

Bachelor of Elementary Education (BEED) Students' Readiness for Practice Teaching: Basis for Enhancement Training Plan

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Abstract

This study delved into assessing the readiness for practice teaching of Bachelor in Elementary Education (BEED) students. Specifically, it determined to ascertain the level of readiness in terms of lesson planning, teaching strategy, and classroom management. Employing a quantitative approach, and a descriptive statistics research design, the research involved 180 fourth-year BEED students from the Philippine College Foundation's School of Education. They were chosen through simple random sampling from the total population. Data collection utilized a researcher-made survey questionnaire that underwent validation process. In treating the data, weighted mean and standard deviation were employed. Findings revealed that BEED students have a high level of readiness for practice teaching concerning lesson planning and teaching strategy while a very high level of readiness in the area of classroom management. However, certain indicators exhibited slightly lower weighted means in comparison to others. Thus, a targeted enhancement training plan was designed to ensure that BEED students are thoroughly equipped for their practice teaching.

Keywords: *Readiness, Practice Teaching, Enhancement Training Plan*

1. Introduction

Education serves as the primary factor for societal progress. Teachers play a significant role in shaping the minds of every student for a brighter future for oneself and the nation. Accordingly, preparation is one of the best things to do, so that success will be achieved. The future educators are required to undergo practice teaching, since it is a significant step in the journey toward becoming an effective educator.

Practice teaching, also known as student teaching or teaching practicum, offers pre-service teachers the opportunity to apply pedagogical theories and experience the real world of teaching in the field. Ibrahim et. al (2019) emphasizes that practice teaching is an element in making the education student to be a beginner teacher. Series of preparations are needed and lack of preparation could significantly affect the readiness of a teacher to practice teaching.

Education students encounter disparities as they embark on their practice teaching experiences in the school of deployment such as the confidence, and competence they exhibit in lesson planning, teaching strategy, and classroom management. According to Smith (2019), there is a notable lack of self-assuredness among student teachers when it comes to making well-structured and effective lesson plans. In addition, student teachers are having a hard time choosing and applying the suitable teaching strategy that would best fit the diverse learners

(Brown & Johnson 2020). Further, Wilson (2018) stresses out that efficient classroom management, from student behavior to time management, gives a tough challenge for many student teachers.

As experienced and observed by the researcher from the previous practice teaching engagement with the student teachers and comments from the cooperating teachers, Philippine College Foundation's student teachers need enhancement training and thorough preparation especially in the area of lesson planning, teaching strategy, and classroom management before the day of deployment for practice teaching. The hesitation and self-doubt of the students call for a deeper understanding of the factors contributing to this practice teaching readiness gap and the development of effective strategies by the School of Education to address the concerns as these actually reflect the name of the school. Moreover, the implications of this readiness gap are significant, as it may hinder the quality of education provided to the students and affect the overall performance of the education graduates as they practice their profession as a teacher.

2. Theoretical Framework

This study is anchored on the constructivism theory and experiential learning, which emphasize the active construction of knowledge through experiential learning. Drawing on the influential works of Piaget (1977) and Vygotsky (1978), this will postulate that the readiness for practice teaching can be best understood as a dynamic, context-dependent process wherein student teachers actively engage with their environment, collaborate with peers, and reflect on their experiences to construct their own understanding and competencies.

3. Statement of the Problem

This study ascertained the level of readiness of the Bachelor of Elementary Education students for practice teaching. Specifically, it sought to answer the following questions:

1. What is the level of Bachelor of Elementary Education students' readiness for practice teaching in terms of:

- 1.1 lesson planning;
- 1.2 teaching strategy;
- 1.3 classroom management?

2. What enhancement training plan can be designed to improve students' readiness for practice teaching?

4. Related Literature

According to Darling-Hammond (2017), effective lesson planning is important for teachers. This ensures that the goals are achieved and student learning outcomes are attained. Research shows that beginner teachers who receive comprehensive training in lesson planning are more successful in adapting to real classroom scenarios. However, a study conducted by Cruz (2018) found that BEED students often struggle with lesson planning during practice teaching. The research identified that lack of practical experience and mentorship in their education programs hindered their ability to create effective lesson plans.

