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**PROFESSIONAL PREPARATION CHALLENGES AND INITIATIVES  
TO THE COMPETENCIES OF BPED PRE-SERVICE INTERNS  
IN ONE STATE UNIVERSITY**

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### ABSTRACT

The Covid-19 pandemic requires teacher educators to consider how effectively ITE program prepare teachers for the 'dynamic and challenging new society which is emerging.

As a theoretical basis for this study, the researcher utilized the open-loop theory proposed by William James.

This study sought to find answers to the following questions: How do the Pre-Service BPED students perceive their professional preparation initiatives in the teaching of Physical Education? How do the Pre-Service BPED students assess the level of their teaching competencies as they prepare in the actual teaching of Physical education? Is there a significant relationship between the professional preparation initiatives and the teaching competencies of Pre-Service BPED students to succeed in teaching Physical Education? What are the challenges encountered by the Pre-Service BPED students encountered? What plan of action may be proposed to help Pre-Service BPED students to be competent and ready Pre-Service BPED students?

The result of the study shows that there is positive significant relationship between Teaching Competences and Professional Preparation Initiatives of BPED Interns with .01 level it is only means that there is a highly positive relationship between teaching competences that the more that the students are prepared when it comes to employing initiatives of their profession, it helps them to be more competent in teaching. The more that the level of significant are increase, the more they are prepared and the more that they are being competent in necessary skills that they should acquire.

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Keywords: Competencies, Pre-service, Challenges

## 1. Introduction

In any teacher education practicum program in the Philippines, demonstration teaching is the most challenging undertaking of the student teachers during the internship program. The teaching internship has always been a key component of any teacher education program worldwide. It offers practice teachers or interns an opportunity to participate in critical thinking as they construct meaning out of their teaching experiences and attempt to discover their teaching methods as future teachers. It is also a point of reference that must be considered in terms of shedding light on ways to re-scaffold the teaching education curriculum (Portman & Abu Rass, 2019) since its success is one of the indicators of the quality of teacher education programs (Haigh et al., 2013).

During this pandemic time, teachers and teacher educators are transitioning through a particularly uncertain time in terms of their professional lives and work. The rapid move to online modes of delivery to keep students engaged in learning – from early childhood through to the tertiary sector – has led to significantly intensified workloads for staff as they work to not only move teaching content and materials into the online space, but also become sufficiently adept in navigating the requisite software. The impact on staff and students is uneven – in some contexts, for example many universities, there are already established online and mixed modes of course delivery, such that the onus is now on building greater capacity through these avenues. In others, particularly many schools, the move to the online space is presenting considerable hardship as teachers struggle to adapt to what might well be the “new normal” for quite a period.

Initial Teacher Education (ITE) can be viewed as a formative space in professional teacher identity development. Practice plays a key role in shaping teacher identity, providing a window into the reality of school life, as well as nurturing professional autonomy. Due to the Covid-19 pandemic, school life shifted suddenly and unrecognizably in March 2020.

The CHED Memorandum Order No. 80, series of 2017 (CMO No.80 s. 2017), stated the competencies that a graduate of Bachelor of Physical Education (BPED) should possess regardless of which higher education institution they attended. In this policy, standard and guidelines (PSG), higher education institutions are given an adequate guideline to maximize the learning outcomes of their future BPED graduates so that they will be equipped with satisfactory competencies and have undergone professional preparatory initiatives before teaching Physical Education.

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Further, PE accomplishes this through a sound and athletic program of (1) guidance (for example, curricular/credit courses); (2) sporting proactive tasks for the fan (for example work out, sports, dance, experience) sought after outside of the class just as off-grounds and (3) severe and coordinated games, to guarantee that there is a consistent pathway for creating actual education and actual work propensities. The PE Program accordingly accommodates different and an assortment of commitments, what's more, methods for portrayal, activity, and articulation to find out that chances are comprehensive of all specific situations and students. These PSGs reflect the change towards results put together training and are based concerning the past CMO 23, Series of 2011 PSGs on the Bachelor of Physical Education major in PE (BPE) and major in Sports and Wellness Management (BPE-SWM) Programs. Yet the K to 12 changes is not reflected, explicitly as far as the number of years needed for completion of the degree, just as the New General Education educational plan

## Background of the Study

During Initial Teacher Education pre-service teachers' professional identity is shaped by a myriad of experiences that impact their short and long term engagement in the practice of teaching (Murray et al. 2020). Practice is central to ITE and the integrity of ITE program depends on graduate's ability to effectively demonstrate classroom readiness, to lead student learning and to respond to realities (Moyo 2020). The Covid-19 pandemic requires teacher educators to consider how effectively ITE program prepare teachers for the 'dynamic and challenging new society which is emerging' (Kalloo, et al. 2020, 8). An increasing volume of literature calls for the immediate need to discuss how pre-service teachers responded to pandemic related school closures and for an examination of the indelible impact school closures had on pre-service teachers' professional identity formation. It is likely the pandemic has affected two aspects of preservice teachers' development; social development due to physical detachment from colleagues and the wider school community and personal development because of the complexity of managing feelings associated with becoming a teacher in such unprecedented times (Sepulveda-Escobar and Morrison 2020).

In connection to this study, Physical Education (PE) is both a discipline and a teaching profession. As a curricular discipline, it promotes an understanding of the centrality of movement in daily life, in all its forms---from meeting functional requirements, providing opportunities for

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social interaction, analyzing the influence of contexts to one's well-being, to acknowledging physical activity and sports participation as significant cultural and health practices. It contributes to the formation of constructive behaviors for managing the stress of academic and work demands; providing the necessary 'break' from sedentary activities in the classroom and workplace; and developing school loyalty and nationalism through the sporting culture, which in turn significantly shapes an individual's identity.

Physical education and Sports provide an opportunity to lead skills, discipline, confidence and leadership and they convey core principles that are important in a democracy, such as tolerance, cooperation, and respect. Physical education and Sports teach the fundamental value of effort and how to manage essential steps in life such as victory or defeat. For the individual, Sports enhances one's personal abilities, general health, and self-knowledge. On the national level, physical education and sports contribute to economic and social growth, improve public health, and bring different communities together. On the global level, if used consistently, physical education and sports can have a long-lasting positive impact on development, public health, peace, and the environment. Physical Education as an academic discipline is directed towards understanding people, with reference on the ability to move, the ways on how to utilize this ability, and the ways to which its ability is related to other aspects of functioning as a whole person. Thus, movement as a dynamic function of man is the area of central concern that gives physical education its unique identity as an academic discipline.

