

Teaching Readiness of Bachelor of Secondary Education (BSED) Teacher Interns: Basis for Strengthening Pre-Service Teacher Education

Imelda G. Parcasio¹, Alicia B. Balongyad², Johna G. Belardo³, Alma Vida G. Gallardo⁴, Liezl B. Villagrancia⁵

Benguet State University

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ABSTRACT:

This study assessed the teaching readiness of Bachelor of Secondary Education (BSEd) teacher interns of the College of Teacher Education across the key domains of teaching competence aligned with the Philippine Professional Standards for Teachers (PPST). Specifically, it examined the interns' strengths, weaknesses, improved skills, and challenges encountered during the teaching internship program to determine their overall preparedness for the teaching profession. A descriptive research design was employed using a validated questionnaire administered to BSEd teacher interns. Data were analyzed using appropriate descriptive statistical tools, including frequency, rank, weighted mean, and percentage.

The findings revealed that the teacher interns were generally well-prepared across the different domains of teaching readiness. Lesson Preparation and Planning and Content Knowledge consistently emerged as their strongest competencies, demonstrating their ability to develop well-structured lesson plans and exhibit mastery of their respective subject specializations. Significant improvements were likewise observed in Classroom Management, Implementation of Instruction, and Learning Environment, indicating increased competence in facilitating learning, managing classroom routines, and promoting positive classroom climates. However, Assessment of Learning and Instructional Resources remained areas requiring further enhancement, particularly in the development of authentic assessment strategies, effective use of assessment data, and selection of appropriate instructional resources. Moderate improvements were also noted in Reflection, Collaborative Relationships, Professionalism and Leadership, and Adaptation to Culture, suggesting the need for continued development in reflective practice, professional collaboration, leadership, and culturally responsive teaching.

The study further revealed that the internship experience provides a strong foundation for implementing inclusive education. While the teacher interns demonstrated readiness across most teaching domains, the findings indicate the need to further strengthen their competencies in differentiated instruction, inclusive classroom management, flexible

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assessment practices, culturally responsive pedagogy, and the effective use of accessible instructional resources. Likewise, teacher interns should be better equipped to address the diverse needs of learners by designing inclusive lesson plans, implementing appropriate instructional accommodations, collaborating with parents and multidisciplinary professionals, and creating safe, equitable, and learner-centered classrooms that effectively support students with special educational needs (SEN), persons with disabilities (PWDs), and other diverse learners.

Overall, the study concludes that the BSEd teacher interns possess the essential competencies expected of beginning teachers and are generally prepared to enter the teaching profession. Nevertheless, continuous professional development remains necessary to strengthen assessment practices, instructional resource utilization, reflective practice, collaboration, cultural responsiveness, and inclusive pedagogy. The findings provide valuable inputs for curriculum enhancement, internship program improvement, and the development of teacher education initiatives that prepare future educators to deliver equitable, high-quality, learner-centered, and inclusive education responsive to the diverse academic, cultural, behavioral, and developmental needs of all learners.

Keywords: teaching readiness, , teacher internship, Philippine Professional Standards for Teachers, inclusive education, differentiated instruction

1. Introduction

Teachers hold a pivotal role in nation-building. By ensuring the presence of quality educators, the Philippines can nurture holistic learners who are grounded in values, equipped with 21st-century skills, and empowered to drive national progress. This aligns with the Department of Education's vision of cultivating "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepEd Order No. 36, s. 2013).

Student teaching internship, also known as the teaching practicum or field experience, is a crucial component of teacher education programs. It refers to a period of supervised teaching practice where aspiring teachers gain hands-on experience in a real classroom setting under the guidance and mentorship of experienced teachers (Ulla, 2016).

In compliance with national policy, Teacher Education Institutions (TEIs) are expected to allocate full academic focus to the student teaching experience. During this period, student interns are relieved of other academic coursework to allow them to engage exclusively in a comprehensive range of practicum-related tasks. These include pre- and post-observation conferences, classroom observation of routines and assessment practices, preparation of instructional materials, implementation of demonstration teaching, development of a classroom-based action research project, and the compilation of a professional teaching portfolio (CHED & DepEd, 2021).

Given the formative nature of this experience, the cooperating teacher plays a critical mentoring role. It is their responsibility to guide the intern in achieving clear, realistic, and developmentally appropriate objectives that match the intern's current competencies and potential for growth.

The success of the practicum thus hinges on intentional guidance, reflective practice, and a shared commitment to professional excellence.

Teaching Internship is the peak of pre-service training. In essence, Andres, (2021) pointed out that its success depends on mentoring which is imperative for adopting the Philippine Professional Standards for Teachers (PPST). They further stated that during the practice teaching, the cooperating teachers are expected to mentor the student interns on how the domains of the PPST are well articulated in the actual teaching scenario. Meanwhile, the PPST has four career stages, namely, Beginning, Proficient, Highly Proficient, and Distinguished. However, TEIs primary endeavour is to prepare their teacher interns to acquire the career stage 1 or Beginning Teachers qualification as stipulated in DepEd Order 42, series of 2017.

In addition, The PPST provides a framework for quality teaching and teacher development in the Philippines. It outlines what teachers are expected to know, do, and value to ensure effective teaching and learning. The teaching internship, also known as the practicum, is a capstone experience in pre-service teacher education and serves as a critical avenue to apply and demonstrate the competencies described in the PPST.

Interestingly, in the assessment of teachers using the PPST done by Gepila (2020) of the Teachers of Southern Luzon, he concluded that teachers rated themselves as proficient teachers or in the second stage out of the four stage-standard. Considering this research, cooperating teachers are encouraged to engage in seminars, fora, and conventions which could update, if not, boost their knowledge, skills, and attitudes in mentoring the students interns in improving the learning environment, lesson planning, assessment in learning, community collaboration, and professional growth aside from the content knowledge. Specifically, for the Bachelor of Secondary Education, the content knowledge differs from each student. BSE students get to choose a subject they want to specialize and for BSU College of Teacher Education, there are six

major fields – English, Filipino, Math, Science, Social Studies, and Values Education.

An equally important dimension of teacher readiness is the capacity of Bachelor of Secondary Education (BSEd) pre-service teachers to provide inclusive, equitable, and responsive instruction for learners with special educational needs, including children with disabilities and persons with disabilities (PWDs). In line with the Department of Education's Inclusive Education Policy Framework (DepEd Order No. 72, s. 2009) and the principles embodied in the Philippine Professional Standards for Teachers (PPST), future teachers are expected to create learning environments that recognize learner diversity, promote accessibility, and ensure meaningful participation of all learners regardless of their abilities or disabilities. This requires teacher interns to demonstrate competencies in differentiated instruction, classroom accommodations, the use of appropriate teaching strategies and assistive resources, collaboration with parents and specialists, and the development of positive attitudes toward inclusion. As inclusive education continues to expand in Philippine schools, assessing the readiness of BSEd pre-service teachers to effectively teach and support children with special needs and PWDs has become an essential component of teacher preparation. Hence, this study also examines the extent to which teacher interns are prepared to address the educational, social, and emotional needs of diverse learners, thereby ensuring that future educators are equipped to uphold the principles of equity, inclusion, and quality education for all.

General and Specific Objectives: Given the importance of internship experiences in shaping teacher quality, this study aimed to evaluate the teaching readiness of BEED teacher interns. It sought to:

- 1. Determine the level of teaching readiness of the BSEd teacher interns in terms of:
 - a. Lesson preparation
 - b. Content knowledge
 - c. Learning environment/climate
 - d. Classroom management

- e. Implementation of instruction
- f. Assessment of learning
- g. Instructional resources and technology
- h. Reflection
- i. Collaborative relationships
- j. Professionalism and leadership
- k. Adaptation to culture
- 2. Determine the strength area, the weakness area, and the most improved area of the BSEd teacher interns after their internship.
- 3. determine the challenges encountered by BSEd teacher interns during the internship.

By addressing these objectives, the study hoped to generate insights that will inform teacher education institutions (TEIs) in improving the implementation and mentoring systems of the teaching internship program of the Bachelor of Secondary Education. This, in turn, will help align teacher preparation with the expectations of the PPST and the realities of 21st-century classrooms.

The readiness of pre-service teachers refers to their knowledge, skills, attitudes, and dispositions that indicate their preparedness to enter and thrive in the teaching profession. This is assessed through their academic preparation, practical teaching experience, and professional behavior as aligned with the Philippine Professional Standards for Teachers (PPST). This makes the readiness of teacher interns a critical aspect of their development as future educators.

A key aspect of assessing the readiness of teacher interns involves identifying their strengths and areas for improvement both before and after the internship experience. Prior to their practicum, many interns demonstrate a solid grasp of content knowledge but may struggle with effectively conveying and applying this knowledge in actual classroom situations (Dizon, 2020). Post-internship, they often show marked improvement in pedagogical skills, especially in lesson delivery and student assessment. Nonetheless, some challenges may remain—such as managing classroom behavior or adapting instructional strategies to meet diverse learner needs (Apostol, 2022). These persistent gaps emphasize the importance of ongoing

professional development and focused training in key areas like classroom management and differentiated instruction.

Brindley, Quinn, and Morton (2009) pointed out that certain discomforts could act to extend the teacher interns' personal and cultural flexibility and openness. Initially, the authors explained that students may simply gain perspective on their own strengths and weaknesses, their ability to work in unfamiliar circumstance, and their adaptations to challenging situations away from the support of family and friends, but the elation of sense of accomplishment that they bring back after their teaching immersion is just the beginning of possible internal changes.

In a study on the field study courses among teacher education institutions in CAR conducted by Sagandoy (2009), the results reveal that the students moderately attained competencies on the following: human relations, leadership, communication, instructional and problem solving. Further, Sagandoy (2014), reported that before and after the off-campus practice teaching, the pre-service teachers perceived themselves to be interventionist in terms of behaviour management style and non-interventionist in terms of instructional management style. However, some factors may contribute to the performance of student teachers in the field. Dolipas (2011) concluded that emotional intelligence and emotional competency are important skills that teachers and future teachers should possess. Researchers revealed that these skills together with Intelligence quotient (IQ) accounts for the effective performance in the workplace. It was further emphasized that the relationship between these two would help provide a basis in the training and curriculum development. In research on instructional practices convergence in teacher training conducted by Feliciano (2011), results revealed that there is very high relationship between the extent of pre-service teacher's belief, teacher educators' emphasis, and cooperating teachers' modelling instructional practices of classroom management.

