



(RESEARCH ARTICLE)



## The realities of teaching practices of teacher education program in BASC: A basis for curriculum improvement

John Edward Y. Cruz \*

*Graduate School of Education, Bulacan State Agricultural University, Bulacan, Philippines.*

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### Abstract

This study provides information about graduates' teaching practices to guide improvements in the Teacher Education program curriculum at Bulacan Agricultural State College (BASC). The research used mixed method approach using surveys for quantitative data and qualitative data from interviews, from Teacher Education graduates over the period 2022 to 2024. The purpose of the study was to evaluate how prepared graduates of the program were in diverse aspects, 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. All areas such as curriculum planning, assessment and professional development, were considered to be taught "very well" according to the findings. Moreover, the research confirmed that BASC gives students knowledge and abilities that can be used outside teaching. Students found mentorship helpful, practical experience and the use of reflective activities, but said improvement of communication, better integration of ICT tools, and more training on classroom management were needed. According to the findings, updating the teacher education curriculum often is necessary to match what teachers experience in classrooms and where K-12 education is headed, preparing teachers for accomplishment in their careers.

**Keywords:** Practice Teaching; Teacher Education; Teaching Practices; Mentorship; Practical Experience

### 1. Introduction

Practice teaching is a very important segment in the preparation of professional teachers as it provides the link between the acquisition of theory and practice. In teacher education programs, this period affords students exposure to patterns of classroom, practice in teaching, and learner interactions. However, what goes on in classrooms is not always in line with what is taught in colleges of education and universities. These gaps can affect the response and flexibility of pre-service teachers that are already starting to teach in institutions such as BASC where context factors and resource constraints impose constraints on teaching context.

Practice teaching success relies mostly on the quality of the mentorship and supervision provided to the practice teachers. Effective cooperating teachers guide by example and help new teachers feel comfortable trying, reviewing and improving their teaching methods. Teachers can use regular feedback, watch their peers teach and analyze their lessons on video to better link what they study to what they do in the classroom. If mentor teachers help student-teachers move from watching to co-teaching and eventually teaching on their own, students gain the skills needed to deal with things like big groups or not having enough materials at hand.

Making practice teaching work in the real-life environment means students should be encouraged to use local culture, community resources and resource-aware methods. Teachers in training who immerse themselves in the community

\* Corresponding author: John Edward Y. Cruz

or partner with local groups come to respect learners' daily lives and learn to create lessons using local knowledge and languages. They also learn about making teaching aids on a budget, handling classes in resource-limited schools and adjusting instruction for every student. When mentorship and contextual training are combined in teacher education, graduates are more likely to turn theoretical ideas into learning experiences that meet the needs of BASC students.

In the Philippine setting, Practice Teaching is one of the essential parts of the teacher education programs which intends to equip future teachers for all nuances of the practice. According to the PPST, pre-service teachers are required to perform a number of competencies, these are: planning and preparation, classroom management, and learner-centered approach (CHED CMO No. 75, 2017). However, research shows that such expectations are not met in local schools because of large class sizes, limited resources, and diverse learners' needs which present problems for teachers (Tarrayo et al., 2021).

Institutional facilities in most local schools, especially those in rural and hard-to-reach regions, are insufficient in terms of both infrastructure and learning resources, and this may hamper the practical use of such theories in practice (Sacasan, 2024). Moreover, the shift to digital and mixed-learning environments due to the COVID-19 pandemic also posed great difficulty in the teaching-learning process which require pre-service teachers to quickly innovate their instruction and demonstrate versatility and resourcefulness (University of Mindanao, 2024; Santos and Paglinawan, 2023).

An increasing number of graduates are choosing not to pursue professions in teaching, which raises concerns about teacher education programs. Education graduates from schools like BASC have not wasted years of preparation and training because many of them go on to pursue alternative careers in corporate training, instructional design, human resources, business, and government sectors where their leadership, problem-solving, and communication skills are still valuable. With increased emphasis on this trend, it becomes important to question the success of teacher education programs in enabling students to be fully ready to face the fact of becoming a teacher, while at the same time allowing flexibility for aspiring teachers' careers. To deal with these, institutions need to introduce course improvements, for example, incorporating an appropriate elective course in educational technology, and instructional design which prepare students for transferable skills. Other field experiences that go beyond traditional classroom internships such as corporate and non-governmental organizations can provide education graduates with more exposure to various career opportunities (Harvard Graduate School of Education, 2024). Also, career readiness programs like resume building workshop, Networking meetings, and professional mentorship programs can assist graduates make educated vocation pulls (NACADA, 2023).

Another way to strengthen mentorship programs is to connect students with alumni in teaching and non-teaching careers to offer insights into other career trajectories (Santos and Paglinawan, 2023). Through the implementation of these strategies, BASC can create a more comprehensive teacher education program that will not only make graduates ready for the teaching profession but also ready for leadership positions in different industries. As a result, this study analyzed the realities of teaching practices among BASC education graduates, assessed their career trajectories, and assessed how the institution's teacher education program influences their professional choices. This study serves as the basis of curriculum improvements, program development, and policies at the institution that are consistent with the future labor market needs of education graduates.

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## 2. Literature review

To be able to understand how the Teacher Education Program at Bulacan Agricultural State College (BASC) prepares its graduates for the real classroom settings, this chapter examines the existing researches on the preparation of pre-service teachers. It begins by exploring gaps between theoretical foundations taught and actual teaching. From there, it considers the role of mentorship and practicum experiences in bridging gaps. Finally, it reviews emerging evidence on the different career paths of education graduates, both those who pursued teaching and those who chose alternative careers to identify how transferable competencies can be integrated into the curriculum.

