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SOCIAL STUDIES PRE-SERVICE TEACHER' PREPARATION, READINESS, ATTITUDE, READINESS, AND PROFESSIONAL COMPETENCIES IN UNIVERSITY OF CABUYAO

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ABSTRACT

This study examined the relationship between Social Studies pre-service teachers in Cabuyao City, Laguna and their preparation, readiness, attitude, mentorship and professional abilities. The study guided by Bandura's Social Cognitive Theory, Gess-Newsome's Transformative Teacher Knowledge model, Self-Determination Theory, and Darling Hammond's equity-focused preparation framework, sought to determine how these variables influenced teaching proficiency as measured by the Philippine Professional Standards for Teachers (PSST). A validated questionnaire was distributed to fourth-year BSEd Social Studies majors as part of a descriptive-correlational study.

The findings revealed that preparation (3.61), readiness (3.56), and attitude (3.67) of Social Studies pre-service teachers were all highly demonstrated, while professional competencies were rated Highly Competent in content knowledge and pedagogy (3.69), learning environment (3.75), diversity of learners (3.71), curriculum and planning (3.72), assessment and reporting (3.72), community linkages and professional engagement (3.71),

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and personal growth and professional development (3.70). There were significant correlations between pre-service teachers' preparation, readiness, attitude, mentorship, and their professional competence. Furthermore, the responsibilities of practicum coordinators and their cooperating instructors were positively related to competency development, stressing the relevance of mentorship, feedback, and structured practicum experiences in developing instructional effectiveness.

The results highlight the importance of developing a localized, competency-based training framework that incorporated values- driven education, technical skills, and culturally responsive pedagogy. The study identifies important strengths and weaknesses in pre-service teacher development and makes evidence-based recommendations for enhancing teacher education programs, practicum design, and policy alignment.

Keywords: *Social Studies, pre-service teachers, preparation, readiness, attitude, mentorship, professional competencies*

INTRODUCTION

Teacher education programs across the globe have consistently emphasized the importance of preparation, competencies, and proficiency in shaping effective educators. High-quality pre-service training, which integrates pedagogical coursework, field experiences, and mentorship, has been shown to significantly enhance teaching readiness and classroom performance. Darling-Hammond (2022), Kim and Klassen (2023), and Howard et al. (2021)

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argue that preparation is not limited to academic knowledge but encompasses attitudinal development, resilience, and adaptability. In developed countries, standardized assessments and competency-based frameworks ensure that pre-service teachers meet proficiency benchmarks before entering the profession (OECD, 2021). However, disparities remain in developing regions where teacher preparation programs often lack resources, thereby affecting graduates' readiness and professional competencies (UNESCO, 2021).

In Asia, countries such as Singapore and South Korea have implemented rigorous teacher preparation systems that integrate subject-matter mastery with pedagogical competencies (Tan, 2021). These systems emphasize reflective practice and continuous professional development. In contrast, Southeast Asian countries continue to face challenges such as overcrowded classrooms, limited training facilities, and insufficient mentorship opportunities (Nguyen & Pham, 2022; Rahman et al., 2023). Studies in Malaysia and Thailand underscore the importance of positive teaching attitudes in improving instructional quality (Ismail et al., 2021). Yet, there remains a need for localized studies that examine how preparation translates into classroom proficiency in diverse cultural and institutional contexts.

In the Philippines, the Commission on Higher Education (CHED) mandates the Bachelor of Secondary Education (BSEd) in Social Studies, emphasizing content knowledge, pedagogical skills, and field experience (CHED, 2021). Despite these standards, persistent gaps remain in pre-service teachers' competencies, particularly in critical thinking, technology integration, and culturally responsive pedagogy (Reyes & Santos, 2022; Manlapig & Cabrera, 2023). Attitudinal factors such as motivation, resilience, and professional commitment continue to influence

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teaching effectiveness, especially in under-resourced public schools (Lopez et al., 2021). National policies aim to improve teacher proficiency, but regional disparities persist, highlighting the need for localized and context-responsive teacher preparation models (Torres & Villanueva, 2023).