Teacher interns also face several challenges during their internship, which can hinder their development and affect their readiness for full-time teaching. Common challenges include a lack of support from mentor teachers, inadequate resources, and the emotional stress of balancing lesson planning with actual teaching responsibilities (Salazar, 2018). Moreover, some interns report difficulty in adapting to diverse classroom environments, particularly in schools with students from varying socio-economic backgrounds. These challenges emphasize the importance of providing comprehensive support systems for teacher interns, including mentorship, emotional and psychological guidance, and access to teaching resources. Overcoming these obstacles is crucial for the interns' successful transition from novices to competent educators.

Teacher training and development practices are inevitably of paramount importance as research suggest that effective trainings and employee development programs contribute to quality education. Regarding the education in the Philippines, the country requires careful and intensive study of the factors causing such affecting the quality of education in the country (Paris, 2019 and The Asean Post, 2019). Among these factors are the teachers who play a major role in the teaching and learning process.

Teachers need to update their knowledge and skills on curricula, pedagogy, and on new research on teaching and learning; hence, appropriate trainings are necessary. This is reinforced by the Philippine Education Secretary noting the importance of relevant teacher trainings that will equip educators with proper knowledge and expertise in honing the minds of the Filipino learners (Business Mirror, 2017). Researchers, however, prove that some of the professional development practices in which teachers participate in are not very effective. One of the reasons for this is the irrelevance of trainings on what teachers need and stay just in theory. Additionally, current research criticize the inadequacy and inappropriateness and ineffectiveness of the traditional methods of teachers' professional development (Gonong,

2018; Phin, 2014; Ayvaz-Tuncel & Conbanglu, 2018).

To validate, therefore, the earlier-mentioned causes of the decline in the instructional performance of Filipino teachers, this study will focus on the professional development programs commonly offered to them. It will investigate the core processes affecting the implementation of the different training and development (T&D) practices to provide an overview of the professional development status of teachers in the public schools.

The research investigating the readiness of teaching interns in Sorsogon State College revealed that the teaching interns before and after the internship were novice and needed further training (Digo, G.S., 2021). However, a significant difference in the competency level implies a significant increase in the level of competency after the internship. Similarly, in a phenomenological study conducted by Pepito (2022), the student interns revealed that they were facing challenges along the way, however with the help of positive mindset and having strong support system, teacher training and development practices are inevitably of paramount importance as research suggest that effective trainings and employee development programs contribute to quality education.

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2018; Phin, 2014; Ayvaz-Tuncel & Conbanglu, 2018).

The Philippine Professional Standards for Teachers (PPST) are a set of guidelines and benchmarks that outline the expectations and requirements for educators in the Philippines. These standards are important for both student interns and in-service teachers because it provides a clear framework for teacher development, accountability, and professionalism. Student interns who embrace these standards are better equipped to become effective and ethical educators who contribute positively to the maintenance of the Philippine Educational System.

The following describes the breadth of 7 Domains that are required by teachers to be effective in the 21st Century in the Philippines. Quality teachers in the Philippines need to possess the following characteristics: a. recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes; b. provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. They create an environment that is learning-focused and they efficiently manage learner behaviour in a physical and virtual space. They utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning; c. establishes learning environments that are responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and design of learning

opportunities. They encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment; d. interact with the national and local curriculum requirements. They translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. They communicate learning goals to support learner participation, understanding and achievement; e. apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. They use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. They provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes; f. establishes school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. They identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. They understand and fulfil their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community; value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. They value personal and professional reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning.

2. Methodology

This study employed a descriptive research design using the descriptive survey method to collect, analyze, and interpret data relevant to the development of a program roadmap for the teaching internship component of the Bachelor of Secondary Education (BSEd) curriculum. The descriptive design was deemed appropriate because it enabled the researchers to systematically examine existing conditions, practices, and perceptions without manipulating the study variables. Specifically, the study assessed the teaching readiness of teacher interns, identified their strengths and areas for improvement, determined the competencies they had developed most significantly throughout the internship, and documented the challenges they encountered during their field experiences. Furthermore, the study considered the interns' preparedness to address the diverse learning needs of all learners, including those requiring

inclusive educational support. The use of the descriptive survey method provided a comprehensive understanding of the interns' teaching experiences and professional growth, generating empirical evidence that served as the basis for developing evidence-informed recommendations and a program roadmap for the continuous enhancement of the teaching internship program.

Participants/Sample: Tools, tests, or quest A total enumeration of the respondents of the study was considered to include the teacher teachers who have undergone internship in the public schools. This included the teacher interns enrolled in the four programs: 194 students enrolled in the different fields of specialization in Bachelor of Secondary (BSE). The choice of respondents considered those who underwent a full-time teaching internship. Table 1 shows the distribution of respondents per major field.

Table 1. Total Number of Respondents

Bachelor of Secondary Education (BSE)		
Filipino	26	6.77
Mathematics	34	8.85
Science	34	8.85
Values Education	16	4.17
English	42	10.94
Social Science (SST)	42	10.94
Total	384	100.00

The main instrument to gather data was a structured evaluation instrument used in evaluating the competencies of student teachers deployed in the field for their internship. The instrument includes three parts. Part I provide data on the profile of student teachers; Part II include competency indicators that will provide data on the level of competencies along the following: lesson preparation, content knowledge, learning environment/climate, classroom management, implementation of instruction, assessment of learning, instructional resources and technology, reflection, collaborative relationships, professionalism/ leadership and adaptation to culture; and Part III

comprise questions that will provide data on the student teachers' strengths, significant growth area, difficult growth area and problems encountered in student teaching. In general, even if the Philippine Professional Standards for Teachers (PPST) was not considered as the main tool in this research, considerations in the 7 domains together with its specific strands will form part of the discussions in the analysis of data.

Statistical Treatment of Data

The gathered data will be classified and tabulated for statistical treatment. The descriptive and inferential statistics shall be used to treat the data. The descriptive statistics shall include the

frequency, percent, and mean. The four-point Likert scale shall be used to determine the level of competency along the varied areas identified

during student teaching. The description of each scale are as follows:

<u>SCALE</u>	<u>QUALITATIVE EQUIVALENT</u>	<u>DESCRIPTION</u>
4	Very highly competent	I demonstrate the indicator all the time without support and guidance of my cooperating teacher.
3	Highly competent	I demonstrate the indicator most of the time with minimal support and guidance of my cooperating teacher.
2	Moderately competent	I demonstrate the indicator, but I need more support and guidance of my cooperating teacher
1	Incompetent	I find difficulty in demonstrating the indicator because I need greater assistance of my cooperating teacher.

Procedure: The researchers personally administered the evaluation instrument to ensure that the respondents clearly understood the instructions and were able to answer each item accurately. Before the administration of the instrument, the participants were informed of the objectives and significance of the study, and informed consent was obtained. They were also assured that their participation was voluntary and that all information and responses would be treated with strict confidentiality, used solely for research purposes, and reported only in aggregate form. To further enrich and validate the data, supplementary information was gathered from the cooperating teachers through follow-up questionnaires administered via Google Forms. This triangulation approach provided multiple perspectives on the teaching readiness, professional competencies, and internship experiences of the BSEd teacher interns, thereby enhancing the credibility and comprehensiveness of the study's findings.

Data Analysis: The quantitative data gathered from the survey questionnaires were organized, coded, tabulated, and analyzed using appropriate descriptive statistical techniques. Frequency counts and percentages were used to describe the demographic profile of the teacher interns. The

level of teaching readiness across the identified domains was determined using the weighted mean and standard deviation to describe the central tendency and variability of the respondents' ratings. The weighted mean was also used to identify the interns' strongest competencies, areas requiring further improvement, and the skills they perceived to have developed most significantly during the teaching internship. The results were interpreted using the corresponding descriptive rating scale established for the study. The qualitative data obtained from the open-ended survey responses and follow-up questionnaires completed by the cooperating teachers through Google Forms were analyzed using thematic analysis. Responses were first transcribed, reviewed repeatedly, and coded to identify meaningful statements related to the interns' teaching readiness, strengths, challenges, and professional growth. Similar codes were then grouped into categories, from which major themes and subthemes emerged. These themes were carefully examined and interpreted to provide a deeper understanding of the quantitative findings. The qualitative results served to validate, explain, and enrich the survey data through triangulation, ensuring a more comprehensive interpretation of the teacher interns' experiences and informing the

development of the proposed program roadmap for the Bachelor of Secondary Education (BSEd) teaching internship program.

3. Results

Teaching Readiness of the Bachelor of Secondary Education Teacher Interns The evaluation of teaching readiness in the Bachelor of Secondary Education (BSEd) program highlights both areas of strength and opportunities for improvement. The readiness of the College of Teacher Education (CTE) BSEd teacher interns is thoroughly evaluated through a multi-faceted set of indicators that assess their preparedness to transition into the teaching profession. These

indicators provide a comprehensive framework to determine how well-equipped interns are to meet the diverse needs of their future students and navigate the dynamic environment of education. One of the foundational elements of this assessment is lesson preparation and planning, where interns are expected to demonstrate the ability to create clear, well-structured lesson plans that effectively meet curricular standards and address the varying learning needs of students. This includes setting achievable learning goals, selecting appropriate instructional strategies, and organizing content in a way that promotes student understanding.

Table 2: Teaching Readiness of the BSEd Teacher Interns

AREAS OF TEACHING READINESS	MEAN
I. Lesson Preparation/Planning	3.02
II. Content Knowledge	2.98
III. Learning Environment	3.18
IV. Classroom Management	3.13
V. Implementation of Instruction	3.06
VI. Assessment of Learning	3.04
VII. Instructional Resources	3.23
VIII. Reflection	3.23
IX. Collaborative Relationships	3.44
X. Professional/Leadership	3.37
XI. Adaptation of Culture	3.41
Overall Mean	3.19

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Lesson Planning Readiness of Interns

Being ready to plan lessons is a critical component of successful teaching, as it directly influences classroom management, student engagement, and overall learning outcomes.

Developing strong lesson planning skills during teacher training, particularly during internships, ensures that future educators are equipped to create meaningful and structured learning experiences.