Thus, movement as a dynamic function of man is the area of central concern that gives physical education its unique identity as an academic discipline.

But despite this, the Physical Education educational plan program is intended to create each understudy's physical, mental, enthusiastic, and imaginative/tasteful capacities. With such, Physical Education students go through a practice educational program to outfit them with the various skills and information and specialized ability to prepare the most proficient method to lead illustrations/guidance in Physical Education (Santiago, 2017).

Consequently, in Preparatory Initiative Practices Teachers Do To Prepare Themselves For Instruction In Physical Education, the article named "Elements influencing Academic Performance students" expresses that scholastic exhibition is one of the essential spaces of students' life, wherein a few students may not be irritated on the off chance that they progress or not, anyway their folks are left with extraordinary trouble if their youngsters don't perform well at professional

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preparatory initiative practices teachers do to prepare themselves for instruction in Physical Education.

Subsequently, according to Macdonald and Brooker (2017), the trust professional preparatory initiative practices teachers ought to prepare themselves for instruction in Physical Education to be a student focused.

However, there are challenges that BPEd Students encounter in their professional initiative preparation for teaching Physical Education. As Flores (2017) enunciated that teacher are required to have satisfactory information to have the option to break down and to assess learning exercises and challenges teachers encounter in their professional initiative preparation for teaching PHYSICAL EDUCATION materials. They are likewise expected to have an intensive comprehension of their field to have the option to connect it in all spaces in the educational plan.

### Theoretical Framework

As a theoretical basis for this study, the researcher utilized the open-loop theory proposed by William James in 1890.

William James (James, 1890) proposed one of the earliest descriptions of movement control, known as response-chaining or reflex-chaining hypothesis. The James hypothesis was an open-loop theory, in which attention is focused only on initiation of the first action of a movement. Each subsequent action was thought to be automatically triggered by response-produced feedback. In this hypothesis, ongoing movements cannot be modified according to unexpected changes occurring in the environment, and feedback is suitable only to regulate the movement chain (i.e., timing of subsequent actions) and is not compared to internally generated references for error checking.

Physical activity and sport teaching methods are widely investigated by scholars. and the most widespread teaching practices have the theoretical basis in the cognitive approach and are therefore of prescriptive nature. In Physical Education, cognitive approach means psychological models of movement, and in particular, Open Loop and Closed Loop motor control models and Generalized Motor Program theory.

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The theory stated above is related to the study as it discusses the importance of finding satisfaction and motivation in continuing mastery of their competence and abilities as their professional preparatory initiatives in teaching Physical Education in the future. Furthermore, the Physical Education students should also be able to find ways to find fulfillment in achieving mastery of their competencies. Hence, a Physical Education student should be able to apply this way of thinking and approach as students and should be prepared before the practice of the teaching profession.

### Statement of the Problem

The central problem of the study was to identify the professional initiatives undertaken by Pre-service BPEd Students in teaching Physical Education. Specifically, this study sought to answer the following questions:

1. How do the Pre-Service BPEd students perceived their professional preparation initiatives in the teaching of Physical Education in terms of?
  - 1.1 Classroom management;
  - 1.2 Learning issues and special needs;
  - 1.3 Assessment practices;
  - 1.4 Use of technology in education; and
  - 1.5 Content-related fluency in the language of instruction?
2. How do the Pre-Service BPEd students assessA the level of their teaching competencies as they prepare in the actual teaching of Physical education in terms of:
  - 2.1 Content Knowledge and Pedagogy;
  - 2.2 Learning Environment;
  - 2.3 Diversity of Learners;
  - 2.4 Curriculum of Planning;
  - 2.5 Assessment and Reporting;
  - 2.6 Community Linkages and Professional engagement; and
  - 2.7 Personal Growth and Professional Development?
3. Is there a significant relationship between the professional preparation initiatives and the teaching competencies of Pre-Service BPEd students to succeed in teaching Physical Education?
4. What are the challenges encountered by the Pre-Service BPEd students encountered?

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5. What plan of action may be proposed to help Pre-Service BPEd students to be competent and ready Pre-Service BPEd students?

### Research Methodology

This chapter discussed the methodology used in this study. It described the research designs, locale, population and sample, and instruments that were involved in carrying out different signs of progress to answer the research problems. It also explained the data gathering procedures and statistical treatment of data which led to the findings and conclusions of the study.

### Research Design

This study used a descriptive correlational research design specifically, it was used in determining the competencies that Pre-Service BPEd students should possess, the professional preparation initiatives that the Pre-Service BPEd students used for teaching Physical Education, and how these professional preparation initiatives are helpful in successfully teaching Physical Education. The respondents provided their respective responses on what their professional preparation initiatives are and how these helped in successfully teaching Physical Education among students from educational institutions.

### Respondents of the Study

The respondents of the study consist of Pre-Service BPEd students with sex profile of male of 52 and female of 71 with the total number of 121 from Laguna State Polytechnic University. These Pre-Service BPEd students were currently taking Bachelor of Physical Education enrolled in Teaching Internship for the Second Semester Academic Year 2021–2022 composed of 121 Pre-Service BPEd students and will be total enumeration for the purpose of the study.

### Research Instrument

The researcher used a self-made questionnaire used for the respondents. This set of questions were determined the respondents' readiness on the teachers' competencies a Physical Education students should possess and as a professional preparation initiated by Pre-Service BPEd teacher in teaching Physical Education, and how that professional preparation initiative helped the Pre-service BPEd students to succeed in teaching Physical Education.

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The structured self-made questions were validated by three experts before data gathering and the researcher formulated a letter to conduct and disseminated to the school where the study was conducted and an informed consent letter were given to the respondents of the study that stated the purpose of conducting the study, the benefits that the respondents acquired in participating, and the possible risks that the participants may face.

## Research Procedure

For the gathering of data among the participants of the study, the researcher developed a self-made questionnaire that were conducted to the respondents. The self-made questions were comprised of guide questions that assessed the competencies that shall be possessed by Pre-Service BPed students, the professional preparation initiatives of the Pre-Service BPed students for teaching Physical Education, and how these professional preparation initiatives helped the Pre-service BPEd students to succeed in teaching Physical Education.

