



# Readiness for Practice Teaching Among the Students of the College of Teacher Education

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## Article History:

Date Received: July 17, 2026

Date Revised: August 8, 2026

Date Accepted: August 10, 2026

Date Published: August 31, 2026

DOI: <https://doi.org/10.67903/ijroms0303>

Document ID: 2026IJROMS0303

## Recommended Citation:

Bucao, B. S. B., Repuela, A. H. D., Lumanhang, K. S., Bernal, N.-m. B., Borres, J. C., & Traña, J. M. B. (2026). Readiness for practice teaching among the students of the College of Teacher Education. *International Journal of Research on Multidisciplinary Studies*, 1(7), 403-415. <https://doi.org/10.67903/ijroms0303>

**Abstract.** Practice teaching serves as the culminating field experience that enables pre-service teachers to apply pedagogical knowledge and develop essential teaching competencies in authentic classroom settings. Assessing students' readiness prior to internship is therefore necessary to identify areas requiring further enhancement. This study determined the readiness for practice teaching among students of the College of Teacher Education at Don Carlos Polytechnic College during the Academic Year 2025-2026. Specifically, it examined students' readiness in lesson planning, teaching strategies, and classroom management and determined whether significant differences existed according to program affiliation. A quantitative descriptive research design was employed involving 398 third-year Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSEd) students majoring in English, Filipino, Mathematics, and Science. Data were gathered using a researcher-made questionnaire that underwent content validation and pilot testing, yielding an overall Cronbach's alpha coefficient of 0.915. Frequency, percentage, weighted mean, and one-way analysis of variance (ANOVA) were utilized for data analysis. The findings revealed that the respondents demonstrated a high level of readiness for practice teaching. Teaching strategies obtained the highest overall mean, followed by lesson planning, while classroom management received the lowest mean, although all dimensions were interpreted as either Highly Ready or Ready. Significant differences were likewise found in lesson planning, teaching strategies, and classroom management when respondents were grouped according to program affiliation. The study concludes that pre-service teachers possess adequate preparation for practice teaching; however, classroom management remains an area requiring further enhancement. The findings provide empirical evidence that can guide curriculum enhancement, strengthen field-based learning experiences, and support the development of intervention programs that further improve the professional readiness of future teachers.

**Keywords:** classroom management; lesson planning; practice teaching; pre-service teachers; teacher education

## Introduction

Practice teaching is a critical component of teacher education programs because it provides pre-service teachers with opportunities to translate theoretical knowledge into authentic classroom practice. As the culminating field experience, it enables future educators to develop professional competencies in lesson planning, instructional delivery, classroom management, assessment, and learner engagement. Through supervised teaching experiences, pre-service teachers refine their pedagogical skills while gaining confidence in performing the diverse responsibilities expected of professional educators.

Teacher readiness has become an important concern in higher education because the quality of teacher preparation directly influences instructional effectiveness and learner outcomes. Educational institutions are expected to produce graduates who possess not only strong content knowledge but also the pedagogical competence, classroom management skills, and professional dispositions necessary to respond to the changing demands of contemporary education. Consequently, assessing the readiness of pre-service teachers before



deployment to practice teaching is essential for identifying strengths, determining areas requiring improvement, and ensuring that future teachers are adequately prepared for field-based experiences.

Previous studies have consistently emphasized that lesson planning, effective teaching strategies, and classroom management constitute fundamental competencies for successful teaching practice. Well-prepared lesson plans provide clear instructional direction and facilitate meaningful learning experiences, while appropriate teaching strategies promote learner engagement, critical thinking, and active participation. Likewise, effective classroom management establishes a positive learning environment that supports student behavior, maximizes instructional time, and enhances academic achievement. These competencies collectively influence the confidence and effectiveness of pre-service teachers during their internship and eventual entry into the teaching profession.

Despite the recognized importance of practice teaching readiness, existing studies have largely focused on instructional competence or teaching performance during internship, with relatively limited attention given to the readiness of pre-service teachers before they begin their field experiences. Moreover, few studies have examined readiness across teacher education programs within local higher education institutions, particularly in community colleges in Bukidnon. This gap limits institutional understanding of the specific competencies that require enhancement prior to student deployment for practice teaching and reduces opportunities for developing evidence-based intervention programs.

The present study addresses this gap by examining the readiness for practice teaching among students of the College of Teacher Education at Don Carlos Polytechnic College during the Academic Year 2025–2026. Specifically, the study evaluates students' readiness in lesson planning, teaching strategies, and classroom management, and determines whether significant differences exist according to academic program. The findings are expected to provide empirical evidence that can guide curriculum enhancement, strengthen pre-service teacher preparation, and support the development of targeted interventions that improve the professional readiness of future educators before entering the teaching profession.

## Research Questions

This study's primary purpose is to determine the level of readiness for practice teaching among the students of the college of teacher education. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of program affiliation?
2. What is the level of students' readiness for practice teaching in terms of:
  - 2.1 Lesson planning;
  - 2.2 Teaching Strategies; and
  - 2.3 Classroom management?
3. Is there a significant difference in the level of students' readiness for practice teaching in terms of lesson planning when grouped according to program affiliation?
4. Is there a significant difference in the level of students' readiness for practice teaching in terms of teaching strategies when grouped according to program affiliation?
5. Is there a significant difference in the level of students' readiness for practice teaching in terms of classroom management when grouped according to program affiliation?