TABLE 3: Lesson Planning Readiness of BSEd Teacher Interns

Areas	Mean
• Specifies appropriate learner objectives	2.88
• Specifies appropriate teaching procedures	3.02
• Specifies appropriate content, materials, and media/technology	3.21
• Specifies appropriate methods and materials for assessing learner progress	2.97
• Accounts for individual differences among learners	2.98

● Plans assessments that are well aligned with learner objectives	3.06
Overall Mean	3.02

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Content Knowledge Readiness of BSEd Teacher Interns

Content knowledge readiness refers to the extent to which student interns have mastered the subject matter they are expected to teach.

It is a critical foundation for effective instruction, as teachers must possess a deep and accurate understanding of their discipline to present concepts clearly, respond to student questions, and make learning meaningful. In the context of inclusive education, content knowledge extends beyond mastery of academic concepts. It also encompasses an understanding of learner

diversity, including the educational characteristics and learning needs of students with special educational needs (SEN) and persons with disabilities (PWDs). Teacher interns are therefore expected to possess sufficient knowledge of differentiated instruction, curriculum adaptations, reasonable accommodations, assistive technologies, and inclusive pedagogical approaches that enable all learners to access the curriculum and achieve meaningful learning outcomes.

Table 4. Content Knowledge Readiness of CTE BSEd Teacher Interns

Areas	Mean
● Is well prepared in major teaching field of study/content area	2.89
● Demonstrates knowledge of child development and how it relates to learning	3.05
● Shows awareness of psychological factors affecting learning such as readiness, motivation, interest, success and reinforcement	3.01
● Integrates academic content within and across content areas	2.81
● Understands importance of personal factors in the learner such as self-image (analyzes or considers learners' experiences, interests and needs)	3.14
	2.98

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Learning Environment Readiness of the BSEd Interns

For the College of Teacher Education interns, readiness in this area is crucial as it reflects their preparedness to handle real-world classroom dynamics, address diverse student needs, and implement effective classroom management strategies. Developing learning environment

readiness during the internship phase not only builds interns' confidence but also lays the groundwork for nurturing safe, respectful, and productive classrooms that enhance educational outcomes.

Table 5. Learning Environment Readiness of BSEd Teacher Interns

Areas	Mean
● Provides a learning environment that is organized, stimulating and positive	3.1
● Communicates enthusiasm	3.05
● Expresses positive expectations for all students	3.27
● Provides learners with opportunities for participating	3.1
● Engenders student interest	3.03
● Maintains learner involvement throughout the lesson	3.28
● Attends to physical classroom environment	3.25
● Demonstrates warmth and friendliness	3.45
● Demonstrates respect for students and fosters mutual	3.12
Overall Mean	3.18

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Classroom Management Readiness of BSEd Interns

For teacher interns, readiness in managing a classroom is critical because it directly influences student engagement, instructional time, learner behavior, and overall academic success. Developing strong classroom management skills during the internship period equips future teachers with the knowledge, strategies, and confidence needed to respond effectively to diverse classroom situations, promote respect and collaboration, and ensure that learning remains the central focus. In today's inclusive educational environment, classroom management extends beyond maintaining

discipline. It requires creating a safe, respectful, and supportive learning environment where all learners including students with special educational needs (SEN) and persons with disabilities (PWDs) are valued, actively participate, and experience equitable opportunities for learning. Effective classroom management therefore includes implementing reasonable accommodations, establishing inclusive classroom routines, promoting positive behavior support, and fostering a classroom culture that respects diversity and individual differences.

Table 6. Classroom Management Readiness of BSED Teacher Interns

Areas	Mean
● Monitors room regularly	3.57
● Handles materials and routine tasks to promote engagement	3.12
● Sets clear expectations for behavior	3.15
● Has clear system for grading, handing in, and checking work, etc.	3.15
● Minimizes disruptions and delays	3.16
● Lets students assume independent responsibility	2.94
● Stresses and reinforces positive, desirable behavior	3.12
● Uses praise effectively	3.14
● Ignores minor inattention	3.15
● Stops sustained minor misbehavior	3.16
● Uses effective, appropriate actions for major misbehavior	2.91
● Deals with serious inattention	3.13
● Values/supports student diversity and addresses individual needs	3.02
Overall Mean	3.13

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Implementation of Instruction Preparedness of BSEd Interns

The implementation of instruction preparedness among Bachelor of Secondary Education (BSEd) teacher interns, as indicated by the scores in Table 6, reveals a profile of strengths accompanied by areas requiring further enhancement. Effective instructional implementation is a hallmark of teacher readiness because it reflects the ability to translate lesson plans into meaningful learning experiences that promote learner engagement, critical thinking, and academic achievement. In the context of inclusive education, instructional implementation also requires teachers to employ

flexible, learner-centered strategies that respond to the diverse needs, abilities, interests, and backgrounds of all learners, including students with special educational needs (SEN) and persons with disabilities (PWDs). Future teachers are therefore expected to demonstrate competence in differentiating instruction, modifying learning activities, utilizing assistive technologies, and providing reasonable accommodations to ensure equitable participation and learning outcomes.

Table 6. Implementation of Instruction Readiness of BSED Teacher Interns

Areas of Implementation of Instruction Readiness	Mean
• Uses methods/materials appropriate to objectives and learners	3.22
• Implements instruction based on diverse student needs and assessment data	3.14
• Sets clear expectations, directions and explanations related to lesson content	2.98
• Asks clear, thought-provoking questions	3.1
• Uses responses and questions from learners in teaching	2.88
• Provides feedback to learners throughout lesson	3.09
• Uses acceptable standards for oral communication	3.05
• Uses acceptable standards for written communication	3.07
• Uses interesting teaching techniques	3.11
• Uses time, space and material effectively	2.94
• Uses available technology to implement instruction to facilitate student learning	3.04
Overall Mean	3.06

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Assessment of Learning Readiness of BSEd Interns

For teacher interns, being prepared to assess learning effectively is essential in ensuring that teaching practices are responsive to learner needs and that educational goals are achieved. Developing assessment skills during the internship phase equips future teachers with the competencies needed to monitor learner progress, provide meaningful feedback, and make informed instructional decisions that improve learning outcomes. In the context of inclusive education, assessment extends beyond measuring

academic achievement. It involves recognizing the diverse abilities, learning profiles, and developmental needs of learners, including students with special educational needs (SEN) and persons with disabilities (PWDs). Inclusive assessment requires teachers to employ fair, flexible, valid, and accessible assessment strategies that allow every learner to demonstrate learning through appropriate accommodations and multiple modes of assessment.

Table 7. Assessment of Learning Readiness of BSEd Teacher Interns

Areas of Assessment of Learning Readiness	Mean
● Assesses learning in relation to stated objectives	3.33
● Assesses learning through observation, performance, and formal assessment	3.15
● Constructs and uses tests appropriately identifies learners who require assistance from specialists	3.17
● Uses assessment data for diagnostic and remedial purposes	2.87
● Analyzes and uses assessment data for diagnostic purposes to promote student learning	2.85
● Reports progress through reports, learner feedback, and parent conferences	2.88
Overall Mean	3.04

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Instructional Resources and Technology Preparedness of BSEd Interns

Preparedness in this area means that teacher interns are not only familiar with traditional instructional materials such as textbooks, manipulatives, and visual aids but are also capable of utilizing digital platforms, interactive applications, multimedia tools, and assistive technologies to enrich the teaching and learning process. Developing strong competencies in the use of instructional resources and technology during the internship phase enables future

teachers to deliver dynamic, relevant, accessible, and inclusive lessons that respond to the diverse needs of 21st-century learners. In today's inclusive classrooms, teachers are likewise expected to select, adapt, and develop instructional resources that accommodate learners with varying abilities, including students with special educational needs (SEN) and persons with disabilities (PWDs), ensuring equitable access to learning opportunities.

Table 8. Instructional Resources and Technology Preparedness of BSED Teacher Interns

Areas on Instructional Resources and Technology Preparedness	Mean
● Effectively uses appropriate instructional materials, equipment, etc., to promote student learning	2.65
● Appropriately uses technology during instruction to promote student learning.	3.55
● Integrates student use of technology into instruction	3.48
Overall Mean	3.23

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Reflection Readiness of BSEd Interns

Reflection readiness is an essential component of teacher preparation because it enables interns to critically examine their teaching practices, identify strengths and areas for improvement, and make informed decisions that enhance student learning. Interns who are prepared to engage in reflective practice are more likely to become

adaptive, self-directed, and professionally competent educators. Reflection not only promotes critical thinking, self-awareness, and professional maturity but also strengthens the ability of future teachers to respond to the diverse academic, behavioral, social, and emotional needs of learners. Within the context of inclusive

education, reflective practice encourages teacher interns to evaluate whether their instructional strategies, classroom management approaches, assessment practices, and learning resources effectively support all learners, including students with special educational needs (SEN) and

persons with disabilities (PWDs). By continuously reflecting on their teaching experiences, interns become more capable of identifying barriers to learning, implementing appropriate accommodations, and fostering equitable and inclusive classroom environments.

Table 9. Reflection Readiness of BSEd Teacher Interns

Areas on Reflection Readiness	Mean
• Uses student assessment data to reflect on and evaluate student learning and instructional practice.	3.1
• Seeks and accepts constructive criticism	3.19
• Revises instruction in response to evaluative feedback, data regarding student learning, and self-reflection	3.41
Overall Mean	3.23

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Collaborative Readiness of BSEd Interns

Collaborative relationship readiness is an essential component of teacher preparation because effective teaching extends beyond classroom instruction and requires meaningful partnerships with colleagues, school leaders, parents, and the wider community. Teacher interns who develop strong collaborative skills are better prepared to share professional knowledge, seek guidance from mentors, participate in school initiatives, and work collectively to improve learner outcomes. In the context of inclusive education, collaboration becomes even more significant because

addressing the diverse needs of learners including students with special educational needs (SEN) and persons with disabilities (PWDs) requires coordinated efforts among general education teachers, special education teachers, school administrators, guidance counselors, therapists, parents, and community stakeholders. Developing collaborative competencies during the internship prepares future teachers to become effective members of multidisciplinary teams that promote equitable, learner-centered, and inclusive educational practices.