Generalao et al. (2021) examined the persistent learning crisis in the Philippines, evidenced by poor performance in international assessments such as PISA (2018), TIMSS (2019), and SEA-PLM (2019). Despite recent educational reforms—such as addressing infrastructure deficits, improving access to early childhood education, enhancing teacher salaries, and revising the basic education curriculum the quality of learner outcomes remains inadequate. The study emphasizes the central role of teacher preparation programs in higher education institutions (HEIs) in addressing this issue.

According to Ramirez (2020), gaps between theory and practice that might have huge and vital impacts on their professional growth, possible benefits, and challenges to develop and guarantee more efficient and comprehensive teaching-learning practices for all.

Similarly, Garcia and Mendoza (2021) found that the preparedness of pre-service teachers in Philippine public schools is still a gap between theory and practice. However, as they demonstrated, teacher education programs furnish a strong theoretical base, but many graduates are still struggling to cope in the classroom, acting as a manager of lessons and coping with the needs of diverse learners. Often, these difficulties arise from the mismatch between what one is trained to do and what happens in the classroom. Thus, the study recommended that practicum experiences and mentorship programs be strengthened, both to commission hands on training of pre service teachers that adequately prepares them for real world teaching environments.

Santos and Delos Reyes (2020) investigated the effects of mentorship programs on pre-service teachers' confidence and professional development. Structured mentorship, giving experienced educators to provide guidance to the newly hired teachers to teach better, increases teaching competencies and effectiveness in the classroom, according to their study. Meanwhile, these points also highlighted shortage of quality mentors and accessibility, especially in rural areas where very few experienced teachers were available to help.

In terms of planning and instruction of preservice teachers, their confidence in those abilities compared to their actual performance is more inflated. Potential reasons for this divergence between self-reported levels of confidence and actual edTPA performance could be that preservice teachers may self-report relatively high confidence in their planning and instructional skills, but when they are faced with the classroom in real-time, the variability of student behavior can divert them from their plans and instruction. In other words, the students' learning preferences or any number of other issues may interfere with the planning and instruction of a teacher. When considering assessment, the discrepancy between performance and confidence can make sense because formal state or district mandated assessment instruments may not fit well with the preservice teacher's natural approach to classroom assessment (McConnell et al., 2021)

In their study, Cruz and Ramirez (2021) analyzed the role of reflective teaching practices in the professional development of new hires in the Philippines. The types of reflection that were associated with staying on task, higher job satisfaction, and more instructional improvement included journal writing, peer discussion, and action research. The limitations of study also suggested that the workload demands and time constraints often do not allow reflection practices to be fully utilized as daily part of the routine by the teachers. The researchers suggested that reflection-based training sessions be incorporated into teacher education programs to help pre-service teachers develop the habit of self-assessment and continuous professional growth early in their careers.

Villanueva (2023) examined the employment trends of education graduates from different state universities in the Philippines. The study revealed that while most graduates start out in the teaching profession, a large number later move into corporate training, instructional design, human resources and government positions. Better salary opportunities, career growth and better working conditions outside of the education sector are the main reasons for this shift. The study highlighted the fact that transferable skills such as leadership, communication and instructional design are key to incorporating into teacher education program to help prepare graduates for their future as a teacher and in alternate careers.

Ramirez (2020) found multiple discrepancies between pre-service science teachers' coursework and real teaching demands. Such theory-practice gaps confirm that student teachers often feel unprepared for actual classrooms, supporting BASC's focus on strengthening hands-on practicum so graduates' knowledge matches real-world teaching (Ramirez, 2020).

Generalao et al. (2022) emphasized that deepening practical training and more tightly linking policy with classroom practice can address persistent quality issues in Philippine teacher education. Their analysis suggests that a stronger emphasis on internships and connecting theory to fieldwork could significantly improve teacher preparedness, in line with BASC's recommendation to reform the curriculum toward more experiential learning.

Huang et al. (2023) reported that the COVID-19 pandemic accelerated the use of educational technology in China, leading to innovative flexible teaching methods and a "new normal" of tech-enhanced active learning. This implies that integrating technology into teacher education (as BASC intends) can enrich instructional practice and better prepare graduates for modern classrooms, reinforcing BASC's implication that digital pedagogical skills should be part of the curriculum.

Bastian et al. (2024) found that extended teaching internships significantly expand pre-service teachers' professional competencies (e.g. pedagogy, assessment and innovation), especially when internships include reflective activities that link theory with practice. Structured field experience together with guided reflection translates directly into improved teaching ability.

PASAA Journal (2024) notes that structured reflective practice enables teachers to connect theory with classroom action and fosters self-awareness and professional growth. This supports the emphasis on embedding reflection in the program: it suggests that by regularly reflecting on their practice, graduates can make positive changes to their teaching methods, enhancing overall effectiveness.

McConnell et al. (2021) noticed that new teachers' faith in their readiness to teach often went beyond how well they actually scored on measures. It shows that trainees could be quite sure of their abilities even when facing problems they didn't know were coming. It points out that being confident in one's teaching skills is not enough; teacher programs should ensure they measure progress via objective evaluations.

A UNESCO study in 2024 pointed out that more than improved teaching methods is necessary to solve the lack of teacher's motivation, conditions of work and clear opportunities for advancement are also vitally important. Put differently, more effective curriculum design needs to go hand in hand with better pay, support from the school and opportunities for professional development to keep teachers happy and successful for years to come.

Batulan and Tindowen (2023) also noted that most pre-service teachers in the Philippines felt ready for online teaching due to strong technopedagogical skills they had learned in school. This finding goes against the idea that graduates are not prepared which results suggest some training is already catering to students' needs. Even so, since not all learners have the same opportunities, results from training might vary based on the organization and the learning environment.