Cabuyao City, known as an educational hub in Laguna, houses several teacher education institutions. However, localized research examining how pre-service training translates into real classroom readiness remains limited, particularly among Social Studies teachers (Bautista & Orillos, 2021). National-level studies often report macro challenges such as policy-practice gaps in teacher preparation and curriculum alignment (CHED, 2023; UNESCO, 2021). At the regional level, disparities in school resources, mentoring quality, and practice teaching opportunities significantly impact readiness (De Guzman et al., 2022; Aranda & Calimag, 2023). At the micro level, studies emphasize the need for culturally responsive teaching in diverse classroom settings and the development of teachers' pedagogical confidence and digital proficiency (Torres & Alieto, 2023; Manlapig & Rivera, 2022).

Given these challenges, this study holistically examines the interplay between preparation, readiness, attitude, mentorship, and professional competencies among Social Studies pre-service teachers in Cabuyao City. Guided by Bandura's Social Cognitive Theory, Gess-Newsome's Transformative Teacher Knowledge model, Self-Determination Theory, and Darling-Hammond's equity-focused preparation framework, the study seeks to determine how these variables influence teaching proficiency as measured by the Philippine Professional Standards for Teachers (PPST). Understanding these dynamics is crucial, as teacher quality

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remains the most important in-school factor influencing student achievement (Hattie, 2021). Identifying training gaps can guide curriculum and policy reforms, while region-specific data can inform localized, evidence-based interventions in teacher education (UNESCO, 2021).

METHODS

This study employed a descriptive-correlational research design to examine the relationship between preparation, readiness, attitude, mentorship, and professional competencies among Social Studies pre-service teachers. The quantitative approach was deemed appropriate as it allowed for the systematic measurement of variables and the statistical testing of relationships. A validated questionnaire served as the primary instrument, designed to capture the manifestation levels of preparation, readiness, and attitude, as well as the professional competencies of pre-service teachers based on the PPST domains.

The research locale was the University of Cabuyao, a recognized institution in Laguna that offers teacher education programs. The respondents consisted of fourth-year BSEd Social Studies majors, who were purposively selected as they were in the final stage of their pre-service training and thus most capable of providing insights into their preparation and readiness. The sampling method ensured that the study captured the perspectives of those who had undergone both academic coursework and practicum experiences.

Instrument development followed rigorous procedures. The questionnaire was subjected to content validation by experts in teacher education, ensuring alignment with PPST

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domains and relevance to the local context. Reliability testing using Cronbach's Alpha confirmed internal consistency, while the Content Validity Index established the appropriateness of the items. Ethical clearance was obtained from the LCBA Research Ethics and Integrity Council, which approved the study after verifying compliance with ethical standards and plagiarism requirements.

Data gathering involved the distribution of questionnaires to respondents, with assurances of confidentiality and voluntary participation. The responses were encoded and analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, such as means and standard deviations, were used to determine manifestation levels, while Pearson correlation tests were employed to examine the relationships among variables. This methodological rigor ensured that the findings were both reliable and valid, providing a strong basis for conclusions and recommendations.

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RESULT AND DISCUSSION

Problem Number 1. What is the manifestation level of preparation, readiness, and attitude of Social Studies pre-service teachers of University of Cabuyao?

Table 1.1 *Manifestation Level of Preparation of Social Studies Pre-service Teachers*

Indicators	$\bar{X}$	VI
1. I proactively design classroom routines and procedures to foster a structured, respectful, and engaging learning environment.	3.53	FM
2. I anticipate potential behavior challenges and prepare intervention strategies that align with positive discipline and student-centered approaches.	3.52	FM
3. I develop a classroom management plan which ensures that students feel safe and supported.	3.62	FM
4. I prepare lesson plans that align with curriculum and MELCs standards in Social Studies.	3.55	FM
5. I set clear learning objectives for each lesson.	3.64	FM
6. I utilize a varied instructional strategy in every lesson.	3.63	FM
7. I design assessments that measure student understanding.	3.62	FM
8. I set clear learning objectives for each lesson.	3.70	FM
9. I include a variety of instructional strategies in my lesson plans.	3.61	FM
10. I demonstrate professionalism in my interactions with students and colleagues.	3.68	FM
11. I reflect on my teaching practices to improve my effectiveness.	3.67	FM
12. I show enthusiasm and passion for teaching Social Studies.	3.58	FM
13. I communicate Social Studies concepts clearly and effectively.	3.56	FM
14. I use examples and real-life scenarios to make lessons engaging.	3.62	FM
15. I am prepared to answer students' questions about Social Studies topics.	3.62	FM
16. I am eager to engage students in meaningful Social Studies discussion.	3.60	FM
17. I am willing to participate in co-curricular and community activities related to Social	3.63	FM
18. I actively see opportunities to participate in classroom discussions and collaborative activities during Social Studies instruction.	3.65	FM
General Assessment	**3.61**	**FN**
Standard Deviation	**0.37**	