Table 10. Collaborative Relationship Readiness of BSEd Teacher Interns

Areas on Collaborative Relationship Readiness	Mean
• Establishes positive cooperative relationships with colleagues	3.22
• Establishes positive cooperative relationships with administrators	3.56
• Establishes positive cooperative relationships with parents and community members	3.53
• Exchanges professional materials and ideas with colleagues	3.46
Overall Mean	3.44

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Professionalism and Leadership readiness of BSEd Interns

Developing professionalism and leadership is a fundamental aspect of teacher preparation because these qualities influence not only instructional effectiveness but also the ability to build positive relationships within the school community. Professionalism encompasses punctuality, accountability, ethical conduct, respectful communication, adherence to school policies, and commitment to continuous professional growth. Leadership readiness, on the other hand, equips teacher interns to take initiative, collaborate effectively with stakeholders, advocate for learner welfare, and contribute to school improvement initiatives. Within the framework of inclusive education,

professionalism and leadership also require future teachers to uphold the rights, dignity, and well-being of all learners, including students with special educational needs (SEN) and persons with disabilities (PWDs). Teacher leaders are expected to promote equity, respect learner diversity, advocate for accessible learning environments, and support the implementation of inclusive educational policies and practices. Cultivating these competencies during the internship period prepares teacher interns to become ethical, compassionate, and inclusive educators who contribute positively to the learning community.

Table 11. Professionalism/Leadership Readiness of BSED Teacher Interns

Areas on Professionalism/Leadership Readiness	Mean
● Is punctual, dependable	3.35
● Is appropriately dressed and groomed	3.65
● Is tactful, courteous	3.51
● Uses grammar correctly and expresses thoughts well	3.02
● Follows school policies and procedures	3.69
● Demonstrates ethical behavior	3.63
● Prepares reports accurately and promptly	3.17
● Handles routine clerical/procedural duties effectively	3.27
● Performs extra professional duties	3.32
● Assesses professional strengths and growth areas and incorporates	3.18
● Participates in professional growth activities related to growth areas and school needs	3.3
Overall Mean	3.37

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Adaptation to Culture Readiness of BSEd Interns

As teacher interns transition from academic environments to real-world teaching contexts, they are exposed to learners from diverse cultural, linguistic, socioeconomic, and educational backgrounds whose experiences may differ significantly from their own. Adapting to these differences requires openness, cultural sensitivity,

respect, and a willingness to continually learn and grow. Cultural readiness not only enables teacher interns to establish respectful and meaningful relationships with students, colleagues, parents, and the community, but also strengthens their capacity to create equitable, learner-centered, and inclusive learning environments. In today's

educational landscape, cultural competence extends beyond understanding ethnicity and traditions; it also involves recognizing diversity in learners' abilities, identities, experiences, and exceptionalities. Consequently, culturally responsive teaching should be complemented by

inclusive educational practices that recognize and support students with special educational needs (SEN) and persons with disabilities (PWDs), ensuring that every learner experiences acceptance, participation, and equitable access to quality education.

Table 12. Adaptation to Culture Readiness of BSED Teacher Interns

Areas on Adaptation to Culture Readiness	Mean
• Shows appreciation of unique facets of culture in host school	3.54
• Shows awareness of cultural practices and traditions	3.48
• Makes use of resources and materials of host/culture/community when appropriate	3.36
• Relates effectively to students and staff in terms of their own culture	3.33
• Reflects about how particular culture can influence student learning, motivation, and needs	3.36
Overall Mean	3.41

Legend: 4 – Very highly competent

3 – Highly competent

2 – Moderately competent

1 – Incompetent

Strengths and Weaknesses of the BSEd Interns

Many teacher interns demonstrate strengths such as enthusiasm for learning, adaptability, creativity, and a strong work ethic. These qualities enable them to integrate effectively into the school environment and contribute meaningfully to instructional and co-curricular activities. However, they may also experience challenges related to limited teaching experience, time management, communication, decision-making, and instructional confidence. Identifying these strengths and weaknesses is essential not only for improving professional competence but also for

preparing future teachers to address the increasingly diverse needs of learners. As classrooms become more inclusive, teacher readiness must also encompass the ability to effectively teach students with special educational needs (SEN) and persons with disabilities (PWDs). Consequently, the identified strengths and areas for improvement provide valuable direction for strengthening teacher preparation programs that promote equitable, learner-centered, and inclusive education.

Table 13: Strengths and Weaknesses of the BSED Teacher Interns

Strength and Weaknesses	F	Rank
I. Lesson Preparation/Planning	170	
II. Content Knowledge	76	
III. Learning Environment	38	
IV. Classroom Management	20	6.46
V. Implementation of Instruction	4	2.09
VI. Assessment of Learning	2	1.90
VII. Instructional Resources	2	6.46
VIII. Reflection	2	3.99

IX. Collaborative Relationships	4	5.13
X. Professional/Leadership		2.09
XI. Adaptation of Culture	6	4.37
Total	324	100.00

Improved Skills During Internship

The Teaching Internship Program is a transformative phase in the preparation of Bachelor of Secondary Education (BSEd) teacher interns, serving as the bridge between academic preparation and professional teaching practice. Through authentic classroom experiences, teacher interns apply educational theories, instructional strategies, assessment practices, and classroom management techniques in real teaching situations. As they interact with learners, cooperating teachers, school administrators, and the wider school community, they develop greater confidence, instructional competence, and professional identity. More importantly, internship provides meaningful opportunities for

teacher interns to work with learners from diverse cultural, socioeconomic, linguistic, and educational backgrounds, including students with special educational needs (SEN) and persons with disabilities (PWDs). Consequently, the internship experience strengthens not only pedagogical competence but also the ability to implement learner-centered, equitable, and inclusive educational practices. These experiences cultivate adaptability, reflective practice, collaboration, and professionalism—qualities that are indispensable for effective teachers in today's inclusive educational landscape.

Table 14: Improved skills of the BSEd interns during Teaching Internship Program

Areas	BSED	Rank
I. Lesson Preparation/Planning	1	1
II. Content Knowledge	2	2
III. Learning Environment	5	5
IV. Classroom Management	3	3
V. Implementation of Instruction	4	4
VI. Assessment of Learning	6	6
VII. Instructional Resources	11	9
VIII. Reflection	10	10.5
IX. Collaborative Relationships	8	8
X. Professional/Leadership	7	7
XI. Adaptation of Culture	9	10.5

Challenges Encountered by the BSEd Teacher Interns During Internship

The teaching internship is a vital component of teacher education, providing student teachers with authentic classroom experiences that bridge theory and practice. It allows teacher interns to apply pedagogical knowledge, strengthen instructional competencies, develop classroom management skills, and gain first-hand understanding of the realities of the teaching profession. However, the internship also exposes them to numerous challenges that influence their

professional growth and confidence. As future educators, teacher interns are expected to address the diverse academic, behavioral, cultural, and developmental needs of learners while simultaneously adapting to school policies, collaborating with stakeholders, and refining their instructional practices. In contemporary classrooms, these responsibilities also include providing equitable learning opportunities for students with special educational needs (SEN)

and persons with disabilities (PWDs). Consequently, understanding the challenges encountered by teacher interns is essential in identifying areas where teacher education

institutions can provide additional preparation and support to strengthen inclusive, learner-centered teaching practices.

Table 15: Challenges Encountered by CTE BSED Teacher Interns During Internship

Challenges Encountered	F	Rank
I had a hard time preparing an excellent lesson on time.	99	1
I had a hard time studying the content of my topic.	19	3
I had a hard time providing a positive and harmonious teacher-student relationship.	8	4
I had a hard time keeping the students quiet.	25	2
I struggled in using methods and materials to facilitate learning.	5	5
I struggled in using the appropriate assessment method.	3	6
I struggled in integrating technology to enhance learning.	1	7
I struggled in using the assessment data to interpret and reflect on my teaching.	1	7
I struggled in cooperating with my colleagues, supervisors, parents, and community.	1	7
I had a hard time reporting on time.	0	11
I struggled in using appropriate language in communicating with my colleagues.	0	11
I struggled in using correct grammar.	0	11
I had a hard time understanding the culture of the community where I was deployed.	1	7

4. Discussion

Readiness of the Student interns in the Different Areas

The evaluation of teaching readiness in the Bachelor of Secondary Education (BSEd) program highlights both areas of strength and opportunities for improvement. Among the key findings, content knowledge received the lowest score ($M = 2.98$), indicating that while interns demonstrate a satisfactory understanding of their subject matter, there remains a need for further enhancement. This result is noteworthy since content knowledge is one of the foundations that enables teachers to effectively facilitate student learning. As part of their preparation, teacher interns are expected to demonstrate mastery of subject matter alongside the pedagogical competencies necessary for effective instruction.

However, the relatively lower score implies that some respondents still lack confidence in their content mastery. Thompson et al. (2022) emphasized that a strong foundation in content knowledge directly influences instructional clarity, student engagement, and teaching confidence. Likewise, Damoco et al. (2024) asserted that teachers with deep content knowledge are better able to provide accurate explanations, anticipate misconceptions, and facilitate meaningful learning. Beyond mastery of subject content, teacher interns in today's inclusive classrooms must also possess sufficient knowledge of diverse learner characteristics, including those of learners with special educational needs (SEN) and persons with disabilities (PWDs). They should understand appropriate accommodations, curriculum modifications, differentiated instruction, and

evidence-based inclusive teaching practices to ensure equitable access to quality education. Strengthening subject-specific preparation together with competencies in inclusive education will better equip future teachers to address the academic, behavioral, and developmental needs of all learners.

Similarly, lesson preparation and planning, which received a mean score of 3.02, suggests that while teacher interns adequately prepare their lessons, there remains room for refinement. Effective lesson planning is integral to structuring engaging, coherent, and meaningful instructional experiences that improve student participation and learning outcomes (Doan, 2019). Teacher interns are trained to prepare systematic and detailed lesson plans; however, several aspects such as developing affective objectives, selecting appropriate motivational activities, and designing suitable assessment strategies still require improvement (Yacap, 2022). Ramirez (2020) likewise observed that although pre-service teachers understand the importance of lesson planning, challenges remain in translating theoretical knowledge into actual classroom practice. In the context of inclusive education, lesson planning should deliberately incorporate differentiated learning objectives, flexible instructional strategies, individualized accommodations, accessible learning materials, and Universal Design for Learning (UDL) principles that enable learners with disabilities and other special educational needs to actively participate alongside their peers. Teacher education institutions should therefore continue developing programs that strengthen both lesson planning competence and inclusive instructional design.

