

Readiness and Performance of Early Childhood Pre-service Teachers of Central Mindanao University

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ABSTRACT

This study examined the readiness and academic performance of third year Early Childhood Education (ECE) pre-service teachers at Central Mindanao University for the academic year 2024-2025. Specifically, it sought to: (1) identify the readiness level of Early Childhood pre-service teachers across the following domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth, and Professional Development. (2) evaluate the academic performance of early childhood pre-service teachers; and (3) determine the significant relationship between pre-service teachers' readiness and their academic performance. Findings revealed satisfactory levels of readiness overall, particularly in the Learning Environment and Professional Development domains. However, notable weaknesses were identified in the Diversity of Learners domain. Academic performance remained high; however, there was no significant correlation between readiness and achievement. This suggests that theoretical proficiency does not necessarily translate into practical readiness for teaching. The study highlights the importance of experience-based, integrated teacher education to bridge this gap.

Keywords-content knowledge and pedagogy, Early Childhood Education, pre-service teachers, teacher readiness, academic performance, PPST, experiential learning

INTRODUCTION

Background of the Study

Effective teaching requires not only academic knowledge but also practical preparedness, adaptability, and socio-emotional competence. As the education systems evolve, teachers' readiness was one of the factors influencing the success of school systems. Teacher's readiness was one of the factors influencing the success of school systems and the achievement of planned student outcomes. Readiness encompasses a teacher's capacity to integrate content knowledge and pedagogy, leverage technological tools, manage diverse and dynamic classrooms, and foster supportive learning environments. This is especially vital in early childhood education, where developmental sensitivity is paramount.

Teacher performance, which is directly linked to teaching quality and student outcomes, reflects how teachers delivered lessons, managed classrooms, and promoted students' development. Quality teaching involves clear presentation of content, use of rich instructional strategies, effective classroom management, and engagement in ongoing professional development. Readiness, resources, workload, and support significantly influence teacher performance. Research shows that well-prepared teachers with sufficient tools and training were more likely to achieve improved outcomes, while poor preparation or lack of resources undermines quality.

The transition from coursework to practice teaching typically entails difficulties, especially for pre-service teachers still mastering foundational skills. A wide gap often exists between theoretical coursework and the practical realities of classroom management and effective teaching. This is especially true in early childhood education, where cognitive, emotional, and social development occurs during a particularly sensitive phase.

Smith (2018) observed that effective teaching went beyond the transmission of lessons; it also included an awareness of students' personal needs, experiences, and feelings. Teachers needed to accommodate differences among students, viewing these as opportunities to learn and develop, rather than as challenges. Effective teaching and accommodating student differences require strong content knowledge, emotional readiness, patience, and commitment.

The study emphasized how important education is in forming future professionals and responsible citizens. The skills acquired during early childhood education, according to Ogunseemi and Idowu (2022), set the foundation for lifelong learning and personal development. Teachers must be prepared to carry out their duties effectively to support this goal. According to Sulaiman et al. (2017), teacher readiness comprises three components cognitive (knowledge), affective (emotional readiness), and psychomotor (practical skills). A teacher's capacity to fulfill their duties in the classroom may be hampered by deficiencies in any one of these areas, especially in dynamic and diverse settings. However, readiness alone does not guarantee strong classroom performance. According to Tonacao and Oliva (2023) and others, good teaching necessitates effective classroom management, active student engagement, collaborative teamwork among teachers, and the ability to evaluate and provide constructive feedback.

This study aimed to examine the relationship between third year Early Childhood Education pre-service teachers' readiness and their academic performance during the 2024-2025 school year. By exploring this relationship, the study seeks to identify third year Early Childhood Education students' readiness levels and how this relate to their academic performance.

Statement of the Problem

This study aimed to determine the readiness of third year early childhood education (ECE) pre-service teachers and their performance in all subjects taken in the program at Central Mindanao University for the school year 2024-2025. Specifically, it addressed the following:

What is the readiness level of Early Childhood pre-service teachers across the following domains:

Content Knowledge and Pedagogy,

Learning Environment,

Diversity of Learners,

Curriculum and Planning,

Assessment and Reporting,

Community Linkages and Professional Engagement,

Personal Growth and Professional Development?

What is the academic performance of early childhood pre-service teachers?

What is the significant relationship between pre-service teachers' readiness and their academic performance?

Objectives of the Study

This paper aimed to determine the readiness of third year Early Childhood Pre-service teachers and their performance in all subjects taken in the program for the school year 2024-2025. Specifically, it sought to:

Identify the readiness level of Early Childhood Education pre-service teachers across the following domains:

Content Knowledge and Pedagogy,

Learning Environment,

Diversity of Learners,

Curriculum and Planning,

Assessment and Reporting,

Community Linkages and Professional Engagement,

Personal Growth and Professional Development.

Evaluate the academic performance of early childhood pre-service teachers.

determine the significant relationship between pre-service teachers' readiness and their academic performance.

Significance of the Study

This study on the readiness and performance of Early Childhood Pre-service Teachers provided meaningful insights that benefited several stakeholders, and emphasized its broad relevance and applicability. The following stakeholders stand to benefit most from this research.

The primary beneficiaries of this research are the pre-service teachers themselves. By identifying their strengths and weaknesses across various domains, the study helps them better understand the skills and knowledge required to excel in Early Childhood Education. The insights gained allow reflection on areas for improvement, build confidence, and develop a strong foundation in teaching practices. A well-prepared teacher is more likely to succeed in creating positive learning experiences, underscoring the importance of readiness in ensuring future effectiveness.

The findings also benefit current educators and faculty responsible for shaping the curriculum and guiding pre-service teachers. By illuminating the challenges faced by pre-service teachers, instructors can refine teaching strategies, enhance mentorship practices, and align training with the practical demands of classroom environments. These adjustments strengthen the preparation process, ensuring that pre-service teachers transition into professional roles more seamlessly.

The study contributes to the College of Education and Central Mindanao University by supporting ongoing efforts to maintain high teacher education standards. By identifying gaps in readiness and performance, the research provides actionable insights for curriculum enhancement and program development, ensuring that the college produces educators who meet the Philippine Professional Standards for Teachers (PPST).

This study is valuable to the Department of Education, as many pre-service teachers will eventually join its workforce. It provides baseline data that help address potential issues related to the teacher preparation program.

This study served as a foundation for assessing pre-service teachers' readiness and performance and functions as a reference for future research on the relationship between teacher readiness, performance, and classroom effectiveness.