## Scope and Delimitation of the Study

This study focused on determining the level of readiness for practice teaching among the students of the College of Teacher Education in terms of lesson planning, teaching strategies, and classroom management. There were 398 participants who were 3rd year students of the College of Teacher Education and who were currently enrolled and preparing for practice teaching. It included the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs, such as English, Science, Filipino, and Mathematics, at Don Carlos Polytechnic College.

## Literature Review

### Readiness for Practice Teaching

Readiness for practice teaching refers to pre-service teachers' preparedness to apply pedagogical knowledge and skills in authentic classroom settings. It encompasses instructional planning, teaching strategies, classroom management, professional confidence, adaptability, and responsiveness to learners' diverse needs. As the transition between teacher education and actual classroom practice, readiness is an important indicator of the effectiveness of pre-service teacher preparation. Recent studies describe readiness as a multidimensional and developmental construct. Patterson and Hartley (2026) emphasized that readiness involves pedagogical competence, professional judgment, confidence, and adaptability, while Hepburn and



Trompf (2026) identified pedagogical knowledge, professional practice, and responsiveness to diverse learners as key domains. These findings indicate that readiness extends beyond technical teaching skills to include the ability to make appropriate decisions in authentic classroom situations.

Practice-based experiences also play an important role in developing readiness. Fraefel et al. (2021) found that lesson planning, classroom simulations, teaching practice, reflection, and feedback help pre-service teachers connect theoretical knowledge with actual classroom practice. Similarly, Parcasio et al. (2026) reported that Philippine teacher interns generally demonstrated satisfactory readiness but showed variations across instructional competencies, highlighting the need for targeted preparation before internship.

Overall, the literature establishes that readiness for practice teaching involves lesson planning, effective teaching strategies, and classroom management, supported by practice, reflection, mentoring, and institutional guidance. However, limited research has examined these specific dimensions among pre-service teachers in local Philippine teacher education institutions before internship. Thus, the present study assesses the readiness for practice teaching of students in the College of Teacher Education at Don Carlos Polytechnic College in terms of lesson planning, teaching strategies, and classroom management, with the aim of providing evidence for curriculum enhancement and targeted pre-internship interventions.

## Lesson Planning

Lesson planning is a fundamental competency for pre-service teachers because it enables them to organize learning objectives, instructional activities, assessment strategies, resources, and classroom procedures into coherent learning experiences. It reflects their ability to translate pedagogical knowledge into purposeful instruction and is therefore an important indicator of readiness for practice teaching. Recent research emphasizes that lesson planning involves more than preparing instructional documents; it requires teachers to integrate curriculum requirements, learner characteristics, instructional goals, and assessment into appropriate teaching decisions. Özlem Tokgöz (2026) highlighted instructional planning as a deliberate cognitive process that contributes to instructional quality and responsive teaching.

Similarly, Patterson and Hartley (2026) emphasized that strong planning enhances pre-service teachers' confidence, pedagogical flexibility, and ability to respond to diverse classroom situations. Mentoring and feedback also play significant roles in developing lesson-planning competence. Rønneid and Børte (2026) found that constructive feedback from supervisors and cooperating teachers improves instructional decision-making and reflective practice. Likewise, Mok and Staub (2021) reported that coaching, mentoring, and supervision significantly improve pre-service teachers' lesson-planning competence and instructional clarity. Collaborative approaches also contribute to planning skills, with Almacioğlu and Arslan (2026) finding that lesson study promotes learner-centered planning, professional dialogue, and reflective practice.

Overall, the literature establishes lesson planning as a developmental professional competency strengthened through practice, mentoring, collaboration, and feedback. However, limited research has assessed pre-service teachers' overall lesson-planning readiness before practice teaching, particularly in local Philippine teacher education institutions. The present study therefore examines the lesson-planning readiness of students in the College of Teacher Education at Don Carlos Polytechnic College to identify areas for improvement and inform curriculum enhancement and pre-internship interventions.

## Teaching Strategies

Teaching strategies are a core competency of pre-service teachers because they determine how effectively teachers facilitate learning, engage students, and address diverse learner needs. They include instructional methods, techniques, and approaches that must be aligned with curriculum objectives and learner characteristics. Competence in this area therefore reflects pre-service teachers' ability to translate pedagogical knowledge into effective classroom practice. Recent literature emphasizes learner-centered, evidence-based, reflective, and technology-enhanced approaches. Nguyen et al. (2021) found that active learning strategies, including collaboration, questioning, and structured interaction, improve learner engagement and conceptual understanding. Similarly, Fernández Ortube et al. (2024) reported that strategies promoting goal setting, self-monitoring, and reflection strengthen pre-service teachers' instructional competence and decision-making.

Technology is also becoming an important component of contemporary teaching strategies. Khalid et al. (2026) found that AI-supported professional development can enhance instructional planning, differentiated instruction, formative assessment, and reflective teaching, while emphasizing that technology should complement rather than replace teachers' professional judgment. Patterson and Hartley (2026) likewise highlighted authentic teaching experiences as important in developing instructional flexibility, confidence, and responsiveness to learners. Collaborative professional learning further strengthens teaching strategies. Almacioğlu and Arslan (2026) found that lesson study, peer observation, collaborative lesson

design, and reflective discussions improve pre-service teachers' ability to evaluate and refine their instructional practices.

Overall, the literature indicates that effective teaching strategies develop through pedagogical preparation, authentic practice, reflection, collaboration, and appropriate technology integration. However, limited research has assessed the overall readiness of pre-service teachers to implement teaching strategies before practice teaching, particularly in local Philippine teacher education institutions. The present study therefore examines the teaching-strategy readiness of students in the College of Teacher Education at Don Carlos Polytechnic College to identify areas for improvement and inform curriculum enhancement and pre-internship preparation.