The PASAA Journal advises that reflective teaching can help, although it shows that not integrating it fully into teacher training may not let its positive results show. Having too much to do, no help and a shortage of time usually stop teachers from reflecting regularly. As a result, if reflective practices are to succeed, they must be accompanied by enough support.

According to Bastian et al. (2024), the main tools for judging teaching internships are short evaluations by the interns themselves. So, teacher education programs should watch out: an increase in educators' self-belief or happiness may not always indicate that they have gotten better at teaching. Performance assessment should go along with perception data to help improve the curriculum.

Reyes (2023) explained that cooperating teachers taught preservice teachers how to observe students, ask students questions, conduct formative assessment, and use authentic assessments to evaluate and record details of students' performance and learning. The cooperating teachers shared these assessment practices with preservice teachers by considering the students, the lesson content, and the learning objectives. When they taught preservice teachers about assessment, cooperating teachers made sure that the principles of assessment guided them; they also allowed preservice teachers to explore assessment during their practice teaching, while providing a hands-on discussion with the preservice teachers.

Origenes et al. (2024) highlighted that teaching-related learning experiences are crucial for adapting to diverse student characteristics and developing teaching styles. A mentoring program is found to be essential, despite issues of communication and confidence. Moreover, having supportive mentors play a significant role in helping student teachers to become effective educators.

Borines and Marasigan (2024) stated that quality education in teacher education could be furthered through curriculum changes; therefore, it is critical to investigate how pedagogical beliefs influence preservice teachers' classroom decisions.

Baluyos et al. (2024), identified that cooperating teachers often lack clear guidelines and training on how best to scaffold novice teachers, leading to inconsistent mentorship quality. They recommended formal mentor training workshops and clear supervisory rubrics to ensure all preservice teachers receive equitable, high-quality coaching

Caban (2023) reported that under the COVID-19 "new normal," pre-service interns faced fluctuating school schedules, shifting between in-person, online, and hybrid models; those who received ongoing digital-pedagogy support demonstrated greater instructional confidence. This points to the need for a dedicated educational-technology elective and embedded microteaching in virtual environments

Rogayan Jr. and Reusia (2021) used metaphor analysis to show that prospective Filipino teachers often frame their internship as “crossing a bridge,” symbolizing the transition from theory to practice. Those metaphors correlated with coping strategies “balancing act” metaphors signaled adaptive flexibility, while “isolated island” metaphors indicated a need for stronger peer support networks.

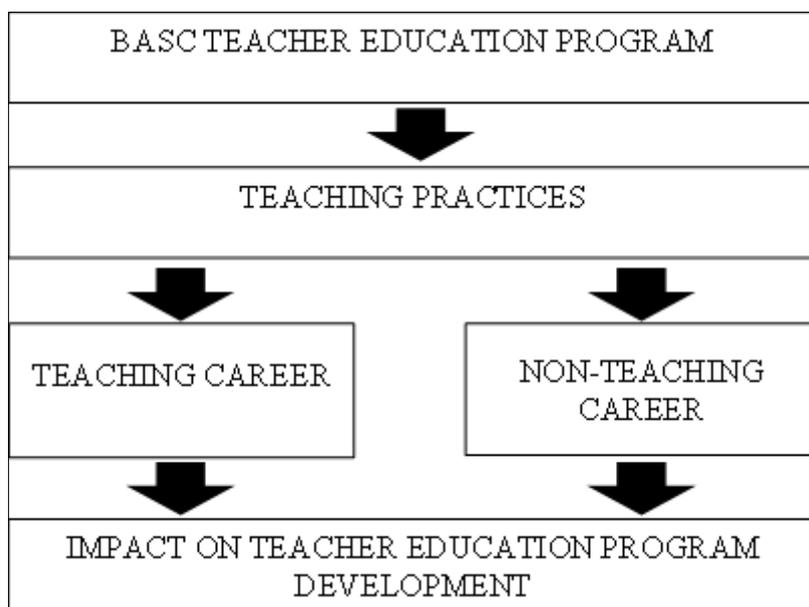
Locara (2022) showed that integrating multimedia-mediated tasks (e.g., student-created videos, interactive simulations) into microteaching sessions produced higher gains in both pedagogical skills and language proficiency among elementary preservice teachers.

Maguire (2022) demonstrated that structured reflection prompts following microteaching—focused on lesson goals, student engagement, and self-identified areas for growth—led to measurable improvements in preservice teachers’ instructional clarity and adaptability.

As is evident from literature, most teacher education graduates are struggling in the gap between the real classroom teaching and both theory and practice. They can be mentored, trained hands on, and reflect better. Better opportunities also attract some of the graduates to non-teaching careers. To tackle these problems practical skills and career preparation should be added and taught in teacher education program’s curriculum to those who are also teaching and other career fields.

### 3. Conceptual framework

The theoretical realities of the teaching practices in the BASC Teacher Education Program are the framework that analyzes the relationship between theory and practice of the classroom. That is, it understands that constructivism, sociocultural theory, and reflective practice frame the formation of preservice teachers, but their enactment in classrooms is conditioned by institutional and policy constraints. Other factors include the accessibility of resources, support from institutions and the facts on students’ behavior, curricula, and classroom management.



**Figure 1** Paradigm of the Study

The framework also emphasizes on the issue of practicum reflection wherein teachers are able to self- evaluate their teaching practices for achievement of professional development upon weighing methods for effectiveness in a given classroom. The ideal outcome is for BASC’s teacher education program to produce educators who are ready to face and deal with the various and challenging aspects of teaching. This approach, therefore, seeks to bridge the gap between theory and practice, so that preservice teachers develop not only content knowledge, but also the skills that will enable them to apply this knowledge in practice.