E. Scope and Delimitation of the Study

This study examined the correlation between readiness and performance among Early Childhood Education pre-service teachers at Central Mindanao University, under the Professional Education Department of the College of Education. The research specifically targeted those who had experienced and completed field experiences; thus, officially enrolled third year Early Childhood Education students were selected as the target population for this study. Readiness was assessed using a PPST-aligned survey, and academic performance was measured using each student's general weighted average (GWA) from first year through the first semester

of third year, obtained with the respondents' informed consent. The survey data was utilized solely to address the research objectives. If the analysis required the inclusion of sensitive personal information, measures were taken to ensure anonymity and to protect respondents' identities, thereby safeguarding their privacy and comfort. Furthermore, consent forms were provided to all individuals involved in the research, and all data were treated with the highest level of confidentiality and respect.

Definition of Terms

This study determined the readiness of third year Early Childhood Pre-service teachers and their performance. The following terms, operationally defined for a better and more thorough understanding of this study, are organized alphabetically for reference.

A pre-service teacher refers to a student enrolled in a formal teacher education program, specifically preparing for an early childhood educator role. In this study, pre-service teachers are third year Early Childhood Education students at Central Mindanao University. They are actively acquiring the knowledge, skills, and dispositions required for effective teaching, but are not yet fully certified.

Performance refers to how well pre-service teachers demonstrated their knowledge and skills in practical teaching settings. It was assessed through each students' GWA from first year through the first semester of third year, enabling the researchers to evaluate their ability to apply learning in real classroom contexts and providing a comprehensive view of their progress and readiness.

The Philippine Professional Standards for Teachers (PPST) serves as the benchmark for evaluating the pre-service teachers' readiness. The PPST's seven domains provide criteria for assessing knowledge, skills, and dispositions in the ECE teaching field. By measuring respondents against these national standards, the study identifies areas of strength and those needing improvement, thereby gauging how effectively the teacher education program prepares future educators.

The term readiness describes the collection of abilities, knowledge, and self-assurance that early childhood pre-service teachers possess, allowing them to carry out their responsibilities as educators in early childhood settings effectively and confidently.

Theoretical Framework

Review of the Related Literature and Studies

This chapter presents the related literature and studies after the researchers' in-depth search. The studies and literature are arranged thematically to highlight commonalities and differences, connecting works by shared concepts or divergent viewpoints. This literature review aimed to synthesize findings from multiple studies to understand the relationship between readiness and performance among Early Childhood Education pre-service teachers at Central Mindanao University.

Teacher Readiness

As defined by the Cambridge Dictionary, readiness refers to a state of willingness or preparedness for a particular task or situation. While this definition has broad applications, its significance in the teaching profession is particularly profound. In education, readiness transcended mere willingness, encompassing a comprehensive set of knowledge, skills, values, and attitudes essential for effective teaching. Mahinay et al. (2024) emphasized that readiness in teaching was a multifaceted concept that pre-service teachers had to cultivate before entering the classroom. This holistic preparation ensured that educators were equipped to address the diverse and evolving needs of learners. Similarly, Dorsah (2021) emphasized readiness as a dynamic state influenced by motivation, self-efficacy, and adaptability, especially in evolving educational contexts such as online teaching during the COVID-19 pandemic. Professional practice, however, had a beneficial impact on every other dimension. High levels of self-efficacy and self-management result from deep professional involvement (Manasia et al., 2019).

The process of developing teaching readiness was vital, as it directly influences pre-service teachers' confidence and effectiveness. Hudson et al. (2020) found that preservice teachers who engage in professional experiences, particularly in rural settings, demonstrate improved classroom management and lesson planning skills. Rahmi et al. (2024) suggest that targeted training programs focusing on twenty-first-century competencies further enhance readiness, preparing teachers to navigate modern educational challenges. Öztürk et al. (2023) highlight a strong relationship between pre-service teachers' Technological Pedagogical Content Knowledge (TPACK) and their readiness for blended teaching, indicating that technological proficiency directly impacts their readiness. Similarly, Zeng et al. (2024) examine computational thinking (CT) readiness among Early Childhood Educators in China, finding an overall low level of CT readiness and emphasizing the need for targeted, individualized professional development. In contrast, Tympa et al. (2023) investigate Greek preschool teachers' experiences during the sudden transition to online teaching amid the COVID-19 pandemic, revealing significant gaps in preparation despite prior ICT training. While all studies converge on the importance of teacher readiness in technology-enhanced education, they differ in contexts: Öztürk et al. focus on pre-service teachers in blended settings, Zeng et al. address early childhood educators' readiness for future competencies like CT, and Tympa et al. deal with emergency remote teaching among in-service preschool teachers. A recurring theme across these works is that technological knowledge alone is insufficient without practical training, support structures, and efficacy-building experiences, indicating a need for comprehensive professional development strategies to truly prepare teachers for modern and future classrooms.

In the Philippines, there is a shared recognition of the essential role that readiness—whether institutional, pedagogical, or personal -- plays in the effective delivery of education across varying contexts.

A key finding across these studies was the generally high level of readiness demonstrated by both schools and pre-service teachers. Manioba and Sambo (2023) and Jaca and Lopez-Baroman (2021) report that schools and educators exhibit strong readiness in managing school operations, instructional materials, and learning environments. Likewise, Parcasio (2020) and Rubio and Saenz (2023) highlight pre-service teachers competence in content knowledge, pedagogical skills, adaptability, and collaboration, as measured against the Philippine Professional Standards for Teachers (PPST).

A recurring theme across the studies was the identification of areas for improvement. Challenges included limited availability of localized instructional materials, time constraints, language barriers, and insufficient professional development opportunities. These issues were consistently noted (Jaca & Lopez-Baroman, 2021; Rubio & Saenz, 2023). External factors such as poor internet connectivity, lack of technological resources, and limitations of the e-learning environment significantly impact teacher readiness (Saron et al., 2023; Batulan and Tindowen, 2023).

Another divergence arise in the focus on psychological readiness. Oblinada et al. (2023) explored the relationship between work readiness and self-esteem, revealing that although students exhibit high work readiness, their self-esteem levels remain comparatively low, with no significant correlation between the two variables.

The studies converged on the understanding that, despite foundational readiness, pre-service teachers require ongoing support through targeted training programs, improved resource access, and enhanced mentorship. Addressing these gaps contributes to holistic development and ensures preparedness to meet the evolving demands of the Philippine educational system.

