

Assessment of Interns' Performance in School-Based Tasks: Basis for Internship Preparedness Program

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Abstract—This study assessed interns' performance in school-based tasks as a basis for an internship preparedness program among student-teachers. It examined internship preparedness in terms of pedagogical knowledge, lesson planning, classroom management, professional behavior, and time, communication, and technological skills, as well as performance in teaching demonstrations, lesson preparation, classroom management, collaboration, and professional conduct. A descriptive-correlational research design was employed to determine the level of preparedness and performance of the respondents. Findings revealed that student-teachers demonstrated a very high level of internship preparedness, with all indicators interpreted as "Strongly Agree" and reflected in high weighted mean scores. Professional behavior obtained the highest rating, while classroom management obtained the lowest, although still interpreted as "Strongly Agree." In terms of performance, collaboration and professional conduct obtained the highest mean scores, followed by teaching demonstration and lesson preparation, indicating strong teaching competencies among the respondents. Inferential results showed that all components of internship preparedness were significantly related to teaching performance, leading to the rejection of the null hypothesis. This confirms that higher levels of preparedness are associated with better teaching performance among student-teachers. Overall, the study concludes that student-teachers are highly prepared and competent for their teaching internship. The findings emphasize the need to further strengthen classroom management skills while sustaining training in pedagogical and technological competencies to enhance internship effectiveness.

Index Terms—Polytechnic University of the Philippines Cabaio Campus, Intern Student, pedagogical knowledge, lesson planning, classroom management, professional behavior, time, communication, technological skills.

1. The Problem and its Setting

A. Introduction

Internship plays a crucial role in teacher education as it allows student-teachers to apply theoretical knowledge in real classroom settings. It serves as a bridge between academic preparation and professional teaching practice. Through internship, student-teachers develop essential competencies such as lesson planning, classroom management,

communication skills, and professional behavior (Darling-Hammond, 2020).

However, despite formal training, some student-teachers still encounter challenges in adapting to real classroom environments. These challenges may affect their teaching performance and overall preparedness (De Leon, 2021). Hence, it is important to assess the level of internship preparedness of student-teachers.

The Polytechnic University of the Philippines Cabaio Campus offered Bachelor of Elementary Education (BEEd) in 2009, with Teaching Internship established as one of its major academic requirements. Through this course, BEEd students gain structured opportunities to observe real classrooms, assist cooperating teachers, facilitate learning activities, and eventually take on full teaching responsibilities under guided supervision.

In recent years, the relevance and quality internship programs in teacher education have been placed under closer examination due to continuous reforms in the Philippine educational landscape, such as implementation of K to 12 program and DepEd Matatag Curriculum. It calls for enhanced teaching standards and increasing expectations for beginner teachers to demonstrate classroom preparedness. These reforms emphasize the need for stronger professional competencies and readiness among future educators (Abdul Rahman, et.al, 2023). Research suggests that students who enter internship with higher levels of preparedness tend to perform better in teaching tasks, exhibit greater adaptability, and experience fewer challenges during field work (Borg & Gall, 1989; Tejera, 2020).

Despite the importance of this topic, limited studies have examined the assessment of internship preparedness and performance among BEEd interns in Philippine contexts. For researchers, assessing these are vital for improving curriculum implementation, strengthening internship guidelines and enhancing support system for pre-service teachers. In this relation, this study seeks to assess interns.

B. Theoretical Framework

This study is anchored on three established learning theories

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that explain how pre-service teachers acquire knowledge, develop teaching competencies, and enhance their internship performance. These theories provide the theoretical foundation for understanding the learning experiences and skill development of student interns and serve as the basis for examining internship preparedness and performance.

Kolb's Experiential Learning Theory posits that learning occurs through a continuous cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to the theory, individuals develop knowledge and skills by experiencing, reflecting, conceptualizing, and applying what they have learned.

Bandura's Social Learning Theory emphasizes that individuals learn by observing others and modeling their behavior. The theory explains that learning takes place through observation, imitation, and practice, with guidance and feedback reinforcing the development of desired behaviors and skills.