Upon choosing the schools where the study was conducted to the respondents, the researcher initiated the data gathering using an online platform, particularly the Google Form. Using the online platform, the researcher asked the respondents for permission to answer the questions and the data gathering commenced. After collecting the data, the data were transcribed and subjected to the statistical treatment of data.

## Statistical Treatment of Data

For this study, there were two statistical treatments used to analyze the data.

For SOP 1, 2 and 4 the weighted mean and standard deviation formula were used.

For SOP 3 which aims to determine the significant relationship between the professional preparation initiatives and the teaching competencies of Pre-Service BPED students to succeed in teaching Physical Education, Pearson r Correlation formula was used.

## Findings and Discussion

This chapter presented the results of the study. The data gathered were analyzed and interpreted so that conclusions and recommendations could be drawn.

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**Table 1. Professional Preparation Initiatives of Pre-service BPEd Interns in Classroom Management**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I....			
1. develop caring and supporting relationships with students during this pandemic time.	3.65	0.52	Strongly Agree
2. organize and implement instruction in ways that optimize students' access to learning.	3.57	0.56	Strongly Agree
3. make students responsible for their own behavior.	3.64	0.54	Strongly Agree
4. establish and maintain timeliness in the submission of activities and requirements	3.52	0.59	Strongly Agree
5. plan to encourage student interaction	3.60	0.53	Strongly Agree
6. ensure that my students will have a certain degree of control over their own learning experience	3.53	0.57	Strongly Agree
7. utilize group work and collaboration as a support in learning process	3.51	0.59	Strongly Agree
8. communicate with my students using various degree of languages	3.47	0.65	Agree
9. encourage students to be creative	3.63	0.57	Strongly Agree
10. provide counsel to my students from time to time	3.46	0.64	Agree
<b>Overall</b>	<b>3.56</b>	<b>0.46</b>	<b>Strongly Agree</b>

*Legend: 3.50-4.00 Strongly Agree/ Highly Prepared, 2.50-3.49 Agree/ Prepared, 1.50-2.49 Disagree/ Somewhat Prepared, 1.00-1.49 Strongly Disagree/ Not Prepared*

It can be claimed on the given table that the respondents strongly agreed on the indicators that sets to describe the classroom management of BPEd Interns having an overall mean of 3.56. This means that they are highly prepared when it comes to managing the classroom with wide variety of skills and techniques that teachers use to keep students organized, orderly, focused,

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attentive, on task, and academically productive during a class. According to Emmer & Stough, 2011, classroom management is an important element of pre-service teacher training and in-service teacher behavior.

It is also reflected on the table that the highest mean of 3.65 indicates that the respondents strongly agreed that as Pre-service BPED Interns can develop caring and supporting relationships with students during this pandemic time. It only means that they are highly prepared by the necessary qualities of being caring and supporting teachers whenever they do some collaborations with their students. Like the study of Hughes (2012) that extrapolating findings on Baumrind's in 1970 parent-child relations to the classroom, teachers were able to develop better relationships with children so that children became less vulnerable to negative peer influence.

On the other hand, the lowest mean of 3.46 indicates that the respondents agreed that the Pre-Service BPEd interns can provide counsel to their students from time to time. It only means that they are prepared in counselling their students from time to time even in pandemic time. It is supported by the study of Lust, N. L. in 1984, that counseling students with personal-social problems is an important part of the teacher's role in helping them to learn, grow, and mature. It is especially important with students with exceptional needs.

**Table 2. Professional Preparation Initiatives of Pre-service BPEd Interns in Learning issues and special needs**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I....			
1. provide effective online education	3.60	0.53	Strongly Agree
2. ensure equity for all students to benefit from online learning using google meet.	3.61	0.53	Strongly Agree
3. communicate my instruction and expectations clearly.	3.58	0.55	Strongly Agree
4. ensure that I practice varying methods of teaching to cater to my students' needs	3.63	0.54	Strongly Agree
5. be more considerate on my students' situation during online classes	3.64	0.54	Strongly Agree

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6. allow my learning materials to be more accessible for my students	3.69	0.51	Strongly Agree
7. allow flexibility on submission of academic requirements	3.64	0.54	Strongly Agree
8. practice a more engaging approach in teaching physical performance tasks	3.65	0.51	Strongly Agree
9. encourage freedom and creativity in performance tasks	3.69	0.51	Strongly Agree
10. encourage my students to explore field of Physical Education that they are not familiar with	3.65	0.51	Strongly Agree
<b>Overall</b>	<b>3.64</b>	<b>0.44</b>	<b>Strongly Agree</b>

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Legend: 3.50-4.00 Strongly Agree/ Highly Prepared, 2.50-3.49 Agree/ Prepared, 1.50-2.49 Disagree/ Somewhat Prepared, 1.00-1.49 Strongly Disagree/ Not Prepared

The table shows that the respondents are strongly agreed on the indicators that sets to describe the learning issues and special needs of BPEd Interns with the overall mean of 3.64. This means that they are highly prepared when it comes to the preparation of learning issues and special needs of learners and situations mostly in time of pandemic.

It is also reflected in this table that the highest mean of 3.69 indicates that the respondents strongly agreed that they need to encourage learners to have freedom and creativity in performance task for it is very important in assessing the understanding. It only means that they are highly prepared with regards to learning issues in creativity of performance task. This also reveals that the respondents allow their learning materials to be more accessible for their students. Creativity-relevant skills constitute the "something extra" of creative performance cognitive style, exploration of new cognitive pathways, and working style. Creativity-relevant skills include personality dispositions conducive to deep levels of concentration or uninhibited risk taking.

