
Research Article

Readiness of Bachelor of Technical-Vocational Teacher Education Pre-Service Teachers of Camarines Sur Polytechnic Colleges

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Abstract:

This study aimed to investigate the extent of the pre-service teachers in Bachelor of Technical-Vocational Teacher Education Program being ready to align with the Philippine Professional Standards for Teachers. Moreover, it identified potential correlations between pre-service teacher profiles sex, academic track, and area of specialization and subject handled in terms of their PPST readiness scores. It was discovered that there is a promising foundation in terms of literacy, numeracy and communication skills level of pre-service teachers; however, a lot has yet to be achieved overall. There remains a great deal more work to do around curriculum, assessment techniques and engagement of diverse learners. The research went on to identify the establishment of stronger community links and professional development prioritized in the refining of teaching philosophies and collaboration. One of the interesting findings of this research was the strong association of the pre-service teacher profile and PPST readiness. The academic track and area of specialization had a higher relation compared to the subject handled during practice teaching. This would then imply that there could be benefits to be made in designing BTVTEd programs responsive to pre-service teacher backgrounds with unique skill gaps and ensuring that graduates are better prepared for the PPST and subsequent teaching tasks. In that light, the research recommends that BTVTEd programs integrate training that domiciles core academic skills, elements of curriculum development and curriculum assessment practices, and strategies for catering to diverse learners. Besides, community engagement and professional development programs in fine-tuning pre-service teachers will go a long way in contributing to their general preparedness.

Keywords: Philippine Professional Standards for Teachers (PPST), Pre-Service Teachers, Readiness.

Introduction

The Philippines recognizes the crucial role well-trained teachers play in achieving educational excellence. To ensure a strong foundation for future educators, two key government agencies, CHED and DepEd, have taken significant steps. The current regulations (CMO 74–80 and 82, series of 2017) strongly emphasize that the designated college supervisor is responsible for supervising the activities, coordinating them, and assessing the performance of the PTs. The resource teachers will only make allowances if field study courses call for interviews and observations. A Memorandum of Agreement is still required between TEIs and the division office that houses the partner schools. The responsibilities assigned to FSS and PTs must be consistent with the goals of the Field Study and Teaching Internship courses and restricted to their specific requirements and activities, according to the partnering principals of public and private schools, resource teachers, and cooperating teachers. Assignments for the FSS and PTs that have nothing to do with their future professional growth as instructors should not be given. Backfisch (2024) investigated how to effectively integrate technology into teacher education. They proposed that successful integration requires teachers to possess a strong foundation in three areas: content knowledge understanding the subject matter, pedagogical knowledge teaching methods, and technological knowledge using technology effectively. The study of Botturi (2019) has become increasingly important in European compulsory education in the age of digitization. The 21st century learners require a teacher that is not just knowledge smart but also digitally competent. Study of Ardiyansah (2021), teaching online emerges as a crucial component of the students' learning process. The research reveals that pre-service teachers are equipped with the necessary tools and strategies to deliver interactive online lessons and engage students in learning activities effectively. Similarly, Polly (2022) explores the significance and utility of digital technologies in teaching and learning among pre-service teachers, along with their perceived competency and interest levels in utilizing these technologies. The research is anchored on the Philippine Professional Standards for Teachers in identifying readiness indicators of pre-service teachers, as emphasized in the study by Malunes (2020) on researching the teaching competence of public-school educators against the backdrop provided by these standards. According to the study, the instructional skills were paramount in all routines of educational enterprises and treated with great regard. In the study of Badong (2024) evaluates the effectiveness of interactive multimedia integration in enhancing students' academic performance. Additionally, the learning experiences of BTVTEd students along the level of learning competency and the challenges encountered affecting the teaching-learning process in their specialized courses. According to the study, academic challenges, instructional, institutional and personal barriers affect in the acquisition of the necessary knowledge, skills and attitudes for BTVTEd-Electronics Technology program.

(Bermundo, 2025). Using instructional technology makes lessons more practical, easier to understand, and accessible to more people. As learning becomes more focused on skills, it is important to consider learners, their environment, and the tools that support their growth. This has led to better ways of teaching by combining instructional material, hardware, and software to make learning more effective. (Oliva, 2025) However, the socio-economic profiles of students come from families with limited financial resources, this financial constraint directly impacts their ability to access necessary technology and reliable internet connectivity, which is essential for online learning. (Balingbing & Amaranto, 2024). Identifying the readiness of the pre-service teachers is crucial for ensuring high-quality education and effective classroom management.

Research Questions

Specifically, this study aims to answer the following questions:

1. How are the Pre-Service Teachers described in terms of: sex, academic track, area of specialization, and subjects handled?
2. What is the extent of readiness of the Pre-Service teachers for the Philippine Professional Standards for Teachers (PPST) in terms of: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development?
3. What is the significant relationship of the readiness of the pre-service teachers for the Philippine Professional Standards for Teachers (PPST)?
4. What competency program may be proposed to enhance the readiness of the BTVTEd Pre-Service Teachers?