On the other hand, research conducted by Marzano (2017) emphasizes the significance of selecting appropriate teaching strategies that align with lesson objectives. Effective teaching strategies lead to improved student engagement and learning. Gorard et al., (2019) found in the United Kingdom that the use of inquiry-based methods has been successful in enhancing teaching strategy readiness among student teachers. In contrast, a study by Santos (2020) reveals that BEED students tend to rely on traditional teaching methods when conducting practice teaching. This manner of conventional approaches may hinder their adaptability and effectiveness in diverse classroom set-up.

Classroom management is one of the factors to have a successful teaching experience. Research by Jones and Jones (2016) suggests that classroom management readiness can be improved through effective training programs, emphasizing proactive strategies such as clear rules and routines. Reyes (2019) found that many BEED students in the country struggle with classroom management during practice teaching. It is often attributed to inadequate training in classroom management techniques during their teacher education courses.

This study will determine the level of readiness of Bachelor of Elementary Education students for practice teaching, specifically in the area of lesson planning, teaching strategy, and classroom management. As a result, an enhancement training plan will be crafted to address the needs of student teachers for training.

5. Methodology

This study is quantitative in nature. It utilized descriptive statistics like mean and standard deviation to determine the level of Bachelor of Elementary Education (BEED) students' readiness for practice teaching. The was conducted at the Philippine College Foundation, Valencia City, Bukidnon, Philippines, particularly in the School of Education. The respondents of the study were the 4th year BEED students who are about to take their practice teaching in the next semester. They were composed of 180 samples as the respondents came from the total population of students. The total number of respondents was determined through Slovin's Formula. They were chosen via simple random sampling. This ensures that every individual has an equal opportunity to be included in the list of samples. In adherence to the ethical standards, respondents were given a detailed informed consent form. Strict measures were taken to ensure privacy and confidentiality of the data given by each respondent.

The researcher utilized a self-made questionnaire with a five-point Likert scale out of his wide reading and various references. Survey questionnaires were made up of three (3) statement categories with ten indicators each focusing on lesson planning, teaching strategy, and classroom management. The validity of the instrument was considered by consulting with the panel of experts. The pilot testing was conducted to test the reliability of the research instrument and fortunately, it passed the reliability test with a Cronbach's Alpha result of 0.91. The Statistical Package for Social Sciences (SPSS) program was utilized in the data analysis. The scale was used during the interpretation of the data.

Scale	Range	Level of Readiness
5	4.21-5.00	Very high
4	3.41-4.20	High
3	2.61-3.40	Moderate

2	1.81-2.60	Low
1	1.00-1.80	Very Low

6. Results and Discussion

Table 1. Level of Readiness in Lesson Planning

Indicator	Mean	SD	Qualitative Description
1. Determining what the learners need to learn by the end of the lesson	4.28	.71	Very High
2. Developing lesson plans as part of my coursework or previous teaching experience	4.13	.71	High
3. Searching and collecting various instructional resources and materials	4.13	.77	High
4. Adapting lesson plans to meet the diverse needs of learners in real classroom setting	4.10	.78	High
5. Exploring opportunities to integrate the lesson with other subjects, fostering a holistic understanding of the topic	4.08	.77	High
6. Understanding of the principles of lesson planning	4.07	.68	High
7. Creating lesson plans that align with the curriculum and objectives	4.04	.74	High
8. Identifying the components of a well-structured lesson plan	3.99	.67	High
9. Making SMART objectives	3.98	.72	High
10. Creating a lesson plan that considers diversity of learners by using differentiated instruction	3.94	.74	High
Overall	4.07	.73	High

Legend

Scale	Range	Level of Readiness
5	4.21-5.00	Very high
4	3.41-4.20	High
3	2.61-3.40	Moderate
2	1.81-2.60	Low
1	1.00-1.80	Very Low

Table 1 shows the level of readiness of BEED students for practice teaching in terms of lesson planning. It can be seen from the table that “Determining what the learners need to learn by the end of the lesson” got a weighted mean of 4.28 described as a very high level of readiness. This

suggests a strong understanding and awareness among BEED students regarding the lesson objectives and outcomes they aim to achieve in their lessons.