Legend: 3.25 - 4.00 Strongly Agree – Fully Manifested (FM) 1.75 - 2.50 Disagree – Partially Manifested (SM)
2.50 - 3.24 Agree – Manifested (M) 1.00 - 1.74 Strongly Disagree - Not Manifested (NM)

Preparation was **Fully Manifested (3.61)** by Social Studies pre-service teachers. All indicators were verbally interpreted as Fully Manifested. The indicator "I set clear learning objectives for each lesson" had the highest mean scores of **3.70**. Meanwhile, the indicator "I anticipate potential behavior challenges and prepare intervention strategies that align with positive discipline and student-centered approaches" had the lowest mean score of **3.52**. It

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garnered a standard deviation of 0.37 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

Table 1.2 *Manifestation Level of Readiness of Social Studies Pre-service Teachers*

Indicators	$\bar{X}$	VI
1. I am ready to independently handle a Social Studies class from start to finish.	3.42	FM
2. I am confident in adapting lessons when unexpected situation occurs.	3.46	FM
3. I manage time effectively to complete all planned activities in a lesson.	3.45	FM
4. I use digital tools (e.g., Google Classroom, PowerPoint, Kahoot) to support instruction.	3.64	FM
5. I design lessons that incorporate technology to enhance learning outcomes.	3.62	FM
6. I regularly seek out new educational technologies to improve my teaching.	3.51	FM
7. I do assess the credibility of online sources and digital content.	3.58	FM
8. I promote ethical and responsible media use among students.	3.61	FM
9. I stay updated on current trends and issues in media and digital communication.	3.55	FM
10. I am aware of my emotional responses and manage them effectively in teaching situations.	3.64	FM
11. I build positive relationships with students based on trust and respect.	3.60	FM
12. I foster a classroom environment that supports emotional well-being and inclusivity.	3.62	FM
General Assessment	3.56	FM
Standard Deviation	0.39	

Legend: 3.25 - 4.00 Strongly Agree – Fully Manifested (FM) 1.75 - 2.50 Disagree – Partially Manifested (SM)
2.50 - 3.24 Agree – Manifested (M) 1.00 - 1.74 Strongly Disagree - Not Manifested (NM)

Readiness was **Fully Manifested (3.56)** of Social Studies pre-service teachers. All indicators were verbally interpreted as Fully Manifested. The indicator "I design lessons that incorporate technology to enhance learning outcomes, I am aware of my emotional responses and manage them effectively in teaching situations." had the highest mean scores of **3.64**. Meanwhile, the indicator "I am ready to independently handle a Social Studies class from start to finish" had the lowest mean score of **3.42.** It garnered a standard deviation of

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0.39 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

Table 1.3 *Manifestation Level of Attitude of Social Studies Pre-service Teachers*

Indicators	$\bar{X}$	VI
1. I believe teaching is a valuable and respected profession.	3.76	FM
2. I am committed to making a positive impact as a Social Studies teacher.	3.72	FM
3. I believe teaching is a noble and impactful profession.	3.77	FM
4. I am confident in my ability to teach Social Studies effectively.	3.59	FM
5. I explain complex Social Studies concepts clearly to students.	3.58	FM
6. I am comfortable facilitating discussions on social and historical issues.	3.62	FM
7. I actively seek ways to connect with my students' interests and needs.	3.64	FM
8. I am willing to adapt the curriculum to make it more relevant and engaging.	3.66	FM
9. I enjoy collaborating with students in exploring Social Studies topics.	3.67	FM
General Assessment	**3.67**	**FM**
Standard Deviation	**0.38**	

Legend: 3.25 - 4.00 Strongly Agree – Fully Manifested (FM) 1.75 - 2.50 Disagree – Partially Manifested (SM)
2.50 - 3.24 Agree – Manifested (M) 1.00 - 1.74 Strongly Disagree - Not Manifested (NM)

Attitude was **Fully Manifested (3.67)** by Social Studies pre-service teachers. All indicators were verbally interpreted as Fully Manifested. The indicator "I believe teaching is a noble and impactful profession" had the highest mean scores of **3.77**. Meanwhile, the indicator "I explain complex Social Studies concepts clearly to students" had the lowest mean score of **3.58**. It garnered a standard deviation of 0.38 for the composite respondents of the heads and teachers that shows the homogeneity of the responses.

