

# Assessing Proficiency and Readiness in Teaching Social Studies of Pre-Service Teachers

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**Abstract**— This study aimed to evaluate the readiness and proficiency of pre-service teachers in teaching Social Studies at Cebu Roosevelt Memorial Colleges, City of Bogo Division, Bogo City, Cebu, S.Y. 2021 – 2022, a crucial component of their teacher education curriculum. Employing a descriptive-correlational research method, the study utilized adapted questionnaires to assess respondents' profiles, proficiency, and readiness in teaching Social Studies. Results revealed that the majority of respondents, aged 21 to 32, were female, specializing in various fields, with a focus on elementary education. Significantly, the study found relationships between age and instruction, age and mastery of content, but no significant relationship with assessment. While gender and specialization showed no significant correlation with readiness levels in teaching Social Studies, the study concluded that proficiency significantly correlated with readiness. Proficiency and readiness emerged as key predictors of pre-service teachers' preparedness to apply theoretical knowledge in practical teaching. These findings offer a valuable foundation for future research exploring aspects of proficiency and readiness in teaching Social Studies.

**Keywords**— Pedagogies, pre-service teachers, social studies.

## I. INTRODUCTION

One of the ideas that a pre-service teacher should follow is being a reflective teacher. Teachers can use this strategy to obtain practical experience from their classroom activities. Teachers must focus on two things to identify what should be reflected: how they acquire knowledge and gain understanding and how they convey that knowledge and put it into practice inside the classroom (Heafner and Fitchett, 2018). The practicum should be structured such that students are not just displaying what they already know; rather, it should be a place for them to grow and learn new things. It is divided into four sections: skill development, fieldwork, professional mentoring, and reflection on the work. According to the relevant sections of Republic Act (RA) No. 7722, often known as the "Higher Education Act of 1994," and by an outcomes-based quality assurance system as advocated by the CHED Memorandum Order No. 34 series of 2017, the revised guidelines for Student Internship Program in the Philippines (SIPP) for all programs with practicum subjects. Subjects should enable the learners to engage in the hands-on learning experience in a recognized Host Training Establishment (HTE) by delivering opportunities to students such as practical knowledge, attitudes, and skills that are compatible with their formal learning.

A recent study introduced differentiated instruction to pre-service teachers as a basic teaching philosophy to follow in their practice (Joseph et al., 2013). Almost all of these students (99%) indicated they would be willing to try differentiated education in future practicum sessions during their time at the colleges and institutes (Joseph et al., 2013). The fact that instructors in the study were able to illustrate how differentiated teaching can be achieved by adjusting curriculum-related factors such as content, method, and performance-based on student readiness, proficiency, and learning profile was part of the charm of differentiation (Hennissen et al., 2017). The authentic meaning of pre-service teachers' behind their experience is worthy of analysis since it is considered meaningful to them. Teaching experience is part of continuing professional development (CPD) and was given utmost importance. This issue is a complicated problem that needs utmost attention from researchers from various angles.

Pre-service teachers' perceptions of their proficiency and their institution's readiness are linked to ideas about their preparedness (Hung, 2016). Such impressions may be particularly reliant on pre-service teachers' future-oriented expectations of their knowledge and skills, which are represented in their feeling of self-efficacy and experience. Practicum training allows teachers in training to apply what they have learned from theoretical knowledge into practice and draw links between putting theory into practice in the classroom (Fullan and Langworthy, 2014). Notwithstanding, the efforts of a teacher-training program for the pre-service teachers and complaints of practicum teachers unable to apply theoretical knowledge in the actual classroom have been constant. The absence of imparting the university's curriculum in terms of academic and practicum training, according to many, is a significant roadblock in pre-service teacher preparation. Hennissen (2017) emphasizes the importance of supporting the pre-service teacher in integrating their preconceptions about teaching and practicum practices to increase their learning competency and preparation to teach Social Studies.

Many studies have been performed, and suggestions were made to enhance the standard of teachers in practicum and teaching performance worldwide to connect the learning theories and put them into practice. With the notion that pre-service teachers' proficiency and readiness is critical in effective teaching and learning, it is necessary to research the

learning proficiency and readiness of social studies pre-service teachers (Springer, Harris, and Dole 2017). The challenges that pre-service teachers will face during the theory and practice teaching process will be highlighted in this study. It would also provide useful data for enhancing teaching practices. It would evaluate pre-service teachers to see if they have the ability to become future instructors. And because there is a lack of research on pre-service teachers' learning proficiency and readiness to teach Social Studies, this study at Cebu Roosevelt Memorial Colleges is necessary. Cebu Roosevelt Memorial College is a private higher education school in Cebu City.