Conceptual Framework

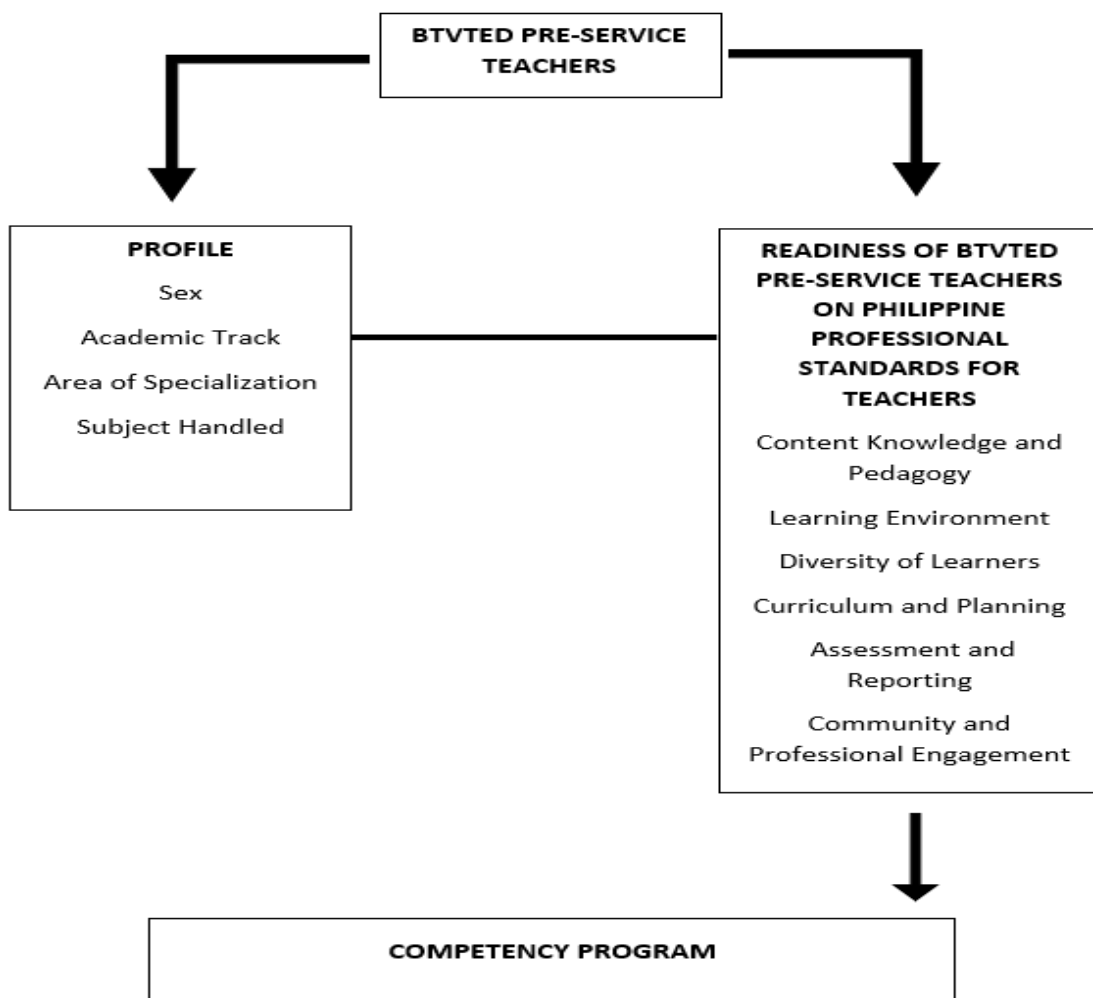


Figure 1: Conceptual Paradigm

Figure 1 on the next page shows the concepts involved in this study and the relationship of these concepts to describe the profile and readiness of BTVTEd Pre-Service Teachers. The topmost box of the diagrams shows the respondents of the study. Under it are the two variables that were determined and correlated in the study - (1) the profile of the respondents in terms of (a) age; (b) sex; (c) academic track; (d) area of specialization; and (e) subject handled; and (2) the readiness of the BTVTEd Pre-Service Teachers on the Philippine Professional Standards for Teachers in terms of the seven (7) domains such as the (1) content knowledge and pedagogy, (2) learning environment, (3) diversity of learners, (4) curriculum and planning, (5) assessment and reporting, (6) community and professional engagement, and (7) personal growth and professional development. The lowermost box is the output

of this study - the proposed competency program for further improvement of the BTVTEd curriculum.

Methodology

Research Design

Researcher employed quantitative descriptive correlational design. According to McBurney and White, this description allows one to capture an instant of the situation and to explore possible relationships between factors. In this regard, the research focused on the relationship between a profile and readiness for digital pedagogy of two important features of pre-service teachers at Camarines Sur Polytechnic Colleges enrolled in a program on Technology, and Livelihood Education. The correlational method applied in this research enabled the researchers to determine any relationships that exist between these variables. The researcher prepared a survey with rating scales to elicit necessary information. Data on respondent pre-service teachers' profile and their readiness toward digital pedagogy were provided via questionnaires. Descriptive design had its preparedness measured using the seven domains and strands prescribed by the Philippine Professional Standards for Teachers as well. The questionnaires' satisfactorily returned information was analyzed using Microsoft Excel for the sorting and using SPSS, a statistic analytical tool, for computing the average scores as mean values.

Participants

It involves 100 participants who are enrolled in the Practice Teaching course as major in their Bachelor of Technical Vocational Teacher Education (BTVTEd) at Camarines Sur Polytechnic Colleges. These participants shall represent the whole population of BTVTEd students majoring in Food Service Management and Electronics Technology. The participants of this study are specifically fourth-year students enrolled in the Bachelor of Technical Vocational Teacher Education program, specializing in Food Service Management and Electronics Technology, within the College of Technological and Developmental Education.