## Classroom Management

Classroom management is a fundamental competency of pre-service teachers because it directly affects instructional effectiveness, learner engagement, and the quality of the learning environment. It involves establishing routines, managing behavior, organizing instructional time, fostering positive teacher–student relationships, and creating inclusive and productive classrooms. Thus, classroom management is an important indicator of readiness for practice teaching. Recent literature views classroom management as a multidimensional and proactive competency that integrates pedagogical, interpersonal, and reflective skills. Duan, Bissaker, and Xu (2024) found that stronger classroom management competence is associated with greater instructional confidence, resilience, and effective responses to learner behavior. Their findings also emphasized the value of structured preparation, supervised teaching, and continuous professional learning in developing classroom management competence.

Professional development and reflective practice further strengthen classroom management. Bagea et al. (2024) reported that sustained training improves teachers' ability to establish positive learning environments and apply proactive behavior-management strategies. Similarly, Supsin, Siribanpitak, and Chaemchoy (2026) found that positive behavior support approaches involving clear expectations, positive reinforcement, and supportive relationships reduce disruptive behavior and improve learner engagement. Interpersonal competence is likewise essential. Shafiq and Farooqi (2025) found that social intelligence, empathy, communication, emotional regulation, and conflict-resolution skills contribute significantly to effective classroom management. Meanwhile, Cho, Mansfield, and Claughton (2020) highlighted the potential of digital technologies to support classroom organization, communication, monitoring, and learner engagement when appropriately integrated into instruction.

Overall, the literature demonstrates that classroom management develops through structured preparation, authentic teaching experiences, professional development, reflective practice, positive relationships, and proactive behavior-management strategies. However, limited research has specifically examined classroom management readiness among pre-service teachers before practice teaching, particularly in local Philippine teacher education institutions. The present study therefore assesses the classroom management readiness of students in the College of Teacher Education at Don Carlos Polytechnic College to identify areas for improvement and inform curriculum enhancement and pre-internship interventions.

## Methodology

### Research Design

The study employed a quantitative descriptive research design to determine the level of readiness for practice teaching among students of the College of Teacher Education at Don Carlos Polytechnic College during Academic Year 2025–2026. Readiness was assessed in terms of lesson planning, teaching strategies, and classroom management, with differences examined according to respondents' academic program. The descriptive design was appropriate because the study aimed to measure and describe the respondents' existing level of readiness without manipulating variables or establishing causal relationships. Data were collected through a structured questionnaire and analyzed using appropriate statistical procedures. The study employed a cross-sectional survey approach, with data gathered at a single point in time, providing baseline evidence that may support curriculum enhancement and pre-internship interventions.

### Sampling Design

The study employed stratified random sampling to ensure proportional representation of students from the different teacher education programs offered by the College of Teacher Education at Don Carlos Polytechnic College. The academic programs—Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSEd) with majors in English, Filipino, Mathematics, and Science—served as the strata. This approach ensured that students from each program were adequately represented and provided an equal opportunity for qualified students within each stratum to be selected. The required sample size was determined



using Slovin's Formula at a 5% margin of error, resulting in 398 third-year students. The sample was proportionally distributed according to the population of each academic program, after which simple random sampling was used within each stratum to select the respondents. Only third-year students were included because they were preparing for practice teaching and had already completed substantial coursework in professional education and their respective disciplines. Their academic preparation and exposure to pedagogical concepts made them appropriate respondents for assessing readiness in lesson planning, teaching strategies, and classroom management. Thus, the sampling procedure ensured adequate representation of the teacher education programs and strengthened the credibility of the study's findings.

### Research Locale

This study was conducted at Don Carlos Polytechnic College (DCPC), a local government-funded higher education institution located in Poblacion Norte, Don Carlos, Bukidnon, Philippines. The institution offers various undergraduate programs and is committed to providing accessible and quality higher education responsive to the educational and developmental needs of the local community. The study focused on the College of Teacher Education (COTE), which offers the Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSEd) programs with majors in English, Filipino, Mathematics, and Science. The College prepares pre-service teachers through professional education courses, field-based learning experiences, and practice teaching programs designed to develop the competencies required for effective classroom instruction. The College of Teacher Education was selected as the locale because its third-year students are at a stage of preparation where they are developing the competencies necessary for their transition to practice teaching. Specifically, the study assessed their readiness in lesson planning, teaching strategies, and classroom management. The findings may provide the institution with relevant evidence for strengthening curriculum implementation, pre-service teacher preparation, and targeted interventions before students proceed to their practice teaching experience.

### Research Participants

The participants of the study consisted of 398 third-year students enrolled in the College of Teacher Education at Don Carlos Polytechnic College during the Academic Year 2025–2026. The respondents were drawn from the Bachelor of Elementary Education (BEED) program and the Bachelor of Secondary Education (BSEd) program with majors in English, Filipino, Mathematics, and Science. Third-year students were selected because they had already completed the majority of their professional education and specialization courses and were preparing for their practice teaching or field study experiences. At this stage of the teacher education program, the respondents had acquired sufficient pedagogical knowledge and instructional skills necessary to assess their readiness in terms of lesson planning, teaching strategies, and classroom management. Their academic preparation enabled them to provide reliable and relevant information regarding their perceived readiness for practice teaching. Only officially enrolled third-year students who voluntarily agreed to participate in the study were included as respondents. Students who were on leave of absence, had withdrawn from the program, or declined to participate were excluded from the study. Participation was entirely voluntary, and informed consent was obtained from all respondents prior to data collection.