**II. METHODOLOGY**

The descriptive correlational method was utilized in this research study using adapted and modified questionnaires. Frequency count and percent, weighted mean, and chi-square statistical tools were used to analyse and interpret the data. The correlation design was used to know whether there were significant relationships between and among respondents' profiles, prospective teachers learning proficiency, and perceived level of readiness of future teachers in teaching Social Studies. Further, it was used to conclude the significant relationship between the respondents' level of learning proficiency and their perceived readiness to teach Social Studies to pre-service teachers.

This research was conducted at Cebu Roosevelt Memorial College. Cebu Roosevelt Memorial College, a private institution in Bogo City, Cebu. The respondents of this study were fourth-year students, BEED and BSED of Cebu Roosevelt Memorial Colleges, Inc., Bogo City, Cebu in AY 2021 – 2022. To determine the sample size, purposive sampling was used. Fifty-one pre-service teachers' respondents from the Bachelor of Secondary Education and Bachelor of Elementary Education were used.

An adapted survey questionnaire was used to gather data on respondents' profiles and their level of learning proficiency and their perceived level of readiness to teach Social Studies. The questionnaire entitled "Assessing Proficiency and Readiness in Teaching Social Studies of Pre-service Teachers" was composed of three parts. Part I was used to gather the profile of the respondents in terms of age, gender, and specialization. Part II was used to collect respondents' learning proficiency levels in teaching Social Studies, which is composed of two areas that include instruction (4 items) and assessment (4 items). Part III was used to collect respondents' perceived level of readiness in the teaching of Social Studies, which is composed of four areas that include teaching pedagogies (9 items), mastery of content (10 articles), motivation (10 things), and health condition (10 items). The pilot testing of the research instrument was conducted on pre-service teachers at Northern Cebu Colleges, Incorporated. To assess internal consistency, Cronbach's Alpha was employed, revealing excellent reliability. Respondents gauged their learning proficiency and the perceived readiness of future teachers in Social Studies by marking the column that best reflected their self-assessment on each item. A letter was sent to the school president for permission, and a separate letter

was sent to the CTE Dean after the approval of the school president. With the CTE Dean's support, a letter of assent consent was sent to the respondents. The questionnaire was emailed to the respondents or was distributed using the google classroom platform with the help of the CTE dean. The item/s in the instrument was explained carefully to the participants, assuring them that responses were used for the study and were treated with the utmost confidentiality. A semi-structured interview was done to validate respondents' perceptions and responses to the questionnaire for supportive purposes. To summarize and analyse the profile of the respondent's Frequency Count and Percent, Weighted Mean & Ranking were used to summarize and analyse the level of learning proficiency and perceived readiness in teaching Social Studies of pre-service teachers. Chi-square test was used to determine the significant relationships between the profile and level of learning proficiency of the respondents, respondents' profile and perceived level of readiness of prospective teachers, and the critical connection between the respondents' level of learning ability and perceived level of preparedness in teaching Social Studies.

**III. RESULTS AND DISCUSSION**

This study aimed to assess pre-service teachers' proficiency and readiness level in teaching social studies at the Cebu Roosevelt Memorial Colleges for the academic year 2021-2022. The findings were presented systematically in tables, laying the foundation for a recommended course of action based on the study's outcomes.

Table 1 showed that the respondents' age which composed 71.1 percent of the respondents in the study, came from age 22. It was followed by age 23 with a percentage of 13.3 and age 21 at 6.7 percent.

TABLE 1. Respondent's Profile

Profile	Frequency	Percentage
<b>Age</b>		
21.00	3	6.7
22.00	32	71.1
23.00	6	13.3
24.00	2	4.4
29.00	1	2.2
32.00	1	2.2
<b>Gender</b>		
Male	4	8.9
Female	41	91.1
<b>Course</b>		
BEED	35	77.8
BSED - Social Studies	10	22.2

This means that most respondents who responded essentially represent the target age for fourth-year college students as pre-service teachers. In terms of gender distribution, the study indicated that 91.1 percent of respondents were female, with only 8.9 percent being male. Regarding the participants' academic background, the majority were enrolled in the Bachelor in Elementary Education (BEED) program, comprising 77.8%, followed by the Bachelor in Secondary Education majoring in Social Studies (BSED-SocStud) at 22.2%. Analyzing Table 1 reveals that

more than half of the respondents were pre-service teachers in the BEED program. Age, gender, and course emerged as pivotal factors in assessing their proficiency and readiness to teach social studies, serving as crucial variables to evaluate their potential. The outcomes, whether success or failure, played a crucial role in determining the curriculum's effectiveness, ensuring a solid foundation in social studies for the students.