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Problem Number 2. What is the manifestation level of the roles of the practicum coordinators?

Table 2 *Manifestation Level of the Roles of Practicum Coordinators*

Indicators	$\bar{X}$	VI
1. I receive clear guidance from my practicum coordinator on my teaching responsibilities.	3.60	FM
2. I am observed by practicum coordinator, who gives constructive feedback on my teaching.	3.58	FM
3. I am provided with resources or strategies by my practicum coordinator to improve my teaching.	3.62	FM
4. I observe that my cooperating teacher models effective Social Studies teaching.	3.59	FM
5. I receive timely and useful feedback from my cooperating teacher after my lessons.	3.54	FM
6. I am encouraged by my cooperating teacher to try new teaching methods.	3.63	FM
General Assessment	**3.60**	**FM**
Standard Deviation	**0.41**	

Legend: 3.25 - 4.00 Strongly Agree – Fully Manifested (FM) 1.75 - 2.50 Disagree – Partially Manifested (SM)
2.50 - 3.24 Agree – Manifested (M) 1.00 - 1.74 Strongly Disagree - Not Manifested (NM)

The roles were **Fully Manifested (3.60)** by the practicum coordinators. All indicators were verbally interpreted as Fully Manifested. The indicator "I am encouraged by my cooperating teacher to try new teaching methods" had the highest mean scores of **3.63**. Meanwhile, the indicator "I receive timely and useful feedback from my cooperating teacher after my lessons" had the lowest mean score of **3.54**. It garnered a standard deviation of 0.41 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

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Problem Number 3. What is the professional competencies level of Social Studies pre-service teachers in terms of?

3.1 Content, Knowledge, and Pedagogy,

3.2 Learning Environment,

3.3 Diversity of Learners,

3.4 Curriculum and Planning,

3.5 Assessment and Reporting,

3.6 Community Linkages and Professional Engagement, and

3.7 Personal Growth and Professional Development

Table 3.1 *Professional competencies Level of Social Studies Pre-service Teachers in terms of Content Knowledge*

Indicators	$\bar{X}$	VI
1. Apply knowledge of content within and across curriculum teaching areas	3.74	HC
2. Use research-based knowledge and principles of teaching and learning to enhance professional practice.	3.67	HC
3. Use research-based knowledge and principles of teaching and learning to enhance professional practice.	3.64	HC
4. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.69	HC
5. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3.70	HC
6. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	3.70	HC
General Assessment	**3.69**	**HC**
Standard Deviation	**0.38**	

Legend: 3.25 - 4.00 Strongly Agree – Highly Competent (HC) 1.75 - 2.49 Disagree – Fairly Competent (FC)
2.50 - 3.24 Agree – Competent (C) 1.00 - 1.74 Strongly Disagree - Not Competent (NC)

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Professional competencies in terms of **Content Knowledge** was **Highly Competent (3.69)**. All indicators were verbally interpreted as Highly Competencies. The indicator "Apply knowledge of content within and across curriculum teaching areas" had the highest mean scores of **3.74**. Meanwhile, the indicator "Use research-based knowledge and principles of teaching and learning to enhance professional practice" had the lowest mean score of **3.64**. It garnered a standard deviation of 0.38 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

Table 3.2 *Professional Competencies Level of Social Studies Pre-service Teachers in terms of Learning Environment*

Indicators	$\bar{X}$	VI
1. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	3.75	HC
2. Maintain learning environments that promote fairness, respect and care to encourage learning.	3.76	HC
3. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	3.76	HC
4. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	3.72	HC
5. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively assuming responsibility for their own learning.	3.76	HC
6. Manage learner behavior constructively by applying positive and non-violent discipline to ensure leaning focused environments.	3.77	HC
General Assessment	**3.75**	**HC**
Standard Deviation	**0.36**	

Legend: 3.25 - 4.00 Strongly Agree – Highly Competent (HC) 1.75 - 2.49 Disagree – Fairly Competent (FC)
2.50 - 3.24 Agree – Competent (C) 1.00 - 1.74 Strongly Disagree - Not Competent (NC)