### Research Instrument

The study utilized a researcher-developed questionnaire designed to determine the level of readiness for practice teaching among third-year students of the College of Teacher Education at Don Carlos Polytechnic College. The development of the instrument was guided by an extensive review of related literature, the objectives of the study, and the competencies expected of pre-service teachers under the Philippine Professional Standards for Teachers (PPST) and other relevant teacher education frameworks. The questionnaire consisted of two parts. Part I gathered the respondents' demographic profile, specifically their academic program. Part II measured the respondents' readiness for practice teaching across three dimensions: lesson planning, teaching strategies, and classroom management. Each dimension contained indicators designed to assess the respondents' perceived preparedness to perform essential teaching competencies prior to their practice teaching experience. Prior to its administration, the questionnaire underwent content validation by a panel of experts in teacher education and educational research. The validators evaluated the instrument in terms of clarity, relevance, coherence, and alignment with the objectives of the study. Their comments and recommendations were carefully considered and incorporated into the revised version of the questionnaire to improve the clarity, appropriateness, and content validity of the instrument. Following content validation, the revised questionnaire was pilot-tested among 30 third-year education students who possessed characteristics comparable to those of the target respondents but were not included in the actual study. The pilot test was conducted to establish the reliability and internal consistency of the instrument. The analysis yielded an overall Cronbach's alpha coefficient of 0.915, indicating excellent internal consistency and



demonstrating that the questionnaire was sufficiently reliable for measuring pre-service teachers' readiness for practice teaching. The validated and reliable questionnaire served as the primary data-gathering instrument for assessing the readiness of third-year pre-service teachers in lesson planning, teaching strategies, and classroom management.

### Data Gathering Procedure

The researcher first secured approval from the research adviser and permission from the appropriate authorities of Don Carlos Polytechnic College, particularly the Office of the College Dean, to conduct the study among third-year students of the College of Teacher Education. Coordination with program coordinators and class advisers was then undertaken to schedule the administration of the questionnaire. Before data collection, the researcher explained the purpose and objectives of the study, emphasized the voluntary nature of participation, and assured respondents of the confidentiality of their information. Informed consent was obtained before the administration of the validated and reliable researcher-developed questionnaire. The questionnaires were personally administered, with sufficient time provided for completion and clarification of instructions when necessary. After retrieval, the questionnaires were checked for completeness, and the data were encoded, organized, and verified for accuracy. Finally, the collected data were subjected to appropriate statistical analyses, including frequency, percentage, weighted mean, and one-way analysis of variance (ANOVA). The results served as the basis for the interpretation of findings, conclusions, and recommendations.

## Results and Discussions

### Research Question 1: What is the demographic profile of the respondents in terms of program affiliation?

**Table 1.** Demographic Profile of the Respondents According to Program Affiliation

|    | Program Affiliation  | Frequency  | Percentage  |
|----|----------------------|------------|-------------|
| 1. | BEEd                 | 254        | 63.82       |
| 2. | BSEd Science         | 52         | 13.07       |
| 3. | BSEd Math            | 21         | 5.28        |
| 4. | BSEd Filipino        | 45         | 11.31       |
| 5. | BSEd English         | 26         | 6.53        |
|    | <b>Over-all Mean</b> | <b>398</b> | <b>100%</b> |

Table 1 presents the distribution of the 398 respondents according to their program affiliation. The majority were enrolled in the Bachelor of Elementary Education (BEEd) program, with 254 respondents (63.82%). This was followed by BSEd major in Science with 52 respondents (13.07%), BSEd major in Filipino with 45 respondents (11.31%), BSEd major in English with 26 respondents (6.53%), and BSEd major in Mathematics with 21 respondents (5.28%). The distribution reflects the proportional allocation of respondents across the teacher education programs of the College of Teacher Education. The larger number of BEEd respondents corresponds to its larger representation in the study population, while the BSEd majors were represented according to their respective population sizes. This distribution was achieved through stratified random sampling with proportional allocation, ensuring that each academic program was appropriately represented in the sample. Overall, the respondents represented all teacher education programs included in the study, providing a basis for assessing and comparing their readiness for practice teaching across the different academic programs.

## Research Question 2: What is the level of student's proficiency in technology in terms of video editing, creating presentation, word processing and internet navigation.

**Table 2.** Level of Students' Readiness for Practice Teaching in Terms of Lesson Planning

|     | Statement                                                                                                             | Mean        | Quantitative Interpretation | Qualitative Interpretation |
|-----|-----------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------|----------------------------|
| 1.  | Determining what the students need to learn by the end of the lesson.                                                 | 4.66        | Strongly Agree              | Highly Ready               |
| 2.  | Creating lesson plans that align with the curriculum and objectives.                                                  | 4.56        | Strongly Agree              | Highly Ready               |
| 3.  | Creating a lesson plan that considers the diversity of students by using differentiated instruction.                  | 4.54        | Strongly Agree              | Highly Ready               |
| 4.  | Understanding the principles of lesson planning.                                                                      | 4.52        | Strongly Agree              | Highly Ready               |
| 5.  | Making SMART objectives.                                                                                              | 4.52        | Strongly Agree              | Highly Ready               |
| 6.  | Identifying the components of a well-structured lesson plan.                                                          | 4.50        | Strongly Agree              | Highly Ready               |
| 7.  | Searching and collecting various instructional resources and materials.                                               | 4.46        | Agree                       | Ready                      |
| 8.  | Exploring opportunities to integrate the lesson with other subjects, fostering a holistic understanding of the topic. | 4.45        | Agree                       | Ready                      |
| 9.  | Adapting lesson plans to meet the diverse needs of students in a real classroom setting.                              | 4.43        | Agree                       | Ready                      |
| 10. | Developing lesson plans as part of my coursework or previous teaching experience.                                     | 4.39        | Agree                       | Ready                      |
|     | <b>Overall Mean</b>                                                                                                   | <b>4.50</b> | <b>Strongly Agree</b>       | <b>Highly Ready</b>        |

Table 2 presents the level of students' readiness for practice teaching in terms of lesson planning. The findings yielded an overall mean of 4.50 (Strongly Agree), interpreted as Highly Ready, indicating that the pre-service teachers possess a high level of preparedness in designing and organizing instructional plans. This suggests that the respondents have developed essential competencies in establishing learning objectives, aligning lessons with curriculum requirements, and considering learners' diverse needs.