However, the lowest mean of 3.58 indicate that the respondents strongly agreed that communication with learners have an impact on the academic progress that meet expectations clear. It is also means that they are highly prepared to have well communication specifically on instructions

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**Table 3. Professional Preparation Initiatives of Pre-service BPEd Interns in Assessment Practices**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I....			
1. acquire and maintain a repertoire of evaluation tools and techniques.	3.56	0.51	Strongly Agree
2. assess, select, and use appropriate evaluation tools and techniques.	3.53	0.55	Strongly Agree
3. ensure that learners receive specific, constructive, and timely feedback regarding their progress.	3.56	0.56	Strongly Agree
4. encourage constructive criticism among my students and their outputs	3.58	0.57	Strongly Agree
5. practice transparency on the grading system that I employ	3.63	0.53	Strongly Agree
6. clearly explain the grading system used in the subject	3.60	0.56	Strongly Agree
7. include rubrics in grading performance tasks as a guide for students	3.64	0.54	Strongly Agree
8. provide feedbacks on the areas of improvements for students' performance tasks	3.60	0.55	Strongly Agree
9. organize the graded outputs of my students to see their progress	3.60	0.53	Strongly Agree
10. monitor students' performance and give remediation if necessary	3.65	0.49	Strongly Agree
<b>Overall</b>	<b>3.59</b>	<b>0.45</b>	<b>Strongly Agree</b>

*Legend: 3.50-4.00 Strongly Agree/ Highly Prepared, 2.50-3.49 Agree/ Prepared, 1.50-2.49 Disagree/ Somewhat Prepared, 1.00-1.49 Strongly Disagree/ Not Prepared*

It can be claimed on the given table that the respondents strongly agreed on the indicators that sets to describe the Assessment practices of BPEd Interns with overall mean of 3.59. It is only means that they are highly prepared with regards to assessment practices of learners. Goh

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and Mathews (2011) identified that meeting assessment practices expectations of school-based mentor and impressing him/her is one of the major concerns for the student teachers during internship.

It also shows that the highest mean of 3.65 indicates that the respondents strongly agreed of monitoring students' performance and give remediation if necessary is important in assessing practice for BPEd Interns. It only means that they are highly prepared in monitoring student's performance and give remediation as an additional activity of the learners. Rea-Dickins (2001) described the assessment practices of the teaching staff working with young learners for whom the language of instruction. She used the practices to build a framework for understanding and analyzing classroom assessment processes.

However, the lowest mean of 3.53 indicates that the respondents are also strong agreed that assessing, selecting, and using appropriate evaluation tools and techniques are important in assessment practice as BPEd Interns.

Table 4. Professional Preparation Initiatives of Pre-service BPEd Interns in the Use of Technology in Education

Indicators	Mean	SD	Interpretation
As a pre-service BPEd student, I use technology ...			
1. to facilitate communication with and among learners	3.67	0.50	Strongly Agree
2. to enhance the presentation of information	3.66	0.49	Strongly Agree
3. to produce learning materials	3.65	0.52	Strongly Agree
4. to integrate a more engaging learning environment for students	3.63	0.54	Strongly Agree
5. to improve interpersonal relationship between me and my students	3.67	0.47	Strongly Agree
6. as a medium of communication for me and my students regarding their academic concerns	3.64	0.48	Strongly Agree

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7. to provide clear, accessible, and innovative learning materials for my students	3.69	0.48	Strongly Agree
8. to organize and manage my students' outputs	3.68	0.47	Strongly Agree
9. to monitor my students' academic progress	3.69	0.48	Strongly Agree
10. to motivate students to be more creative in their outputs.	3.67	0.53	Strongly Agree
<b>Overall</b>	<b>3.66</b>	<b>0.42</b>	<b>Strongly Agree</b>

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*Legend: 3.50-4.00 Strongly Agree/ Highly Prepared, 2.50-3.49 Agree/ Prepared,*

*1.50-2.49 Disagree/ Somewhat Prepared, 1.00-1.49 Strongly Disagree/ Not Prepared*

Table 4 shows the overall mean of 3.66 that the respondents are strongly agreed to the use of technology in education. It also means that they are highly prepared to use and integrate technology in teaching. These new technologies increase the teachers' training needs. Gressard and Loyd (1985) asserted that teacher's attitudes toward computers are a key factor in the successful implementation of ICT in education.

It also revealed the highest mean of 3.69 that the respondents are strongly agreed that providing clear, accessible, and innovative learning materials are important in the used of technology in education as well as in monitoring students' academic progress. In educational context, ICT has the potential to increase access to education and improve its relevance and quality. Tinio (2012) asserted that ICT has a tremendous impact on education in terms of acquisition and absorption of knowledge to both teachers and students through the promotion.

It also shows the lowest mean of 3.63 that the respondents are strongly agreed to integrate more engaging learning environment for students, it is also mean that they are highly prepared when it comes to merge and involve new learning activities in environment.

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**Table 5. Professional Preparation Initiatives of Pre-service BPEd Interns in Content related in the Language of Instruction**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I....			
1. apply Physical Education and Literacy on teaching	3.72	0.45	Strongly Agree
2. use application of the English-Language Art Common Core Standards Within Physical Education	3.53	0.54	Strongly Agree
3. apply Reading Anchor Standard Decoded for Physical Education	3.58	0.51	Strongly Agree
4. expose students to a variety of texts in physical education, popular magazines, books, websites, and news articles	3.57	0.52	Strongly Agree
5. introduce web-based content such videos and instructional materials as reference for students	3.65	0.52	Strongly Agree
6. integrate the current trends in teaching physical education	3.63	0.50	Strongly Agree
7. provide different instructional materials for different teaching approaches	3.63	0.49	Strongly Agree
8. utilize different degree of language in teaching to be more engaging	3.62	0.50	Strongly Agree
9. make use visual representations that are informative based on the lesson	3.63	0.50	Strongly Agree
10. use interactive instructional materials to use in teaching Physical Education	3.64	0.50	Strongly Agree
<b>Overall</b>	<b>3.62</b>	<b>0.42</b>	<b>Strongly Agree</b>

*Legend: 3.50-4.00 Strongly Agree/ Highly Prepared, 2.50-3.49 Agree/ Prepared,*

*1.50-2.49 Disagree/ Somewhat Prepared, 1.00-1.49 Strongly Disagree/ Not Prepared*

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It can be claimed on the given table that the respondents strongly agreed on the indicators that sets to describe the content-related fluency in the language of instruction of BPED Intern students having an overall mean of 3.62. This means that they are highly prepared in dominant **language** formally used of learners in school setting.

The table also revealed the highest mean of 3.72 indicates that the respondents strongly agreed that applying Physical Education and Literacy on teaching learners helped content-related fluency in the language of instruction.