Assessment of learning, with a mean score of 3.04, likewise indicates moderate effectiveness in measuring student understanding. While teacher interns are implementing various assessment strategies, greater emphasis on formative assessment, timely feedback, and multiple evaluation methods could better inform instructional adjustments and promote student learning (Cauley & McMillan, 2010). Aslam, Khan, and Aslam (2018) found that although

interns recognized the importance of planning, feedback, and evaluation, many still felt inadequately prepared to carry out these responsibilities effectively. Within inclusive classrooms, assessment should extend beyond traditional paper-and-pencil examinations to include authentic, performance-based, portfolio, observational, oral, and alternative assessments that accommodate learners with diverse abilities. Teacher interns should also learn to provide reasonable assessment accommodations for learners with disabilities to ensure that assessment measures learning outcomes rather than the limitations imposed by disability. Such practices promote fairness, equity, and meaningful participation among all learners.

The implementation of instruction, with a mean score of 3.06, reflects that teacher interns are able to apply instructional strategies with a reasonable degree of effectiveness. Rogayan and Reusia (2021) described teaching internship as an opportunity for enhancing pedagogical competence, noting that classroom experience significantly strengthens instructional skills beyond what is learned in teacher education courses. Delos Angeles (2020) likewise recommended refining differentiated teaching techniques and incorporating interactive methodologies to improve learner engagement. Damoco et al. (2023) further emphasized the importance of continuous mentoring in developing effective instructional practices. Considering the diversity of learners in contemporary classrooms, teacher interns should be capable of modifying instruction to accommodate learners with varying abilities, including those with disabilities and special educational needs. The effective use of differentiated instruction, assistive technologies, cooperative learning, multisensory teaching strategies, and flexible grouping enables inclusive participation and supports the academic success of every learner.

Classroom management, which obtained a mean score of 3.13, demonstrates that teacher interns are generally able to establish structured learning environments. Chen et al. (2022) emphasized that effective classroom management extends beyond

maintaining discipline and includes creating conditions that maximize learning opportunities. Retnawati et al. (2018) likewise found that although pre-service teachers generally perform well during teaching practice, classroom management remains an area requiring further development. Ramirez (2020) similarly identified classroom management as one of the most challenging competencies among pre-service teachers. In inclusive classrooms, effective classroom management requires sensitivity to the behavioral, emotional, physical, and developmental needs of learners with disabilities. Teacher interns should be prepared to implement positive behavior interventions, establish supportive classroom routines, make reasonable environmental accommodations, and foster respectful interactions among learners. Such practices contribute to equitable participation and minimize barriers to learning.

Moreover, the learning environment received a mean score of 3.18, indicating that teacher interns generally create supportive classrooms that encourage motivation, collaboration, and learner engagement. Brown et al. (2022) emphasized that positive learning environments promote student well-being and academic achievement. In the context of inclusive education, creating a positive learning environment also involves ensuring accessibility, psychological safety, respect for diversity, and equal participation for learners with disabilities and other special educational needs. Teacher interns should demonstrate the ability to cultivate classrooms that value individual differences, prevent discrimination, encourage peer acceptance, and promote empathy and mutual respect. Such inclusive environments enable all learners to develop confidence, independence, and a strong sense of belonging.

The overall weighted mean of 3.19 suggests that the teacher interns generally exhibit a high level of teaching readiness. Nevertheless, targeted improvements in content knowledge, assessment practices, and inclusive pedagogical competencies would further strengthen instructional effectiveness and ensure that future teachers are adequately prepared to address the needs of increasingly diverse classrooms.

Notably, instructional resources obtained a mean score of 3.23, demonstrating that teacher interns effectively integrate various instructional materials to facilitate learning and improve student engagement (Bellen et al., 2018). Resourceful teachers utilize visual organizers, multimedia resources, manipulatives, repetition, and other instructional techniques that help learners retain difficult concepts (Aina & Abdulwasiiu, 2023). Within inclusive classrooms, instructional resources should also include accessible and adaptive materials such as enlarged print, tactile learning materials, captioned videos, assistive technologies, communication boards, and digital learning applications that accommodate learners with disabilities. The ability to modify and adapt instructional resources ensures equitable access to learning opportunities for all students regardless of ability.

Reflective practice, which also obtained a mean score of 3.23, indicates that teacher interns engage in self-assessment and continuous professional improvement. Martinez and Johnson (2023) recognized reflective practice as fundamental to professional growth, while Suphasri and Chinukol (2021) explained that reflection allows pre-service teachers to critically examine their instructional experiences and identify areas requiring improvement. Reflection becomes even more valuable in inclusive education because it enables teacher interns to evaluate whether their teaching strategies, accommodations, classroom interactions, and assessment methods effectively respond to the needs of learners with disabilities and other special educational needs. Through reflective practice, interns become more responsive, adaptive, and committed to continuous improvement in inclusive teaching.

Professional leadership, with a mean score of 3.37, reflects the teacher interns' commitment to professionalism, lifelong learning, and proactive participation in school activities. Leadership in contemporary education also entails advocating for inclusive education, promoting equitable learning opportunities, and upholding the rights and dignity of all learners, including persons with disabilities. Teacher interns who demonstrate

leadership become advocates for accessible education, inclusive policies, and collaborative school cultures that recognize learner diversity as an educational strength rather than a challenge.

Adaptation of culture, which received a mean score of 3.41, signifies strong responsiveness to learner diversity and highlights the importance of culturally responsive teaching. Educational content that reflects learners' cultural backgrounds strengthens engagement, identity, and appreciation of diversity. Beyond cultural responsiveness, inclusive education also requires sensitivity to differences in learners' abilities, exceptionalities, socioeconomic conditions, language, gender, and learning preferences. Teacher interns should therefore integrate culturally responsive and inclusive pedagogies that eliminate barriers to participation while ensuring that learners with disabilities and special educational needs experience acceptance, respect, and equal opportunities to succeed.

The highest-rated indicator, collaborative relationships ($M = 3.44$), demonstrates that teamwork is a significant strength among the BSEd teacher interns. Effective collaboration facilitates the sharing of best practices, collective problem-solving, and improved student outcomes (Garcia & Martinez, 2023). Vaughan et al. (2022) likewise emphasized that collaboration is an essential component of the teaching profession. In inclusive education, collaborative relationships become even more critical because meeting the needs of learners with disabilities often requires close coordination among general education teachers, special education teachers, school administrators, guidance counselors, therapists, parents, and community stakeholders. Teacher interns who develop strong collaborative skills are better positioned to design individualized interventions, monitor learner progress, and provide holistic support that promotes the academic, social, and emotional development of learners with special educational needs.

Overall, the findings present a promising outlook on the teaching readiness of the Bachelor of Secondary Education teacher interns. Their

strengths in collaboration, cultural responsiveness, instructional resource utilization, and reflective practice indicate a solid foundation for professional teaching. However, strengthening content knowledge, assessment practices, differentiated instruction, and competencies in inclusive education will further prepare them to teach increasingly diverse classrooms. As Philippine schools continue to implement inclusive education, future teachers must be equipped not only with strong pedagogical knowledge but also with the competencies necessary to effectively teach learners with special educational needs and persons with disabilities. Enhancing these competencies will enable teacher interns to create accessible, equitable, learner-centered, and inclusive classrooms where every learner is provided meaningful opportunities to participate, achieve, and succeed.

Strengths and Weaknesses of the BSEd Interns

The evaluation of the Bachelor of Secondary Education (BSEd) teacher interns provides valuable insights into their teaching preparedness across the eleven indicators, with a total frequency of 324. The interns demonstrated their greatest strength in Lesson Preparation and Planning ($F = 170$), indicating their ability to organize structured and purposeful instructional activities. Effective lesson planning remains one of the most important competencies of beginning teachers because it guides instructional delivery, classroom organization, and learner engagement (Garcia & Martinez, 2023). More importantly, well-designed lesson plans allow teachers to anticipate learner diversity by incorporating differentiated instructional strategies, varied learning activities, and flexible assessment approaches that respond to the needs of all learners, including students with special educational needs and persons with disabilities. This finding suggests that the interns possess a strong foundation for designing lessons that can be further strengthened through the integration of inclusive teaching strategies.

Content Knowledge ($F = 76$) likewise emerged as one of the interns' major strengths, reflecting

adequate mastery of their respective subject specializations. A strong foundation in content knowledge enables teachers to explain concepts accurately, facilitate meaningful discussions, and promote deeper learner understanding (Thompson et al., 2022). Beyond mastery of subject matter, however, effective teachers must also be able to adapt content to suit learners with varying abilities, learning preferences, and educational needs. This includes simplifying complex concepts, providing multiple representations of content, and utilizing differentiated instructional approaches that make learning accessible to students with disabilities and other learners requiring additional support.

The interns also demonstrated competence in creating a positive Learning Environment ($F = 38$), suggesting their ability to establish classrooms that encourage learner engagement, participation, and academic success. Brown et al. (2022) emphasized that supportive learning environments promote learner motivation and foster positive teacher-learner relationships. In inclusive classrooms, creating a positive learning environment also means ensuring that every learner, regardless of disability, culture, language, gender, or socioeconomic background, feels respected, accepted, and valued. Such environments encourage participation, reduce barriers to learning, and foster a sense of belonging among students with special educational needs and persons with disabilities.

Classroom Management ($F = 20$) indicates developing competence in organizing classroom routines and maintaining learner discipline. Effective classroom management contributes to maximizing instructional time and improving learner behavior (Smith et al., 2023). In inclusive classrooms, classroom management requires teachers to implement flexible routines, positive behavior support, and individualized interventions that recognize the diverse behavioral and developmental characteristics of learners. Strengthening this competency will enable teacher interns to manage classrooms where students with varying abilities can participate safely, confidently, and productively.

Although Implementation of Instruction obtained a relatively low frequency ($F = 4$), this finding highlights an important area for professional growth. Effective instructional delivery requires teachers to employ learner-centered strategies that actively engage students and promote meaningful learning (Martinez & Johnson, 2023). Teacher interns should further develop competencies in differentiated instruction, collaborative learning, inquiry-based teaching, and flexible instructional approaches that respond to learner diversity. Such competencies are essential for ensuring that learners with disabilities and other special educational needs actively participate in classroom instruction alongside their peers.