Among the ten indicators, "Determining what the students need to learn by the end of the lesson" obtained the highest mean ( $M = 4.66$ ), followed by "Creating lesson plans that align with the curriculum and objectives" ( $M = 4.56$ ) and "Creating a lesson plan that considers the diversity of students by using differentiated instruction" ( $M = 4.54$ ). These results indicate that respondents are particularly prepared in identifying intended learning outcomes, aligning instructional plans with curriculum objectives, and incorporating differentiated approaches to address learner diversity.

The lowest-rated indicators were "Developing lesson plans as part of my coursework or previous teaching experience" ( $M = 4.39$ ), "Adapting lesson plans to meet the diverse needs of students in a real classroom setting" ( $M = 4.43$ ), and "Exploring opportunities to integrate the lesson with other subjects, fostering a holistic understanding of the topic" ( $M = 4.45$ ). Although all remained within the Highly Ready category, their relatively lower ratings suggest that respondents may benefit from additional opportunities to apply planning skills in authentic classroom situations, particularly in adapting lessons and integrating content across disciplines.

Overall, the findings demonstrate that the pre-service teachers are highly ready in lesson planning, particularly in establishing learning outcomes, aligning instruction with curriculum objectives, and considering learner diversity. Continued exposure to authentic classroom experiences, collaborative planning, and interdisciplinary lesson development may further strengthen their ability to translate planning competencies into effective classroom practice.

The findings are consistent with Tokgöz (2026), who emphasized that effective lesson planning requires the integration of curriculum requirements, instructional objectives, learner characteristics, and assessment into coherent learning experiences. Similarly, Patterson and Hartley (2026) identified lesson-planning competence as a foundation of classroom readiness, particularly in developing instructional confidence and pedagogical flexibility. Røneid and Børte (2026) further found that constructive feedback and mentoring strengthen pre-service teachers' instructional decision-making and lesson-planning skills.

Likewise, Almaccioğlu and Arslan (2026) reported that collaborative lesson study enhances learner-centered lesson design and reflective practice, while Mok and Staub (2021) demonstrated that coaching, mentoring, and supervision significantly improve pre-service teachers' lesson-planning competence.

Collectively, these studies support the finding that strong pedagogical preparation, authentic practice, mentoring, and reflective learning contribute to pre-service teachers' readiness for lesson planning.

**Table 3.** Level of Students' Readiness for Practice Teaching in Terms of Teaching Strategies

| Statement                                                                                                                         | Mean        | Quantitative Interpretation | Qualitative Interpretation |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------|----------------------------|
| 1. Providing constructive feedback to help students improve and track their development.                                          | 4.65        | Strongly Agree              | Highly Ready               |
| 2. Using language or words that are appropriate for students' age and proficiency.                                                | 4.59        | Strongly Agree              | Highly Ready               |
| 3. Making differentiated instruction to accommodate different skill levels and provide opportunities for all students to succeed. | 4.59        | Strongly Agree              | Highly Ready               |
| 4. Planning activities and teaching methods that actively engage students and foster their motivation to learn.                   | 4.56        | Strongly Agree              | Highly Ready               |
| 5. Understanding various teaching strategies such as cooperative learning, direct instruction, and project-based learning.        | 4.51        | Strongly Agree              | Highly Ready               |
| 6. Assessing students' progress and understanding through different methods.                                                      | 4.51        | Strongly Agree              | Highly Ready               |
| 7. Integrating technology when appropriate to enhance learning.                                                                   | 4.50        | Strongly Agree              | Highly Ready               |
| 8. Incorporating active learning techniques, such as hands-on activities and group discussions, to engage students effectively.   | 4.49        | Agree                       | Ready                      |
| 9. Manipulating and integrating technology when appropriate to enhance learning.                                                  | 4.48        | Agree                       | Ready                      |
| 10. Tailoring the teaching strategy to the needs, interests, and learning styles of the students.                                 | 4.46        | Agree                       | Ready                      |
| <b>Overall Mean</b>                                                                                                               | <b>4.50</b> | <b>Strongly Agree</b>       | <b>Highly Ready</b>        |

Table 3 presents the level of students' readiness for practice teaching in terms of teaching strategies. The results yielded an overall mean of 4.50 (Strongly Agree), interpreted as Highly Ready, indicating that pre-service teachers are well prepared to select and implement appropriate instructional strategies that promote learner engagement and meaningful learning.

The highest-rated indicator was "Providing constructive feedback to help students improve and track their development" ( $M = 4.65$ ), followed by "Using language or words that are appropriate for students' age and proficiency" and "Making differentiated instruction to accommodate different skill levels and provide opportunities for all students to succeed" (both  $M = 4.59$ ). These results indicate strong readiness in providing feedback, communicating effectively, and adapting instruction to learners' needs.