The table also shows the lowest mean of 3.53 indicates that the respondents are also strongly agreed in using application of the English-Language Art Common Core Standards Within Physical Education. It also means that they are highly prepared in applying English-Language Art Common Core Standards in teaching physical education.

**Table 6. Summary of Professional Preparation Initiatives of Pre-service BPED Interns in:**

Indicators	Mean	SD	Interpretation
Classroom Management	3.56	0.46	Strongly Agree
Learning issues and special needs	3.64	0.44	Strongly Agree
Assessment Practices	3.59	0.45	Strongly Agree
Use of Technology in Education	3.66	0.42	Strongly Agree
Content-Related Fluency in the Language of Instruction	3.62	0.42	Strongly Agree
<b>Overall</b>	<b>3.61</b>	<b>0.44</b>	<b>Strongly Agree</b>

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Table 6 presents the summary on Professional Preparation Initiatives of Pre-service BPEd Interns. It obtained an overall mean of 3.61 with an interpretation of strongly agree. This means that the respondents are highly prepared in the professional preparation initiative in the pre-services of BPEd.

The table also reveals that the highest mean in the use of technology in education with 3.66 with the adjectival of strongly agree means that they are highly prepared to use and integrate technology in teaching.

It also shows the lowest mean of 3.56 in the Classroom Management with the adjectival of strong agree means that the respondents are also highly prepared when it comes to managing the classroom with wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

**Table 7. Challenges Encountered by Pre-Service BPed Interns**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I...			
1. have trouble with internet connectivity issues	3.14	0.76	Often
2. have trouble doing performance tasks assigned to me	2.83	0.88	Often
3. find it hard to communicate with my instructors and classmates	2.84	0.97	Often
4. lack interaction among my instructors and classmates	2.73	0.90	Often
5. lack the necessary equipment to perform certain activities that involve physical movements	2.85	0.90	Often
6. lack the necessary facility and space to perform certain activities that involve physical movements	2.85	0.90	Often
7. find it hard to build interpersonal relationship among my students as a Pre-Service teacher	2.72	0.92	Often

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8. find it hard to be persistent in achieving mastery in my subjects.	2.74	0.91	Often
9. lack motivation to improve myself in terms of my personal and professional goals.	2.68	0.98	Often
10. lack motivation to perform satisfactorily in my professional preparation as a Pre-Service BPed intern	2.69	0.99	Often
<b>Overall</b>	<b>2.81</b>	<b>0.79</b>	<b>Often</b>

*Legend: 3.50-4.00 Always/ Much Challenging, 2.50-3.49 Often/ Challenging, 1.50-2.49 Seldom/ Less Challenging, 1.00-1.49 Never/ Not Challenging*

It can be claimed on the given table that the respondents *often* encountered challenges on the indicators that sets to describe the preparation to professional competences with the overall mean of 2.81. It only means that they encountered challenging to test the ability of arousing competitive interest, thought and action.

It is also reflected in this table the highest mean of 3.14 indicates that the respondents often have trouble with internet connectivity issues. It is only means that they encountered problems when it comes to internet connectivity.

The table also shows the lowest means of 2.68 indicates that the respondents often encountered lack of motivation to improve themselves in terms of personal and professional goals during their internship. This means that they have encountered challenging to develop and increase their capacity in professional competences.

**Table 8. Competencies of Pre-Service BPED Interns based on the Philippine Professional Standards for Teachers in Content Knowledge and Pedagogy**

Indicators	Mean	SD	Interpretation
As a Preservice BPed Student I....			
1. demonstrate content knowledge and its application within and/or across curriculum teaching areas.	3.64	0.52	Strongly Agree

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2. demonstrate an understanding of research-based knowledge and principles of teaching and learning.	3.58	0.52	Strongly Agree
3. show skills in the positive use of ICT to facilitate the teaching and learning process.	3.55	0.50	Strongly Agree
4. use Mother Tongue, Filipino and English to facilitate teaching and learning.	3.63	0.50	Strongly Agree
5. apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	3.62	0.53	Strongly Agree
6. display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	3.57	0.52	Strongly Agree
7. collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	3.58	0.51	Strongly Agree
8. use research-based knowledge and principles of teaching and learning to enhance professional practice.	3.60	0.50	Strongly Agree
<b>Overall</b>	<b>3.60</b>	<b>0.51</b>	<b>Strongly Agree</b>

*Legend: 3.50-4.00 Strongly Agree/ Highly Competent, 2.50-3.49 Agree/ Competent,*

*1.50-2.49 Disagree/ Less Competent, 1.00-1.49 Strongly Disagree/ Incompetent*

The table above shows that the respondents strongly agreed on the indicators that sets to describe the Content Knowledge and Pedagogy of BPEd Interns in professional preparation of competences with the overall mean of 3.60. It only means that the respondents are highly competent that they capable to handle and teach learners in their specialization area by the body of knowledge and skills using different techniques.

It also reveals the highest mean of 3.64 indicates that the respondents are strongly agreed that as a BPEd Interns demonstrating content knowledge and its application within and/or across curriculum teaching areas are necessary in learning process. It only means that they are highly competent to demonstrate content knowledge application influences how we engage our learners

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with the subject matter, how we evaluate and use instructional materials and how our teaching creates impact on the achievement of our learners

It is also reflected on the table that the lowest mean of 3.55 pointed out that the respondents are strongly agreed that as a BPEd Interns they can show skills in the positive use of ICT to facilitate the teaching and learning process. It only means that they are highly competent in using ICT to facilitate the teaching and learning process.

**Table 9. Competencies of Pre-Service BPEd Interns based on the Philippine Professional Standards for Teachers in Learning Environment**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I...			
1. demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments	3.61	0.49	Strongly Agree
2. demonstrate understanding of learning environments that promote fairness, respect, and care to encourage learning.	3.62	0.50	Strongly Agree
3. demonstrate knowledge on managing classroom structure to engage students, within available learning environment.	3.61	0.53	Strongly Agree
4. demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	3.62	0.49	Strongly Agree
5. demonstrate knowledge of positive and non-violent discipline in the management of learner behavior	3.63	0.48	Strongly Agree
6. apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.65	0.49	Strongly Agree

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7. provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments.	3.71	0.47	Strongly Agree
8. apply comprehensive knowledge on implementing safe and secure learning environments.	3.64	0.48	Strongly Agree
<b>Overall</b>	<b>3.64</b>	<b>0.49</b>	<b>Strongly Agree</b>

Legend: 3.50-4.00 Strongly Agree/ Highly Competent, 2.50-3.49 Agree/ Competent,

1.50-2.49 Disagree/ Less Competent, 1.00-1.49 Strongly Disagree/ Incompetent

It can be claimed on the given table that the respondents strongly agreed on the indicators that sets to describe the preparation for Learning Environment of BPEd Interns having an overall mean of 3.64. It emphasized that they respondents are highly competent in demonstrating knowledge of learning environments.