Sampling Techniques

The researcher employed purposive sampling, a method commonly used in quantitative research to selectively choose examples rich in information and maximize the use of limited resources (Patton, 2002). This approach involves identifying and selecting individuals or groups with expertise or experience relevant to the topic of interest (Cresswell and Clark, 2011). Bernard (2002) and Spradley (1979) emphasize the significance of factors such as accessibility, willingness to participate, and the ability to articulate thoughts and perspectives clearly and reflectively, alongside knowledge and experience. In this study, the researcher purposively selected respondents from among the BTVTEd Pre-Service Teachers of Camarines Sur Polytechnic Colleges.

Research Instrument

In this study, the researcher used questionnaire. The questionnaire has two parts. The first part of the research instrument collected information about the respondent's profile, which includes the sex, academic track, area of specialization, and subjects handled. The preparation of the BTVTEd pre-service teachers for teaching was assessed in Part II of the research instrument, which is distributed by the domains and strands of the Philippine Professional Standards for Teachers. Each strand has a corresponding oval that serves as a scale from 4 to 1, with 4 representing Always Ready, 3 Somewhat Ready, 2 Slightly Ready, and 1 representing Unready. For the instrument to be deemed valid and reliable, the researcher sent it for validation to five (5) experts who has a knowledgeable about BTVTEd programs, including the Dean of the College of Technological and Developmental Education, program chairs, and BTVTEd instructors.

Statistical Treatment of Data

Every piece of data acquired was carefully and in-depthly examined. Before the analysis, all the data were code and label to detect similarities and differences. The responses entered in a computer and processed, counted, and analyzed. The examination incorporates well-establish theories, ideologies, and studies along with pertinent literature. To analyze the connection between the pre-service teachers' profiles and their performance against the Philippine Professional Standards for Teachers (PPST), the researcher used a statistical method called Kendall's Coefficient of Concordance (W) along with p-values. This is different from the more common Kendall rank correlation coefficient, which is used for two variables. Kendall's W is specifically designed to assess agreement between multiple variables (in this case, the seven PPST domains). A common application of Kendall's W is measuring agreement between raters. Here, it's used to understand the relationship between the different PPST domains and the overall student profiles. The p-value, another key element of the analysis, tells us the probability of getting such extreme results by chance, assuming the standard teaching standards are met by all students (the null hypothesis). A lower p-value indicates stronger evidence that the pre-service teachers' profiles have a statistically significant relationship with their performance on the PPST domains.

Results and Discussions

1. Profile of the Respondents

The profile of the BTVTEd pre-service teachers of Camarines Sur Polytechnic Colleges in terms of sex, academic track, area of specialization and the subject handled were secured by the researcher.

1.1. Sex

The study included sex as a variable to investigate any potential correlation between the readiness of BTVTEd pre-service teachers. Understanding these potential relationships is crucial for various reasons. It can inform decision-making in teacher education

programs, encourage targeted stakeholder engagement, and improve communication strategies. Additionally, it can provide insights into potential gender-based preferences for different types of interventions aimed at enhancing digital pedagogy readiness.

Table 1. Sex

Sex	f	Percentage
Male	22	22.00%
Female	78	78.00%
Total	100	100.00

The results of this study show a significant difference in the sex distribution. Females make up most of the participants at 78%, with males composing only 22%. This suggests a strong female skew in the sample. The research by Severiens (2011) on gender and program choice in higher education highlights an interesting trend. While women are generally excelling in higher education, there seems to be a specific challenge for men in programs with a predominantly female student body. This finding aligns with Beekhoven's discovery that women may progress more quickly in courses with a higher proportion of female students. These studies suggest that program choice and gender composition within those programs can influence student success. Moreover, in the study of Rañon (2024), Gender-sensitive evaluation aims to identify the structural factors contributing to inequality between women and men within the context of an intervention.

1.2 Academic Track

The Academic Track is one of three major options, which include Technical-Vocational-Livelihood and Sports and Arts. They will be further divided into the strand under the Academic Track, according to their interests and career goals in the future. They then must decide on their focus: STEM (Science, Technology, Engineering, and Mathematics) if a student is interested in these fields; HUMSS, or Humanities and Social Sciences, for students more inclined towards social sciences, languages, or education; ABM, or Accountancy, Business, and Management, for those oriented towards business and entrepreneurship. This will allow students to focus on a particular field by enrolling in special subjects that would prepare them for pursuing college courses or careers related to it.

Table 2. Academic Track

Academic Track	f	Percentage
TVL	88	88.00%
Academic	12	12.00%
Total	100	100.00

This dataset indicates that a very high percentage of students, about 88.00%, are from the TVL track as opposed to those in the Academic Track with 12.00%. The result of that would then imply a bias in the development of hands-on skills during practice teaching, as it is under the TVL curriculum. As advantageous as this may seem, perhaps exploring the inclusion of academic concepts into practice teaching will also add value. This could potentially create a more holistic learning experience for the learners by bridging the gap between the vocational skills and the theoretical underpinning knowledge. Bacaling et al. (2021) studied the senior high school track preferences in the Philippines. In this study, it was found that while most of the students were opting for the Technical-Vocational Track overall, the most students were opting for the Humanities and Social Sciences strand under the Academic Track relative to all the other improved strands. These results may suggest a lack of a connection between student interest in particular academic areas and the overall popularity of the broader academic track. This information may be useful in enhancing career guidance offered at school. Some of the ways by which schools can assist students in selecting senior high school tracks that are appropriate include involving parents more in the career discussions of their children and establishing a standardized process to enroll them through career assessments. These assessments can guide them through strands that best fit their interests, strengths, and future goals.