The lowest-rated indicators were "Tailoring the teaching strategy to the needs, interests, and learning characteristics of the students" ( $M = 4.46$ ), "Manipulating and integrating technology when appropriate to enhance learning" ( $M = 4.48$ ), and "Incorporating active learning techniques" ( $M = 4.49$ ). Although all remained within the Highly Ready category, these areas may benefit from further exposure to authentic classroom experiences, microteaching, and technology-supported instruction.

Overall, the findings demonstrate that pre-service teachers are highly ready in teaching strategies, particularly in feedback, communication, differentiation, and varied instructional approaches. Continued practice may further strengthen their adaptability and effective use of active learning and technology.

The findings are consistent with Nguyen et al. (2021), who emphasized the contribution of active and collaborative learning to learner engagement. Fernández Ortube, Panadero, and Dignath (2024) likewise found that learner-centered approaches strengthen pre-service teachers' instructional decision-making and adaptability. Khalid et al. (2026) highlighted the value of technology-enhanced pedagogy, while Patterson and Hartley (2026) and Almacioğlu and Arslan (2026) emphasized authentic teaching experiences, collaborative learning, and reflection in developing instructional competence. Collectively, these studies support the finding that pedagogical knowledge, practice, and reflective learning contribute to pre-service teachers' readiness for effective teaching strategies.

**Table 4:** Level of Student's Readiness for Practice Teaching in terms of Classroom Management

| Statement                                                                                                                                                       | Mean        | Quantitative Interpretation | Qualitative Interpretation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------|----------------------------|
| 1. Establishing clear rules and expectations so that the students can understand the consequences of following the rules and the rewards for positive behavior. | 4.59        | Strongly Agree              | Highly Ready               |
| 2. Creating a welcoming and inclusive classroom environment.                                                                                                    | 4.49        | Agree                       | Ready                      |
| 3. Having strategies in place to foster a sense of belonging among students.                                                                                    | 4.48        | Agree                       | Ready                      |
| 4. Addressing and managing classroom disruptions and behavior issues.                                                                                           | 4.47        | Agree                       | Ready                      |
| 5. Considering a range of consequences and interventions to address behavior issues.                                                                            | 4.47        | Agree                       | Ready                      |
| 6. Preparation in consistently enforcing rules and regulations.                                                                                                 | 4.47        | Agree                       | Ready                      |
| 7. Managing time efficiently during lessons to keep students focused.                                                                                           | 4.47        | Agree                       | Ready                      |
| 8. Developing consistent classroom routines and procedures for daily activities.                                                                                | 4.46        | Agree                       | Ready                      |
| 9. Using positive reinforcement techniques to encourage and reward good behavior.                                                                               | 4.46        | Agree                       | Ready                      |
| 10. Establishing and maintaining a positive classroom environment.                                                                                              | 4.43        | Agree                       | Ready                      |
| <b>Overall Mean</b>                                                                                                                                             | <b>4.48</b> | <b>Agree</b>                | <b>Ready</b>               |

Table 4 presents the level of students' readiness for practice teaching in terms of classroom management. The results yielded an overall mean of 4.48 (Agree), interpreted as Ready, indicating that pre-service teachers possess adequate preparation to manage classroom routines, learner behavior, and the learning environment.

The highest-rated indicator was "Establishing clear rules and expectations..." (M = 4.59), followed by "Creating a welcoming and inclusive classroom environment" (M = 4.49) and "Having strategies in place to foster a sense of belonging among students" (M = 4.48). These findings indicate that respondents are particularly prepared to establish clear expectations and foster positive and inclusive classroom environments.

The lowest-rated indicators were "Establishing and maintaining a positive classroom environment" (M = 4.43), "Using positive reinforcement techniques..." (M = 4.46), and "Developing consistent classroom routines and procedures..." (M = 4.46). Although these remained within the Ready category, they suggest areas where additional classroom simulations, supervised teaching, and mentoring may strengthen practical classroom management skills.

Overall, pre-service teachers demonstrate a ready level of classroom management competence, particularly in establishing rules, promoting positive environments, and managing learner behavior. However, classroom management obtained the lowest mean among the three readiness dimensions, indicating a greater need for authentic classroom exposure and practical preparation.

These findings are consistent with Duan, Bissaker, and Xu (2024), who found that classroom management competence strengthens instructional confidence and teacher self-efficacy. Bagea et al. (2024) likewise emphasized the value of professional development and reflective practice in developing proactive classroom management. Supsin, Siribanpitak, and Chaemchoy (2026) highlighted the effectiveness of clear expectations and positive reinforcement, while Shafiq and Farooqi (2025) emphasized interpersonal competence and emotional regulation in managing classrooms. Collectively, these studies support the importance of preparation, reflection, and authentic teaching experiences in developing pre-service teachers' classroom management readiness.

**Table 5.** Summary of Mean Scores on the Level of Students' Readiness for Practice Teaching

| Statement               | Mean        | Quantitative Interpretation | Qualitative Interpretation |
|-------------------------|-------------|-----------------------------|----------------------------|
| <b>Indicators</b>       | Mean        | Quantitative Description    | Qualitative Interpretation |
| 1. Lesson Planning      | 4.50        | Strongly Agree              | Highly Ready               |
| 2. Teaching Strategies  | 4.53        | Strongly Agree              | Highly Ready               |
| 3. Classroom Management | 4.48        | Agree                       | Ready                      |
| <b>Overall Mean</b>     | <b>4.50</b> | <b>Strongly Agree</b>       | <b>Highly Ready</b>        |

Table 5 presents the summary of students' readiness for practice teaching across the three dimensions. The overall mean of 4.50 (Strongly Agree), interpreted as Highly Ready, indicates that the pre-service teachers are well prepared for their practice teaching. Teaching Strategies obtained the highest mean ( $M = 4.53$ ), followed by Lesson Planning ( $M = 4.50$ ), while Classroom Management obtained the lowest ( $M = 4.48$ ). Although all dimensions indicate favorable readiness, the results suggest that respondents are more confident in instructional delivery and planning than in managing classroom situations. The comparatively lower rating for classroom management highlights the need for additional authentic teaching experiences, simulations, mentoring, and supervised practice.