It is also reflected on the table that the highest mean of 3.71 indicates that the respondents strongly agreed that as Pre-service BPEd Interns they can provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments. It only means that they are highly competent when it comes to applying leadership to ensure learning-focused environments.

It also shows the lowest mean of 3.61 whereas the BPEd Interns are strongly agreed in demonstrating knowledge on managing classroom structure to engage students, within available learning environment and demonstrating knowledge of policies, guidelines and procedures that provide safe and secure learning environments. It only emphasized that they are highly competent in providing students with an opportunity to *demonstrate* the depth of their new *knowledge and understanding* through meaningful application.

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**Table 10. Competencies of Pre-Service BPEd Interns based on the Philippine Professional Standards for Teachers in Diversity of Learners**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I....			
1. demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests, and experiences.	3.65	0.49	Strongly Agree
2. implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic, and religious backgrounds	3.61	0.52	Strongly Agree
3. use strategies responsive to learners with disabilities, giftedness, and talents.	3.62	0.55	Strongly Agree
4. demonstrate understanding of 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	3.56	0.59	Strongly Agree
5. demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups	3.60	0.52	Strongly Agree
6. exhibit a learner-centered culture which integrates effective teaching strategies that responds to students' diverse background.	3.57	0.54	Strongly Agree
7. show comprehensive skills in delivering culturally appropriate teaching strategies to effectively address the needs of learners from indigenous groups.	3.60	0.52	Strongly Agree
8. assist colleagues to design, adapt and implement teaching strategies that are	3.58	0.52	Strongly Agree

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responsive to learners with disabilities,  
giftedness, and talents.

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<b>Overall</b>	<b>3.60</b>	<b>0.53</b>	<b>Strongly Agree</b>
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*Legend: 3.50-4.00 Strongly Agree/ Highly Competent, 2.50-3.49 Agree/ Competent,*

*1.50-2.49 Disagree/ Less Competent, 1.00-1.49 Strongly Disagree/ Incompetent*

The table above shows that the respondents strongly agreed on the preparation of BPEd Interns in Diversity of Learners with overall mean of 3.60. It only means that they respondents are highly competent to encounter infinite variety of learner's experiences and attributes a child brings to formal learning at school.

It is also reflected on the table that the highest mean of 3.65 indicates that the respondents strongly agreed that demonstrating knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests, and experiences is important in diversity of learners. It only means that they are highly competent in the indicators that sets to describe the diversity of learners.

It also revealed the lowest mean of 3.56 indicating that the respondents are strongly agreed to demonstrate understanding of 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 affect the diversity of learners in learning. It only means that they are highly competent with regards to handle the various situations in diversity of learning.

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**Table 11. Competencies of Pre-Service BPEd Interns based on the Philippine Professional Standards for Teachers in Curriculum and Planning**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I...			
1. prepare developmentally sequenced teaching and learning process to meet curriculum requirements.	3.65	0.51	Strongly Agree
2. identify learning outcomes that are aligned with learning competencies.	3.55	0.53	Strongly Agree
3. demonstrate knowledge in the implementation of relevant and responsive learning programs.	3.67	0.50	Strongly Agree
4. seek advice concerning strategies that can enrich teaching practice	3.58	0.51	Strongly Agree
5. show skills in the selection, development, and use of a variety of teaching and learning resources, including ICT, to address learning goals.	3.60	0.52	Strongly Agree
6. select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	3.56	0.51	Strongly Agree
7. participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	3.60	0.53	Strongly Agree
8. adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	3.57	0.54	Strongly Agree
<b>Overall</b>	<b>3.59</b>	<b>0.52</b>	<b>Strongly Agree</b>

*Legend: 3.50-4.00 Strongly Agree/ Highly Competent, 2.50-3.49 Agree/ Competent,*

*1.50-2.49 Disagree/ Less Competent, 1.00-1.49 Strongly Disagree/ Incompetent*

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It can be claimed on the given table that the respondents strongly agreed on the indicators that sets to describe the Curriculum and Planning of BPEd Interns having an overall mean of 3.59. This means that they are highly competent to the curriculum and planning that helps to improve the capacity of learning of the learners.

It is also reflected on the table that the highest mean of 3.67 indicates that the respondents strongly agreed that as BPEd Interns they can demonstrate knowledge in the implementation of relevant and responsive learning programs. It only means that they are highly competent in the application of significance learning programs.

It also shows in the table the lowest mean of 3.55 indicating that the respondents are highly agreed in identifying learning outcomes that are aligned with learning competencies. It also means that they are highly competent to recognize the learning competences that motivate the intellect of learners.

**Table 12. Competencies of Pre-Service BPEd Interns based on the Philippine Professional Standards for Teachers in Assessment and Reporting**

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I....			
1. demonstrate knowledge of the design, selection, organization and use of diagnostic, formative, and summative assessment strategies consistent with curriculum requirements	3.63	0.51	Strongly Agree
2. demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	3.60	0.50	Strongly Agree
3. demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	3.64	0.51	Strongly Agree

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4. demonstrate familiarity with a range of strategies for communicating learner needs, progress, and achievement.	3.62	0.54	Strongly Agree
5. demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs	3.61	0.53	Strongly Agree
6. work collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	3.59	0.53	Strongly Agree
7. use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	3.63	0.51	Strongly Agree
8. use strategies for providing timely, accurate and constructive feedback to improve learner performance.	3.63	0.50	Strongly Agree
<b>Overall</b>	<b>3.62</b>	<b>0.52</b>	<b>Strongly Agree</b>

*Legend: 3.50-4.00 Strongly Agree/ Highly Competent, 2.50-3.49 Agree/ Competent,*

*1.50-2.49 Disagree/ Less Competent, 1.00-1.49 Strongly Disagree/ Incompetent*

Table 10 shows the overall mean of 3.62 that the respondents are strongly agreed to the indicators that set to describe the assessment and reporting. This means that they are highly competent when it comes to evaluate the measuring tools to assess learners.