1.3 Area of Specialization

The Bachelor of Technical-Vocational Teacher Education shall turn out very much capable and driven teachers specializing in Technology and Livelihood Education. In Camarines Sur Polytechnic Colleges, BTVTEd major in Electronics Technology and Food Service Management are the programs offered. The Bachelor of Technical-Vocational Teacher Education (BTVTEd) program is designed to prepare teachers in TLE for Grades 9–10, senior high school for the technical-vocational livelihood (TVL) track, technical-vocational education, and training (TVET), and for higher education, according to CHED Memorandum Order No. 79, series of 2017.

Table 3. Area of Specialization

Area of Specialization	f	Percentage
FSM	65	65.00%
ELX	35	35.00%

Total	100	100.00
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The data shows a specialization distribution where FSM (Food Service Management) makes up 65.00% of the total. ELX (Electronics Technology) makes up the remaining 35.00%. Frank (2015) suggests a link between a person's cognitive style and their choice of specialization within teacher education. The study found that students majoring in subjects like natural sciences, mathematics, and business tended to be more "field-independent" learners. This means they are better at processing information independently and less reliant on external cues or context. In contrast, students majoring in humanities, family and child development, home economics, special education, and speech pathology scored higher on the "field-dependent" end of the spectrum. These learners often benefit from working with others and using external structures to organize information. Frank's findings support the theory that field dependence can influence career choices, even within a field like education.

1.4. Subject Handled

The importance of subject matter knowledge for teachers is an undeniable truth. After all, effective teaching is about guiding students towards understanding a particular topic. A teacher's grasp of the material they are expected to teach directly impacts their ability to select engaging activities, deliver clear explanations, prompt insightful questions, and ultimately, assess student learning effectively. This well-established concept is supported by research from Buchmann (1984). The development of teachers' subject matter knowledge has not, for the most part, been the focus of research on teacher education, even though subject matter knowledge is commonly accepted as a key component of what teachers need to know. Other facets of teaching and learning to teach have received more attention from researchers who are explicitly interested in how teachers develop and change: Changes in teachers' roles and views about their jobs, for instance, or in their understanding of students, the curriculum, or teaching methods. nonetheless, to disregard the growth of teaching.

Table 4. Subject Handled

Subject Handled	f	Percentage
TLE	78	78.00%
Araling Panlipunan	8	8.00%
English	5	5.00%
Values Education	2	2.00%
Science	4	4.00%
Filipino	4	4.00%
MAPEH	2	2.00%
Mathematics	2	2.00%

The data highlights a potential mismatch between the specializations of pre-service teachers (Food Service Management and Electronics Technology) and their practice teaching placements. A significant majority (78%) handled TLE subjects, likely due to the vocational nature of the program. However, this raises a few concerns. Firstly, given the strong emphasis on TLE, there is concern about whether pre-service teachers receive sufficient training in essential subjects like English, Science, and Math, which are crucial for a comprehensive education. While their majors are important, a solid grounding in these core subjects enables them to integrate technical skills with broader knowledge and communicate effectively with students. Secondly, limited exposure to subjects outside of TLE may narrow their future career options. If they wish to teach other subjects, additional training may be necessary for them to feel confident. This indicates a potential need to: Integrate core academic subjects into the curriculum for BTVTEd programs specializing in Food Service Management and Electronics Technology and provide opportunities for practice teaching in subjects beyond TLE, ensuring a more well-rounded experience. By addressing these concerns, the program can ensure that its graduates are not only proficient in their chosen fields but also well-prepared to handle a wider range of teaching opportunities. Guiaselon (2022) aptly capture the essence of effective teaching with the adage "You cannot give what you don't have." Their research underscores the critical link between a teacher's grasp of subject matter knowledge and pedagogy, and ultimately, student learning outcomes. Teachers struggling with either content or instructional methods are inherently disadvantaged in their ability to guide students towards academic success.

2. Readiness of BTVTED Pre-Service Teachers based on Philippine Professional Standards for Teachers

The second aspect addressed in the research involves evaluating the readiness of pre-service teachers across seven domains as outlined in the Philippine Professional Standards for Teachers.

2.1 Readiness on Content Knowledge and Pedagogy

DepEd Order No. 42, 2017, regarding the National Adoption and Implementation of the Philippine Professional Standards for Teachers, underscores the importance of teachers' proficiency in subject matter and its interconnections across various curriculum domains, coupled with a robust comprehension and critical application of teaching and learning theories and principles. Domain one, Content Knowledge and Pedagogy, is integral to this acknowledgment, encompassing teachers' ability to deliver instruction that is both relevant to students' developmental stage and grounded in contemporary research. Recognizes the importance of teachers

possessing a solid understanding of the application of teaching and learning theories and concepts, as well as the interconnectedness of their subject matter knowledge across and beyond curriculum domains. This domain deals with the teachers' ability to provide not only instruction appropriate for students at their stage of development but firmly grounded in current research. It highlights educators' competence in the medium of instruction, Filipino and English, through the process of teaching and learning, using technology, instructional, and communication strategies to attain desirable learning outcomes.

