomes in terms of skills in a field of classroom management influence student learning environment as well as learning outcomes. These are today's survival skills not only for career success, but for personal and civic quality of life as well (Partnership for 21st Century Skills, 2010). When the preservice teachers are ready in teaching in terms of skills this means that they are flexible and adaptable in their teaching and using technology and real-world examples to illustrate their points. By modeling skillful teaching, educator can show their students that learning can be relevant, engaging and fun.

Students today are exposed to a variety of social changes. These adjustments enable individuals to surpass fundamental formulaic knowledge and abilities. Pre-service teachers are exposed to societal changes as part of their teacher education, and it is believed that they will acquire the information and abilities necessary to recognize the problems presented by a changing society. Speaking about skills, the study from Davao del Norte State College's show that pre-service teachers consistently displayed 21st Century capabilities because the outcome had a very high mean. In addition, pre-service teachers that are proficient in 21st century abilities display creativity, communication, critical thinking, cooperation, and technology use. These abilities are crucial, particularly for teaching science, math, and literacy. Additionally, pre-service teachers displayed 21st Century skills, such as teamwork, using technology as a tool for learning, self-direction, communication, critical thinking, local connections, creativity, and global connections (Somosot, 2020).

Communication Skill

When you can communicate effectively, you can better teach skills to others. Good communication skills can help you build strong relationships with the people around you. Effective communication can help you better understand the world around you. One of the most important skills in the workplace is effective communication. Communication is essential to maintain relationships with co-workers, superiors, and customers. Good communication skills can help to resolve conflicts, build relationships, and increase productivity. A few key things to remember when communicating effectively in the workplace: be clear, concise, and respectful. Good communication skills are essential for teachers. They need to be able to communicate effectively with their students and other teachers, and school staff. Good communication skills can help teachers to better understand their students and to build positive relationships with them. In addition, good communication skills can help teachers resolve conflicts and manage their classrooms effectively. Teachers need to be able to communicate with students and parents. Good communication skills are important for the success of any teaching profession. In this article, we explore why it is necessary to have good communication skills and some other ways teachers can improve their effectiveness in delivering instruction and educating students.

Technological Skills

Technology has introduced revolutionary changes in all areas of life, from interpersonal communication, economy, entertainment industry, even education. It seems that today, more than ever, students are faced with changes that not only fundamentally alter the way they learn, but their everyday life as well. It is simply impossible to ignore the tremendous impact that modern technologies have on new generations of students. The digitalization of society and school do not merely support learning. It transforms learning and how teaching and learning is interpreted (Billett, 2006; Bergöö, 2005; Säljö, 2010). Nevertheless, integrating technology in teaching has proven to be a complex process (Erstad and Hauge, 2011; Mishra and

Koehler, 2006). Despite decades of investments, many studies show that the high expectations on how this would change teaching practices were not fulfilled (Cuban, 2013; Olofsson et al., 2011). According to the large-scale assessment of the Teaching and Learning International Survey (TALIS), many teachers feel unprepared to use technology in teaching and there is inequality regarding access to, and use of, technology in teaching (OECD, 2020). The introduction of technology in teaching has been reported as having positive effects on students' engagement, motivation and achievements, as well as on teachers' teaching methods (Apiola, Pakarinen and Tedre, 2011; Bebell and Kay, 2010; Cristia et al., 2017; Keengwe, Schnellert and Mills, 2012; Martino, 2010; Azmat et al., 2020; Azmat et al., 2021)

Intrapersonal Skills

A sense of self is a basic aspect of intrapersonal intelligence. Intrapersonal intelligence is a facility in self-management. Individuals with this kind of genius are highly introspective and tend to have either sixth sense or a belief in a higher order. They are generally quiet and deliberate work well alone and manage their personal growth and search for identity. They have excellent control of their feelings and moods. They express themselves through symbols (Tenedero, 2001). Those with intrapersonal skills learn to cope with the world around them. Knowledge of the self through reflection is especially important to help individuals mature in social context. Therefore, intrapersonal skills help develop interpersonal skills. Knowing and accepting one's self is the first step in understanding and accepting others, which is essential in learning to cope. Intrapersonal skills primarily involve traits or states of individuals that help form his or her personality. Self-knowledge is a fundamental component in intrapersonal awareness that helps lead to a greater knowledge of and access to personal feelings. People with high intrapersonal skills tend to know themselves well, feel good about themselves and feel positive about what they are doing in their lives. In addition, high intrapersonal scores indicate people who can express their feelings confidently without being aggressive toward other people. Occupationally, a well-developed intrapersonal capacity usually matches with managers, marketing professionals, psychologists, and teachers.