**Respondents' Level of Proficiency in Teaching Social Studies Instruction.** Table 2 shows the proficiency level of the respondents in teaching Social Studies in terms of Instruction. The overall mean of 4.01, interpreted as "quite a bit," indicates a positive perception of this area. The top 3 in rank among the items include: "I select and prepare a variety of appropriate materials in teaching Social Studies" (M=4.09), then "I provide a wide variety of meaningful learning experiences with the use of appropriate materials in teaching Social Studies" (M=4.07) and "I discuss a wide and up-to-date knowledge of content for the class level in Social Studies" (M=4.00) implying that respondents intend to select and prepare various materials, learning experiences, and updated content in teaching social studies. Thus, teachers must employ these strategies in their classes so that pre-service teachers become aware and familiarized with these instructional strategies.

TABLE 2. Respondents' Proficiency Level in Teaching Social Science in terms of Instruction

Indicators	Mean	Description	Rank
I select and prepare a variety of appropriate materials in teaching Social Studies.	4.09	Quite a bit	1
I provide a wide variety of meaningful learning experiences with the use of appropriate materials in teaching Social Studies.	4.07	Quite a bit	2
I am able to integrate content with other fields and current issues in teaching Social Studies.	3.87	Quite a bit	4
I discuss a wide and up-to-date knowledge of content for the class level in Social Studies.	4.00	Quite a bit	3
<b>Overall Mean</b>	<b>4.01</b>	<b>Quite a bit</b>	

Teaching with strategies and presenting knowledge in creative ways, allowing students to engage in unstructured discourse with their peers, monitoring student thinking, and using formative evaluations to drive lesson design are all essential for effective social studies instruction (Handin and Leeman, 2018). If properly used, teachers would be able to apply such strategies to make learners better comprehend their lessons in social studies. However, the little indicator in the table implies that Social Studies pre-service teachers need to understand that effective integration calls for linking and utilizing knowledge, skills, attitudes, and values from different learning experiences enhanced by various techniques, instructional materials, and time schedules in the teaching-learning situation.

**Assessment.** Table 3 shows the respondents' level of proficiency in teaching social studies in terms of evaluation. It

was found that the overall mean (M= 4.17) under these aspects was interpreted as "quite a bit," which indicates that respondents were likely inclined to become proficient in this area. The top 3 in rank among the statements were as follows: "I consider a variety of assessment tools and strategies that best suited to the learning outcomes being addressed" (M=4.29), followed by "I create opportunities for students to experience a variety of ways to demonstrate their learning" (M=4.20) and "I lead reciprocal Q and A discussions using a multi-level type of questions" (M=4.13). Since respondents mostly considered them to be "quite a bit," then they would likely prefer to use such indicators in teaching social studies. This implies that pre-service teachers used assessment for learning strategies and their impact on student learning. As expected, pre-service teachers found various methods effective; but what works for one pre-service teacher did not work for another. This proved that there was no "one-size-fits-all" solution (Orlando and Attard, 2015). However, the little indicator in the table implies that pre-service teachers had difficulties integrating Social Studies. Social studies teaching and learning are influential when meaningful, integrative, value-based, challenging, and active. According to the National Council for the Social Studies (NCSS), integration is relevant because "integrated study of the social sciences and humanities can promote civic competency" (NCSS, 2010).

TABLE 3. Respondents' Proficiency Level in Teaching Social Science in terms of Assessment

Indicators	Mean	Description	Rank
I create opportunities for students to experience a variety of ways to demonstrate their learning.	4.20	Quite a bit	2
I consider variety of assessment tools and strategies that best suited to the learning outcomes being addressed.	4.29	A Great deal	1
I integrate my assessment of the core areas of learning in Social Studies.	4.04	Quite a bit	4
I lead reciprocal Q and A discussions using multi-level type of questions.	4.13	Quite a bit	3
<b>Overall Mean</b>	<b>4.17</b>	<b>Quite a bit</b>	

**Respondents' Level of Readiness in Teaching Social Studies Teaching Pedagogy.** Table 4 showed that the overall mean (4.17) in this area was interpreted as "quite a bit," which implied that respondents would likely use the strategies under this area and would probably have encountered them inside their classrooms.