The Philippine Professional Standards for Teachers (PPST), established by the Department of Education (DepEd), serves as a guiding framework for defining teaching competencies. Forneas et al. (2022), find that programs aligned with the PPST significantly enhance pre-service teachers' curriculum planning and classroom management abilities. The PPST emphasizes integrating practical and theoretical components in teacher training to foster a well-rounded readiness.

Academic Performance

Teaching performance, by contrast, refers to the effectiveness with which educators facilitate student learning

and engagement. Brown et al. (2019), find that performance is influenced by pre-service teachers' sense of efficacy and readiness, which often improves through practical teaching experience. Effective teaching performance went beyond content delivery; it involved engaging students actively and adapting instructional methods to meet their needs. Notably, readiness and performance are interconnected. Mahinay et al. (2024) observed that teachers with high readiness levels tended to excel during their practicum. Meneses et al. (2017) found that well-prepared preservice teachers demonstrated superior instructional performance. These studies highlight the importance of fostering readiness in teacher education programs, as it serves as a foundation for effective teaching practices and positive student outcomes.

In early childhood education, several challenges hinder teacher readiness and performance. Rabi et al. (2018) noted gaps in pre-service teachers' understanding of inclusive education policies and practical strategies for working with children with special needs. This disconnect often led to frustration and reduced confidence among novice educators, negatively impacting their performance. Additionally, Ali-Yusof et al. (2024) found that Malaysian pre-service teachers face difficulties using English as a medium of instruction due to limited confidence and practice.

Another shared concept was the role of structured feedback and mentoring. Both Mufidah (2019) and Greve et al. (2020) emphasize that continuous, targeted supervisor feedback significantly enhances teaching effectiveness. McConnell et al. (2021) similarly suggest that feedback and reflective practice are essential to bridging the gap between preservice teachers' confidence and their actual performance.

Differences were seen in the focus areas of the studies. For instance, Sawyer et al. (2017) center on the use of Behavioral Skills Training (BST) to improve special education teachers' ability to apply evidence-based practices, whereas Vecaldo et al. (2017) and Meneses et al. (2017) focus more broadly on the relationship between pedagogical competence, academic performance, and teaching effectiveness. Academic performance is influenced by a combination of cognitive, behavioral, and motivational factors. Lalot and Houston (2025) emphasize academic social comparison as a significant predictor of success, suggesting that students motivated to compare themselves academically tend to achieve better outcomes. Similarly, Suleiman et al. (2024) highlight a multifactorial approach, identifying educational, socioeconomic, and individual elements in a high-accuracy predictive model. Dvorak (2024) explores executive functioning, particularly inhibitory control, revealing a subtle relationship between Stroop Test errors and university students' academic achievement, hinting at the importance of conscientiousness and task focus. Karaman (2024) presents a behavioral intervention, showing that self-assessment with instructor feedback enhances self-regulated learning and academic outcomes among pre-service teachers. Although these studies differ in focus, motivational factors, executive functioning, and self-regulatory practices, they converge on the view that internal psychological traits and self-directed strategies are key drivers of academic success. Methodological differences (e.g., school pupils vs. university students, experimental vs. correlational designs) suggest challenges in generalizing findings. Nonetheless, these studies collectively imply that educational interventions should target motivational, cognitive, and self-regulatory domains to foster academic excellence.

A recurring theme also included the disconnect between self-perceived confidence and actual teaching performance. Both McConnell et al. (2021) and Forneas et al. (2022) observed that pre-service teachers tended to rate their readiness and confidence higher than what was reflected in performance evaluations, underscoring the need for teacher education programs to provide realistic and rigorous assessments.

The reviewed local studies consistently highlight the multifaceted factors that influence pre-service and in-service teachers' performance in the Philippines. A recurring theme is the significant role of teacher competencies from pedagogy and content knowledge to communicative skills and behavioral attributes. Delgado (2023), Bautista et al. (2021), and Meneses et al. (2017) emphasized how academic and pedagogical competencies positively reflected on pre-service teachers' readiness, while Vecaldo (2017) and Bantoc & Yazon (2023) underscore the impact of self-efficacy, epistemological beliefs, and core behavioral competencies on teaching performance.

Interestingly, studies by Santos (2023) and Arenillo (2009) pointed to the value of both pre-service and in-service training, with Santos specifically advocating specialized training in Early Childhood Education to

enhance teacher performance ratings. Meanwhile, Dela Cruz (2019) and Nugal et al. (2023) provided divergent viewpoints. Dela Cruz find that communicative competencies, particularly speaking skills, to be moderately correlated with teaching performance, whereas Nugal et al. revealed that technological knowledge did not significantly influence pre-service teachers' academic outcomes.

Although the studies focused on different areas like lesson planning, teacher attitudes, and training programs, they all emphasized the importance of a well-rounded teacher education program. This program should help future teachers develop good teaching skills, confidence, ongoing learning, and the ability to adjust to different situations. Differences in findings, particularly regarding technology integration and subject specialization, show that further research and targeted improvements are needed.

In summary, teacher readiness and performance are essential elements of effective teaching that preservice teachers must develop and refine during their undergraduate studies. Lack of readiness can significantly impact aspects such as classroom management. Therefore, evaluating pre-service teachers' readiness is critical to determining whether they are adequately prepared for the profession or require further development. This study examines third year pre-service teachers' readiness levels across the seven PPST Domains and explores how readiness relates to teaching performance.

Research Paradigm

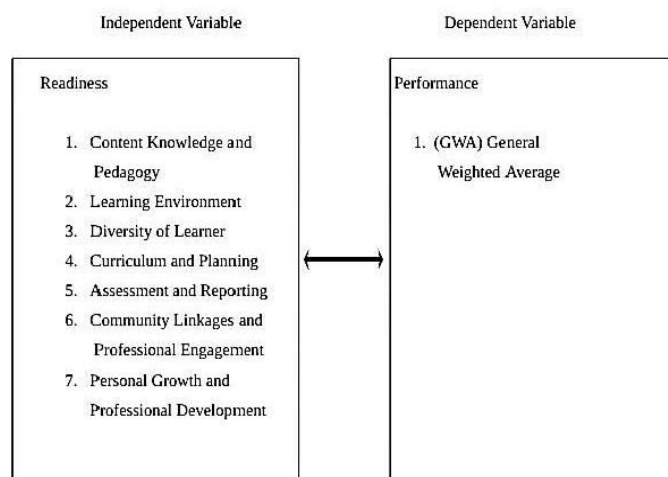


Figure 1. The schematic diagram of the independent and dependent variables of the study.