The actualities of teaching practices in teacher education programs have to embrace these factors. For instance, the workshops forum and other rewarding teacher processes like mentoring, can assist instructors to enhance their

practices and improve the academic delivery services to fit the pluralism of the learners as elated by the Shanlax International Journal of Education in 2019. Further, the use of technology and other forms of approaches to teaching and learning especially after the COVID-19 pandemic has enhanced instructional practices and offers new ways of learning (Zheng et al., 2023).

The framework demonstrates how the BASC Teacher Education Program connects to teaching practices of graduates as well as their professional development paths. The program utilizes theoretical education together with practical hands-on experience, guidance from mentors and reflection activities to prepare trainee teachers for their lesson planning and classroom control and instructional methods as well as student involvement. The success of this preparation program shows through BASC graduates' teaching practices because these practices demonstrate their ability to use acquired skills in actual teaching environments. This framework adopts theories of constructivist learning together with sociocultural learning and self-efficacy and reflective practice to stress how mentorship and experiential learning and self-assessment develop teaching abilities. BASC graduates can pursue either of these two professional paths after graduation. Teaching becomes a reality for graduates especially when they receive ready access to strong preparation and mentorship as well as high self-efficacy levels which help them tackle classroom challenges successfully. Teachers choose different professions after education since they struggle with classroom adjustment or have difficulty believing in their teaching skills or believe other careers pay better. This study assesses the influence of the BASC Teacher Education Program on graduate career choices before identifying ways to enhance the program. The collected information supports enhancements to the curriculum and broader internship programs and career preparation programs and mentoring systems to produce BASC graduates who are skilled in education and non-education professional roles.

### 3.1. Statement of the Problem

This study determined the association of Teaching Practices to the Teacher Education Program of Bulacan Agricultural State College.

- How may the Teaching Practices be described as to
  - 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?
- How may the teacher education program in BASC can described as to:
  - preparedness and readiness;
  - practical experience;
  - support and mentorship; and
  - assessment and reflection?
- Is there a significant association between the teaching practices and teacher education program of BASC?
- How does BASC's Teacher Education Program trains its students to pursue for a successful teaching career?
- How does the BASC Teacher Education Program prepares its student to meet the demand of other profession?
- What program of activities could be developed and implemented from the results of the study?
- How can the findings of the study serve as a basis for curriculum improvement in teacher education programs?

#### 3.1.1. Hypothesis

This study was guided by the following hypothesis

There is no significant association between teaching practices and the teacher education program of BASC.

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## 4. Research methodologies

### 4.1. Research Design

This study used the explanatory-sequential mixed-methods research design to examine the connection between Teaching Practices and the Teacher Education Program of BASC. The explanatory sequential mixed-methods design is one of the most recognized and involves the collection and analysis of quantitative data first, then the collection of

qualitative data to expound on the quantitative results. This method is very useful in research works that aim at analyzing not only the trends but also the causes or conditions that lead to such trends. Creswell and Plano Clark (2018) have pointed out that this design enables the researchers to combine the numerical data with the rich qualitative findings to get a broader perspective of the research questions. For instance, interview or focus group data can provide understanding of the causes of the patterns identified in quantitative data, which enriches the analysis, increases the validity of the study.

#### 4.2. Sampling and Respondents

To determine the respondents and sample size of this study, the researcher used the target population identification and random sampling using Slovin's formula.

The respondents are the Teacher Education Graduates who are the Bachelor of Elementary Education, Bachelor of Secondary Education Major in Science, and Bachelor of Secondary Education Major in English from 2022 to 2024. Slovin's formula was used in this study to determine the appropriate sample size from the population of interest while considering the margin of error.

**Table 1** Respondents of the Study

<b>Respondents</b>	<b>Population (N)</b>	<b>Sample (n)</b>
BEED – Batch 2024	70	59
BSED Batch 2024	143	105
BEED – Batch 2023	83	68
BSED Batch 2023	162	115
BEED – Batch 2022	89	72
BSED Batch 2022	114	88
<b>TOTAL</b>	572	507

For the qualitative data, one Teacher Education Program graduate from each batch who pursued teaching were chosen, also one Teacher Education Program graduate who did not pursue teaching.

#### 4.3. Instruments

The researcher utilized an adapted and modified survey questionnaire, and semi structured interviews to determine the relationship between the Teaching Practices and the Teacher Education Program of BASC.

The questionnaire has been incorporated with a 5-point Likert rating scale regarding the statements about Teaching Practices and Teacher Education Program in BASC.

The questionnaire is composed of three (3) parts. First part is the employment status of the respondents, second is the teaching practices which is adapted from the study of Espiritu, (2021) titled "Awareness and competency of pre-service teachers on the Philippine Professional Standards for Teachers (PPST): A basis for training program." For the third part of the questionnaire is a combination from the study of Darling-Hammond (2006) which is "Constructing 21st-century teacher education. Journal of Teacher Education," and Galamay-Cachola et al. (2018) titled "Mentoring experiences, issues, and concerns in the student-teaching program: Towards a proposed mentoring program in teacher education" which are adapted and modified to suit the needs of this study.

In order to gain a deeper understanding of the relationship between the Teaching Practices and Teacher Education Program in BASC, the researcher conducted a semi-structured face-to-face and online interview with the selected respondents. The time and location of the interviews were mutually agreeable, convenient, and pleasant. Establishing trust with participants requires first in-person interactions. Interviews are one of the most important methods in the study as they allow getting qualitative data through direct communication with the respondents. It enables the researchers to look at body language, explain the questions that the participants may have found ambiguous and ask them follow up questions. It is especially useful when studying issues that need more specific information and people's experience. In addition, face-to-face interview still has higher response rate and more accurate data compared with

other methods such as Internet based questionnaires. However, it is important to have experienced interviewers to reduce bias and variability. This part may be time-consuming but a very effective method of obtaining accurate information (Rahman, 2020; Oltmann, 2019; University of British Columbia, 2023)

#### **4.4. Data Gathering Techniques**

Before proceeding with the collection of data, the researcher sought permission to the College President of Bulacan Agricultural State College to conduct the study of their Teacher Education graduates. Upon the receipt of the letter of approval, the researcher coordinated with the dean of the College of Education and with the Office of the College Registrar to trace the respondents.