Similarly, Assessment of Learning ($F = 2$) emerged as one of the weakest areas, indicating that teacher interns require additional preparation in evaluating learner progress. Assessment serves as an important basis for monitoring learning and informing instructional decisions (Chen et al., 2022). Inclusive classrooms require assessment practices that are fair, flexible, and responsive to learner diversity by utilizing multiple forms of assessment, providing appropriate accommodations, and recognizing different ways learners demonstrate understanding. Strengthening assessment literacy will enable future teachers to make instructional decisions that support the progress of all learners, particularly those requiring individualized educational support.

Both Instructional Resources ($F = 2$) and Reflection ($F = 2$) likewise indicate opportunities for further enhancement. While the interns demonstrate some competence in utilizing instructional materials, they should continue developing the ability to select, modify, and utilize resources that accommodate diverse learners. Effective instructional resources include not only traditional teaching materials but also adaptive learning materials and technology that improve accessibility and learner participation (ACTE, 2012). Likewise, reflective practice enables teachers to critically examine their instructional decisions, identify learner needs, and continuously improve their teaching

practices (Zacharias, 2007). Reflection is particularly valuable in inclusive classrooms because it encourages teachers to evaluate whether their instructional strategies, accommodations, and classroom interactions effectively support learners with special educational needs and persons with disabilities.

Collaborative Relationships ($F = 4$) suggest that while the interns recognize the value of teamwork with colleagues, parents, and other stakeholders, additional opportunities for professional collaboration are needed. Spooner-Lane et al. (2009) emphasized that collaboration enhances teaching effectiveness and learner support through the sharing of expertise and resources. Inclusive education relies heavily on collaboration among classroom teachers, parents, school administrators, guidance counselors, special education teachers, and other professionals to ensure that learners with disabilities receive appropriate academic, behavioral, and social support. Strengthening collaborative competencies will therefore enhance the interns' ability to function effectively within multidisciplinary educational teams.

Similarly, the findings on Professionalism and Leadership indicate that although the interns demonstrate positive professional behaviors, continued development is needed before they assume full teaching responsibilities. Professional teachers are expected not only to demonstrate accountability, ethical conduct, and leadership but also to advocate for equity, inclusion, and respect for learner diversity. Effective teacher leadership includes promoting accessible learning opportunities, supporting inclusive educational practices, and ensuring that all learners experience fairness, dignity, and equal opportunities to succeed.

The findings for Adaptation to Culture ($F = 6$) suggest that while the interns possess a satisfactory level of cultural awareness, further development is necessary to fully integrate culturally responsive teaching into classroom practice. Spooner-Lane et al. (2009) emphasized that cultural competence enables teachers to create learning environments that recognize and

respect learners' diverse backgrounds. In addition to cultural responsiveness, teacher interns should develop greater awareness that learner diversity also includes disability, exceptionalities, language differences, and varying learning needs. Integrating culturally responsive and inclusive teaching practices enables future teachers to establish classrooms where every learner feels respected, accepted, and empowered to participate regardless of background or ability.

Overall, the findings indicate that Lesson Preparation and Planning (37.07%), Content Knowledge (18.44%), and Learning Environment (11.79%) represent the strongest competencies of the BSEd teacher interns. These strengths provide a solid foundation for effective teaching and may be further enhanced through the integration of inclusive instructional planning, differentiated teaching strategies, and accessible learning resources (Garcia & Martinez, 2023; Thompson et al., 2022; Brown et al., 2022). Meanwhile, the relatively lower frequencies in Assessment of Learning (1.90%), Implementation of Instruction (2.09%), Professionalism and Leadership (2.09%), Reflection (3.99%), Collaborative Relationships (5.13%), and Adaptation to Culture (4.37%) indicate important areas for continued professional development (Chen et al., 2022; Martinez & Johnson, 2023; Zacharias, 2007; Spooner-Lane et al., 2009). Teacher education institutions should therefore continue strengthening these competencies through structured mentoring, classroom immersion, reflective practice, collaborative learning experiences, and training in inclusive education. Such initiatives will prepare future teachers not only to become competent classroom practitioners but also inclusive educators who are capable of responding effectively to the diverse academic, behavioral, cultural, and developmental needs of all learners, including students with special educational needs and persons with disabilities.

• Improved Skills During Internship

As presented in Table 14, Lesson Preparation and Planning ranked first among the areas that

improved during the internship, followed by Content Knowledge. These findings suggest that the internship experience significantly enhanced the interns' ability to organize instruction, formulate learning objectives, prepare instructional activities, and develop coherent lesson plans. Likewise, their mastery of subject matter improved as they applied theoretical knowledge in actual classroom settings. A strong foundation in lesson planning and content knowledge enables future teachers to deliver organized, accurate, and meaningful instruction (Jose Maria College, 2024). More importantly, these competencies allow teacher interns to design lessons that incorporate differentiated instructional strategies, varied learning activities, and flexible assessment methods that respond to the diverse learning needs of students, including learners with special educational needs and persons with disabilities.

Classroom Management, which ranked third, and Implementation of Instruction, which ranked fourth, likewise demonstrated considerable improvement. These findings indicate that the internship experience strengthened the interns' confidence in managing classroom routines, facilitating learning activities, and maintaining productive classroom environments. Effective classroom management and instructional delivery contribute significantly to learner engagement and academic achievement (Global Reciprocal Colleges, n.d.). As future educators, teacher interns should continue strengthening these competencies by implementing inclusive classroom management strategies, positive behavior support, differentiated instruction, and flexible teaching approaches that encourage the participation of all learners regardless of ability, disability, or learning profile. Such practices are fundamental in creating classrooms where students with special educational needs are actively engaged and supported throughout the teaching-learning process.

The improvement observed in Learning Environment, which ranked fifth, suggests that the teacher interns became more capable of creating classrooms that promote learner participation, motivation, and positive

interpersonal relationships. A supportive learning environment contributes significantly to effective teaching because it encourages learner engagement and emotional well-being (ResearchGate, 2020). Within inclusive education, creating a positive learning environment also involves fostering acceptance, respect, and equal opportunities for participation among learners with diverse abilities and backgrounds. Teacher interns who establish safe and inclusive classrooms help ensure that students with disabilities experience belonging, confidence, and meaningful engagement alongside their peers.

Similarly, Assessment of Learning, which ranked sixth, demonstrated improvement throughout the internship experience. Exposure to authentic classroom assessment enabled the interns to better appreciate the importance of monitoring learner progress and evaluating instructional effectiveness. Continued practice in designing formative and summative assessments will further strengthen their ability to make evidence-based instructional decisions (UST, n.d.). Inclusive classrooms require assessment practices that are flexible, equitable, and responsive to learner diversity. Teacher interns should therefore continue developing competencies in differentiated assessment, authentic assessment, and the provision of reasonable accommodations that enable learners with disabilities to demonstrate their learning fairly and meaningfully.

Professionalism and Leadership, which ranked seventh, indicates that the internship experience contributed to the interns' development of professional attitudes, ethical conduct, accountability, and leadership skills. Daily interactions within the school environment enabled them to demonstrate responsibility, initiative, and commitment to their professional roles. As future educators, professionalism also involves advocating for learner equity, respecting diversity, and supporting inclusive educational practices that uphold the rights and dignity of students with disabilities and other marginalized learners.

The improvement in Collaborative Relationships, which ranked eighth, reflects the interns' growing ability to establish productive working relationships with cooperating teachers, administrators, parents, and fellow interns. Collaborative practice contributes significantly to instructional improvement and learner support (Far Eastern University, n.d.). This competency becomes even more important in inclusive education because meeting the educational needs of learners with special educational needs often requires close collaboration among classroom teachers, special education teachers, parents, guidance counselors, therapists, and community stakeholders. Strengthening collaborative competencies will enable future teachers to participate effectively in multidisciplinary teams that support inclusive educational programs.

Although Instructional Resources ranked ninth, the findings indicate that teacher interns nevertheless improved in selecting and utilizing teaching materials throughout the internship. Continued exposure to classroom practice allowed them to explore various instructional resources that support learner engagement (Pangasinan State University, n.d.). As educational technology continues to evolve, teacher interns should also develop greater competence in utilizing accessible instructional materials, assistive technologies, multimedia resources, and adaptive learning tools that accommodate learners with disabilities and promote inclusive participation in classroom activities.

Reflection and Adaptation to Culture, which ranked tenth, also demonstrated positive growth during the internship. Reflective practice enables teacher interns to critically evaluate their instructional decisions and identify areas requiring improvement, thereby promoting continuous professional development (Far Eastern University, n.d.). Reflection is particularly valuable in inclusive education because it encourages teachers to examine whether their instructional strategies, classroom accommodations, and learner support mechanisms effectively address the needs of diverse learners. Likewise, adaptation to culture

enables teacher interns to appreciate the influence of learners' cultural backgrounds, beliefs, experiences, and identities on teaching and learning. Beyond cultural responsiveness, inclusive teaching also requires sensitivity toward learners with disabilities and recognition that diversity encompasses differences in ability, language, socioeconomic status, learning preferences, and exceptionalities. Developing these competencies prepares future teachers to establish culturally responsive and inclusive classrooms where every learner feels respected, valued, and empowered to succeed.

Overall, the findings demonstrate that the Teaching Internship Program significantly contributed to the professional growth of the BSEd teacher interns across multiple areas of teaching competence. The most notable improvements were observed in lesson preparation, content knowledge, classroom management, instructional implementation, and learning environment, while continued enhancement is needed in instructional resources, reflective practice, assessment, and cultural responsiveness. These results underscore the importance of sustaining mentoring, classroom immersion, and professional development opportunities that strengthen not only pedagogical competence but also inclusive teaching practices. By continuously developing competencies in differentiated instruction, inclusive assessment, collaborative practice, and culturally responsive pedagogy, teacher interns will be better prepared to provide quality, equitable, and inclusive education that effectively addresses the diverse needs of all learners, including students with special educational needs and persons with disabilities.