Table 5. Content Knowledge and Pedagogy

Strands	Weighted Mean	Verbal Interpretation	Rank
Content knowledge and its application within and across curriculum areas	3.17	Somewhat Ready	6.5
Research-based knowledge and principles of teaching and learning	3.17	Somewhat Ready	6.5
Positive use of ICT	3.47	Somewhat Ready	1
Strategies for promoting literacy and numeracy	3.30	Somewhat Ready	4
Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	3.25	Somewhat Ready	5
Mother Tongue, Filipino, and English in teaching and learning	3.31	Somewhat Ready	3
Classroom communication strategies	3.31	Somewhat Ready	2
Average Weighted Mean	3.30	Somewhat Ready	

As can be seen in Table 5, one of the Philippine Professional Standards for Teachers' domains, readiness on content knowledge and pedagogy, has an overall weighted mean of 3.30 and is verbally interpreted as "somewhat ready." The study found that educators achieved a "Somewhat Ready" level across all evaluated areas. While they demonstrate comfort using technology in teaching (highest score at 3.47), there's room for improvement in foundational skills like literacy, numeracy, and communication strategies (scores around 3.30). The work of Shulman (1987) on the development of Pedagogical Content Knowledge is the basis of this study. Shulman argued that experienced teachers come to teaching with an extensive knowledge base, much more extensive than solely subject matter knowledge. These knowledge domains include seven main areas: content knowledge, general pedagogical knowledge, curriculum knowledge, PCK itself, knowledge of learners, knowledge of educational contexts, and knowledge of educational purposes and values. Shulman viewed this knowledge base as a type of encyclopedia in which each area informs and interacts with the others to guide a teacher's practice. The research here acknowledges the importance of Shulman's framework while examining one component in detail to add further understanding toward the complex issues involved in effective teaching. Building on the idea that a very challenging requirement for teachers is to intertwine content knowledge, pedagogical skills, and technological fluency effectively, this study is undertaken with a view to working out ways of supporting pre-service teachers in meeting that exacting requirement. The study introduces the concept of "utility-value interventions" as a promising approach for teacher education. By using interventions that emphasize the practical benefits of integrating these knowledge areas, teacher educators can potentially encourage pre-service teachers to develop a more holistic approach to using technology in their classrooms. This research contributes to the field of technology-enhanced teacher education by offering a new strategy for fostering effective technology integration in future teachers' practices. This suggests a need for targeted professional development that leverages their strength in technology to create engaging learning experiences that reinforce these core areas. Additionally, integrating content knowledge with research-based teaching methods can ensure effective delivery across subjects. Regularly assessing educator progress will help refine the program for optimal impact.

2.2 Readiness on Learning Environment

According to DepEd Order No. 42, series of 2017, Domain 2, Learning Environment under the National Adoption and Implementation of the Philippine Professional Standards for Teachers, educators are tasked with establishing learning environments that are secure, equitable, and conducive to fostering students' responsibility and achievement. This domain aims at providing an environment that is supportive of learning, where teachers find it easy to manage students through their behaviors in both physical and virtual learning settings. On the note of ensuring healthy interactions in a class towards attaining high levels of learning, this area reckons that instructors draw upon a variety of resources as well as intellectually challenging and engaging activities.

Table 6. Learning Environment

Strands	Weighted Mean	Verbal Interpretation	Rank
Learner safety and security	3.55	Somewhat Ready	1
Fair learning environment	3.48	Somewhat Ready	3
Management of classroom structure and activities	3.40	Somewhat Ready	4.5
Support for learner participation	3.52	Always Ready	2
Promotion of purposive learning	3.40	Somewhat Ready	4.5
Management of learner behavior	3.37	Somewhat Ready	6
Average Weighted Mean	3.45	Somewhat Ready	

The results support the PPST framework, particularly about its 'Learning Environment' domain. Although this domain had an overall weighted mean score of 3.45, which interprets to "somewhat ready," there is likely much work to be done in creating more effective self-directed learning environments in Philippine classrooms. The study identified areas of strength and opportunities for improvement regarding the learning environment. Educators scored highest in "Learner safety and security" (3.55), indicating a strong focus on creating a safe space for students. Additionally, "Support for learner participation" (3.52) scored well, suggesting effective methods for encouraging student involvement. However, areas like "Management of classroom structure and activities" (3.40) and "Promotion of purposive learning" (3.40) scored lower, suggesting a need for refining classroom organization and ensuring clear learning goals. The lowest score, "Management of learner behavior" (3.37), highlights a potential gap in managing classroom disruptions. These results suggest that, while teachers are keen on students' safety and participation, how much activities are structured and aims for learning brought into sharp focus with clear objectives is relatively lower. Consider providing professional development opportunities focused on classroom management strategies, training in goal-setting techniques, and positive behavior intervention systems. Focusing on these will allow practitioners to develop a more structured environment for learning, which will help learners keep to task purposefully and reduce the potential for disruption.

2.3 Readiness on Diversity of Learners

The PPST, Philippine Professional Standards for Teachers, specifies the third domain, receipts of which were laid down and established by DepEd Order No. 42 of 2017. Teachers in this domain have underscored the pivotal role when it comes to creating diverse classrooms in the understanding of diverse backgrounds, experiences, and needs of learners.