It also shows the highest mean of 3.64 that the respondents are strongly agreed in demonstrating knowledge of providing timely, accurate and constructive feedback to improve learner performance. This means that they are highly competent to explain to the learners that you are focusing on helping them to understand the assessment of their learning.

On the other hand, the lowest mean of 3.59 indicates that the respondents strongly agreed that as Pre-Service BPEd interns they can work collaboratively with colleagues to review the design, selection, organization, and use of a range of effective diagnostic, formative, and

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summative assessment strategies consistent with curriculum requirements. It only means that they are highly competent to cooperate with the teams to produce effective assessment tools.

Table 13. Competencies of Pre-Service BPED Interns based on the Philippine Professional Standards for Teachers in Community Linkages and Professional Engagement

Indicators	Mean	SD	Interpretation
As a Preservice BPEd Student I....			
1. demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	3.60	0.49	Strongly Agree
2. seek advice concerning strategies that build relationships with parents/guardians and the wider community.	3.63	0.50	Strongly Agree
3. demonstrate awareness of existing laws and regulations that apply to the teaching profession and become familiar with the responsibilities specified in the code of ethics for professional teachers.	3.63	0.50	Strongly Agree
4. demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community.	3.57	0.51	Strongly Agree
5. guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.	3.63	0.50	Strongly Agree
6. discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.	3.63	0.50	Strongly Agree
7. comply with and implement school policies and procedures consistently to foster	3.57	0.55	Strongly Agree

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harmonious relationships with learners, parents, and other stakeholders.			
8. exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.	3.61	0.49	Strongly Agree
<b>Overall</b>	<b>3.61</b>	<b>0.51</b>	<b>Strongly Agree</b>

*Legend: 3.50-4.00 Strongly Agree/ Highly Competent, 2.50-3.49 Agree/ Competent, 1.50-2.49 Disagree/ Less Competent, 1.00-1.49 Strongly Disagree/ Incompetent*

It can be claimed on the given table that the respondents strongly agreed on the indicators that sets to describe the community linkages and professional engagement of BPEd interns having an overall mean of 3.61. This means that the respondents are highly competent to determine their level of readiness and their resistance to new learning as well as engaging parents and the wider school community in the educative process.

It is also shows on the table, the highest mean of 3.63 that the BPEd interns are strongly agreed on four indicators that sets to describe the community linkages and professional engagement. This means that the respondents are highly competent to seek advice concerning strategies that build relationships with parents/guardians and the wider community, to demonstrate awareness of existing laws and regulations that apply to the teaching profession and become familiar with the responsibilities specified in the code of ethics for professional teachers, to discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers and to guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.

On the other hand, it also revealed the lowest mean of 3.57 that the respondents are strongly agreed comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders and to demonstrate

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knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community. It only means that they are highly competent to observe the school policies and procedures to keep students safe, and make sure learners will receive better education.

**Table 14. Competencies of Pre-Service BPED Interns based on the Philippine Professional Standards for Teachers in Personal Growth and Professional Development.**

Indicators	Mean	SD	Interpretation
As a Preservice BPED Student I....			
1. articulate a personal philosophy of teaching that is learner-centered	3.57	0.51	Strongly Agree
2. demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.	3.59	0.49	Strongly Agree
3. seek opportunities to establish professional links with colleagues.	3.58	0.51	Strongly Agree
4. demonstrate an understanding of how professional reflection and learning can be used to improve practice.	3.56	0.53	Strongly Agree
5. demonstrate motivation to realize professional development goals based on the Philippine professional standards for teachers.	3.56	0.50	Strongly Agree
6. identify and utilize personal professional strengths to uphold the dignity of teaching as a profession	3.60	0.51	Strongly Agree
7. contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.	3.57	0.50	Strongly Agree

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8. model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning	3.60	0.49	Strongly Agree
<b>Overall</b>	<b>3.58</b>	<b>0.51</b>	<b>Strongly Agree</b>

*Legend: 3.50-4.00 Strongly Agree/ Highly Competent, 2.50-3.49 Agree/ Competent,*

*1.50-2.49 Disagree/ Less Competent, 1.00-1.49 Strongly Disagree/ Incompetent*

The table above shows that the respondents strongly agreed on the indicators that sets to describe the personal growth and professional development of BPEd Interns having an overall mean of 3.58. This mean that the respondents are highly competent and believe that teachers' professional role can be affected by their personal-life factors, they need to develop certain life skills related to their personal life by getting organized, solving problems, engaging, and caring about learners.

It is also reflected on the table the highest mean of 3.60 that the respondents are strongly agreed to model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning and identify and utilize personal professional strengths to uphold the dignity of teaching as a profession. It only means that they are highly competent to student centered philosophy that emphasizes hands on learning and students actively participating in lessons, that the most effect way of learning is considered true learning.

It also revealed the lowest mean of 3.56 indicates that the respondents strongly agreed that demonstrating an understanding of how professional reflection and learning can be used to improve practice and demonstrating motivation to realize professional development goals based on the Philippine professional standards for teachers. It also means that they are highly competent to importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning.

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**Table 15. Summary of Competencies of Pre-Service BPED Student based on the Philippine Professional Standards for Teachers in:**

Indicators	Mean	SD	Interpretation
1. Content Knowledge and Pedagogy	3.60	0.51	Strongly Agree
2. Learning Environment	3.64	0.49	Strongly Agree
3. Diversity of Learners	3.60	0.53	Strongly Agree
4. Curriculum and Planning	3.59	0.52	Strongly Agree
5. Assessment and Reporting.	3.62	0.52	Strongly Agree
6. Community Linkages and Professional Engagement	3.61	0.51	Strongly Agree
7. Personal Growth and Professional Development.	3.58	0.51	Strongly Agree
<b>Overall</b>	<b>3.58</b>	<b>0.51</b>	<b>Strongly Agree</b>

The table above shows the Summary of Competencies of Pre-Service BPED Student based on the Philippine Professional Standards for Teachers that the respondents strongly agreed having an overall mean of 3.58. This mean that the respondents are highly competent when it comes to the competencies on the Philippine Professional Standards for Teachers.