Conceptual Framework

Readiness

Thorndike's Law of Readiness emphasized the significance of mental and physical preparedness for learning. This principle supported the idea that pre-service teachers performed best when they were equipped with the necessary motivation, skills, and mindset to engage with their responsibilities. Similarly, Vygotsky's ZPD highlighted the importance of scaffolding and support to help learners achieve tasks beyond their independent abilities. In the context of teacher readiness, this suggested that pre-service teachers benefited from mentorship and structured field experiences that enabled them to develop skills progressively, building upon their existing knowledge and gradually expanding their capabilities. Regular feedback and guidance within the ZPD were crucial for successful teacher development.

Aligned with these theories, the PPST outlined the core competencies required for effective teaching, such as content knowledge, pedagogy, and classroom management. The readiness of BECEd pre-service teachers was measured against the PPST's seven domains, and emphasized their preparedness to address the developmental needs of early learners while adapting to the complexities of real-world classrooms.

Academic Performance

Walberg's Theory of Educational Productivity explored the various factors that influenced academic performance, including aptitude, environment, learning methods, teaching quality, and parent commitment. For pre-service teachers, these factors translated to their ability to apply theoretical knowledge in practical settings and effectively manage diverse classroom scenarios.

Elger's Theory of Academic Performance (TOP) further refined this understanding by identifying six interconnected components: identity, skills, knowledge, context, personal factors, and fixed factors. These components were integral to evaluating pre-service teachers' performance as they navigated their roles during field experiences. The PPST aligned closely with this framework by providing measurable standards for assessing teacher performance, including the ability to foster inclusive learning environments, apply appropriate teaching strategies, and promote student development. The PPST underscored the significance of continuous professional growth and collaboration among educators to meet the ever-changing demands of the teaching profession. Through this alignment, pre-service teachers were better equipped to demonstrate competence and confidence in their practice, ensuring their readiness for future teaching challenges.

Hypothesis of the Study

Null Hypothesis (H0):

There is no significant relationship between Early Childhood pre-service teachers' readiness levels across the 7 domains of PPST and their performance. Thus, the readiness of pre-service teachers did not affect their teaching performance.

Alternative Hypothesis (H1):

There is a significant relationship between Early Childhood pre-service teachers' readiness levels across the 7 domains of PPST and their performance. Thus, the readiness of pre-service teachers greatly affected their performance in teaching.

METHODOLOGY

In this chapter, information such as the procedures, respondents, and instruments that were used and included in conducting and analyzing the data was explained. This chapter consisted of the research design, locale of the study, respondents of the study, research instrument, data gathering procedure, and the statistical treatment of data.

Research Design

This study used a descriptive-correlational research design to examine third year Early Childhood Education pre-service teachers' readiness and performance at Central Mindanao University. The descriptive component measured readiness across seven Philippine Professional Standards for Teachers (PPST) domains, providing an overview of competencies. The correlational component analyzed the relationship between readiness and teaching performance to identify factors influencing future educators' effectiveness. By identifying these correlations, the study highlighted which areas of readiness most impacted teaching success and offered insights for enhancing teacher preparation programs.

Locale of the Study

This study was conducted at Central Mindanao University, within the College of Education's BECEd program under the Professional Education Department. The BECEd program equips pre-service teachers with the specialized knowledge and skills needed to address young learners' developmental needs. Known for academic excellence, the College provides a supportive environment with faculty expertise and resources. The university's commitment to quality education ensures a credible setting for this research, allowing a meaningful examination of BECEd pre-service teachers' readiness and performance.

Respondents of the Study

This research focused on officially enrolled third year Bachelor of Early Childhood Education (BECED) students at Central Mindanao University (Musuan, Maramag, Bukidnon) during the 2024-2025 academic year. A total of 40 students from one third year BECED section served as respondents. These students were selected because they had prior field training and activities from earlier semesters, giving them more teaching experience. Additionally, having completed numerous professional education courses, they possessed a more advanced understanding of Early Childhood Education.

Research Instrument

This study used survey questionnaires to assess the third-year preservice teachers' readiness. The questionnaire was based on the seven PPST domains and used a 4-point Likert scale (4 = Very ready, 3 = Ready, 2 = Not so Ready, 1 = Not ready). Each domain included five to seven statements depending on the number of strands within that domain. The survey questionnaire underwent pilot testing with a section of fourth year students from I.B.A. College of Mindanao Inc., located on TN Pepito St., Poblacion, Valencia City. A total of 25 respondents participated in answering the survey questionnaire.

To assess the performance of the respondents, the researchers gathered their General Weighted Average (GWA) from 1st-year to the first semester of third year. This approach enabled an in-depth assessment of performance progress over time. Data collection respected respondents' privacy and followed ethical guidelines. Consent forms were provided to all participants and other individuals involved.

Data Gathering Procedure

Data were gathered via an in-person survey administered to third year Bachelor of Early Childhood Education (BECED) pre-service teachers at Central Mindanao University during the second semester of S.Y. 2024-2025. These respondents were selected because they had undergone relevant field-based experiences and training, providing a suitable foundation for evaluating readiness and performance.

The questionnaire covered seven PPST domains: Content Knowledge and Pedagogy (7 items), Learning Environment (6 items), Diversity of Learners (5 items), Curriculum and Planning (5 items), Assessment and Reporting (5 items), Community Linkages and Professional Engagement (4 items), and Personal Growth and Professional Development (5 items). Each item used a four-point Likert scale to measure participants' self-reported readiness in each domain. These domains encompass key competencies—pedagogy, classroom management, diversity, and professional engagement—to ensure a comprehensive assessment domain.

Ethical principles guided the conduct of this study to ensure the protection and respect of the participants. The researchers sought informed consent from all participants before administering the survey, clearly explaining the purpose of the study, their rights as respondents, and how their data would be used. Participation was voluntary, and respondents were assured of confidentiality and anonymity. The collected data were used solely for research purposes and securely stored to prevent unauthorized access.

Ethical Considerations

Ethical considerations guided data analysis, confidentiality and integrity throughout the process. Data were analyzed in ways that protect participants' identities, and findings were reported transparently without bias. The results provided insights for enhancing teacher preparation programs, emphasizing targeted curriculum improvements and strategies to strengthen pre-service teacher readiness.