TABLE 4. Respondents' Readiness Level in Teaching Social Science in terms of Teaching Pedagogy

Indicators	Mean	Description	Rank
I can provide clear information about objectives, contents, and assessment methods in the subject's curriculum in Social Studies.	4.04	Quite a bit	8
I can inform the students of the competencies they will be expected to acquire in Social Studies.	4.09	Quite a bit	6.5
I am using teaching methodologies that are suited to the abilities of my students in	4.22	A Great Deal	4

Social Studies.			
I am using visual aids to explain my lesson and allow and encourages students' participation in Social Studies.	4.40	A Great Deal	1
I can attend and respond clearly to questions asked in class in Social Studies.	4.09	Quite a bit	6.5
I can apply the established curriculum with a certain amount of flexibility for a better class dynamic in Social Studies.	4.02	Quite a bit	9
I am resourceful to adjust my method to the students' capabilities in Social Studies.	4.13	Quite a bit	5
I provide learners with various opportunities to participate in my Social Studies class.	4.24	A Great Deal	3
I provide an evaluation after teaching in Social Studies.	4.31	A Great Deal	2
<b>Overall Mean</b>	<b>4.17</b>	<b>Quite a bit</b>	

From the table, the top 3 indicators which were interpreted as “a great deal” include: “I am using visual aids to explain my lesson and allow and encourage students’ participation in Social Studies” (M=4.40), followed by “I provide an evaluation after teaching in Social Studies” (M=4.31) and “I provide learners with various opportunities to participate in my Social Studies class” (M=4.24). This implies that respondents used visual aids, encouraged their students, provided evaluation for learning and encouraged class participation in social studies to their students.

Meanwhile, among the least preferred strategies were: “I can inform the students of the competencies they will be expected to acquire in Social Studies” (M=4.09), which tied up with the statement “I can attend and respond clearly to questions asked in class in Social Studies” (M=4.09) followed by the word “I can provide clear information about objectives, contents, and assessment methods in the subject's curriculum in Social Studies” (M=4.04).

Teachers need to adapt developmental activities for the learners to develop the use of these strategies in terms of informing students of the learning competencies, responding to questions, and providing clear information about the objectives, contents, and assessment methods at the beginning of the course. Developing pre-service teachers' pedagogical design capacity entails more than just acquiring specific knowledge and beliefs. It also entails honing their ability to act on these personal assets while dealing with certain material assets to create compelling learning opportunities for students.

**Content Mastery.** Respondents’ level of readiness in teaching social studies in terms of knowledge of the content was outlined in table 5. The overall mean (M=3.99) indicated an interpretation of “quite a bit,” as shown in the table.

The top 3 in rank among the items include: “I promote students’ participation and collaboration in teaching Social Studies” (M=4.20) which is followed by the statement “I am updated on new ideas and can impart that in the lessons of Social Studies” (M=3.98) and then followed by “I can provide enough and examples to make learning experiences more effective in teaching Social Studies” (M=4.13). While the least

preferred strategies involve: “I know how to guide students’ content-related problem-solving in a group in Social Studies that I am teaching” (M=3.93), followed by “I know the basic theories and concepts of the subject Social Studies” (M=3.69). Meanwhile, the least preferred among the indicators stated: “I am knowledgeable of the subject matter in Social Studies” (M=3.67).

Thus, the school must include developmental activities in social studies learning to develop pre-service teachers’ use of collaborative work in social studies, updated lessons, and content. Pre-service teachers must instill in their students the mastery of the address or the knowledge of the topic. Pre-service teachers must be well-versed in the issues covered in class and employ effective teaching methods tailored to their students' needs (Nisanth, 2019).