It can be claimed on the given table that the respondents strongly agreed on the indicators that sets to describe the preparation for Learning Environment of BPEd Interns having the highest mean of overall mean of 3.64. It emphasized that they respondents are highly competent in demonstrating knowledge of learning environments.

The table above shows that the respondents strongly agreed on the indicators that sets to describe the personal growth and professional development of BPEd Interns having the lowest mean of 3.58. This mean that the respondents are highly competent and believe that teachers' professional role can be affected by their personal-life factors, they need to develop certain life

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 skills related to their personal life by getting organized, solving problems, engaging, and caring about learners.

**Table 16. Correlation of Professional Preparation Initiatives and Teaching Competencies of of Pre-service BPEd Interns**

3.1. Professional Preparation Initiatives					3.2. Teaching
Classroom Management	Learning Issues and Special Needs	Assessment Practices	Use of Technology in Education	Content Related Fluency	3.3. Competencies
.741**	.748**	.768**	.729**	.831**	Content Knowledge and Pedagogy
.657**	.722**	.733**	.717**	.827**	Learning Environment
.621**	.599**	.588**	.589**	.693**	Diversity of Learners
.604**	.585**	.612**	.584**	.713**	Curriculum of Planning
.609**	.587**	.597**	.590**	.679**	Assessment and Reporting
.653**	.591**	.607**	.646**	.684**	Community Linkages and Professional Engagement
.621**	.571**	.628**	.657**	.670**	Personal Growth and Professional Development

\*\* Correlation is significant at .01 level

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The table above shows the significant relationship between the challenges and professional preparation initiatives and teaching competencies of Pre-service BPED Interns. Included in the teaching competencies are the Content Knowledge, Learning Environment, Diversity of Learners, Curriculum of Planning, Assessment and Reporting, Community Linkages and Professional Engagement and Personal Growth and Professional Development while the Professional Preparation Initiatives includes Classroom Management, Learning Issues and Special Needs, Assessment Practices, Use of Technology in Education and Content Related Fluency.

As presented in the teaching competencies, all the components in teaching competencies including Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum of Planning, Assessment and Reporting, Community Linkages and Professional Engagement and Personal Growth and Professional Development has a significant relationship with the Professional Preparation Initiatives of BPEd interns. The correlation of noncontradictory relationship is used for the analysis that the higher of the teaching competencies is the more that they are prepared when it comes to employing initiatives of their profession, it helps them to be more competent in teaching. The more that the level of significant are increase, the more they are prepared and the more that they are being competent in necessary skills that they should acquire.

## Conclusion

Based on the findings, the researcher concluded that there is a positive significant relationship between the professional preparation initiatives and teaching competencies of Pre-service BPED Interns. There is a highly positive relationship between teaching competences that the more that the BPEd pre-service interns are prepared when it comes to employing initiatives of their profession, it helps them to be more competent in teaching. Thus, the null hypothesis is not sustained.

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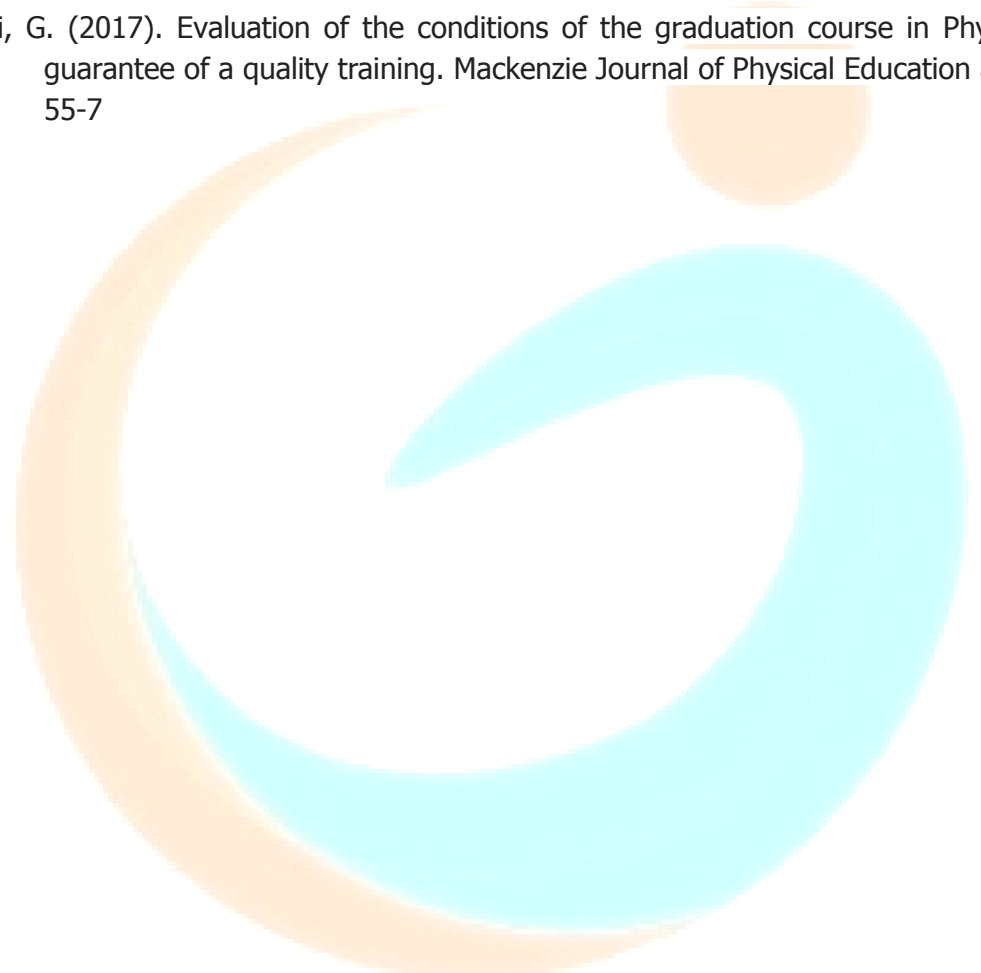


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