This is followed by “Developing lesson plans as part of my coursework or previous teaching experience” and “Searching and collecting various instructional resources and materials” which got the same weighted mean of 4.13. This result indicates a high level of competence in creating structured and organized lesson plans, which may be attributed to their previous subjects and other related teaching experiences. In addition, teachers are skilled at gathering diverse materials to enhance their instructional strategies, showcasing a proactive approach to resource acquisition.

The positive results align with the studies conducted by Smith et. al (2022) who found that teachers who engage in comprehensive lesson planning including clear learning objectives and resource utilization, exhibit increased effectiveness in facilitating student learning outcomes. Additionally, a study by Johnson and Brown (2021) emphasized the importance of teacher preparation programs in fostering the skills necessary for effective lesson planning.

However, “Making SMART objectives” and “Creating a lesson plan that considers the diversity of learners by using differentiated instruction” got the lowest means of 3.98 and 3.94 respectively. These also describe a high level of readiness. Despite these means being slightly lower compared to the other indicators, they still suggest a generally positive readiness among students in the critical areas of lesson planning. Further, it implies that these indicators may be an indication where the BEED students feel they have room for growth or improvement.

The result is supported by Garcia and Martinez (2023) who they emphasized the significance of SMART objectives in lesson planning, highlighting how they contribute to the clarity of learning outcomes and assist in effective instructional design. Similarly, Thompson et al (2022) found that incorporating differentiated instruction is crucial for addressing the diverse learning needs of the students, ultimately leading to improved learning outcomes.

As depicted in the table, the overall result got a mean of 4.07 treated as the high level of readiness with a standard deviation of .73. This comprehensive view encompassing various aspects of lesson planning indicates a strong sense of readiness among students as they move to the actual field of teaching in their practice teaching course.

This finding is congruent with the study conducted by Brown and Smith (2023) which they investigated the readiness of student teachers in lesson planning and found a high level of preparedness is positively correlated with effective teaching practices. In addition, a study by Johnson et. al (2022) explored the impact of teacher preparation programs on student teachers’ readiness in lesson planning. The study highlighted that comprehensive teacher education program, which addresses various facets of lesson planning, contribute significantly to the development of student teachers’ skills and confidence.

Table 2. Level of Readiness in Teaching Strategy

Indicator	Mean	SD	Qualitative Description
1. Using language or words that are appropriate for learners' age and proficiency level	4.35	.67	Very High
2. Incorporating active learning techniques, such as hands-on activities and group discussions to engage my students effectively	4.23	.75	Very High
3. Assessing student progress and understanding through different methods	4.17	.76	High
4. Integrating technology when appropriate to enhance learning	4.17	.78	High
5. Planning activities and teaching methods than actively engage learners and foster their motivation to learn	4.15	.77	High
6. Providing constructive feedback to help learners improve and track their development	4.13	.71	High
7. Tailoring the teaching strategy to the needs, interests and learning styles of the learners	4.11	.73	High
8. Understanding of various teaching strategies such as cooperative learning, direct learning and project-based learning	4.09	.72	High
9. Manipulating and integrating technology when appropriate to enhance learning	4.05	.79	High
10. Making differentiated instruction to accommodate different skill levels and providing opportunities for all students to succeed	4.04	.71	High
Overall	4.15	.74	High

Legend

Scale	Range	Level of Readiness
5	4.21-5.00	Very high
4	3.41-4.20	High
3	2.61-3.40	Moderate
2	1.81-2.60	Low
1	1.00-1.80	Very Low

Table 2 presents the level of readiness of the BEED students for practice teaching in terms of teaching strategy. It can be gleaned from the table that “Using language or words that are appropriate for learners’ age and proficiency level” got the highest mean of 4.35. This implies that BEED students are highly confident in choosing a language to suit the age and proficiency level of their learners, showcasing an awareness of effective communication strategies in the classroom.