TABLE 5. Respondents' Readiness Level in Teaching Social Science in terms of Mastery of Content

Indicators	Mean	Description	Rank
I am knowledgeable of the subject matter in Social Studies.	3.67	Quite a bit	10
I know the basic theories and concepts of the subject Social Studies.	3.69	Quite a bit	9
I can relate lessons to everyday life in Social Studies.	4.16	Quite a bit	2
I am updated on new ideas and can impart that in the lessons of Social Studies.	3.98	Quite a bit	7
I know how to guide students’ content-related problem solving in a group in Social Studies that I am teaching.	3.93	Quite a bit	8
I know how to guide students to make use of each other’s thoughts and ideas in group work in Social Studies that I am teaching.	4.04	Quite a bit	5
I know how to guide students reflective thinking in Social Studies.	4.02	Quite a bit	6
I can provide enough and examples to make learning experiences more effective in teaching Social Studies.	4.13	Quite a bit	3
I know how to guide students creative thinking in Social Studies that I am teaching.	4.07	Quite a bit	4
I promote students’ participation and collaboration in teaching Social Studies.	4.20	Quite a bit	1
<b>Overall Mean</b>	<b>3.99</b>	<b>Quite a bit</b>	

**Motivation.** Respondents’ level of readiness in teaching social studies in terms of the reason was outlined in table 6. The overall mean (M=3.98) indicated an interpretation of “quite a bit,” as shown in the table. The top 3 in rank among the items include: “I see student’s success as the main stimulus of my job” (M=4.16), which is followed by the statement “I keep updated in my field in teaching Social Studies” (M=4.09) which tied up with “I try to work at the peak of my abilities in teaching Social Studies” (M=4.09) and “I am positively affiliated with my colleagues in Social Studies” (M=4.09). While the least preferred among the indicators involved: “I have adequate salary/wages in teaching Social Studies” (M=3.67), followed by “I have opportunities

for professional development in teaching Social Studies” (M=3.82), followed by “Teaching Social Studies boosts my self-efficacy as a professional (M=3.96) which was tied up with “My job as a Social Studies teacher is necessary for my survival (M=3.96). From the results, it can be implied that respondents find students’ success in social studies as the primary stimulus for success and want to be kept updated and motivated in teaching social studies. However, one of the least agreed indicators implied that respondents do not find adequate salaries/wages in teaching Social Studies relevant. Morales Cortez (2016) published similar findings. The research found that student instructors were more aware of the students’ need to learn than their wages/salaries in teaching. They were happier and more content to see their students comprehending and understanding. This investigation also concluded that when preservice instructors collaborate collaborating teachers, preservice teachers, and in-service teachers.

TABLE 6. Respondents' Readiness Level in Teaching Social Science in terms of Motivation

Indicators	Mean	Description	Rank
I keep updated in my field in teaching Social Studies.	4.09	Quite a bit	3
I try to work at the peak of my abilities in teaching Social Studies.	4.09	Quite a bit	3
Teaching Social Studies boosts my self-esteem as a person.	4.02	Quite a bit	5
Teaching Social Studies boosts my self-efficacy as a professional.	3.96	Quite a bit	7.5
My job as a Social Studies teacher is necessary for my survival.	3.96	Quite a bit	7.5
I am positively affiliated with my colleagues in Social Studies.	4.09	Quite a bit	3
I see student’s success as the main stimulus of my job.	4.16	Quite a bit	1
I feel secure in this job of teaching Social Studies.	4.00	Quite a bit	6
I have adequate salary/wages in teaching Social Studies.	3.67	Quite a bit	10
I have opportunities for professional development in teaching Social Studies.	3.82	Quite a bit	9
<b>Overall Mean</b>	<b>3.98</b>	<b>Quite a bit</b>	

Practicing teaching supervisors can benefit from understanding successful teaching processes, particularly in classroom management and personality development. The Social Cognitive Theory, as outlined by Vygotsky in 1978, posits that cognitive, behavioral, and environmental factors impact human learning, and while it remains unclear if these factors affect preservice teacher preparedness in the workplace, possessing valuable information, abilities, and attitudes can equip them for real-life applications and contexts.

**Health Condition.** Respondents’ level of readiness in teaching social studies in terms of health condition was outlined in table 7.