An informed consent form was obtained first from the respondents. This contains the number of participants, procedures, safeguards and confidentiality, voluntary participation, benefits, contact information, and the participant's consent to be part of the study.

The survey questionnaire was administered through Google Forms and distribution of the questionnaire's hard copy.

The interview was conducted by the researcher to explain the content and for further questions to support the study.

This study used an adapted and modified survey questionnaire to described quantitatively the Teaching Practices and the Teacher Education Program in BASC. Also, a semi-structured interview is conducted to obtain qualitative data for an in-depth understanding of the quantitative findings.

Only the researcher has access to the safe location where the respondent data are kept. For statistical analysis, the gathered data are arranged and tabulated. Additionally, answers are kept completely private, utilized exclusively for the study, and according to current rules and regulations, including the Data Privacy Act of 2012 or Republic Act 10173.

Furthermore, to emphasize the implementation of Institute of Education Memorandum No. 9, s. 2022, the researcher destroyed the collected paper records containing the data by shredding the papers, leaving no potential record prints that could be used for any unlawful or unethical undertakings beyond the scope of this present study. Also, for data collected through online questionnaires, saved audio recordings were permanently deleted from the google drive, and other storage devices of the researcher to ensure that there is no trace of the respondents' data on this study.

#### **4.5. Data Analysis**

The collected survey questionnaires are organized, tabulated, tallied, and analyzed using descriptive and inferential statistics.

Descriptive Statistics such as mean and standard deviation was used to describe the Teaching Practices and Teacher Education Program of BASC. Meanwhile, inferential statistics test of independence was used to determine the significant association between Teaching Practices and Teacher Education Program of BASC.

Chi-Square was used to determine significant association between Teaching Practices and Teacher Education Program of BASC.

Narrative Analysis was performed on qualitative data obtained from semi-structured interviews focusing on interpreting the core narratives from a study group's personal stories. It allows for exploring how individuals construct their identities, make sense of their experiences, and communicate their realities giving a more in-depth understanding of the variables used in the study through storytelling.

#### **4.6. Ethical Consideration**

The Graduate Studies Program at Bulacan Agricultural State College has recently implemented specific ethical guidelines for all theses and dissertations. This initiative aims to ensure compliance with ethical standards and to protect the welfare of research participants. Consequently, the researcher sought approval from both the Graduate Studies Department at BASC and the relevant municipality involved in the study.

Prior to initiating the research, the researcher ensures that informed consent forms are obtained from participants. These forms provide clear and comprehensive information about the study's purpose, procedures, potential risks, and benefits, and was gathered voluntarily and without coercion.

Furthermore, strict precautions are taken throughout the study to protect the privacy and confidentiality of participants' personal information from unauthorized access or disclosure. This includes secure storage, transmission, and use of data. To ensure that individual participants cannot be identified, the data was anonymized. The researcher also aims to minimize any potential harm to participants, ensuring that the benefits of the study outweigh any associated risks.

Additionally, the researcher conducted the study with honesty, integrity, and transparency regarding the research methods, findings, and any potential conflicts of interest. By adhering to these ethical guidelines, the integrity and credibility of the study were maintained, while respecting the rights and well-being of all participants involved.

## 5. Results and discussions

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the relationship between the teaching practices and teacher education program of BASC.

### 5.1. Teaching Practices

The teaching practices are described in terms of how teacher education graduates demonstrate the mastery and effective strategies (content knowledge and pedagogy), creation of supportive and engaging environment (learning environment), responding to the diverse needs of the learners (diversity of learners), lesson planning (curriculum and planning), assessment and reporting (assessment and reporting), building partnerships with the internal and external stakeholders (community linkages and professional engagement), and pursuing continuous professional development in their profession (personal growth and professional development).

### 5.2. Summary of Teacher Education Program of BASC

The summary of the teacher education program of BASC is presented in Table 2

**Table 2** Summary of Teacher Education Program of BASC

Statements	Mean	VI
preparedness and readiness	4.46	HP
practical experience	4.50	HP
support and mentorship	4.50	HP
assessment and reflection	4.49	HP
Overall	4.49	HP

Legend: 4.21 – 5.00 Highly Practiced (HP); 3.41 – 4.20 Often Practiced (OP); 2.16 – 3.50 Sometimes Practiced (SP); 1.81 – 2.0 Rarely Practiced (RP); 1.00 – 1.80 Not Practiced (P)

It is shown in Table number 14 the summary of teacher education program graduates of BASC attained an overall mean is 4.59, verbally interpreted as highly practiced (HP). It can be noticed that all four statements received a verbal interpretation of highly practiced (HP). Statement number 2 and 3 “practical experience” and “support and mentorship” received the highest mean of 4.50, while statement number 1 “preparedness and readiness” obtained the lowest mean of 4.46.

The consistently high mean across all four domains suggests that the Teacher Education Program of BASC effectively equips its graduates with the necessary skills and competencies for the teaching profession.

These findings are supported by Manasia et al. (2020), who emphasized that comprehensive teacher education programs must go beyond content delivery to foster reflective, adaptable, and context-sensitive educators. Their study highlighted that teaching readiness is multi-dimensional and requires the integration of theory, practice, and continuous self-assessment principles that are evidently prioritized in the BASC Teacher Education Program. Similarly, Galamay-Cachola et al. (2018) found that structured mentorship significantly enhances the professional development of pre-service teachers. Their research underscores that teacher education programs with strong mentoring systems better equip future educators with the confidence, skills, and mindset needed for effective classroom practice.