Statistical Treatment of Data

This study used descriptive statistics mean, median, mode, and standard deviation, to summarize the readiness and performance levels of third year Bachelor of Early Childhood Education (BECED) pre-service teachers across seven PPST-aligned domains. Pearson's product-moment correlation coefficient (Pearson's r) was used to analyze the strength and direction of the relationship between readiness and performance, determining if

higher readiness levels significantly correlate with improved teaching performance.

Presentation, Analysis, And Interpretation Of Data

This study made use of the 4-point Likert scale as its primary method for analyzing data. This chapter includes the presentation of data gathered from 40 responses received from the third year Early Childhood Education Pre-Service Teachers at Central Mindanao University.

Readiness Level of Early Childhood Pre-Service Teachers

In the domain of Content Knowledge and Pedagogy, the overall mean of 3.05, with a standard deviation of 0.60, suggests that Early Childhood pre-service teachers are prepared but may have areas for improvement. This indicates that, although respondents exhibit foundational competence, certain areas require further development to achieve well-rounded readiness.

The highest mean (3.25) occurs in two items: 'demonstrating knowledge of teaching strategies that promote literacy and numeracy skills' and 'using Mother Tongue, Filipino, and English to facilitate teaching and learning.' These results highlight the pre-service teachers' confidence in key strategies that align with the Philippine Professional Standards for Teachers (PPST). Rahmi et al. (2024) similarly emphasized that literacy and numeracy foundations, combined with multilingual competencies, are crucial for inclusive, effective education.

The lowest mean (2.83) pertains to "demonstrating content knowledge and its application within and/or across curriculum teaching areas." This implies a gap in integrating content knowledge comprehensively, which could affect teaching effectiveness across multiple subjects. This challenge mirrors findings from Forneas et al. (2022), who noted that pre-service teachers often struggle with interdisciplinary content applications due to limited exposure to diverse instructional practices.

While respondents demonstrate readiness in foundational teaching strategies and language facilitation, there is a need to strengthen their ability to integrate and apply content knowledge across curricula. Addressing this gap through targeted training, interdisciplinary exercises, and mentorship can better equip pre-service teachers for the complexities of real-world classrooms.

Table 2. Readiness Level of Early Childhood Pre-Service Teachers in terms of Learning environment.

STATEMENTS	MEAN	S.D	INTERPRETATION
1. I am able to demonstrate knowledge of policies, guidelines, and procedures that provide safe and secure learning environments.	3.20	0.61	prepared but may have areas for improvements
2. I am able to demonstrate an understanding of learning environments that promote fairness, respect, and care to encourage learning.	3.38	0.54	prepared but may have areas for improvements
3. I am able to demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within the available physical learning environments.	3.25	0.63	prepared but may have areas for improvements
4. I am able to demonstrate an understanding of supportive learning environments that nurture and inspire learner participation.	3.33	0.62	prepared but may have areas for improvements
5. I am able to demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.10	0.63	prepared but may have areas for improvements
6. I am able to demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	3.18	0.71	prepared but may have areas for improvements
OVERALL	3.24	0.62	prepared but may have areas for improvements

In terms of the Learning Environment domain, the readiness level of Early Childhood pre-service teachers demonstrates an overall mean of 3.24, with a standard deviation of 0.62. This result falls within the "Prepared

but may have areas for improvement" category, indicating a moderate level of preparedness among the respondents, with room for growth.

The highest mean score of 3.38 is observed in the statement regarding understanding learning environments that promote fairness, respect, and care to encourage learning, accompanied by the smallest standard deviation of 0.54. This suggests that respondents are particularly confident in creating equitable and respectful environments, a vital aspect of fostering effective educational spaces. This aligns with the findings of Manioba and Sambo (2023) and Jaca and Lopez-Baroman (2021), who emphasized that pre-service teachers in the Philippines generally demonstrate competence in managing learning environments and instructional processes. Similarly, this supports Parcasio's (2020) assertion that pre-service teachers show proficiency in values-based teaching practices aligned with professional standards.

Conversely, the lowest mean score of 3.10 pertains to respondents' knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning, with a standard deviation of 0.63. This indicates that while respondents show readiness in this area, it is a potential challenge that requires targeted interventions, such as providing more opportunities for skill-building in fostering student autonomy. As Hudson et al. (2020) suggest, professional experiences that develop classroom management and autonomy-supportive strategies enhance teacher readiness. This highlights the need for enhanced training programs that strengthen pre-service teachers' ability to encourage independent learning.

Overall, while pre-service teachers exhibit readiness to provide secure, fair, and inspiring learning environments, areas such as encouraging learner autonomy and managing classroom discipline require further attention. These findings suggest the need for enhanced training and professional development that focuses on specific competencies within the Learning Environment domain to ensure comprehensive preparation for future educators.

Table 3. Readiness Level of Early Childhood Pre-Service Teachers in terms of Diversity of Learners

STATEMENTS	MEAN	S.D	INTERPRETATION
1. I am able to demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests, and experiences	3.10	0.71	prepared but may have areas for improvements
2. I am able to implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic, and religious backgrounds.	3.00	0.75	prepared but may have areas for improvements
3. I am able to use strategies responsive to learners with disabilities, giftedness, and talents.	2.90	0.74	prepared but may have areas for improvements
4. I am able to demonstrate an understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices.	2.75	0.74	prepared but may have areas for improvements
5. I am able to demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	2.90	0.67	prepared but may have areas for improvements
OVERALL	2.93	0.72	prepared but may have areas for improvements

In terms of the Diversity of Learners domain, Early Childhood pre-service teachers demonstrate an overall mean of 2.93, with a standard deviation of 0.72. This falls within the "Prepared but may have areas for improvement" category, reflecting moderate readiness. While this indicates that respondents are aware of and capable of addressing diversity in the classroom, it also highlights the need for enhanced skills and deeper understanding in certain areas.

The highest mean of 3.10 is associated with "demonstrating knowledge and understanding of differentiated teaching to suit learners' gender, needs, strengths, interests, and experiences." This suggests that respondents are relatively more prepared to tailor their teaching strategies to meet diverse learner profiles. This finding aligns with Mahinay et al. (2024), who emphasized that effective differentiation is a cornerstone of inclusive teaching practices, enabling educators to address varied learning needs effectively.

On the other hand, the lowest mean of 2.75 pertains to "understanding the special educational needs of learners in difficult circumstances, including geographic isolation, chronic illness, displacement, and child labor practices." This suggests a critical area for improvement, as respondents may lack sufficient exposure or training to address the challenges faced by learners in these unique and often vulnerable situations. Jaca and Lopez-Baroman (2021) and Saroná et al. (2023) both highlighted the importance of incorporating specialized training into teacher education programs to equip educators with strategies to support marginalized groups effectively.