TABLE 7. Respondents' Perceived Level of Readiness in Teaching Social Science in terms of Health Condition

Indicators	Mean	Description	Rank
I feel excessive stress in doing the tasks in Social Studies.	3.22	Moderately	7
I maintain a positive and energetic	3.87	Quite a bit	3

attitude while teaching Social Studies.			
I adjust to new pedagogical practices especially in this 21 <sup>st</sup> century.	3.84	Quite a bit	5
I am getting sufficient sleep (quality and quantity) every night.	3.44	Quite a bit	6
I am eating regularly to improve concentration and performance.	3.98	Quite a bit	1
I am drinking water while working and staying hydrated throughout the day.	3.93	Quite a bit	2
I am setting aside time throughout my day - at regular intervals - to be physically active.	3.87	Quite a bit	3
I get frustrated over one’s inadequacies.	3.07	Moderately	8
I feel anxiety in working so hard in winning the students and teachers.	3.07	Moderately	8
I feel undesirable in developing a relationship between the student and teachers.	2.89	Moderately	10
<b>Overall Mean</b>	<b>3.52</b>	<b>Quite a bit</b>	

The overall mean (M=3.52) indicated an interpretation “quite a bit” as shown in the table. The top 3 in rank among the items includes: “I am eating regularly to improve concentration and performance” (M=3.98) which is followed with the statement “I am drinking water while working and staying hydrated throughout the day” (M=3.93) which is followed with the statement “I maintain a positive and energetic attitude while teaching Social Studies which tied up with “I am setting aside time throughout my day at regular intervals to be physically active” (M=3.87). Whilst the least preferred indicators involve: “I feel undesirable in developing a relationship between the students and teachers” (M=2.89) which is followed with the statement “I get frustrated over one’s inadequacies” (M=3.07) which then tied up with “I feel anxiety in working so hard in winning the students and teachers” (M=3.07).

The results suggest that respondents faced issues such as back pain, chest discomfort, shortness of breath, heart palpitations, sleep or eating difficulties, and fatigue, yet demonstrated the capacity for self-management, underscoring the connection between the quality of teaching and the professional growth of pre-service teachers (Gichuru, 2014).

Institutions fostering the comprehensive development of teachers play a pivotal role in attaining high-quality teaching and learning, with the success of practice teaching hinging significantly on the personal and social traits of pre-service teachers, as indicated by Beltran and described by Mazo (2015), and explored by Baker (2005) in terms of pre-service teachers' attitudes towards interpersonal self-efficacy and preparedness in utilizing specialized management approaches to address students' and teachers' needs.

*Relationship between Respondents’ Profile and Their Level of Proficiency in Teaching Social Studies*

Table 8 indicates a significant association between age and instruction, while there is no substantial correlation with assessment. It showed that education is significantly correlated with age with the correlation strength at medium power (C=0.549).

TABLE 8. Relationship between Respondents' Profile and their level of Proficiency in Teaching Social Science

Variable	df	Comp. Value	Crit Val	Decision on Ho	Interpretation	Strength
<b>Age in relation to:</b>						
Instruction	60	80.941	79.082	Reject Ho	Significant	0.549
Assessment	50	60.633	67.505	Failed to Reject Ho	Not Significant	
<b>Gender in relation to:</b>						
Instruction	12	19.07	21.026	Failed to Reject Ho	Not Significant	
Assessment	10	14.337	18.307	Failed to Reject Ho	Not Significant	
<b>Specialization in relation to:</b>						
Instruction	12	12.938	21	Failed to Reject Ho	Not Significant	
Assessment	10	12.986	18.307	Failed to Reject Ho	Not Significant	

Young preservice teachers must adapt to the realities of their students. They must adjust their demand level, especially at the start of their career. With age, the severity of the sanction lessened. Matured preservice teachers were more confident in their teaching practice and relationships with their students. In contrast to young pre-service teachers, older pre-service may not require harsh sanctions to maintain classroom control. This suggests that younger pre-service teachers need to acclimate to the challenges presented by their students and modify their expectations, particularly at the commencement of their careers.

As teachers age, the need for stringent sanctions diminishes, with mature pre-service teachers exhibiting greater confidence in both their teaching practices and relationships with students. In contrast to their younger counterparts, older pre-service teachers may find that less severe measures are sufficient for maintaining classroom control. These findings align with prior research on classroom management by Kounin and Gump (1961).

Conversely, there was no notable correlation between gender and specialization in proficiency levels for teaching social studies, both in terms of instruction and assessment.

*Relationship between Respondents' Profile and Their Level of Readiness in Teaching Social Studies*

Table 9 reveals a noteworthy association between age and mastery of content, indicating a significant correlation with a moderate strength (C=0.589), while no significant relationships were found between age and motivation, teaching pedagogies, and health condition.