### 5.3. Test of significant association between the teaching practices and teacher education program of BASC

This test of association aims to determine whether the competencies demonstrated by graduates in various aspects of teaching are significantly related to the training and preparation they received during their academic program.

The Test of significant association between the teaching practices and teacher education program of BASC is presented in Table 3.

**Table 3** Test of significant association between the teaching practices and teacher education program of BASC

	Mean	SD	$\chi^2$ Value	p value	Decision	VI
Teaching Practices	4.52	0.146	297.547	0.001	Reject $H_0$	Significant
Teacher Education Program of BASC	4.49	0.207				

The Chi Square test yielded a value of 297.547 with a p-value of .001, which is less than the 0.05 significance level. The null hypothesis which suggests that there is no significant association between the two variables, is rejected. The decision shows that there is a significant association between the Teaching Practices and Teacher Education Program of BASC.

This implies that competencies and performance levels observed in classroom teaching are strongly influenced by the institutional training that the graduates received at BASC. The high mean scores (4.52 and 4.49) further support this positive association, indicating that the well-structured and competency-aligned teacher education curriculum has effectively translated into strong professional practice among graduates. This finding reinforces the importance of well-designed teacher education programs that integrate practical experiences, mentorship, assessment strategies, and reflective practices to shape effective educators. However, this also implies a need for sustained evaluation and updates to the curriculum to adapt to evolving standards and learner diversity in contemporary classrooms.

The findings are supported by Manlangit and Lagunzad (2023), who found that the alignment of teacher education program components such as instructional strategies, practicum experiences, and assessment frameworks has a direct and measurable impact on the teaching effectiveness of beginning educators. Their study revealed that institutions with structured and standards-based programs produce graduates with stronger professional practices and classroom readiness. Likewise, Tolentino and Fabros (2021) emphasized that institutional preparation plays a pivotal role in shaping how graduates perform in real teaching contexts. They concluded that strong mentorship, classroom immersion, and assessment literacy developed during teacher training have long-term benefits on teaching quality and learner engagement. Further supporting this, UNESCO (2021) highlighted that future-oriented teacher education programs must focus on cultivating adaptable, reflective, and equity-driven practitioners. The report stresses that teacher preparation grounded in both theory and praxis is essential in building inclusive and responsive education systems.

### 5.4. How does BASC's Teacher Education Program Trains its students to Pursue for a Successful Teaching Career?

The responses from the teacher education graduates who pursued teaching reveal that BASC's Teacher Education Program plays a pivotal role in their preparation and success as educators. Across interviews, respondents consistently highlighted how the program's structured curriculum, integration of theory and practice, and emphasis on foundational competencies such as lesson planning, classroom management, and differentiated instruction were instrumental in shaping their teaching skills. Notably, all graduates cited the Field Study and Practice Teaching components as the most valuable elements, allowing them to gain real-world exposure, build confidence, and transition smoothly into the professional teaching environment.

While most respondents initially entered the profession with idealized perceptions, their teaching experiences helped them appreciate the complex realities of the classroom from diverse student needs to administrative duties. Despite these challenges, they credited their training at BASC for equipping them not only with technical skills, but also with emotional intelligence, adaptability, and resilience. Many mentioned that their expectations evolved once they were placed in front of students, but the program's emphasis on flexibility, professionalism, and learner-centered pedagogy enabled them to meet those demands head-on.

Moreover, the interviews suggest that BASC fosters a sense of purpose, passion, and professional identity in its graduates. All respondents affirmed their satisfaction in pursuing teaching, citing the program’s role in helping them find fulfillment and meaning in the profession. However, they also recommended some areas for improvement particularly in providing more training in technology integration, managing unpredictable classroom scenarios, and offering global exposure for broader pedagogical perspectives. These insights indicate that while the program effectively prepares students for local classroom challenges, continued enhancement in innovative and international competencies could further strengthen graduate readiness.

**5.5. How does the BASC Teacher Education Program prepares its student to meet the demand of other profession?**

The insights from the six respondents who did not pursue a teaching career indicate that the BASC Teacher Education Program imparts a set of versatile, transferable skills that effectively prepare graduates for success in other professional fields. While these graduates chose alternative paths such as business, administration, marketing, and other non-teaching roles they consistently highlighted that the communication skills, organizational abilities, problem-solving strategies, and interpersonal competencies developed during their teacher training have proven to be directly applicable and valuable in their current careers.

Key competencies that stood out across responses include planning, leadership, time management, adaptability, and critical thinking. Several graduates emphasized that the training they received in classroom management, public speaking, and collaboration provided them with a strong professional foundation. For instance, respondents who entered business or administrative work found that the ability to communicate clearly, manage tasks efficiently, and work with diverse individuals were critical to their effectiveness—skills they trace back to their time in BASC’s Teacher Education Program. This suggests that the curriculum goes beyond preparing students for classroom instruction—it fosters a broad set of professional dispositions and soft skills that are valued across industries.

Moreover, while these graduates acknowledged that they did not pursue teaching due to personal reasons or practical considerations such as finances or career growth, none attributed their decision to dissatisfaction with the program itself. In fact, some shared that they may still consider teaching in the future, and many expressed appreciations for how their training shaped their personal growth, professionalism, and confidence. This affirms that the BASC Teacher Education Program not only prepares students for teaching careers but also equips them to adapt and thrive in diverse professional environments, making the program’s impact relevant and long-lasting even outside the classroom.