Overall, while the pre-service teachers exhibit a foundational level of readiness to address diversity in the classroom, there is a clear need for targeted professional development. Enhancing their capacity to implement inclusive teaching strategies and respond to learners' unique circumstances will better prepare them to foster equitable and supportive learning environments for all.

Table 4. Readiness Level of Early Childhood Pre-Service Teachers in terms of Curriculum and Planning

STATEMENTS	MEAN	S.D	INTERPRETATION
1. I am able to prepare developmentally sequenced teaching and learning process to meet curriculum requirements.	3.00	0.68	prepared but may have areas for improvements
2. I am able to identify learning outcomes that are aligned with learning competencies	3.13	0.61	prepared but may have areas for improvements
3. I am able to demonstrate knowledge in the implementation of relevant and responsive learning programs.	3.03	0.58	prepared but may have areas for improvements
4. I am able to seek advice concerning strategies that can enrich teaching practice.	3.33	0.57	prepared but may have areas for improvements
5. I am able to show skills in the selection, development, and use of a variety of teaching and learning resources, including ICT, to address learning goals	3.05	0.64	prepared but may have areas for improvements
OVERALL	3.11	0.61	prepared but may have areas for improvements

In terms of the Curriculum and Planning domain, the readiness level of Early Childhood pre-service teachers is represented by an overall mean of 3.11, with a standard deviation of 0.61. This indicates that the respondents are "Prepared but may have areas for improvement," reflecting a moderate level of readiness in developing and implementing curriculum and instructional plans.

Among the indicators, the highest mean score of 3.33 is observed in the statement about seeking advice concerning strategies that can enrich teaching practice. This result suggests that respondents are relatively confident and proactive in reaching out for support and guidance, which aligns with best practices in professional growth and reflective teaching. Mahinay et al. (2024) emphasized the significance of collaboration and mentorship in enhancing teachers' curriculum planning competencies, reinforcing the idea that pre-service teachers benefit from seeking advice to improve their practice.

On the other hand, the lowest mean score of 3.00 is seen in preparing developmentally sequenced teaching and learning processes to meet curriculum requirements. While the score still indicates readiness, it highlights an area that requires further attention. Studies, such as those by Forneas et al. (2022), point out that challenges in aligning instructional plans with developmentally appropriate practices may stem from limited hands-on

experience and exposure to diverse classroom settings. Addressing these gaps through targeted training and field experiences can enhance readiness in this area.

Overall, while Early Childhood pre-service teachers exhibit a foundational level of competence in curriculum and planning, strengthening specific skills such as aligning teaching processes with curriculum requirements could further improve their overall preparedness. Encouraging continuous professional development and integrating practical, hands-on opportunities in teacher education programs are essential strategies to address these gaps and ensure well-rounded readiness.

Table 5. Readiness Level of Early Childhood Pre-Service Teachers in terms of Assessment and Reporting

STATEMENTS	MEAN	S.D	INTERPRETATION
1. I am able to demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	3.05	0.55	prepared but may have areas for improvements
2. I am able to demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	3.10	0.55	prepared but may have areas for improvements
3. I am able to demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	3.13	0.61	prepared but may have areas for improvements
4. I am able to demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	3.08	0.62	prepared but may have areas for improvements
5. I am able to demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.	3.13	0.56	prepared but may have areas for improvements
OVERALL	3.10	0.58	prepared but may have areas for improvements

In terms of the Assessment and Reporting domain, the overall mean of 3.10, with a standard deviation of 0.58, suggests that Early Childhood pre-service teachers are "Prepared but may have areas for improvement." This reflects a moderate level of readiness, with respondents showing competence in essential assessment and reporting practices while identifying areas where further development is needed.

Among the statements, the highest mean of 3.13 is observed in two areas: "providing timely, accurate, and constructive feedback to improve learner performance" and "understanding the role of assessment data as feedback in teaching and learning practices and programs." These results highlight that pre-service teachers are adept at recognizing the importance of actionable feedback in improving learner outcomes. This aligns with research by Mahinay et al. (2024), which emphasized the timely and constructive feedback is a cornerstone of effective teaching, fostering student growth and achievement.

On the other hand, the lowest mean of 3.05 pertains to "demonstrating knowledge of the design, selection, organization, and use of diagnostic, formative, and summative assessment strategies consistent with curriculum requirements." While this score still reflects readiness, it suggests that respondents could benefit from additional training in designing and implementing assessment methods tailored to diverse learner needs. Studies, such as those by Jaca and Lopez-Baroman (2021), highlight that gaps in assessment design often stem from limited practical application during pre-service training.

Overall, while Early Childhood pre-service teachers exhibit readiness in assessment and reporting practices, areas such as assessment design and implementation require targeted interventions. Enhancing professional development programs to include hands-on experiences and mentorship can address these gaps, ensuring that future educators are well-equipped to meet the demands of classroom assessment and reporting.

Table 6. Readiness Level of Early Childhood Pre-Service Teachers in terms of Community Linkages and Professional Engagement

STATEMENTS	MEAN	S.D	INTERPRETATION
1. I am able to demonstrate an understanding of knowledge of learning environments that are responsive to community contexts	3.20	0.46	prepared but may have areas for improvements
2. I am able to seek advice concerning strategies that build relationships with parents/guardians and the wider community.	3.18	0.59	prepared but may have areas for improvements
3. I am able to demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers	3.08	0.62	prepared but may have areas for improvements
4. I am able to demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community.	3.18	0.45	prepared but may have areas for improvements
OVERALL	3.16	0.53	prepared but may have areas for improvements

In the domain of Community Linkages and Professional Engagement, the overall mean of 3.16, with a standard deviation of 0.53, indicates that Early Childhood pre-service teachers are "Prepared but may have areas for improvement." This result reflects moderate readiness in fostering relationships with the wider community and aligning their practices with professional standards.

The highest mean of 3.20 is associated with the ability to demonstrate knowledge of learning environments responsive to community contexts. This suggests that respondents are capable of adapting their teaching practices to accommodate the diverse needs of their communities, which is essential for creating inclusive educational spaces. This aligns with Mahinay et al. (2024), who emphasized the importance of community-responsive learning environments in promoting meaningful and relevant education.