Overall, the respondents are highly ready for practice teaching, demonstrating competence in lesson planning, teaching strategies, and classroom management. Continued field-based preparation may further strengthen their ability to manage learner behavior, establish routines, and maintain positive learning environments. These findings support Patterson and Hartley (2026), who described readiness as a multidimensional construct developed through authentic teaching experiences. Tokgöz (2026) emphasized the importance of effective lesson planning, while Nguyen et al. (2021) highlighted the contribution of appropriate teaching strategies to learner engagement. Duan, Bissaker, and Xu (2024) likewise established the importance of classroom management competence in strengthening teaching confidence and effectiveness. Furthermore, Hepburn and Trompf (2026) emphasized that readiness also involves adaptability and professional judgment in authentic classroom situations. Collectively, these studies reinforce that practice-teaching readiness requires the integration of instructional planning, effective teaching strategies, and classroom management.

### Research Question 3: Is there a significant difference in the level of students' readiness for practice teaching in terms of lesson planning when grouped according to program affiliation?

**Table 6.** Test of Significant Difference in Students' Readiness for Practice Teaching in Terms of Lesson Planning When Grouped According to Program Affiliation

| Group                                                         | Mean                                            | f     | p-value | Interpretation | Decision                   |
|---------------------------------------------------------------|-------------------------------------------------|-------|---------|----------------|----------------------------|
| Lesson Planning when grouped according to program affiliation | Between Groups = 0.802<br>Within Groups = 0.156 | 5.145 | .000    | Significant    | Reject the null hypothesis |

Table 6 presents the test of significant difference in students' readiness for practice teaching in terms of lesson planning when grouped according to program affiliation. The results showed a significant difference ( $F = 5.145$ ,  $p = .000$ ), leading to the rejection of the null hypothesis. This indicates that lesson-planning readiness varies significantly across teacher education programs. The difference may be attributed to variations in curriculum content, professional education courses, instructional experiences, mentoring, and opportunities for practice across programs. These differences may influence students' confidence and competence in developing learner-centered and curriculum-aligned lesson plans.

The findings underscore the need for teacher education programs to provide consistent and equitable opportunities for instructional planning, mentoring, feedback, and practice regardless of specialization. Strengthening these components may help minimize differences in readiness across programs. These findings are consistent with Patterson and Hartley (2026) and Tokgöz (2026), who emphasized that readiness and lesson-planning competence develop through quality teacher preparation, pedagogical practice, and reflective decision-making. Similarly, Røneid and Børte (2026) highlighted the value of mentoring and feedback, while Almacioğlu and Arslan (2026) and Mok and Staub (2021) demonstrated that collaborative practice, coaching, and supervision strengthen pre-service teachers' lesson-planning competence. Collectively, these studies support the view that differences in teacher preparation experiences can contribute to variations in lesson-planning readiness.

#### Research Question 4: Is there a significant difference in the level of students' readiness for practice teaching in terms of teaching strategies when grouped according to program affiliation?

**Table 7.** Test of Significant Difference in Students' Readiness for Practice Teaching in Terms of Teaching Strategies When Grouped According to Program Affiliation

| Group                                                             | Mean                                            | f     | P-value | Interpretation | Decision                   |
|-------------------------------------------------------------------|-------------------------------------------------|-------|---------|----------------|----------------------------|
| Teaching Strategies when grouped according to program affiliation | Between Groups = 0.559<br>Within Groups = 0.151 | 3.705 | .005    | Significant    | Reject the null hypothesis |

Table 7 presents the test of significant difference in students' readiness for practice teaching in terms of teaching strategies when grouped according to program affiliation. The results showed a significant difference ( $F = 3.705$ ,  $p = .005$ ), leading to the rejection of the null hypothesis. This indicates that readiness in teaching strategies varies significantly across teacher education programs. The difference may be attributed to variations in curriculum content, pedagogical training, instructional approaches, and exposure to microteaching, simulations, collaborative learning, and field-based activities. These experiences may influence students' ability and confidence to select and apply appropriate teaching strategies.

The findings highlight the need for equitable and consistent opportunities for pedagogical practice across programs. Strengthening microteaching, instructional simulations, collaborative learning, and supervised classroom experiences may help ensure comparable levels of instructional readiness among pre-service teachers. These findings are consistent with Nguyen et al. (2021) and Fernández Ortube, Panadero, and Dignath (2024), who emphasized the importance of pedagogical preparation and active learning approaches in developing instructional competence. Similarly, Khalid et al. (2026) highlighted the role of technology-integrated preparation, while Patterson and Hartley (2026) emphasized authentic teaching experiences. Almacioğlu and Arslan (2026) likewise found that collaborative and reflective learning strengthens instructional decision-making. Collectively, these studies support the view that differences in teacher preparation experiences can influence students' readiness to implement effective teaching strategies.

#### Research Question 5: Is there a significant difference in the level of students' readiness for practice teaching in terms of classroom management when grouped according to program affiliation?