Thus, the more mature the respondents are, the better prepared and ready they would be in terms of mastery of content. Mastery is the effective transfer of knowledge in authentic and deserving performance (Wiggins, 2014). When preservice teachers are fluent, even creative, in applying their knowledge, skills, and understanding in crucial performance challenges when measured against reasonable and high standards, they have mastered a subject. Authentic tasks and scenarios, rather than descriptive prompts, are used to assess mastery.

From this, the preservice teacher's instruction must be designed backward. When developing curriculum and lessons, keep the end goal in mind (Wiggins, 2014).

Conversely, no significant correlation occurred between

gender and specialization about readiness level in teaching social studies in terms of mastery of content, motivation, teaching pedagogies, and health condition.

TABLE 9. Relationship between Respondents' Profile and their Readiness Level in Teaching Social Studies

Variable	Df	Computed Value	Critical Value	Decision on Ho	Interpretation	Strength
<b>Age in relation to:</b>						
Mastery of Content	110	146.406	135.48	Reject Ho	Significant	0.589
Motivation	100	85.195	124.342	Failed to Reject Ho	Not Significant	
Teaching Pedagogies	85	66.243	107.522	Failed to Reject Ho	Not Significant	
Health Condition	115	99.141	141.03	Failed to Reject Ho	Not Significant	
<b>Gender in relation to:</b>						
Mastery of Content	22	25.45	33.924	Failed to Reject Ho	Not Significant	
Motivation	20	13.445	31.41	Failed to Reject Ho	Not Significant	
Teaching Pedagogies	17	16.636	27.587	Failed to Reject Ho	Not Significant	
Health Condition	23	26.479	35.712	Failed to Reject Ho	Not Significant	
<b>Specialization in relation to:</b>						
Mastery of Content	22	18.964	33.924	Failed to Reject Ho	Not Significant	
Motivation	20	16.714	31.41	Failed to Reject Ho	Not Significant	
Teaching Pedagogies	17	18.202	27.587	Failed to Reject Ho	Not Significant	
Health Condition	23	30.536	35.712	Failed to Reject Ho	Not Significant	

*Relationship between Respondents' Proficiency and Readiness Level in Teaching Social Studies*

In Table 10, age exhibited a significant and moderately strong correlation with mastery of content, with the correlation strength recorded at a medium level (C=0.589), while no significant relationships were identified between age and motivation, teaching pedagogies, and health condition.

High-strength correlations were evident across all variables, underscoring the idea that increased proficiency in instruction corresponds to greater preparedness for teaching social studies. In the educational context, "giftedness" and "readiness" for pre-service teachers involve both the willingness and ability to enter the school system and acquire new skills or information, according to various studies (Hatfield et al., 2016; Mohamed et al., 2017; Williford et al., 2013). This encompasses the capacity to transcend traditional procedures. Emphasizing the importance of mastery in instruction, it is crucial for pre-service teachers to possess fundamental teaching competencies, as proficiency in learning these competencies predicts readiness for the job. A key competency involves thorough preparation and planning to deliver subject matter and learning materials tailored to the needs of students (Widodo, 2017).

TABLE 10. Relationship between Respondents' Proficiency Level and Readiness Level in Teaching Social Studies

Variable	Df	Computed Value	Critical Value	Decision on Ho	Interpretation	Strength
<b>Instruction in relation to:</b>						
Mastery	264	347.656	311.346	Reject	Sig	0.907

of Content				Ho			
Motivation	240	331.542	277.138	Reject			
Teaching				Ho	Sig	0.870	
Pedagogies	204	262.994	238.322	Reject			
Health				Ho	Sig	0.882	
Condition	276	331.646	328.832	Reject			
				Ho	Sig	0.678	
<b>Assessment in relation to:</b>							
Mastery				Reject			
of Content	220	330.938	255.602	Ho	Sig	0.802	
Motivation	200	285.938	233.994	Reject			
Teaching				Ho	Sig	0.869	
Pedagogies	170	311.945	201.423	Reject			
				Ho	Sig	0.911	
Health				Failed to			
Condition	230	261.917	266.378	Reject			
				Ho	Not Sig		

Proficiency level in terms of instruction showed a significant relationship with motivation (C=0.870). This implied that motivation is considered part of a critical factor in the practice system, not just for primary and secondary students but for pre-service teachers as well. Additionally, motivation is a central tenet of literacy development. Motivating pre-service teachers toward the learning process would make them eager to learn and help shape behavior intended for a subject. Highly motivated pre-service teachers enjoy teaching, producing learning, and enjoying the time spent at school. In contrast, unmotivated students are not, making them unwilling to learn and participate in classes, affecting their effort to learn. This is why it can be said that to raise the academic success of graduating students, they should be encouraged to learn. Motivating pre-service teacher is necessary for developing their skills and making them reach their goals.