**5.6. Qualitative Data Matrix on Teacher Education Graduates Who Pursued Teaching**

This qualitative data matrix presents the emerging themes and insights from interviews with teacher education graduates of BASC who pursued careers in the teaching profession. The matrix outlines their lived experiences, challenges, and perceived readiness as they transitioned from pre-service training to actual classroom teaching. The responses offer valuable perspectives on how their teacher education program supported or limited their preparedness in real-world settings.

The Qualitative data Matrix on Teacher Education Graduates Who Pursued Teaching is presented in Table 4

**Table 4** Qualitative data Matrix on Teacher Education Graduates Who Pursued Teaching

Question	Answer	Emerging Theme	Main Theme
How do you assess the role of BASC’s Teacher Education Program in preparing you for teaching?	The BASC Teacher Education Program played an important role in preparing me for teaching by offering a comprehensive curriculum that combined educational theory with practical experience. The program provided hands-on teaching experience, helping me develop essential skills such as lesson planning, classroom management, and assessment.	Comprehensive curriculum and practice	Program Preparedness

<p>How did your expectations of teaching compare with the realities you faced?</p>	<p>At first, I thought teaching was easy and that everything would go smoothly, but in reality, teaching is complex and challenging. I need more patience, flexibility, emotional intelligence, and the ability to adapt to different pupil's needs and learning styles. The workload is also heavier than I expected, especially with paperwork and administrative tasks.</p> <p>Although I observed from my mother's experience, as she is also a teacher, that it was challenging, it felt different when I was the one actually experiencing it.</p>	<p>Idealism vs. complexity</p>	<p>Expectations vs. Reality</p>
<p>How do you apply the lessons you learned during your Teacher Education training in your current teaching practice?</p>	<p>The lessons I learned during my Teacher Education training greatly guide me in my current teaching practice. I always apply the principles of lesson planning, classroom management, and differentiated instruction that I have learned from my courses. I also make sure to create an engaging and learner-centered environment where my students feel safe and motivated to learn. The strategies and methods taught during my training help me address the diverse needs of my learners. Moreover, the values of professionalism, patience, and continuous learning that were instilled in me by my instructors serve as my foundation in dealing with everyday challenges in the classroom.</p>	<p>Lesson application in practice</p>	<p>Implementation of Training</p>
<p>Which aspects of your training were the most helpful and which areas could have been improved?</p>	<p>I think one of the best aspects in training was the practice teaching. Because having a real classroom experience can really prepare a teacher on what to expect inside a workplace.</p>	<p>Hands-on practice teaching</p>	<p>Training Strengths</p>
<p>Are you satisfied with your decision to pursue teaching? Why or why not?</p>	<p>Yes, I am satisfied with my decision to pursue teaching. It has been challenging at times, but it is also fulfilling to help the children grow academically, socially, and emotionally. Teaching is my passion, and I want to make a difference.</p>	<p>Fulfillment through student impact</p>	<p>Career Satisfaction</p>

### 5.7. Qualitative data Matrix on Teacher Education Graduates Who Did Not Pursued Teaching

This matrix highlights the key themes derived from the narratives of BASC teacher education graduates who chose not to pursue teaching after graduation. Their responses provide insight into the factors influencing their career decisions, including perceived gaps in preparation, personal and economic considerations, and alternative career opportunities. These findings are crucial for understanding attrition trends and for improving retention strategies within the teacher education program.

The Qualitative data Matrix on Teacher Education Graduates who did not Pursued Teaching is presented in Table 5.

**Table 5** Qualitative data Matrix on Teacher Education Graduates who did not Pursued Teaching

Question	Answer	Emerging Theme	Main Theme
Why did you choose not to pursue a teaching career after graduating?	After graduating, I realized that the teaching profession was not sustainable for me financially or mentally. The workload, limited support and low pay made me question whether I could maintain a long-term career in field. And I also discovered a passion that suit my interest and offer more growth opportunities.	Financial and mental sustainability concerns	Non-teaching Decision Factors
Do you think the Teacher Education Program prepared you for careers outside of teaching? Why or why not?	Yes, I believe the Teacher Education Program prepared me for careers outside of teaching. The program equipped me with valuable transferable skills such as communication, organization, time management, problem-solving, and the ability to work well with diverse groups of people. These skills have been essential in my current administrative role, where I regularly manage tasks, coordinate with different departments, and ensure smooth operations. Although the focus of the Teacher Education Program was on teaching, the foundational skills gained have been highly applicable in other professional settings.	Transferable soft-skills development	Transferable Skills
How does your current career compare to your expectations when you were in the Teacher Education Program?	I think my current career in business has taken a different path than what I expected when I was in the Teacher Education Program. Although they were different still it directly led me to my current career like for instance, the skills and knowledge that I have gained have still been valuable in unexpected ways. I have learned in the program some important skills like planning and communication which helped in my business.	Divergence from expected teaching path	Career Path
Despite not pursuing teaching, how has your Teacher Education training shaped your personal or professional development?	Even though I didn't become a teacher, the training helped me grow in many ways. It taught me how to communicate better, manage my time, and work with different people. These skills have helped me in both my personal life and my current job.	Enhanced communication and time management	Professional Development
What do you think could have been done differently in the Teacher Education Program to encourage you to pursue teaching?	None, because for me everything that they have taught is enough for me to be ready in the field of teaching. It's the benefits and salary that the government should improve to encourage a lot of degree holders of education to pursue teaching in our country.	Need for better compensation/ incentives	Incentives for Teaching

### 5.8. Program of Activities Crafted from the Results of the Study

Based on the analysis of qualitative responses, certain gaps were identified in contrast with the quantitative data particularly in communication, technology integration, and classroom management. To address these areas, the following programs are proposed to enhance the readiness and practical skills of teacher education students.