Interpersonal Skills

How well we connect to our communities and keep a sense of where we are in relation to others reflects how much our interpersonal intelligence is developed. Interpersonal intelligence is a facility in relating to other people. Individuals with this kind of genius are highly sociable, able to work well with various kinds of people. They lead and influence others, mediate conflict and build consensus. They are genuinely interested in other people (Tenedero, 2001). Interpersonal skills are the sum total of the individual's ability to interact effectively with other people. An individual's interpersonal skills also determine one's ability to initiate, develop and maintain caring as well as productive relationships. These skills are categorized in four areas, namely, disclosing oneself to and trusting each other, accurately communicating with each other, resolving conflict and relationship problems constructively, and encouraging as well as appreciating diversity.

Organizational Skills

One of the most useful skills when working as a teacher is organization. Organizational skills can help teachers maintain order in the classroom, as well as manage projects, meet deadlines and solve problems. Teachers looking to develop their skill set and advance their careers may want to explore ways in which organization can help them meet their short- and long-term goals. Organizational skills are important for teachers because they help with efficiency and time management in the classroom. Teachers are often responsible for managing the education of multiple students within the classroom, and having good organizational skills can help them, optimize the teaching time they have with their students, provide one-on-one feedback to students, better understand the individual learning needs of their students, identify necessary topics that students may want to spend more time learning, and model important organizational

and time management skills.

Readiness in terms of Values

In the twenty-first century, the teacher's position changed from one of absolute certainty and certainty to one of ongoing learning, self-awareness, and reflection. Additionally, educators are now required to support their pupils' introspection, critical thinking, and growth in self-awareness and responsibility (Crebbin, 2004; Lunenberg, Korthagen, & Swennen, 2007). Values is an important aspect of education wherein it focuses on developing moral and ethical values in students. It aims to help students understand and appreciate the importance of honesty, responsibility, respect, compassion, and other virtues that are essential for leading a fulfilling and meaningful life.

People do use values to characterize individuals, societies, and cultures. Hence, schools are the most efficient institutions to teach human values to the next generations in the community. Among the functions of education are to ensure that students have universal values such as being democratic, egalitarian, and collaborative. Students spend most of their lives in schools that allow schools to transfer predetermined values to the next generation.

Teachers have both teaching and educating tasks at schools. They bring their professional and personal values to the school while performing these tasks; therefore, they affect students' value development. Hence, they need to be aware of the responsibility of transferring such values to future generations. Preservice teacher education has a critical role in the value development of preservice teachers. As mentioned before, preservice teachers change or improve their values during their preservice training. Hence, teacher education programs affect the next generation indirectly. In this sense, it is suggested that preservice teacher education programs should be reviewed and developed to train teachers with universal values. Besides, teachers need to be aware of their values and the possibility of these values affecting students. They ought to educate their students with this sense of responsibility. Therefore, the results are supposed to be useful for policymakers and authorities in taking measures about teacher education in their countries.

Pre-service teacher training programs, also referred to as introductory teacher education or initial teacher training, vary greatly from country to country. The structure, curriculum, and field experiences of pre-service programs must all be taken into consideration when designing or restructuring teacher preparation since they all have an impact on the level of preparation. Many countries may need to choose the ideal ratio of pre-service and in-service training experiences in order to deploy enough instructors for increasing educational systems. Although many may need to consider cost-effectiveness, high-quality educators necessitate high-quality training.