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Professional competencies of Social Studies pre-service teachers in terms of **Learning Environment** was **Highly Competent (3.75)**. All indicators were verbally interpreted as Highly Competent. The indicator "Manage learner behavior constructively by applying positive and non-violent discipline to ensure leaning focused environments" had the highest mean scores of **3.77**. Meanwhile, the indicator "Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning" had the lowest mean score of **3.72**. It garnered a standard deviation of 0.36 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

Table 3.3 *Professional Competencies Level of Social Studies Pre-service Teachers in terms of Diversity of Learners*

Indicators	$\bar{X}$	VI
1. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interest and experiences.	3.70	HC
2. Establish a learner centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	3.75	HC
3. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, gifted and talents.	3.69	HC
4. Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	3.72	HC
5. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.70	HC
General Assessment	**3.71**	**HC**
Standard Deviation	**0.37**	

Legend: 3.25 - 4.00 Strongly Agree – Highly Competent (HC) 1.75 - 2.49 Disagree – Fairly Competent (FC)
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Professional competencies of Social Studies pre-service teachers in terms of Diversity of Learners was **Highly Competent (3.71)**. All indicators were verbally interpreted as Highly Competent. The indicator "Establish a learner centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds" had the highest mean scores of **3.75**. Meanwhile, the indicator "Design, adapt and implement teaching strategies that are responsive to learners with disabilities, gifted and talents" had the lowest mean score of **3.69**. It garnered a standard deviation of 0.37 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

Table 3.4 *Professional Competencies Level of Social Studies Pre-service Teachers in terms of Curriculum and Planning*

Indicators	$\bar{X}$	VI
1. Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	3.74	HC
2. Set achievable and appropriate learning outcomes that are aligned with learning competencies.	3.74	HC
3. Adapt and implement leaning programs that ensure relevance and responsiveness to the needs of all learners	3.74	HC
4. Participate in collegial discussion that use teacher and learner feedback to enrich teaching practice.	3.69	HC
5. Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	3.70	HC
General Assessment	**3.72**	**HC**
Standard Deviation	**0.37**	

Legend: 3.25 - 4.00 Strongly Agree – Highly Competent (HC) 1.75 - 2.49 Disagree – Fairly Competent (FC)
2.50 - 3.24 Agree – Competent (C) 1.00 - 1.74 Strongly Disagree - Not Competent (NC)

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Professional competencies of Social Studies pre-service teachers in terms of Curriculum and Planning was **Highly Competent (3.72)**. All indicators were verbally interpreted as Highly Competent. The indicators "Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts, Set achievable and appropriate learning outcomes that are aligned with learning competencies, and Adapt and implement leaning programs that ensure relevance and responsiveness to the needs of all learners" had the highest mean scores of **3.74**. Meanwhile, the indicator "Participate in collegial discussion that use teacher and learner feedback to enrich teaching practice" had the lowest mean score of **3.69**. It garnered a standard deviation of 0.37 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

Table 3.5 *Professional Competencies Level of Social Studies Pre-service Teachers in terms of Assessment*

Indicators	$\bar{X}$	VI
1. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum.	3.74	HC
2. Monitor and evaluate learner progress and achievement using learner attainment data.	3.70	HC
3. Use strategies for providing timely, accurate and constructive feedback to improve learner performance.	3.67	HC
4. Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	3.72	HC
5. Utilize assessment data to inform the modification of teaching and learnings practices and programs.	3.76	HC
General Assessment	**3.72**	**HC**
Standard Deviation	**0.37**	

Legend: 3.25 - 4.00 Strongly Agree – Highly Competent (HC) 1.75 - 2.49 Disagree – Fairly Competent (FC)
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Professional competencies of Social Studies pre-service teachers in terms of Assessment was Highly Competent (3.72). All indicators were verbally interpreted as Highly Competent. The indicator "Utilize assessment data to inform the modification of teaching and learnings practices and programs" had the highest mean scores of 3.76. Meanwhile, the indicator "Use strategies for providing timely, accurate and constructive feedback to improve learner performance" had the lowest mean score of 3.67. It garnered a standard deviation of 0.37 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

Table 3.6 *Professional Competencies Level of Social Studies Pre-service Teachers in terms of Community Linkages*