Table 7. Diversity of Learners

Strands	Weighted Mean	Verbal Interpretation	Rank
Learners' gender, needs, strengths, interests, and experiences	3.48	Somewhat Ready	1
Learners' linguistic, cultural, socioeconomic, and religious backgrounds	3.43	Somewhat Ready	2
Learners with disabilities, giftedness, and talents	3.28	Somewhat Ready	3
Learners in difficult circumstances	3.25	Somewhat Ready	5
Learners from indigenous groups	3.27	Somewhat Ready	4
Average Weighted Mean	3.34	Somewhat Ready	

The study revealed that educators demonstrated a "Somewhat Ready" level of understanding regarding diverse learners. While they scored highest in considering "Learners' gender, needs, strengths, interests, and experiences" (3.48), areas like "Learners with disabilities, giftedness, and talents" (3.28) and "Learners in difficult circumstances" (3.25) scored lower. This suggests a potential need for further professional development focused on catering to these specific student groups. These results suggest basic teacher knowledge about how to cater for some elements of learner diversity, but also that teachers would benefit from training in what to do to effectively support students with a disability or talent, or who are undergoing various types of challenge. For this purpose,

targeted programs can be designed to arm educators with strategies for differentiation in instruction, making classrooms more inclusive, and offering the right support to learners. Workshops on differentiated instructions, the use of diverse learning materials, and recognition and addressing the needs of students with backgrounds or challenges can be hold. It is an area on which educators can focus to make a classroom more inclusive—able to meet the unique needs and potential of every student.

2.4. Readiness on Curriculum and Planning

Curriculum and planning involve the strategic determination of what subjects to teach, the rationale behind them, and the methods for structuring the teaching and learning process, all while considering the demands of the existing curriculum and available resources. This process often involves crafting a comprehensive curriculum framework at a broader level, as well as developing subject-specific syllabi to serve as instructional guides for individual schools. It encompasses the development of lesson plans and assessment timetables across various subjects at the school level, including the creation of detailed plans for learning units, individual lessons, and sequences of lessons within the classroom setting.

Table 8. Curriculum and Planning

Strands	Weighted Mean	Verbal Interpretation	Rank
Planning and management of teaching and learning process	3.42	Somewhat Ready	2
Learning outcomes aligned with learning competencies	3.37	Somewhat Ready	3
Relevance and responsiveness of learning programs	3.32	Somewhat Ready	5
Professional collaboration to enrich teaching practice	3.36	Somewhat Ready	4
Teaching and learning resources including ICT	3.43	Somewhat Ready	1
Average Weighted Mean	3.38	Somewhat Ready	

Items that emerged from the research as in need of action in relation to curriculum development and planning. Although there is strength in using "Teaching and learning resources including ICT" (3.43) to show an ability to use technology, other factors such as "Learning outcomes aligned with learning competencies" (3.37) and "Relevance and responsiveness of learning programs" 3.32 ranked lower. This may indicate a weakness in the areas of formulating brief learning objectives and Esping-Andersen precisely matching them to the needs of the student base. These results suggest that professional development in curriculum mapping and the tailoring of learning experiences to meet specific competencies would be useful for the respondents. This, coupled with the incorporation of student feedback and adaptation to current trends, would do so much to boost relevance and responsiveness in the program. Consider course curriculum development workshops, including backward design that focuses on clarity of learning objectives and how to get input from students to improve program effectiveness. On this aspect, developing a more streamlined and impactful curriculum shall not be a challenge anymore since it guides students toward attaining desired learning outcomes among them.

2.5. Readiness on Assessment and Reporting

Assessment is the totality of all means measured upon student learning and, therefore, relevant and aligned against standards and criteria. Tools are endless and only include, but are not limited to, tests, observations, peer conversations, examples of student work, presentations, and projects. Reporting is a process of communication of information that has been learned from analysis of student learning.

Table 9. Assessment and Reporting

Strands	Weighted Mean	Verbal Interpretation	Rank
Design, selection, organization, and utilization of assessment strategies	3.31	Somewhat Ready	5
Monitoring and evaluation of learner progress and achievement	3.50	Somewhat Ready	2

Feedback to improve learning	3.54	Always Ready	1
Communication of learner needs, progress, and achievement to key stakeholders	3.45	Somewhat Ready	3
Use of assessment data to enhance teaching and learning practices and programs	3.38	Somewhat Ready	4
Average Weighted Mean	3.43	Somewhat Ready	

As seen in Table 9, assessment and reporting, one of the Philippine Professional Standards for Teachers' domains, has an overall weighted mean of 3.43 with a verbal interpretation of Somewhat Ready. The analysis of pre-service teacher readiness reveals a promising foundation but also highlights areas for improvement before they enter the classroom. While scoring highest in technology integration (3.47) and demonstrating a focus on creating a safe and supportive learning environment (3.55, 3.52), pre-service teachers would benefit from further development in core areas like literacy, numeracy, and communication strategies (around 3.30). Additionally, planning curriculum that aligns with learning objectives (3.37) and incorporates student feedback (3.32) requires further attention. Similarly, diversifying assessment methods beyond monitoring progress (3.31) and utilizing data to inform instruction (3.38) could be strengthened. Although pre-service teachers show understanding in considering diverse learner needs (3.48), additional training on supporting students with disabilities or facing challenges (3.28) would be valuable. By focusing on strengthening core skills, curriculum development, assessment techniques, and catering to diverse learners, pre-service teacher programs can ensure graduates are well-prepared to create impactful learning experiences for all students.

2.6. Readiness on Community Linkages and Professional Engagement

Collaboration between schools and community organizations benefits everyone involved by enhancing learning outcomes. Such partnerships can lead to improvements in program quality, resource allocation, and alignment of goals and curricula (Harvard Family Research Project, 2010).