**Table 8.** Significant Difference on the Level of Students Readiness for Practice Teaching in terms of Classroom Management

| Group                                                              | Mean                                            | f     | P-value | Interpretation | Decision                   |
|--------------------------------------------------------------------|-------------------------------------------------|-------|---------|----------------|----------------------------|
| Classroom Management when grouped according to program affiliation | Between Groups = 1.064<br>Within Groups = 0.171 | 6.239 | .000    | Significant    | Reject the null hypothesis |

Table 8 presents the test of significant difference in students' readiness for practice teaching in terms of classroom management when grouped according to program affiliation. The results showed a significant difference ( $F = 6.239$ ,  $p = .000$ ), leading to the rejection of the null hypothesis. This indicates that classroom management readiness varies significantly across teacher education programs. The difference may be attributed to variations in curriculum content, pedagogical preparation, mentoring, and exposure to classroom simulations, microteaching, and supervised field experiences. Programs providing greater opportunities for authentic classroom practice may better develop students' confidence and competence in managing learner behavior, establishing routines, and maintaining positive learning environments.

These findings highlight the need to provide consistent and equitable classroom management preparation across all teacher education programs. Strengthening simulations, demonstration teaching, reflective practice, mentoring, and supervised classroom experiences may help reduce differences in readiness. The findings are consistent with Duan, Bissaker, and Xu (2024), who linked classroom management competence with instructional confidence and readiness. Bagea et al. (2024) likewise emphasized professional development and reflective practice, while Supsin, Siribanpitak, and Chaemchoy (2026) highlighted positive behavior support and clear expectations. Shafiq and Farooqi (2025) further emphasized interpersonal competence and emotional regulation in effective classroom management.



Collectively, these studies support the view that classroom management readiness is strengthened through comprehensive preparation, practical experience, and reflective professional learning.

## Ethical Considerations

The researchers adhered to established ethical principles to protect the rights, dignity, privacy, and welfare of all participants throughout the study. Participants were informed of the study's purpose, procedures, and their rights before participation. Informed consent was obtained voluntarily from all respondents. Participation was voluntary, and respondents were informed of their right to decline or withdraw at any time without penalty or adverse consequences. Participants' identities and responses were kept confidential. Data were securely stored, used solely for research purposes, and reported only in aggregate form. All participants were treated fairly and respectfully regardless of their gender, academic program, or personal background. The researchers maintained a non-discriminatory research environment. Data were collected, analyzed, and reported accurately and objectively. No fabrication, falsification, manipulation, or misrepresentation of findings was permitted. The study posed no foreseeable significant risk to participants and was intended to provide evidence for improving teacher preparation, curriculum development, and intervention programs at Don Carlos Polytechnic College.

## Conclusion

The readiness of pre-service teachers for practice teaching is built upon the integration of sound pedagogical preparation, instructional competence, and meaningful professional experiences. The findings of this study affirm that the teacher education program of Don Carlos Polytechnic College has generally succeeded in preparing future teachers with the essential competencies required for effective classroom practice. This demonstrates the program's capacity to develop pre-service teachers who are equipped to translate theoretical knowledge into professional teaching practice. The study further concludes that readiness for practice teaching is not developed uniformly across teacher education programs. Variations in lesson planning, teaching strategies, and classroom management suggest that differences in curricular emphasis, instructional experiences, and professional preparation influence the development of teaching competencies. These differences underscore the importance of ensuring that all teacher education programs provide equitable and comprehensive learning experiences that support the holistic preparation of future educators. Although the respondents exhibited a high level of readiness, the comparatively lower performance in classroom management highlights the continuing importance of authentic teaching experiences, structured mentoring, and field-based learning. Strengthening these components can further bridge the gap between theoretical preparation and actual classroom practice, enabling pre-service teachers to develop greater confidence, adaptability, and competence in managing diverse learning environments. Overall, this study contributes to the improvement of teacher education by providing empirical evidence on the readiness of pre-service teachers across different academic programs. The findings offer practical insights for curriculum enhancement, teacher preparation, and institutional policy, emphasizing that continuous refinement of program-specific curricula and field experiences is essential for producing competent, reflective, and classroom-ready educators capable of meeting the evolving demands of the teaching profession.

## Recommendations

Based on the findings and conclusions of the study, the College of Teacher Education should continuously review and strengthen its teacher education curriculum to ensure that academic programs provide equitable opportunities for developing competencies in lesson planning, teaching strategies, and, particularly, classroom management prior to practice teaching. Faculty members are encouraged to integrate classroom simulations, microteaching, demonstration teaching, and reflective learning activities that allow pre-service teachers to apply and refine classroom management strategies in authentic and controlled instructional settings, thereby strengthening their confidence and practical competence before field deployment. Practice teaching coordinators and cooperating schools should likewise establish structured mentoring, systematic classroom observation, and constructive feedback mechanisms to support the continuous development of pre-service teachers' instructional planning, teaching strategies, and classroom management skills throughout the internship period. Teacher education institutions may also implement targeted interventions, workshops, and capability-building activities addressing classroom management, positive behavior support, and learner engagement, particularly in areas identified as requiring further enhancement. Finally, future research should examine practice-teaching readiness across diverse higher education institutions and broader populations while incorporating relevant variables such as teaching self-efficacy, instructional competence, and emotional readiness. Comparative and longitudinal research designs



are also recommended to provide deeper insights into how pre-service teachers' readiness develops before, during, and after internship experiences and to identify factors that contribute to sustained instructional competence and classroom preparedness.

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