**Table 6** Proposed Program of Activities

Objectives	Action	Timeline	Persons Involved	Expected Outcome
To improve student teachers' professional and instructional communication skills	<ul style="list-style-type: none"> <li>Weekly Communication Lab (peer interviews, group reporting)</li> <li>Reflective Journal Writing and Peer Review</li> <li>Microteaching with verbal feedback focus</li> </ul>	Weekly for 1 semester	<ul style="list-style-type: none"> <li>Class Adviser</li> <li>Pre-service Teachers</li> <li>Faculty</li> </ul>	Improved oral and written communication in class and parent-teacher conferences
To build competence in educational technology and digital teaching tools	<ul style="list-style-type: none"> <li>"Tech for Teaching" hands-on workshops (Canva, Quizizz, Google Forms, etc.)</li> <li>Flipped Classroom Design Challenge</li> </ul>	Once a Month for 1 Semester	<ul style="list-style-type: none"> <li>Class Adviser</li> <li>Pre-service Teachers</li> <li>Experienced Alumni in EdTech Tools</li> </ul>	Increased confidence in using tech tools and designing ICT-integrated lessons
To develop effective strategies for managing learners and sustaining a positive learning environment	<ul style="list-style-type: none"> <li>Seminar on Positive Discipline and Restorative Practices</li> <li>Practicum Mentoring on</li> <li>Management Routines</li> </ul>	1 day workshop training/ seminar	<ul style="list-style-type: none"> <li>Class Adviser</li> <li>Experienced Alumni in Classroom</li> <li>Management Pre-service Teachers</li> </ul>	Improved learner engagement, discipline strategy, and confidence in real classroom scenarios
To equip student teachers with practical approaches for managing student behavior constructively	<ul style="list-style-type: none"> <li>Workshop: "Managing Difficult Behaviors with Empathy"</li> <li>Case Study Analysis on Behavior Interventions</li> <li>Monthly Classroom Behavior Plan</li> <li>Development and Peer Review</li> </ul>	Once per semester	<ul style="list-style-type: none"> <li>Class Adviser</li> <li>Pre-service Teachers</li> <li>Guidance Office</li> <li>Guest Psychologist</li> </ul>	Increased capacity to apply behavior strategies that promote respect, empathy, and discipline

### 5.9. Recommendation for Curriculum Improvement

The result of the quantitative and qualitative data of this study shows the areas of strength and opportunities for improvement. While Teacher Education program graduates demonstrate competence in the different teaching domains, specific gaps were identified in communication skills, advance technology integration, and classroom management. Additionally, many graduates transition into non-teaching careers, underscoring the need for broader career preparation. These insights provide a strong basis for improving the Teacher Education curriculum.

**Table 7** Recommendation for Curriculum Improvement

Area/s for Improvement	Curriculum Strategy	Outcome
Communication	Integrate LSRW (listening, speaking, reading, writing) - based communicative training across courses	Enhance clarity and confidence in classroom and professional communication
	Expand microteaching with feedback on questioning and engagement	Strengthen verbal instruction and student interaction
	Evaluate communication performance and include reflective journals from 1 <sup>st</sup> year to 4 <sup>th</sup> year	Bridge theory with reflective classroom discourse skills
Technology Integration	Ensure hands-on tech use in all methods classes (e.g., creating digital quizzes, e-lessons)	Encourage best practices through educator example
	Train faculty to model technology use in teaching Require tech-integrated lessons in internships (e.g., flipped-classroom projects)	Connect digital competence with teaching practice
Classroom Management	Expand microteaching to include routines and discipline practice	Enhance real-life preparation
	Establish a mentorship network focused on behavior guidance	Provide ongoing classroom management support

## 6. Findings

The study revealed that the Teacher Education Program graduates of BASC rated their teaching practices as Very Well Implemented (VWI) across all areas. Teacher Education graduates demonstrated strong content knowledge, effective classroom strategies, inclusive practices, and professional ethics. Graduates excelled in lesson planning, curriculum alignment, assessment, and engaging learning environments.

Based from the qualitative data, some areas showed room for improvement particularly in communication, technology integration, and classroom management.

Teacher Education graduates also expressed strong commitment to continuous professional development.

A significant association was found between the teaching practices and Teacher Education program, showing that the training they received directly influenced their classroom performance.

## 7. Conclusion

Based on the findings of the study, the following conclusions were drawn

- BASC Teacher Education program equips its graduates with skills and competencies for both teaching profession and alternative career outside education. Graduates have shown exceptional performance in all domains signifying that the curriculum is well aligned with the national teaching standards.
- However, further improvement is necessary in the areas of communication skills, integration of ICT in teaching, and managing classroom dynamics.

### *Recommendations*

In light of the findings and conclusions of the study, the following recommendations are hereby offered:

- BASC may implement the program of activities crafted from the results of the study.

- BASC may implement hands-on technology workshops and seminars that introduce adaptive learning apps, virtual reality experiences, and simple data tracking tools, and require candidates to design and test their own tech-based lessons.
- BASC may implement focused modules on clear communication and positive behavior management, giving the teacher education students repeated practice in feedback techniques, conflict resolution, and setting up positive classroom routines.
- BASC may implement peer-observation cycles, encouraging practice teachers to share best practices, reflect on teaching, and support one another's growth.
- For Future researchers, further research including a comprehensive program assessment of the Practice Teaching advisers' roles, strategies, and effectiveness to better understand how Teacher Education graduates of BASC are prepared for teaching and non-teaching careers.

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## Compliance with ethical standards

### *Statement of informed consent*

An informed consent form was obtained first from the respondents. This contains the number of participants, procedures, safeguards and confidentiality, voluntary participation, benefits, contact information, and the participant's consent to be part of the study.

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