Table 10. Community Linkages and Professional Engagement

Strands	Weighted Mean	Verbal Interpretation	Rank
Establishment of learning environments that are responsive to community contexts	3.33	Somewhat Ready	3
Engagement of parents and the wider school community in the educative process	3.20	Somewhat Ready	4
Professional ethics	3.47	Somewhat Ready	2
School policies and procedures	3.52	Always Ready	1
Average Weighted Mean	3.38	Somewhat Ready	

In the context of the Philippine Professional Standards for Teachers, community linkages and professional engagement, as reflected in Table 10, exhibit an overall weighted mean of 3.38, indicating a readiness level categorized as somewhat ready. This underscores the importance of fostering collaboration between educators and community organizations to enhance the learning experience. Analyzing pre-service teachers' responses regarding Community Linkages & Professional Engagement reveals a focus on core professional aspects. Scoring high in "School policies and procedures" (3.52) demonstrates a strong understanding of school rules. "Professional ethics" (3.47) also scored well, indicating a commitment to ethical conduct. However, there's room for improvement in connecting with the community. Scores in "Establishment of learning environments responsive to community contexts" (3.33) and "Engagement of parents and the wider school community" (3.20) were lower. This suggests a need for training on building relationships with families and community members and incorporating local contexts into curriculum and learning environments. Implementing workshops on community engagement, collaboration strategies, and conducting needs assessments could strengthen these areas. By focusing on building community connections and leveraging local resources, pre-service teacher training programs can empower educators to create learning experiences that are more enriching and impactful for all involved.

2.7. Readiness on Professional Growth and Professional Development

Personal development, or self-development, refers to the cultivation of personal qualities and strengths that aid teachers in understanding their teaching practices and themselves as individuals. This involves acquiring life skills essential for both

professional and personal advancement. Teachers benefit from various life skills that help them navigate the challenges of daily life, with organization being particularly crucial. Other vital life skills include problem-solving, effective communication, and nurturing relationships with students. Since teachers' personal lives can influence their professional roles, it's important for them to develop skills related to managing personal and professional responsibilities, coping with stress and emotions, and making sound health decisions.

Table 11. Professional Growth and Professional Development

Strands	Weighted Mean	Verbal Interpretation	Rank
Philosophy of teaching	3.42	Somewhat Ready	4
Dignity of teaching as a profession	3.54	Always Ready	1
Professional links with colleagues	3.37	Somewhat Ready	5
Professional reflection and learning to improve practice	3.50	Always Ready	3
Professional development goals	3.52	Always Ready	2
Average Weighted Mean	3.47	Somewhat Ready	

Student teachers' responses on Professional Growth and Development reveal a strong foundation with room for further development. While they value teaching highly (3.54) and set clear goals for improvement (3.52), they would benefit from further exploration of their teaching philosophies (3.42) and building stronger connections with colleagues (3.37). To address this, student teacher programs can provide opportunities to refine teaching philosophies. This could involve reflection exercises, discussions with experienced educators, and observing diverse teaching approaches. Additionally, encouraging peer coaching and collaborative lesson planning can foster a sense of community and strengthen professional relationships. By focusing on these areas, student teacher programs can equip graduates with a clear teaching philosophy, a supportive network of colleagues, and a commitment to lifelong learning, ultimately preparing them to become effective and adaptable educators. To promote teachers' professional development and bring about changes in teaching approaches is important. The method through which instructors advance their careers. Professional growth can be attained when educators collaborate to take part in professional experimentation and observe the salient outcomes for their pupils' outcomes. (Muir, 2021) Education experts assert that one-time professional development events have limited efficacy in influencing teachers' practices in a sustained and impactful manner (Boyle et al., 2004; Fullan, 2020).

3. Test on Significant Relationship between the Readiness on the Philippine Professional Standards for Teachers and Profile of the Pre-Service Teachers

Table 12. Test on Significant Relationship

Profile	w	χ^2	P value	Decision	Inference
Sex	0.7963	57.34	0.0134	Reject Ho	Significant
Academic Track	0.7902	56.90	0.0147	Reject Ho	Significant
Area of Specialization	0.8975	64.62	0.0024	Reject Ho	Significant
Subject Handled	0.2647	85.76	0.0000	Reject Ho	Significant

The results, analyzed using Kendall's coefficient (w), reveal significant relationships between the pre-service teachers' readiness on Philippine Professional Standards for Teachers (PPST) and several aspects of their profiles. Sex, Academic Track, and Area of Specialization all show statistically significant relationships (p-value < 0.05) with a relatively high Kendall's coefficient (w > 0.7). This suggests a strong association between these profile aspects and PPST readiness. Perhaps pre-service teachers from certain academic tracks or specializations receive better training aligning with the PPST. Subject Handled also has a significant relationship (p-value < 0.05) but with a lower Kendall's coefficient (w = 0.2647). This indicates a weaker association. While there might be some connection between the subjects taught during practice teaching and PPST performance, it's not as strong as the other factors. These findings have implications for teacher education programs. The strong association between profile and PPST readiness suggests tailoring programs to address potential gaps based on factors like academic track or specialization. Additionally, the weaker association with subject handled suggests that focusing on core competencies measured by the PPST might be more beneficial than solely aligning with practice teaching subjects.