The limitations experienced by Bachelor of Secondary Education (BSED) teacher interns during their training highlight significant challenges that can impede their development and effectiveness as educators. A major concern is the difficulty in preparing well-structured lesson plans on time, with a high-frequency score of 99. This suggests that time management and lesson preparation are critical areas where interns struggle, often exacerbated by the demands of

balancing teaching responsibilities with tasks such as grading and extracurricular activities (Cavanagh et al., 2019). Furthermore, 19 participants reported difficulty in adequately studying their lesson content, which may lead to a lack of confidence in their subject matter expertise. This limitation aligns with the Technological, Pedagogical, and Content Knowledge (TPACK) framework, which emphasizes the need for teachers to master their subject content while effectively integrating pedagogical strategies and technology to enhance learning (Mishra & Koehler, 2006). Without a strong foundation in content knowledge, teachers may struggle to deliver engaging and accurate instruction, ultimately impacting student comprehension and engagement.

The ability to foster positive teacher-student relationships is another area of concern, with only 8 participants reporting difficulties in this aspect. This limitation may stem from inadequate training in interpersonal skills or insufficient time to build rapport with students (Hudson, 2010). Classroom management also poses a challenge, as evidenced by the score of 25 for keeping students quiet. Effective classroom management is essential for creating a conducive learning environment and struggles in this area can significantly affect teaching outcomes (Smith & Ingersoll, 2004). Additionally, 5 interns reported difficulties in using appropriate instructional methods and materials, while 3 struggled with utilizing assessment methods effectively. These findings further reinforce the importance of the Pedagogical Knowledge (PK) component of TPACK, which ensures that teachers can implement diverse teaching strategies and assessment techniques to facilitate student learning (Koehler & Mishra, 2009).

Another critical challenge involves integrating technology into instruction, with only 1 intern reporting difficulty in this area. While this suggests that most interns are comfortable using technology, it is essential to ensure that they are not just proficient in using tools but are also able to align technological integration with content and pedagogy, an aspect emphasized in the Technological Knowledge (TK) and

Technological Pedagogical Knowledge (TPK) components of TPACK (Schmidt et al., 2009). Effective use of digital tools can enhance lesson delivery, engagement, and assessment strategies, making it imperative for teacher training programs to further strengthen this competency.

The low scores for cooperation with colleagues and understanding community culture indicate that some interns may feel isolated or unsupported during their training, which can hinder their professional growth and adaptability in diverse educational settings (Kaya & McIntyre, 2020). These challenges highlight the need for a more structured mentorship system where experienced teachers can guide interns in navigating both the technical and interpersonal aspects of teaching.

Overall, these limitations underscore the necessity of strengthening teacher training programs by embedding the TPACK framework into the curriculum. Ensuring that interns develop a balanced mastery of content knowledge, pedagogical strategies, and technological tools will significantly enhance their teaching effectiveness and preparedness for the profession. Addressing these challenges through enhanced support systems and targeted training programs will better equip future educators to create meaningful and impactful learning experiences.

In terms of content mastery, BSED students (19 respondents) struggled the most, likely due to the complexity of secondary-level subjects.

Classroom management was another major challenge, particularly in keeping students quiet. Secondary education students may face discipline-related challenges.

Integrating technology into teaching was a lesser concern. Most students feel comfortable using technology, likely due to its increasing role in education. However, interpreting and reflecting on assessment data was challenging for some, indicating a need for further training in data-driven instruction.

In terms of professional relationships and communication, most students did not struggle

significantly with collaborating with colleagues, supervisors, parents, and the community.

By addressing these challenges through targeted training and mentorship, aspiring educators across all programs will be better equipped to navigate the complexities of teaching, ensuring a smoother transition into their professional careers.

Challenges Encountered by the BSEd Teacher Interns During Internship

As shown in Table 15, the most frequently reported challenge among the Bachelor of Secondary Education (BSEd) teacher interns was preparing an excellent lesson on time ($F = 99$). This finding suggests that lesson preparation remains one of the most demanding responsibilities during the internship, particularly as interns balance instructional planning with classroom teaching, grading, observations, conferences, and other school-related responsibilities. Cavanagh et al. (2019) noted that beginning teachers often experience difficulties in time management due to the multiple responsibilities associated with classroom practice. The challenge becomes even more complex in inclusive classrooms where lesson planning requires teachers to prepare differentiated activities, instructional accommodations, modified learning materials, and flexible assessment strategies that address the diverse needs of learners, including students with disabilities and other special educational needs. This finding highlights the importance of strengthening teacher preparation in instructional planning that integrates both effective pedagogy and inclusive education principles.

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such as grading and extracurricular activities (Cavanagh et al., 2019). Furthermore, 19 participants reported difficulty in adequately studying their lesson content, which may lead to a lack of confidence in their subject matter expertise. This limitation aligns with the Technological, Pedagogical, and Content Knowledge (TPACK) framework, which emphasizes the need for teachers to master their subject content while effectively integrating pedagogical strategies and technology to enhance learning (Mishra & Koehler, 2006). Without a strong foundation in content knowledge, teachers may struggle to deliver engaging and accurate instruction, ultimately impacting student comprehension and engagement.

The ability to foster positive teacher-student relationships is another area of concern, with only 8 participants reporting difficulties in this aspect. This limitation may stem from inadequate training in interpersonal skills or insufficient time to build rapport with students (Hudson, 2010). Classroom management also poses a challenge, as evidenced by the score of 25 for keeping students quiet. Effective classroom management is essential for creating a conducive learning environment and struggles in this area can significantly affect teaching outcomes (Smith & Ingersoll, 2004). Additionally, 5 interns reported difficulties in using appropriate instructional methods and materials, while 3 struggled with utilizing assessment methods effectively. These findings further reinforce the importance of the Pedagogical Knowledge (PK) component of TPACK, which ensures that teachers can implement diverse teaching strategies and assessment techniques to facilitate student learning (Koehler & Mishra, 2009).

Another critical challenge involves integrating technology into instruction, with only 1 intern reporting difficulty in this area. While this suggests that most interns are comfortable using technology, it is essential to ensure that they are not just proficient in using tools but are also able to align technological integration with content and pedagogy, an aspect emphasized in the Technological Knowledge (TK) and Technological Pedagogical Knowledge (TPK)

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Overall, these limitations underscore the necessity of strengthening teacher training programs by embedding the TPACK framework into the curriculum. Ensuring that interns develop a balanced mastery of content knowledge, pedagogical strategies, and technological tools will significantly enhance their teaching effectiveness and preparedness for the profession. Addressing these challenges through enhanced support systems and targeted training programs will better equip future educators to create meaningful and impactful learning experiences.

In terms of content mastery, BSED students (19 respondents) struggled the most, likely due to the complexity of secondary-level subjects. Classroom management was another major challenge, particularly in keeping students quiet. Secondary education students may face discipline-related challenges. Integrating technology into teaching was a lesser concern. Most students feel comfortable using technology, likely due to its increasing role in education. However, interpreting and reflecting on assessment data was challenging for some, indicating a need for further training in data-driven instruction. In terms of professional relationships and communication, most students did not struggle significantly with collaborating with colleagues, supervisors, parents, and the community. By addressing these challenges

through targeted training and mentorship, aspiring educators across all programs will be better equipped to navigate the complexities of teaching, ensuring a smoother transition into their professional careers.

Implications for Theory

The findings support existing theories of teacher development, particularly the view that teaching competence evolves progressively through authentic clinical experiences such as teaching internships. The study reinforces experiential learning and reflective practice as essential components of preservice teacher preparation, demonstrating that sustained classroom immersion enhances pedagogical competence, classroom management, and professional confidence. Furthermore, the findings extend the application of the Philippine Professional Standards for Teachers (PPST) by demonstrating that the framework effectively measures the developmental progression of teacher interns while emphasizing that inclusive education competencies—including differentiated instruction, culturally responsive teaching, flexible assessment, and collaborative practice—should be integrated as central dimensions of teaching readiness rather than treated as supplementary skills.

Implications for Practice

The results highlight the need for teacher education institutions to strengthen internship programs by providing more intensive training in assessment literacy, authentic and differentiated assessment, instructional resource development, reflective practice, and inclusive pedagogy. Cooperating schools and mentor teachers should provide structured mentoring opportunities that allow interns to gain practical experience in addressing the diverse needs of learners, including students with special educational needs (SEN), persons with disabilities (PWDs), and culturally diverse learners. Teacher education programs should also incorporate greater exposure to Universal Design for Learning (UDL), differentiated instruction, collaborative teaching, and multidisciplinary partnerships to ensure that future teachers are equipped to create

equitable, learner-centered, and inclusive classroom environments.

Implications for Policy

The findings suggest that teacher education policies should place greater emphasis on strengthening inclusive education competencies throughout the preservice curriculum and teaching internship. Curriculum developers and educational leaders may consider enhancing internship standards by aligning them more closely with the inclusive education provisions of the PPST and relevant national policies on inclusive education. Teacher education institutions, in collaboration with partner schools, should establish structured professional development initiatives, mentoring systems, and competency-based evaluation mechanisms that specifically assess inclusive teaching practices, assessment competence, and culturally responsive pedagogy. Such policy enhancements would contribute to producing beginning teachers who are not only pedagogically competent but also capable of delivering equitable, accessible, and high-quality education for all learners in diverse educational settings.

Implications of the Study

The findings of this study have important implications for teacher education institutions, cooperating schools, curriculum developers, and educational policymakers. The demonstrated strengths of the BSEd teacher interns in lesson preparation, planning, content knowledge, classroom management, instructional implementation, and learning environment indicate that the current teacher education curriculum effectively develops the foundational competencies expected of beginning teachers. These findings affirm the effectiveness of the teaching internship program as a vital component of preservice teacher preparation and support the continued implementation of competency-based and experiential learning approaches aligned with the Philippine Professional Standards for Teachers (PPST).

However, the identified areas requiring improvement particularly assessment of learning, instructional resource utilization, reflective

practice, collaboration, cultural responsiveness, and inclusive pedagogy highlight the need for continuous enhancement of teacher preparation programs. Teacher education institutions should strengthen coursework and clinical experiences that develop assessment literacy, authentic and differentiated assessment, technology integration, and the design of accessible instructional resources. Greater emphasis should also be placed on reflective practice, professional collaboration, and leadership to prepare future teachers for the complex demands of contemporary classrooms.