Readiness in terms of Attitude

An attitude is the sum of a person's inclinations and feelings, prejudices and bias, preconceived notions, ideas, fears, and convictions regarding any specific topic (Mueller, 1986). It is an important aspect when you are a teacher. It affects your students in many ways and can shape their learning experiences. Attitudes are formed by direct experience as well as by implicit learning and may reflect personality (Zimbardo & Lieppe, 1991). Attitudes are typically conceptualized as having three related components: cognitive, affective, and behavioral (Wood, 2000). Attitudes are functional in as much as they simplify complex subjects, express fundamental values and beliefs, and mediate or guide behavior (Brock & Shavitt, 1994). Given the extent to which attitudes influence behavior, considerable research effort has been directed toward determining and modifying counterproductive pre-service teacher attitudes (Kennedy & Kennedy, 1996).

The important role of teachers is to support the learners for developing positive attitudes towards learning.

Then they will be able utilize their full potential. At the same time students and the society at large may facilitate the positive attitude among teachers by showing the interest in education and fulfilling the commitments (Ahmad, 2020).

This passage covers various aspects of effective teaching and pre-service teacher education. The Teacher Education Council plays a role in improving teacher education quality in the Philippines, and qualified faculty members can enhance performance. Pre-service teachers face challenges in classroom management and communication, which can be overcome through training. Readiness, self-efficacy, and subject matter knowledge are essential for effective teaching, and ongoing professional development is crucial for student achievement. Integrating technology in teaching and developing intrapersonal skills are also important. Finally, attitudes play a significant role in teaching and learning and need to be modified to improve student achievement and behavior.

Theoretical framework

In reframing pre-service teacher education and its experiences, the researchers utilized social constructivism by Vygotsky, 1978; Lave and Wenger, 1991, specifically that learning and knowledge creation are socially constructed through experiences with other and the world (Vygotsky, 1978). Within pre-service teacher education, field and community-based experiences provide opportunities for pre-service teachers to develop as beginning teachers as they socially construct understanding of teaching and learning as they learn from their experiences within the field.

Conceptual Framework

This study postulates that the respondents are invariably in pre-service training in term of knowledge, skills, values and attitude, and such readiness varies depending on their sex. These variation and relationship are show in figure 1. This diagram shows the relationship of independent variables and the dependent variables of the study. The variables contained in separate boxes which mean that each box is distinct from each other.

Figure 1. Schematic Diagram of the Conceptual Framework
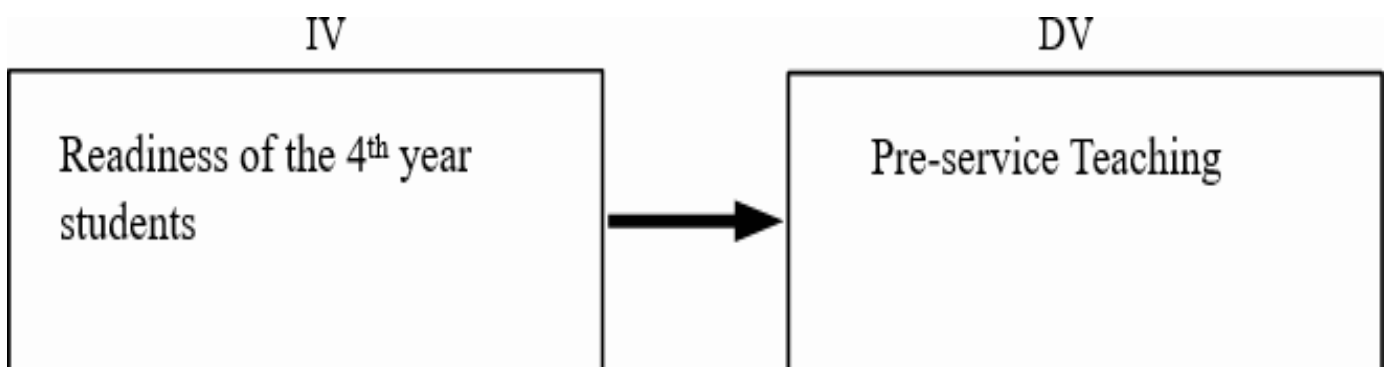
This diagram shows the relationship of independent variables and the dependent variables of the study. The variables contained in separate boxes which mean that each box is distinct from each other.