4. Proposed Competency Program

Any competency-based training must, by definition, quantify learning that takes place throughout a training program rather than

time. Simply put, regardless of the length of time required to complete the course, employees would advance through the training based on their skills and competences. Competency frameworks and assessments can be used in any setting with learning goals or objectives where one wants to coordinate actions with these goals, give learners individualized support, monitor their progress, and evaluate the results of one's efforts. Competency program is to develop and improve its existing curriculum. This proposed competency program is the key factor of the educational management to determine training needs of the stakeholders, students, teachers and even the administrators. CMO No. 79 sets the standards for training future vocational and technical teachers in the Philippines. Reflecting the national shift towards competency-based learning and aligning with the 21st Century Philippine Teacher Education framework, this policy document incorporates key elements from various sources. These include the Philippine Professional Standards for Teachers (PPST), ensuring teachers possess the necessary knowledge and skills (DO 42, series of 2017), and the K-12 Enhanced Basic Education Curriculum, guaranteeing alignment with current curriculum expectations (RA 10533). Additionally, the Philippine Qualifications Framework (PQF) informs the standards, and other relevant documents are considered. By drawing on these core resources, CMO No. 79 equips future vocational and technical teachers with the skills needed to prepare students for the demands of the 21st century. This is a competency program and, therefore, serves as a bridge between existing gaps in pre-service teacher preparation, particularly in the practice dimensions of the Philippine Professional Standards for Teachers. It is a series of modular workshops that are integrated within the BTVTED curriculum, providing flexibility and making possible continuous development toward the targeted competencies in the profile and program. These involve workshops, guest lectures, hands-on exercises, and project-based learning, as well as peer collaboration. This variety caters for different kinds of learning styles and reinforces theoretical knowledge with practice. This strongly focused approach on core academic skills, curriculum development, assessment, diverse learners, and professional development gives the graduate very solid skills. Here are some of the positive implications that could come out of this: (1) The core skills and improved instructional strategies empower the pre-service teachers with the stronger possibility of passing the PPST licensure test. (2) The graduate will be better placed to establish learning environments in which all students, whatever their background or learning style, are better served. (3) The program builds collaboration with families, the community, and peers. This can enrich student experiences and create a stronger support system for new teachers. (4) The program is instilling professional growth, and graduates need to frequently update themselves in terms of skills and current trends in education. In summary, the competency program is a very important framework for BTVTED programs in further enhancing the preparedness of prospective teachers. Addressing these identified gaps in the skills and cultivation of a 'growth mindset,' the program could be significantly instrumental in providing a much more qualified teaching force of teachers to the Philippines. It would also be best enhanced using technology-based learning tools in workshops, coupled with an encouragement of student self-directed learning activities. This would consolidate consistency between the program and practice through collaborative efforts with schools during practice teaching placements. Continuous evaluation of the program by way of pre/post assessments, mentor feedback, and graduate surveys is important for improving deficiencies and refreshing the program so that it stays relevant within the changing educational environment.

Conclusions

The study indicated there could be some mismatch between specializations and practice teaching placements. With a focus on TLE, it fits very well within the vocational program, so there will be concerns about how prepared the pre-service teachers are to teach the core academic subjects like English, Science, and Math. Pre-service teachers' preparedness to undertake a BTVTED was explored. They established a foundation with some promise, but betterment before entering the classroom is required. The students did well pertain to integrating technology and developing safe learning environments. However, there is a need for strengthening of core academic skills relating to literacy and numeracy. Besides, designing a curriculum supporting what is to be learned and taking students' feedback is relatively less attended to. It also showed ways of enhancing assessment techniques and meeting diverse learners, particularly those with disabilities or at risk. Secondly, the strengthening of community relationships and the integration of local contexts into learning were highlighted. On the professional development side, a need for refining teaching philosophies and collaborative practice was indicated. It is regarding this that programs within BTVTED can be assured that their graduates are very well-placed in creating impactful learning experiences for all students. Application of Kendall's coefficient showed interesting relations between a pre-service teacher's profile and their readiness in Philippine Professional Standards for Teachers. The associations were strong, with high Kendall coefficients, such as the correlation of a teacher's academic track or area of specialization or sex to their PPST scores, indicating that pre-service teachers coming from backgrounds might get preparation more commensurate with the PPST requirements. Interestingly, the subject a teacher handles during practice teaching has, relatively, a weaker association with PPST readiness. There may be some connection, but not as strong as other profile factors. That implies realigning a teacher education program towards the core competencies measured by the PPST is anticipated to do a lot better than mere alignments of training to the subjects a practice teacher handle. Programs could be tailored to a pre-service teacher's background, therefore preparing him well for the PPST and later for a successful teaching career.

Recommendations

The research works highlighted areas needing improvement, particularly the BTVTED programs, so that graduates will be ably

prepared to tackle the challenges of teaching. Several courses or modules, dedicated to literacy, numeracy, and communication, should be integrated into BTVTED programs to strengthen core academic skills. Workshops on curriculum development and assessment are also recommended. The areas of the workshops shall be on the following: curriculum mapping, linking learning to competencies, taking student feedback, and how assessment data are used to inform instruction. It also suggests a need for training on catering to diverse learners, especially learners with disabilities. This could be addressed in the BTVTED programs through providing modules or workshops on differentiated instruction. There is also a need for strong community connections. Workshops in collaborating with families and the wider community, conducting needs assessments, and including local contexts into learning would be important to include. It, finally, places emphasis on designing programs according to the pre-service teacher background. This can, for instance, be attained in considering factors like academic track, specialization, or sex in establishing possible weaknesses that would enable special instruction in such areas or additional help. In view of these suggestions, the BTVTED programs will therefore equip graduates with the relevant skills and knowledge required in designing effective learning environments that truly include all learners. Introduce some strategies for using assessment data to inform teaching and learning processes.

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