The findings likewise underscore the importance of embedding inclusive education throughout the teacher education curriculum. Preservice teachers should be provided with more opportunities to design differentiated lesson plans, implement reasonable instructional accommodations, apply culturally responsive teaching strategies, collaborate with parents and multidisciplinary professionals, and effectively support learners with special educational needs (SEN), persons with disabilities (PWDs), and other diverse learners. Such experiences will strengthen their capacity to create equitable, learner-centered, and inclusive learning environments.

From a policy perspective, the study provides empirical support for strengthening internship guidelines and competency assessment systems by incorporating explicit indicators of inclusive teaching competence. The findings may serve as a basis for curriculum enhancement, faculty development initiatives, mentoring programs, and partnerships between teacher education institutions and cooperating schools to ensure that preservice teachers receive comprehensive preparation for inclusive classroom practice. Ultimately, the study contributes to the continuous improvement of teacher education programs and supports the development of beginning teachers who are competent, reflective, culturally responsive, and committed to providing high-quality education for all learners.

5. Conclusion

The findings revealed that the Bachelor of Secondary Education (BSEd) teacher interns of

the College of Teacher Education (CTE) are generally well-prepared for their teaching internship, as evidenced by their competence across the various domains of teaching readiness. Among all the domains, Adaptation to Culture emerged as the strongest area, indicating that the interns are able to appreciate the cultural context of their cooperating schools and communities, establish positive relationships with learners and stakeholders, and demonstrate sensitivity to diverse cultural backgrounds. This finding implies that the College of Teacher Education has been successful in preparing teacher interns to become culturally responsive educators. Nevertheless, cultural responsiveness should continue to be strengthened by intentionally integrating community immersion, contextualized learning experiences, and inclusive education principles into the curriculum. Since today's classrooms are increasingly diverse, teacher preparation should also emphasize responsiveness to learners with varied abilities, including students with special educational needs (SEN) and persons with disabilities (PWDs). Sustaining and enhancing these initiatives will prepare future teachers to create equitable, culturally responsive, and inclusive learning environments that support the participation and success of all learners.

The findings further revealed that Lesson Preparation and Planning emerged as the greatest strength of the teacher interns. This indicates that the interns possess the ability to organize instruction, formulate appropriate learning objectives, and prepare structured lesson plans that support effective teaching. The College of Teacher Education should capitalize on this strength by providing teacher interns with increased opportunities to apply these competencies in more authentic and complex teaching situations. While lesson planning serves as a strong foundation for effective instruction, teacher education programs should likewise continue strengthening competencies in classroom management, instructional delivery, assessment, differentiated instruction, and the utilization of instructional resources. Greater emphasis should also be given to designing

inclusive lesson plans that incorporate flexible learning activities, differentiated instructional strategies, and appropriate accommodations that address the diverse learning needs of all students, particularly learners with special educational needs and persons with disabilities.

The results likewise showed that Lesson Preparation and Planning was the area that exhibited the greatest improvement during the teaching internship. This finding demonstrates the effectiveness of the internship program in enhancing the interns' instructional planning competencies through authentic classroom experiences. However, the comparatively lower improvement observed in other domains, such as instructional implementation, assessment practices, reflective practice, and instructional resource utilization, suggests the need to provide more balanced professional development opportunities throughout the internship. Teacher education programs should therefore adopt a more comprehensive approach by strengthening mentoring, coaching, and classroom supervision that focus not only on lesson preparation but also on inclusive instructional delivery, differentiated assessment, classroom management, reflective practice, and collaborative teaching. Such initiatives will help develop well-rounded educators who are capable of responding effectively to the academic, behavioral, cultural, and developmental needs of diverse learners.

The study further revealed that the teacher interns encountered various challenges throughout their internship experience, particularly in lesson preparation, content mastery, classroom management, and instructional implementation. Although these challenges are expected during the transition from pre-service preparation to actual teaching practice, they provide valuable opportunities for professional learning and growth. This finding suggests that teacher education institutions should strengthen support mechanisms by providing structured mentoring, regular coaching sessions, reflective conferences, and continuous feedback throughout the internship. Moreover, interns should be equipped not only with sound pedagogical knowledge but also with emotional

resilience, problem-solving skills, professional confidence, and adaptive teaching strategies that enable them to respond effectively to classroom realities. Particular attention should also be given to preparing interns to address learner diversity by implementing differentiated instruction, positive behavior support, inclusive classroom management, and appropriate accommodations for students with special educational needs and persons with disabilities.

Overall, the findings indicate that the College of Teacher Education BSEd teacher interns are well-prepared to enter the teaching profession, as demonstrated by their teaching competencies and their ability to meet the expectations of their cooperating teachers. The results affirm that the current teacher education curriculum and internship program are generally aligned with the competencies required in actual classroom practice. Nonetheless, continuous curriculum enhancement remains essential to ensure that teacher preparation programs remain responsive to emerging educational demands, particularly the growing emphasis on inclusive, equitable, and learner-centered education. The College of Teacher Education should therefore continue reinforcing its program strengths while regularly evaluating and updating its curriculum, strengthening partnerships with cooperating schools, and expanding professional development opportunities. Greater emphasis should likewise be placed on preparing future teachers to become culturally responsive and inclusive educators who possess the knowledge, skills, attitudes, and professional dispositions necessary to effectively teach diverse learners, including students with special educational needs and persons with disabilities, thereby ensuring that every learner is provided with meaningful, accessible, and high-quality educational opportunities.

Recommendations

1. Strengthen lesson planning and content mastery. The College of Teacher Education may continue enhancing the interns' competencies in lesson preparation and content knowledge by conducting intensive workshops, demonstration

teaching sessions, lesson study activities, microteaching, and enrichment programs integrated into professional education courses. These activities should also emphasize differentiated instruction, Universal Design for Learning (UDL), and the preparation of inclusive lesson plans that accommodate learners with diverse abilities, including students with special educational needs (SEN) and persons with disabilities (PWDs).

2. Enhance assessment literacy and inclusive assessment practices. Training modules on authentic, formative, and summative assessment should be developed to strengthen interns' competence in selecting appropriate assessment strategies. The training should also include the design of flexible and differentiated assessments, assessment accommodations, and the interpretation of assessment data to support learners with varying learning styles, abilities, and educational needs.

3. Expand training on instructional resources, educational technology, and accessibility. Workshops on Open Educational Resources (OERs), digital learning platforms, and content creation tools such as Canva, Google Workspace, Edmodo, and other educational technologies should be regularly conducted. These programs should also develop interns' competencies in utilizing assistive technologies, accessible instructional materials, multimedia resources, and digital tools that promote inclusive participation among learners with disabilities.

4. Strengthen classroom management and inclusive instructional practices. Additional seminars, coaching sessions, and simulation activities should be conducted to help teacher interns develop positive classroom management strategies, differentiated instructional techniques, and learner-centered approaches that effectively address the behavioral, academic, and developmental needs of diverse learners. Particular emphasis should be given to managing inclusive classrooms that foster respect, participation, and equitable learning opportunities for all students.

5. Institutionalize reflective practice and collaborative professional learning. The College should organize structured peer observation, lesson study, coaching conferences, and feedback sessions that encourage teacher interns to reflect critically on their instructional practices and learn from one another. Reflection should include evaluating the effectiveness of strategies used to address learner diversity, implement classroom accommodations, and create inclusive learning environments.

6. Promote collaborative lesson planning and mentoring. Teacher interns should be encouraged to participate in collaborative lesson planning and peer review before submitting lesson plans to their cooperating teachers or supervisors. This practice will strengthen instructional quality, encourage professional dialogue, and promote the exchange of inclusive teaching strategies that respond to diverse learner needs.

7. Strengthen partnerships with cooperating schools to support inclusive education. The College should collaborate closely with cooperating schools to provide teacher interns with authentic experiences in inclusive classrooms. Opportunities to observe and work alongside special education teachers, guidance counselors, and other support personnel will allow interns to gain practical experience in addressing the needs of students with special educational needs and persons with disabilities.

8. Conduct periodic curriculum review and enhancement. The College of Teacher Education should regularly review its professional education curriculum to identify gaps in teacher preparation and ensure alignment with the Philippine Professional Standards for Teachers (PPST),

current educational reforms, and inclusive education policies. Curriculum enhancement should place greater emphasis on differentiated instruction, inclusive assessment, culturally responsive pedagogy, classroom management, assistive technology, and collaborative practices that prepare future teachers to teach diverse learners effectively.

9. Strengthen community immersion and cultural responsiveness. Since Adaptation to Culture emerged as one of the interns' strongest competencies, the College should sustain and further strengthen community immersion programs that expose teacher interns to diverse school and community contexts. These experiences should be complemented by activities that cultivate cultural competence, disability awareness, empathy, and respect for learner diversity to prepare future educators who can establish equitable, culturally responsive, and inclusive learning environments.

10. Develop a comprehensive Teacher Internship Readiness Enhancement Roadmap. Based on the findings of the study, the College of Teacher Education is encouraged to develop and implement a comprehensive roadmap for enhancing the readiness of BSEd teacher interns. The roadmap should integrate continuous mentoring, professional development, reflective practice, technology integration, inclusive education, community engagement, and regular program evaluation to ensure that future graduates possess the knowledge, skills, attitudes, and professional dispositions necessary to become competent, ethical, culturally responsive, and inclusive educators capable of addressing the diverse needs of all learners, including students with special educational needs and persons with disabilities.

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8. Author Declaration

The authors declare that this manuscript is an original work and has not been previously published, nor is it under consideration for publication elsewhere, in whole or in part. The authors certify that all ideas, data, analyses, and interpretations presented in this study are their own, except where appropriate acknowledgment and citation have been provided in accordance with accepted scholarly and ethical standards.

The authors further affirm that all individuals who have made substantial contributions to the conception, design, data collection, analysis, interpretation, and preparation of the manuscript have been appropriately recognized as authors or acknowledged accordingly. No part of this work contains fabricated, falsified, or plagiarized material.

The authors declare that the research was conducted with integrity and in compliance with applicable ethical guidelines and institutional policies. They accept full responsibility for the accuracy, authenticity, and originality of the contents of this manuscript.

Conflict of Interest Declaration

The authors declare that there are no financial, professional, personal, institutional, or other relationships that could be construed as potential conflicts of interest in relation to the conduct of this research, the preparation of this manuscript, or the reporting of its findings. The authors affirm that the study was conducted objectively and independently, and that no external organization or individual influenced the research design, data collection, data analysis, interpretation of results, or the decision to publish the findings.