Hypotheses

This proposition is drawn for testing:

H_{01}: There is no significant difference on the pre-service teaching readiness of respondents when they are grouped according to their sex.

H_{02}: There is no significant relationship between the readiness of the respondents in terms of knowledge and skills, and readiness of the respondents on terms of attitude and values.

METHODS

Research Design

The study utilized descriptive survey research design. It is descriptive survey research design because this research aimed to take survey on the level of readiness of the respondents in terms of knowledge, skills, and values. Additionally, it aimed to determine the level of readiness of the fourth-year students with respect to gender.

Locale and Respondents of the Study

This research was conducted at the Notre Dame of Midsayap College, Poblacion 5, Quezon Ave. Midsayap North Cotabato. The researchers choose the fourth-year students enrolled in the programs of College of Education as our respondents.

Sampling Design

The researchers utilized convenience sampling in choosing the respondents. According to Nikolopoulou, K. (2022) Convenience sampling is non-probability sampling method where units are selected for inclusion in the sample because they are the easiest for the researcher to access. The convenience sampling techniques is to select and identify the respondents who is accessible. The respondents of this research are coming from the population of the fourth-year students taking up Bachelor of Secondary Education in any major field of specialization including BEED.

Instrumentation

The data for this study utilized the researcher-made questionnaire. The questionnaire was composed of two parts. Part 1 is the demographic profile which contains the sex and course of the respondents. The part 2 will measure the level readiness of the respondents in terms of knowledge, skills, values and attitude. The researchers utilized *Likert scale* with the description Strongly Agree (5), Agree (4), Disagree (3), Strongly Disagree (2) and Never (1) to express the responses of the respondents.

Validity and reliability of the instrument

To ensure validity and reliability, the instrument was subjected to pilot testing. The researchers conducted pilot-test to 15 respondents. The data gathered in the pilot test was analyzed with the help of the statistician. Cronbach's Alpha was used in testing the reliability of the instrument. The test resulted 0.990 with 40 items which indicated that the instrument is highly reliable. The content and face validity were checked and guided by adviser and the three validators to ensure that the questionnaire was clear and complete in language, specific in content, singular in purpose, free from assumptions and suggestions, and appropriately measure the readiness of the respondent's readiness in pre-service teaching in terms of knowledge, skills, attitude, and values.

Data Gathering Procedure

In gathering the data needed, first we send a letter to the Dean of College Education to ask permission to conduct the research entitled Readiness of the fourth-year student to pre-service teaching. Moreover, the researcher gives a permission letter to the chosen respondents attach to the survey questionnaire. The

respondent's response will be gathered back after answering the survey questioner.

Statistical tools and Treatment of Data

Frequency and percentage distribution were utilized to describe the demographic profile of the respondent according to the sex (problem number one). Weighted mean and standard deviation were applied to determine the level of readiness of the fourth-year students to pre-service teaching (problem number two). T-test is used to determine the level of readiness of the fourth-year students in pre-service teaching with respect to gender (problem number three).

RESULTS AND DISCUSSION

Profile of Respondents

Table 1 presents the frequency (f) and percentage (%) distribution of fifty respondents according to sex.

Table 1. Profile of the Respondents

Profile of the Respondents	f	%
Sex		
Male	20	40
Female	30	60
Total	50	100

Sex of Respondents

Table 1 shows most (f=30 or 60%) of the respondents are female while a small of number (f=20 or 40%) of them are male.

Overall Results on Readiness of Respondents for Pre-service Teaching

Table 6 consolidates the overall results on the level of readiness of the respondents for pre-service teaching in terms of knowledge, skills, attitude and values.