On the other hand, the lowest mean of 3.08 pertains to "demonstrating awareness of existing laws and regulations that apply to the teaching profession, and becoming familiar with responsibilities specified in the Code of Ethics for Professional Teachers." This highlights an area where respondents may require additional support to fully grasp the legal and ethical dimensions of teaching. Studies like Jaca and Lopez-Baroman (2021) point out the need for continuous professional education to strengthen familiarity with teaching standards and codes of ethics.

While Early Childhood pre-service teachers exhibit readiness in establishing connections with the community and fostering collaborative relationships, further training and mentorship are necessary to deepen their understanding of professional laws and ethical responsibilities. Strengthening these areas will ensure that they are better equipped to engage effectively with parents, guardians, and the broader community.

Table 7. Readiness Level of Early Childhood Pre-Service Teachers in terms of Personal Growth and Professional Development

STATEMENTS	MEAN	S.D	INTERPRETATION
1. I am able to articulate a personal philosophy of teaching that is learner-centered.	3.05	0.71	prepared but may have areas for improvements
2. I am able to demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.	3.23	0.58	prepared but may have areas for improvements
3. I am able to seek opportunities to establish professional links with colleagues.	3.28	0.55	prepared but may have areas for improvements
4. I am able to demonstrate an understanding of how professional reflection and learning can be used to improve practice.	3.15	0.48	prepared but may have areas for improvements
5. I am able to demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.	3.20	0.65	prepared but may have areas for improvements
OVERALL	3.18	0.60	prepared but may have areas for improvements

In the domain of Personal Growth and Professional Development, Early Childhood pre-service teachers exhibit an overall mean of 3.18, with a standard deviation of 0.60. This indicates that respondents are "Prepared but may have areas for improvement," reflecting a moderate level of readiness in fostering their personal and professional growth.

The highest mean of 3.28 pertains to "seeking opportunities to establish professional links with colleagues," highlighting the respondents' proactive attitude toward building professional relationships. This strength aligns with the findings of Hudson et al. (2020), who emphasized the importance of collaboration and networking in professional development as a means to exchange ideas and improve teaching practices.

The lowest mean score of 3.05, associated with "articulating a personal philosophy of teaching that is learner-centered," suggests that while respondents demonstrate readiness, this is an area that requires more clarity and confidence. According to Mahinay et al. (2024), developing a clear teaching philosophy is crucial, as it serves as the foundation for a teacher's instructional decisions and classroom management strategies.

Overall, while the pre-service teachers show readiness in many aspects of personal growth and professional development, areas such as articulating their teaching philosophy and reflective practices can be further enhanced. By providing more opportunities for self-reflection and mentorship, teacher education programs can support pre-service teachers in achieving their professional development goals and becoming more confident, effective educators.

Table 8. Overall Readiness Level of Early Childhood Pre-Service Teachers in terms of Personal Growth and Professional Development

DOMAINS	MEAN	S.D	INTERPRETATION
Content Knowledge and Pedagogy	3.05	0.60	prepared but may have areas for improvements
Learning Environment	3.24	0.62	prepared but may have areas for improvements
Diversity of Learners	2.93	0.72	prepared but may have areas for improvements
Curriculum and Planning	3.11	0.61	prepared but may have areas for improvements
Assessment and Reporting	3.10	0.58	prepared bu may have areas for improvements
Community Linkages and Professional Engagement	3.16	0.53	prepared but may have areas for improvements
Personal Growth and Professional Development	3.18	0.60	prepared but may have areas for improvements
OVERALL			

The overall readiness level of Early Childhood Pre-Service Teachers across the seven domains indicates that they are "Prepared but may have areas for improvement." The aggregated overall mean score falls between 2.50 and 3.49, highlighting a moderate level of preparedness.

Among the domains, Learning Environment shows the highest mean of 3.24 (S.D. = 0.62), suggesting that respondents are relatively more confident in creating safe, fair, and supportive learning environments for their students. This aligns on classroom management and inclusivity, which are key aspects of teacher training programs.

On the other hand, Diversity of Learners records the lowest mean of 2.93 (S.D. = 0.72). This indicates that pre-service teachers may face challenges in addressing learner diversity, particularly in adapting to students' varying linguistic, cultural, and socio-economic backgrounds or supporting students with special educational needs. Targeted interventions and further training in inclusive teaching strategies could help address these gaps.

The remaining domains—such as Content Knowledge and Pedagogy (3.05), Curriculum and Planning (3.11), Assessment and Reporting (3.10), Community Linkages and Professional Engagement (3.16), and Personal

Growth and Professional Development (3.18)—show consistent levels of readiness. While the scores reflect foundational competence, they also suggest that there are areas within each domain where further professional development and practical training could be beneficial.

The findings highlight the readiness of Early Childhood Pre-Service Teachers while emphasizing the need for continuous improvement, particularly in managing diversity and applying theoretical knowledge in practice. Enhanced training, mentorship, and real-world teaching experiences would bridge the gaps and ensure holistic preparation for future classroom demands.

Academic Performance of Early Childhood Pre-service Teachers

Academic Performance of Early Childhood Pre-service Teachers

Table 9. Academic Performance of Early Childhood Pre-Service Teachers

GWA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	MEAN
1.43	1	2.5	2.5	1.64
1.47	1	2.5	5.0	
1.48	1	2.5	7.5	
1.49	1	2.5	10.0	
1.49	1	2.5	12.5	
1.50	1	2.5	15.0	
1.52	2	5.0	20.0	
1.54	1	2.5	22.5	
1.55	1	2.5	25.0	
1.56	1	2.5	27.5	
1.57	2	5.0	32.5	
1.58	1	2.5	35.0	
1.61	2	5.0	40.0	
1.63	1	2.5	42.5	
1.64	1	2.5	45.0	
1.65	1	2.5	47.5	
1.65	1	2.5	50.0	
1.65	1	2.5	52.5	
1.66	1	2.5	55.0	
1.66	1	2.5	57.5	
1.68	1	2.5	60.0	
1.70	2	5.0	65.0	
1.71	1	2.5	67.5	
1.72	1	2.5	70.0	
1.73	1	2.5	72.5	
1.74	1	2.5	75.0	
1.75	1	2.5	77.5	
1.76	1	2.5	80.0	
1.76	1	2.5	82.5	
1.78	2	5.0	87.5	
1.78	1	2.5	90.0	
1.78	1	2.5	92.5	
1.79	1	2.5	95.0	
1.79	1	2.5	97.5	
1.84	1	2.5	100.0	
Total	40	100.0		

The academic performance of Early Childhood Pre-Service Teachers is reflected through their General Weighted Average (GWA), with a mean of 1.64 based on the data. The frequency distribution reveals the distribution of GWA scores among 40 participants, highlighting the range and consistency of their academic achievements.