The indicator “Incorporating active learning techniques, such as hands-on activities and group discussion to engage my students effectively” obtained a weighted mean of 4.23 described as very high readiness. This suggests that BEED students are ready to employ diverse and encouraging instructional methods, and foster active participation and collaboration among students. The third indicator is “Assessing student progress and understanding through different methods” which garnered a weighted mean of 4.17 also treated as the high level of readiness. It only implies that BEED students feel well-prepared to employ assessment methods, and demonstrate a commitment to quality evaluation practices.

The result of the study agrees with Martinez and Johnson (2023) wherein they emphasized the importance of age-appropriate language use in effective teaching, noting that teachers who adjust their language to match student's developmental level contribute significantly to a positive and supportive learning environment. Brown et al (2022) also reported the benefits of incorporating active learning techniques in the classroom. The study found that teachers who utilize hands-on activities and group discussions not only enhance student engagement but also promote deeper understanding and retention of content.

On the other hand “Manipulating and integrating technology when appropriate to enhance learning” as well as “Making differentiated instruction to accommodate different levels and providing opportunities for all students to succeed” obtained the mean of 4.05 and 4.04 respectively. These two means are described as high levels of readiness but are considered the lowest among the indicators. These findings infer that there are still areas for improvement and require enhancement training in terms of technology integration and differentiated instruction among BEED students. Consequently, the study conducted by Chen et al (2022) confirmed that there were varying levels of confidence and preparedness in effectively integrating technology into teaching practices. He further suggests that training and support could be given to BEED students to enhance their teaching readiness for technology integration.

In the part of differentiated instruction, Rodriguez and Santos (2023) emphasized the positive impact of differentiated instruction on student learning outcomes. However, it also identified areas where pre-service teachers expressed a need for more guidance and training in implementing differentiated instruction.

As shown in the table, the overall result obtained a weighted mean of 4.15 described as a high level with an overall standard deviation of .74. This signifies that student teachers are very ready and confident in employing a variety of instructional strategies to support effective teaching and learning.

In the same manner, Marzano (2017) points out the significance of choosing the right teaching strategies that are connected to lesson objectives. He further emphasized that teaching strategies could possibly lead to the improvement of student engagement and learning.

Table 3. Level of Readiness in Classroom Management

Indicator	Mean	SD	Qualitative Description
1. Establishing clear rules and expectations so that learners could understand the consequences of the following rules and rewards for positive behavior	4.43	.69	Very High
2. Preparation in consistently enforcing rules and regulations	4.35	.70	Very High
3. Creating a welcoming and inclusive classroom environment	4.30	.69	Very High
4. Using positive reinforcement techniques to encourage and reward good behavior	4.29	.76	Very High
5. Developing consistent classroom routines and procedures for daily activities	4.29	.76	Very High
6. Establishing and maintaining a positive classroom environment	4.27	.71	Very High
7. Having strategies in place to foster a sense of belongingness to the learners	4.19	.78	High
8. Managing time efficiently during lessons to keep students focused and avoid idle time, which can lead to behavior issues	4.18	.76	High
9. Addressing and managing classroom disruptions and behavioral issues	4.14	.75	High
10. Considering a range of consequences and interventions to address behavior issues	4.12	.73	High
Overall	4.26	.74	Very High

Legend

Scale	Range	Level of Readiness
5	4.21-5.00	Very high
4	3.41-4.20	High
3	2.61-3.40	Moderate
2	1.81-2.60	Low
1	1.00-1.80	Very Low

Table 3 shows the level of readiness in classroom management of the BEED students. The first and second indicators “Establishing clear rules and regulations” and “Preparation in consistently enforcing rules and regulations” gained the weighted mean of 4.43 and 4.35

respectively. This indicates a very high level of readiness in classroom management. It further suggests that BEED students believe they are highly equipped to create a structured and well-managed classroom.

In support, the study conducted by Smith et al (2023) on investigating teachers' classroom management efficacy defined a strong positive correlation between teachers who reported high levels of readiness in establishing clear rules and expectations and their ability to maintain a positive classroom climate.