Indicators	$\bar{X}$	VI
1. Maintain learning environments that are responsive to community contexts.	3.77	HC
2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	3.66	HC
3. Review regularly personal teaching practice using existing laws and regulation that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.	3.72	HC
4. Comply with and implement school policies and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	3.70	HC
General Assessment	**3.71**	**HC**
Standard Deviation	**0.39**	

Legend: 3.25 - 4.00 Strongly Agree – Highly Competent (HC) 1.75 - 2.49 Disagree – Fairly Competent (FC)
2.50 - 3.24 Agree – Competent (C) 1.00 - 1.74 Strongly Disagree - Not Competent (NC)

Professional competencies of Social Studies pre-service teachers in terms of Community Linkages was **Highly Competent (3.71)**. All indicators were verbally interpreted as Highly Competent. The indicator "Maintain learning environments that are responsive to community contexts" had the highest mean scores of **3.77**. Meanwhile, the indicator "Build relationships with parents/guardians and the wider school community to facilitate involvement in the

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educative process" had the lowest mean score of **3.66**. It garnered a standard deviation of 0.39 for the general assessment on the respondents of the heads and teachers that showed the homogeneity of the responses.

Table 3.7 *Professional Competencies Level of Social Studies Pre-service Teachers in terms of Personal Growth and Professional Development*

Indicators	$\bar{X}$	VI
1. Apply a personal philosophy of teaching that is learner-centered.	3.68	HC
2. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	3.69	HC
3. Participate in professional networks to share knowledge and to enhance practice.	3.70	HC
4. Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.	3.70	HC
5. Set professional development goals based on the Philippines.	3.71	HC
General Assessment	**3.70**	**HC**
Standard Deviation	**0.40**	

Legend: 3.25 - 4.00 Strongly Agree – Highly Competent (HC) 1.75 - 2.49 Disagree – Fairly Competent (FC)
2.50 - 3.24 Agree – Competent (C) 1.00 - 1.74 Strongly Disagree - Not Competent (NC)

Professional competencies of Social Studies pre-service teachers in terms of Personal Growth and Professional Development were rated as **Highly Competent** with a composite mean of **3.70** and a standard deviation of 0.40, indicating consistent responses among participants.

All indicators were verbally interpreted as Highly Competent. The indicator "Set professional development goals based on the Philippines" had the highest mean scores of **3.71**. Meanwhile, the indicator "Apply a personal philosophy of teaching that is learner-

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centered" had the lowest mean score of **3.68**. It garnered a standard deviation of 0.40 for the composite respondents of the heads and teachers that showed the homogeneity of the responses.

Problem Number 4. Is there a significant relationship between the pre-service teachers' preparations, readiness, and attitudes and their professional competencies?

Table 4 *Test of Significant Relationship between the Pre-service Teachers' Preparations, Readiness, and Attitudes, and their Professional Competencies Level*

Preparation, Readiness and Attitude	Professional Competence	r value	p value	Remarks	Decision
Preparation	Content Knowledge, and Pedagogy	.537**	0.000	Significant	Reject Ho
	Learning Environment	.463**	0.000	Significant	Reject Ho
	Diversity of Learners	.454**	0.000	Significant	Reject Ho
	Curriculum and Planning	.411**	0.000	Significant	Reject Ho
	Assessment and Reporting	.461**	0.000	Significant	Reject Ho
	Community Linkages and Professional Engagement	.409**	0.000	Significant	Reject Ho
	Personal Development	.362**	0.000	Significant	Reject Ho
Readiness	Content Knowledge, and Pedagogy	.610**	0.000	Significant	Reject Ho
	Learning Environment	.429**	0.000	Significant	Reject Ho
	Diversity of Learners	.527**	0.000	Significant	Reject Ho
	Curriculum and Planning	.449**	0.000	Significant	Reject Ho
	Assessment and Reporting	.524**	0.000	Significant	Reject Ho
	Community Linkages and Professional Engagement	.487**	0.000	Significant	Reject Ho
	Personal Development	.455**	0.000	Significant	Reject Ho
Attitude	Content Knowledge, and Pedagogy	.567**	0.000	Significant	Reject Ho
	Learning Environment	.405**	0.000	Significant	Reject Ho
	Diversity of Learners	.416**	0.000	Significant	Reject Ho
	Curriculum and Planning	.397**	0.000	Significant	Reject Ho
	Assessment and Reporting	.455**	0.000	Significant	Reject Ho
	Community Linkages and Professional Engagement	.430**	0.000	Significant	Reject Ho
	Personal Development	.415**	0.000	Significant	Reject Ho

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed)

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There was a significant relationship between the pre-service teachers' preparation, readiness, and attitudes, and their professional competencies. The probability values were all .000 which was less than the level of significance at .05, thus, rejecting the null hypothesis. The r value of the said variables lay between 0.362 and 0.610 or to be moderately small to high positive correlation. This implies that the better the pre-service teachers' preparation, readiness, and attitudes, the better their professional competencies.