Constructivist Theory holds that learners actively construct knowledge through interaction and experience rather than passively receiving information. It emphasizes that understanding is developed through authentic tasks, reflection, and social interaction, allowing learners to refine their knowledge and skills over.

Collectively, these theories emphasize that learning and professional competence are developed through experience, observation, reflection, and active engagement in meaningful learning situations. As the theoretical foundation of this study, they provide a framework for understanding the development of pre-service teachers' competencies and their preparedness for successful internship performance.

C. Conceptual Paradigm

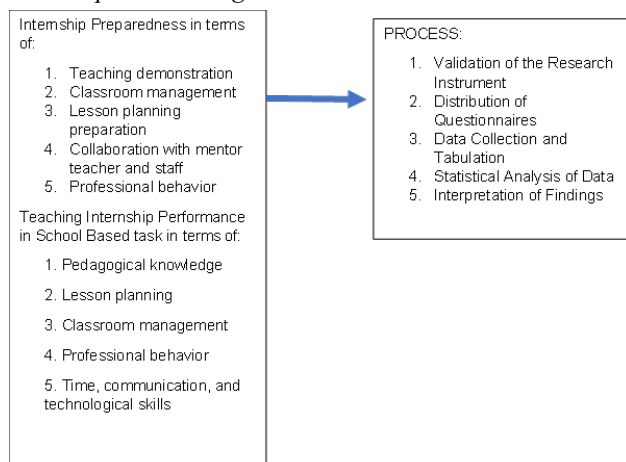


Fig. 1. Conceptual paradigm of the relationship between internship preparedness to intern students performance in School-Based task

The conceptual paradigm of this study is grounded on Kolb's Experiential Learning Theory, Bandura's Social Learning Theory, and Constructivist Theory, which collectively explain how internship preparedness influences teaching internship performance in school-based tasks among pre-service teachers.

The first variable, internship preparedness, refers to the readiness of student interns in terms of teaching demonstration,

classroom management, lesson planning preparation, collaboration with mentor teacher and staff, and professional behavior. This variable is primarily supported by Kolb's Experiential Learning Theory, which asserts that learning occurs through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. During their teacher education program, pre-service teachers participate in classroom discussions, microteaching, simulations, demonstrations, and field experiences that allow them to acquire and refine these competencies. Through these experiences, they develop the readiness necessary to perform effectively during their internship.

The second variable, teaching internship performance in school-based tasks, refers to the extent to which interns demonstrate competence in pedagogical knowledge, lesson planning, classroom management, professional behavior, and time, communication, and technological skills during their actual field experience. This variable is explained by Constructivist Theory, which posits that knowledge and skills are actively constructed through authentic experiences and meaningful interaction with the learning environment. As interns engage in real classroom situations, they integrate the concepts learned during their preparation with actual teaching practice, allowing them to develop and demonstrate professional competence.

The relationship between internship preparedness and teaching internship performance in school-based tasks is further reinforced by Bandura's Social Learning Theory, which emphasizes that learning occurs through observation, modeling, and interaction with others. During the internship, student teachers work closely with mentor teachers and school personnel, observing effective teaching practices, and receiving guidance and feedback. These social learning experiences enable interns to translate their preparedness into effective classroom, performance and professional practice.

Taken together, the three theories explain the framework of the study. Kolb's Experiential Learning Theory provides the basis for the development of internship preparedness through experiential learning; Constructivist Theory explains how interns transform their prior knowledge and experiences into actual teaching competencies during school-based tasks; and Bandura's Social Learning Theory explains how observation, modeling, and interaction with mentor teachers facilitate the application of these competencies in the internship setting. Consequently, the conceptual paradigm assumes that a higher level of internship preparedness contributes to better teaching internship performance, which serves as the basis for developing recommendations to enhance the internship program.