Looking at the bottom part of table 3, "Addressing and managing classroom disruptions and behavioral issues" gained a mean of 4.14, and "Considering a range of consequences and interventions to address behavior issues" with a weighted mean of 4.12. They are still considered high level of readiness in classroom management though slightly lower compared to other indicators. This simply means that BEED students are well-prepared to handle disruptive behaviors and implement appropriate interventions.

Martinez et al (2019) supported the result of this study when they found that teachers who participated in the classroom management intervention program increased their confidence in addressing and managing disruptions and behavioral issues. Further, the importance of providing teachers with a toolkit of interventions and consequences to address a variety of behavioral issues has been given emphasis by the National Education Association (2021). In addition, Johnson and Brown (2022) underscored the importance of ongoing professional development and support to enhance teachers' readiness to maintain a structured and well-disciplined student.

The overall result reflected in the table, obtained a weighted mean of 4.26 described as a very high level of readiness in classroom management and with a standard deviation of .74. This means that BEED students are well prepared to effectively manage their classrooms. In contrast, Reyes (2019) found that students in our country are struggling with how to manage the classroom properly during practice teaching. It often addresses to lack of training in classroom management techniques during their education subject classes. However, Smith and Martinez (2020) reported that those students who attended and participated in developing classroom management skills have increased confidence and competence in classroom management.

Matrix 1. Enhancement Training Plan for the Bachelor of Elementary Education (BEED) Students' Practice Teaching

Area	Objective	Activity	Person Involve	Time Frame	Materials Needed	Budget/Source of Fund	Expected Outcome
Lesson Planning	Enrich BEED Students in making SMART objectives and create a lesson plan considering differentiated instruction.	Training-workshop in making SMART objectives and creating lesson plan on differentiated instruction	-Resource speaker (DepEd Master Teacher) -OJT Coordinator -BEED students -Dean -Subject Instructors	January 22, 2024	-Laptop, widescreen TV, cartolina, marker and bond paper.	-P 7,000.00 -OJT Fund	-Students will be able to create an appropriate lesson plan with SMART objectives -Students will be good in conceptualizing lesson plans with differentiated instruction.
Teaching Strategy	Improve BEED students' skills in manipulating and integrating technology to classes.	Workshop on enhancing technology skills for teaching	-Resource Speaker (DepEd Teacher/ICT Coordinator) -OJT Coordinator -BEED students -Dean -Subject Instructors	January 29, 2024	Laptop, widescreen TV, cartolina, marker and bond paper.	-P 7,000.00 -OJT Fund	-Students will have enough skills in selecting appropriate technology to use for teaching.
Classroom Management	Capacitate BEED students with classroom management skills in addressing and managing classroom disruptions and considering a range of consequences and interventions to address behavioral issues.	Seminar on Addressing classroom behavioral issues of learners	-Resource Speaker (DepEd Teacher) -OJT Coordinator -BEED students -Dean -Subject Instructors	February 5, 2024	Laptop, widescreen TV, cartolina, marker and bond paper.	-P 7,000.00 -OJT Fund	-Students will be able to create interventions to address learners behavioral issues.

Matrix 1 shows the Enhancement Training Plan for the Bachelor of Elementary Education students' practice teaching. It was carefully designed to address specific indicator identified as

needing improvement, focusing on lesson planning, teaching strategy, and classroom management. This plan aims to enhance students' competencies based on the identified lowest indicators in each area, ensuring a total and effective preparation for successful practice teaching experiences. The objectives and activities outlined in the enhancement training plan are carefully crafted to bridge the gaps in these essential components of teaching.

7. Conclusion and Recommendations

There is a commendable level of readiness to practice teaching among BEED students in lesson planning, teaching strategy, and classroom management. This means that they are well-equipped to design, and structure effective learning experiences, and create and maintain a positive learning environment. However, there are some indicators that are slightly low compared to others. Therefore an enhancement training plan was developed to improve BEED students' readiness across all areas.

In light of the findings and conclusions, the Philippine College Foundation's School of Education encourages to continue intensifying its academic subject's objectives and learning activities, especially those subjects related to lesson planning, teaching strategy, and classroom management. Further, it is highly recommended to implement the enhancement training plan designed for BEED students to enhance their readiness to practice teaching in all aspects.

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