Problem Number 5. Is there a significant relationship between manifestation level of the roles of the practicum coordinator and the cooperating teachers and the professional competencies of pre-service teachers?

Table 5 *Test of Significant Relationship Level between the Manifestation Level of Roles of the Practicum Coordinators and Cooperating Teachers and Professional Competencies Level of Pre-service Teachers*

Variables	r value	P value	Remarks	Decision
Content, Knowledge, and Pedagogy	.606**	0.000	Significant	Reject Ho
Learning Environment	.441**	0.000	Significant	Reject Ho
Diversity of Learners	.472**	0.000	Significant	Reject Ho
Curriculum and Planning	.470**	0.000	Significant	Reject Ho
Assessment and Reporting	.490**	0.000	Significant	Reject Ho
Community Linkages and Professional Engagement	.500**	0.000	Significant	Reject Ho
Personal Development	.539**	0.000	Significant	Reject Ho

Based on the results, there was significant relationship between manifestation of the roles of the practicum coordinators and the cooperating teachers and the professional

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competencies of pre-service teachers. The probability values were all **.000** which was less than the level of significance at .05. Thus, rejecting the null hypothesis. The r value of the said variables lay between **0.441** and **0.606** or moderately small to high positive correlation.

This means that when the manifestation level of the professional competencies roles increases, the professional competencies of the pre-service teachers also increases. Based on the results, it can be concluded that the pre-service teachers' perceptions were positive towards their competence in all areas and ready for teaching profession. Teachers' readiness cannot be separated from competence. The result shows that the pre-service teachers' perceptions of their readiness revealed that they consider themselves as ready for teaching as profession. The better manifestation and mentorship roles of the practicum coordinator, the better the teaching competencies of pre-service teachers.

Problem Number 6. Based on the findings of the study, what action plan for Social Studies pre-service teachers may be proposed?

Table 6 *Proposed Action Plan*

Key Result Area/ Recommendation	Strategies	Person/Committee Involved	Resources Needed	Duration	Outcome
Curriculum Enhanced	Integrate competency-based modules; embed practicum simulations; update Social Studies content	Dean, Faculty, Curriculum Committee	Curriculum development materials and updated reference guides	A.Y. 2026-2027	Improved alignment of curriculum with teacher readiness and competencies
Student-Teaching Development	Define clear roles; conduct regular mentoring sessions; establish structured feedback	Practicum Coordinator, Cooperating Teachers	Communication tools for continuous monitoring	Ongoing during practicum	Clearer accountability and stronger mentoring support
Pedagogical Competencies	Conduct workshops on instructional strategies; provide training in digital pedagogy; organize soft skills seminar	Faculty, Resource Speakers, Pre-Service Teachers	Training budget and resources for workshops and seminars	Every semester	Increased instructional competence and adaptability
Teaching Attitudes and Readiness	Hold values formation seminars; implement peer collaboration projects; organize confidence-building activities	Guidance Office, Faculty, Student Leaders	Materials for leadership and team-building	A.Y. 2026-2027	Enhanced motivation, teamwork, and teaching confidence
Progress Monitoring and Assessment	Use pre- and post-assessment tools; require regular progress reports; adjust programs based on data	Practicum Coordinator, Research Committee	Pre and post assessment tools	Continuous	Evidence-based improvements in teacher participation
Institutional Policy and Support	Draft institutional guidelines; strengthen school partnership; offer CPD cooperating teachers	School Administration, Partner Schools	Administrative support services	A.Y. 2026-2027	Sustainable support system for teacher education

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Conclusions

1. That the preparation, readiness, and attitude of Social Studies pre-service teachers are essential determinants of effective teaching performance. These factors significantly associate with the pre-service teachers' ability to deliver instruction efficiently and confidently. The knowledge and skills acquired during their academic preparation serve as a strong pedagogical foundation that supports their professional growth and classroom competence. Quality of pre-service training directly improves the teachers' preparedness to face the multifaceted challenges of actual teaching practice.