Highest Performance: A GWA of 1.43 was obtained by 1 student, representing 2.5% of the sample. This indicates excellent academic performance, showcasing exceptional preparedness and competence in their studies.

Cumulative Distribution: At the mid-range, approximately 50% of the participants had a GWA below 1.65, which indicates that a significant proportion of pre-service teachers achieved strong academic results.

Lowest Performance: The highest recorded GWA (indicating the lowest performance) is 1.84, representing 2.5% of the sample. While still within an acceptable range, this score suggests areas for improvement for this individual.

Overall, the data suggests that the majority of pre-service teachers demonstrated commendable academic performance, with GWAs clustering around the high-achieving range. The relatively small standard deviation, implied by the close clustering of GWAs, reflects consistency in academic outcomes. This performance is indicative of their readiness and supports their preparedness for professional teaching roles.

Relationship Between Pre-service Teachers' Readiness and Their Academic Performance

Table 10. Relationship Between Pre-Service Teachers' Readiness and Their Academic Performance

CORRELATION		Academic Performance	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Community Linkages and Professional Development	Personal Growth and Professional Development
Academic Performance	Person Correlation	1	-.259	-.098	-.068	-.228	-.025	-.068	-.117
	Sig. (2-tailed)		.107	.546	.677	.158	.876	.676	.472
Content Knowledge and Pedagogy	Person Correlation	-.259	1	.710*	.474*	.655*	.508**	.508*	.546**
	Sig. (2-tailed)	.107		.000	.002	.000	.001	.001	.000
Learning Environment	Person Correlation	-.098	.710*	1	.588*	.670*	.572**	.650*	.723**
	Sig. (2-tailed)	.546	.000		.000	.000	.000	.000	.000
Diversity of Learners	Person Correlation	-.068	.474*	.588*	1	.579*	.619**	.533*	.627**
	Sig. (2-tailed)	.677	.002	.000		.000	.000	.000	.000
Curriculum and Planning	Person Correlation	-.228	.655*	.670*	.579*	1	.715**	.769*	.730**
	Sig. (2-tailed)	.158	.000	.000	.000		.000	.000	.000
Assessment and Reporting	Person Correlation	.025	.508*	.572*	.619*	.715*	1	.772*	.776**
	Sig. (2-tailed)	.876	.001	.000	.000	.000		.000	.000
Community Linkages and Professional Development	Person Correlation	-.068	.508*	.650*	.533*	.761*	.772**	1	.728**
	Sig. (2-tailed)	.676	.001	.000	.000	.000	.000		.000
Personal Growth and Professional Development	Person Correlation	.117	.546*	.723*	.627*	.730*	.776**	.728*	1
	Sig. (2-tailed)	.472	.000	.000	.000	.000	.000	.000	

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

The analysis of the relationship between Early Childhood Pre-Service Teachers' readiness and their academic performance reveals weak correlations across the seven domains of readiness and academic performance, as indicated by the Pearson correlation coefficients. None of the domains show a significant relationship with academic performance. For instance, the domain of Content Knowledge and Pedagogy exhibits a weak negative correlation ($-.259$, $p = .107$), and Learning Environment reflects an even weaker negative correlation ($-.098$, $p = .546$). Similarly, Diversity of Learners ($-.068$, $p = .677$) and Curriculum and Planning ($-.228$, $p = .158$) display weak and statistically insignificant relationships. The domain of Assessment and Reporting shows a negligible positive correlation ($.025$, $p = .876$), and Community Linkages and Professional Engagement ($-.068$, $p = .676$) again demonstrates a negligible negative correlation. Personal Growth and Professional Development reflects the highest positive correlation ($.117$, $p = .472$), yet remains statistically insignificant.

These findings indicate that academic performance, as measured by General Weighted Average (GWA), does not strongly influence or align with pre-service teachers' readiness across these domains. This suggests that academic achievements alone may not fully capture the multifaceted components of teacher preparedness, emphasizing the need for broader evaluative measures that include practical training and experiential learning.

However, significant correlations are observed among the readiness domains themselves. For example, Content Knowledge and Pedagogy strongly correlates with Learning Environment ($.710$, $p < .001$), Curriculum and Planning ($.655$, $p < .001$), and Assessment and Reporting ($.508$, $p < .001$). Similarly, Learning Environment had strong correlations with other domains, such as Personal Growth and Professional Development ($.723$, $p < .001$). These significant interrelationships suggest that competencies within one domain are likely to influence and enhance readiness in other domains, highlighting the interconnected nature of teacher preparation.

These findings support the prior research showing that academic success does not predict readiness for teaching (McConnell et al., 2021). The data suggest that training programs should focus more on field-based experiences and less on purely academic indicators.

CONCLUSIONS

From the study's data, these conclusions have been drawn:

The study found that third-year Early Childhood Pre-Service Teachers at Central Mindanao University are

generally prepared, but they still have areas that need improvement. Their level of confidence in establishing inclusive and safe learning environments was the highest among the seven readiness domains (Learning Environment, $\bar{x} = 3.24$). Additionally, their readiness in Personal Growth and Professional Development ($\bar{x} = 3.18$), as well as Community Links and Professional Engagement ($\bar{x} = 3.16$), was quite good. The Diversity of Learners domain, however, had the lowest score ($\bar{x} = 2.93$), indicating that many of them require additional training on how to instruct students with varying needs, particularly those from marginalized backgrounds or with impairments. They have a solid base overall, but they still require assistance in a few areas, particularly inclusive education.

The academic performance of the pre-service teachers was very good. The highest GWA was 1.43, and over half of them had a GWA of 1.65 or below. The lowest GWA ever measured (1.84), however, was still within a respectable range. This indicates that the children are succeeding academically and comprehending their lectures.

The study discovered that, despite their great academic success, there was no significant correlation between their academic achievement and their preparedness to teach. None of the correlation ratings were statistically significant and were all low. For instance, there was a very slight positive correlation of .025 between Assessment and Reporting and a correlation of -.259 between Content Knowledge and Pedagogy. This implies that achieving academic success does not imply that a person is prepared to teach. Rather, practical experience, training, and participation in professional activities might have a greater impact on preparedness. Interestingly, the study also discovered a substantial correlation between the various preparedness categories. Enhancing one area can make others stronger.

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