Table 2. Level Readiness of Respondents to Pre-service Teaching

Statement	Overall Mean	SD	Description	Interpretation
Knowledge	4.20	0.69	Agree	Ready
Skills	4.38	0.69	Strongly agree	Very much ready
Attitude	4.49	0.70	Strongly agree	Very much ready
Values	4.42	0.70	Strongly agree	Very much ready
Grand Mean	**4.37**	**0.69**	**Strongly agree**	**Very much ready**

Scale	Range	Description	Interpretation
1	1.00 to<1.80	Strongly Disagree	Very much unready
2	1.80 to <2.60	Disagree	Unready
3	2.60 to<3.40	Moderately Agree	Moderately ready

| 4 | 3.40 to<4.20 | Agree | Ready |
| 5 | 4.20 to<5.00 | Strongly Agree | Very much unready |

The table shows that the respondents Strongly agree with overall total mean of (OTM=4.37) which means that they possess knowledge, skills, values and attitude on their readiness to pre-service teaching.

Difference On the Level Readiness of Fourth Year Students to Pre-Service Teaching with Respect to Gender

Table 3 shows the difference on the respondents' level of readiness when they are grouped according to their sex.

Table 3. Difference On the Level of Readiness of Fourth Year Students to Pre-Service Teaching When Grouped According to Sex

Group	Mean	Mean difference	p-value	Indication	Decision
Male	4.45	0.07	0.63	Not Significant	Do not reject null hypothesis (H_01)
Female	4.38				

Significance level (alpha) 0.05, 2-tailed.

Entries in table 7 shows that, with respect to the criterion variable Pre-service Teaching, the mean for male is 4.45 while the mean for female is 4.38, with a mean difference of 0.07. However, the computed p-value for the difference in mean is 0.63 which is greater than the level of significance alpha of 0.05. This indicates that the observed is not significant and occurs merely by chance, hence, cannot be true to the population of interest which were the 4th year college education students the null hypothesis, therefore, is not rejected.

CONCLUSION

Based on the findings of the study, the respondents responded agree that they are acquainted with knowledge and strongly agree that they possess the skills, attitude, and values in teaching. Furthermore, the respondents responded ready in knowledge and very much ready in terms of skills, attitude, and values. Therefore, the researchers concluded that the fourth-year students are very much ready in terms of their readiness to pre-service teaching. Moreover, it was concluded that the gender of the respondents does not affect their readiness to pre-service teaching.

RECOMMENDATIONS

For Possible Courses of Action

To effectively implement these strategies, educational institutions offering pre-service teacher education courses should update their curriculum to include thorough pedagogical coursework, hands-on teaching experiences, reflective practices, and a focus on classroom management and technology use. They should educate faculty members on integrating these components into their teaching approaches and supporting pre-service teachers. Additionally, they should offer chances for pre-service teachers to practice in simulated, small-scale teaching scenarios and real-world teaching environments. Forming partnerships with schools to arrange placements for pre-service teachers in genuine classrooms would also be advantageous. Moreover, institutions should promote reflective practices among pre-service teachers by providing structured opportunities for self-assessment and feedback. These actions will better prepare future educators for the

complexities of teaching, ensuring they possess a strong grounding in both subject matter and teaching methods.

For Possible Policy Foundation

Institutions need to give greater attention to implementing more potent approaches to improve student preparedness for pre-service teaching, especially in fields where students require extra help. This involves assessing and refining the curriculum, equipping students with added resources and support, and ensuring faculty members are capable of imparting essential skills and knowledge. The College of Education should use the insights from this study to shape the design of teacher preparation programs that target subject areas where students need more support. Moreover, they should contemplate conducting additional research to investigate potential factors affecting pre-service teacher student readiness.

For future Research Direction

Future researchers should conduct in-depth investigations into the factors affecting student preparedness for pre-service teaching, expanding upon the discoveries of this study. This research could particularly concentrate on how a student's chosen major influences their readiness for pre-service teaching and examine the interplay between different variables and their impact on preparedness. Academic institutions, education researchers, and experts in teacher preparation programs bear the responsibility for undertaking this research collaboratively. They should work together to develop studies that delve further into these aspects and enhance our understanding of student readiness for pre-service teaching.

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