2. That the manifestation of the mentorship roles are pivotal in shaping the professional development of pre-service teachers. The coordinators act as facilitators who bridge theoretical understanding and practical application by introducing new concepts, innovative teaching strategies, and emerging educational trends. Their guidance ensures that pre-service teachers remain adaptive to contemporary issues and pedagogical shifts, thereby enhancing their instructional effectiveness and reflective practice.

3. That the professional competencies of Social Studies pre-service teachers across the seven domains: 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, are deemed highly essential in assessing teacher quality. These domains collectively serve as comprehensive indicators of teaching proficiency and are vital criteria for teacher evaluation, professional development, and promotion, particularly within the public-school system. The

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consistently high ratings across these areas affirm the pre-service teachers' readiness for professional teaching responsibilities.

4. Effective mentoring, supervision, and collaboration during the practicum period are crucial in enhancing instructional competence and fostering professional confidence among pre-service teachers.

5. Cognitive preparation, affective disposition, and professional readiness are interrelated dimensions that collectively shape teaching effectiveness. Hence, cultivating positive attitudes and ensuring adequate preparation prior to field deployment are integral to developing competent and reflective educators.

6. As the output, an action plan is needed since this initiative sustains effective management and effective administrative processes in education institutional. It emphasizes the following recommendations: curriculum enhanced, student-teaching development, pedagogical competencies, teaching attitudes and readiness, progress monitoring and assessment, and institutional policy and support. Collectively, these key areas aim to improve educational outcomes and strengthen existing institutional systems.

Recommendations

1. The College of Teacher Education may institutionalize a continuous professional enhancement program that focuses on strengthening the preparation, readiness, and attitude of pre-service teachers. Regular seminars, workshops, and training sessions should be organized to ensure that pre-service teachers are consistently updated with the latest

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Commission on Higher Education (CHED) policies, standards, and frameworks relevant to teacher education. This ongoing engagement will help bridge the gap between academic preparation and actual teaching practice, thereby reinforcing professional competence and adaptability to evolving educational demands.

2. Practicum Coordinators may design and implement structured symposia and mentoring programs centered on the essential competencies required of beginning teachers. These activities should not only disseminate theoretical knowledge but also integrate the coordinators' personal teaching experiences and reflective practices from their own pre-service journeys. By contextualizing learning through lived experiences, practicum coordinators can foster a more authentic and meaningful understanding of teaching realities among pre-service teachers.

3. Pre-service teachers may internalize strongly and encouragingly apply the seven domains of the Philippine Professional Standards for Teachers (PPST), namely 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.* Comprehensive orientation sessions and competency-based assessments should be conducted to ensure that pre-service teachers fully comprehend these domains. Such mastery is crucial, particularly for those aspiring to enter the public education system, as the PPST serves as the national framework for teacher evaluation, career progression, and professional accountability.

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4. Practicum coordinators may strengthen their supervisory and evaluative roles. They may implement periodic formative evaluations to assess the impact of their guidance, mentoring, and instructional feedback on pre-service teachers' performance. This approach can allow for timely interventions and more targeted professional support, ensuring the progressive development of teaching competencies throughout the practicum period.

5. Considering the established significant relationship between pre-service teachers' preparation, readiness, attitude, and their teaching competencies, the College of Teacher Education may institutionalize quarterly training and development programs focused on these core areas. These programs should integrate both affective and cognitive dimensions of teacher preparation, emphasizing professional ethics, resilience, and pedagogical innovation to holistically enhance pre-service teachers' capacity to deliver effective and responsive instruction in diverse learning environments.

6. The proposed action plan may be used for curriculum enhancement, structured mentoring, pedagogical training, attitude formation, progress monitoring, and institutional support. These measures collectively ensure that Social Science pre-service teachers are not only highly competent but also confident, motivated, and adaptable. By implementing these recommendations, teacher education institutions can foster a sustainable framework that prepares future educators to meet the demands of the profession with excellence.

7. Due to the limited focus of the study particularly only in the field of Social Studies, future researchers may include a more diverse population of pre-service teachers to expand

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the scope and enhance the credibility of the findings. This will also provide a more comprehensive understanding of the study. Moreover, employing mixed-methods or longitudinal research designs is recommended to have a deeper understanding of how professional preparation influence the development of pre-service teachers in general.

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