Proficiency level in instruction showed a significant relationship with teaching pedagogies (C=0.882). This implied that the preparedness of teachers to teach and to learn is critical in developing and producing effective teaching and learning approaches. These highly-spirited educators will typically employ a variety of appropriate tactics in the classroom to help students comprehend information. Education faculties can build on their long-standing efforts to prepare future teachers for the profession by focusing on various strategies and incorporating them into strong and innovative preparation programs (Ronfeldt et al., 2018).

Proficiency level in terms of instruction showed a significant relationship with Health condition (C=0.678). This implied that it is understood that teaching is complex and demanding, and developing and retaining competent and capable teachers is just as demanding as the job of teaching itself (Zeichner, 2017). So, it is relevant that pre-service teachers can feel validated and appreciated by listening to their issues, validating their worries, recognizing triumphs, providing mentors for future teachers, providing positive feedback, or just expressing thank you for all you do to make a difference.

Contrariwise, a significant correlation occurred between proficiency level among the respondents in terms of assessment of readiness level in teaching social studies in terms of mastery of content (C=0.802), motivation (0.869),

and teaching pedagogies (C=0.911). The strength of correlation among these variables was high. Thus, the more proficient the respondents are in assessment, the better they are to teach social studies in the abovementioned areas.

Concerning mastery of content (C=0.802), the strength of correlation was high, which implied that according to the study of Housego (1990), student teachers were more prepared to teach than others probably because of their prior experiences in teaching. In another survey by Razuna (2006), the research findings were that pre-service teacher preparation should be enhanced to encompass knowledge of the subject matter, content, methodology, teacher competence, communication skills, values, and professional skills, as mentioned in Pagaduan (2009). Furthermore, according to a 2013 survey, teachers are more likely to feel prepared for their jobs when their formal education includes content, pedagogy, and practical components for all disciplines they teach (TALIS). This means that mastery of content for pre-service teachers was a salient factor in teaching.

In terms of motivation (C=0.869), the correlation strength was high. According to Housego (1990), the feelings of aspiring teachers about their readiness level will impact their capacity to teach. In another study by Li (1999), a person's readiness for teaching is linked to their classroom performance, and those with a high level of preparedness will believe they will perform better in the classroom. Education is often regarded as a vital component of growth. As a result, effective teachers are needed to develop young people's potentials to achieve high-quality education (Santos et al., 2021).

In terms of teaching pedagogy (C=0.911), the strength of correlation was high. This implied that pre-service teachers must use practical pedagogical approaches that allow students to reach their full potential and establish a solid foundation for learning. This also assists the pre-service teacher in realizing their abilities, which will boost their self-esteem and confidence. As a result, students are more likely to achieve because they are more motivated to participate in various activities.

However, no significant relationship occurs between assessment and health condition. This implied that health conditions do not influence the proficiency level of the respondents in teaching social studies in terms of evaluation. This means that health condition was not considered an issue in the proficiency level of the respondents in terms of assessment. The problems the pre-service teachers encountered during their practicum in teaching Social Studies are; lack of support in terms of materials and equipment, lack of references and outdated books, mastery of content, pedagogies, students' lack interest in learning Social Studies, and problems resulting from the curriculum.

#### IV. CONCLUSION

The study revealed a significant and high-strength correlation between proficiency in teaching social studies and the readiness level of respondents for teaching the subject. This robust correlation suggests that increased proficiency in instruction enhances the preparedness of teachers to

effectively teach social studies. This preparedness, identified as a potent tool in the teaching arena, begins its development during pre-service education or training. Similarly, a high-powered correlation was observed among variables, indicating that greater proficiency in assessment also contributes to better readiness for teaching social studies. Notably, health conditions were found to have no impact on the proficiency and readiness levels of respondents in conducting social studies in terms of both instruction and assessment. These findings emphasize the importance for administrators to consider the proficiency and readiness of pre-service teachers in the realm of teaching Social Studies, with the study concluding that proficiency in teaching significantly correlates with respondents' educational enthusiasm, and both proficiency and readiness levels serve as strong predictors of pre-service teachers' readiness to apply theoretical knowledge for improved learning outcomes.

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