D. Statement of the Problem

This study aims to determine the relationship between internship preparedness and intern students' performance in school-based tasks among BEEed interns of PUP Cabiao Campus and aim to answer the following questions:

1. What is the respondents' level of agreement in the

- internship preparedness program in terms of:
- 1) teaching demonstrations;
 - 2) classroom management;
 - 3) lesson planning preparation;
 - 4) collaboration with mentor teachers and staff;
2. What is the respondents' level of agreement on their performance in school-based task in terms of:
- 1) pedagogical knowledge;
 - 2) lesson planning;
 - 3) classroom management;
 - 4) professional behavior; and
 - 5) time, communication and technological skills?
3. What internship preparedness program may be suggested?

E. Scope and Limitation of the Study

This study focuses on the assessment of Bachelor of Elementary Education (BEEd) interns' performance in school-based tasks as a basis for developing an internship preparedness program such as teaching demonstration, classroom management, lesson planning preparation, collaboration with mentor teachers and staff, and professional behavior. Other internship preparedness programs are excluded from this study.

This study also focuses on the interns' performances in school-based tasks such as pedagogical knowledge, lesson planning, classroom management, professional behavior, time, communication, and technological skills. Other school-based tasks experienced by the interns in the school are excluded.

It is limited to selected Bachelor of Elementary Education (BEEd) interns of the Polytechnic University of the Philippines–Cabiao Campus deployed in selected public elementary schools in Cabiao, Nueva Ecija during Academic Year 2025–2026. The study specifically focuses on their preparedness and performance during their internship experience. Their assessment in the preparedness program of the campus and their performance in school-based tasks was evaluated to determine its relationship. Assessment of their cooperating teachers on their performance in school-based task is excluded in the study, since the objective of the researches is to determine the effectiveness of the internship program.

F. Significance of the Study

This study examined the impact of internship preparedness on the performance of Bachelor of Elementary Education (BEEd) students in their school-based tasks. The findings aimed to contribute to the continuous improvement of teacher education programs and to strengthen the professional training of preservice teachers. The research study will benefit the following:

For BEEd Students, the findings highlight how their preparedness and performance are perceived by both supervisors and themselves, encouraging reflection and the enhancement of teaching skills, classroom management practices, and professional behavior.

For Teacher Education Institution, the results of this study may be used by the institution as a basis for reviewing and improving its internship and practicum programs.

For School Administrators, the findings may assist school administrators in strengthening the supervision and evaluation of student interns and in developing more structured support systems for mentoring novice teachers.

For Future Researchers, this study may serve as a reference for future researchers who intend to conduct related studies on internship preparedness and performance using evaluator-based data rather than self-assessment.

G. Definition of Terms

Bachelor of Elementary Education (BEEd) Students. This refers to preservice teachers enrolled in the Bachelor of Elementary Education program who are preparing for the teaching profession through academic coursework and field-based experiences. In this study, they are the respondents who participated in the internship program and whose internship preparedness and teaching internship performance in school-based tasks were assessed.

Internship/Practicum. Internship or practicum is a supervised field experience in which preservice teachers apply the theories, principles, and skills learned in their academic courses to actual classroom settings. It serves as the bridge between teacher preparation and professional practice. In this study, it refers to the school-based training program undertaken by BEEd students in selected public elementary schools.

Internship Preparedness. Internship preparedness refers to the degree of readiness of preservice teachers to perform their responsibilities during their teaching internship. It encompasses the competencies, knowledge, skills, and professional attitudes developed prior to deployment in the field. In this study, internship preparedness is measured in terms of teaching demonstration, classroom management, lesson planning preparation, collaboration with mentor teacher and staff, and professional behavior.

Teaching Demonstration. Teaching demonstration refers to the ability of a preservice teacher to plan and deliver a lesson using appropriate instructional strategies, learning activities, and assessment techniques. It reflects the application of theoretical knowledge into actual teaching practice. In this study, it is one of the indicators used to assess internship preparedness.

Classroom Management. Classroom management refers to the strategies and practices employed by teachers to establish an organized, orderly, and conducive learning environment that promotes student engagement and minimizes disruptions. It also involves establishing clear expectations, routines, and procedures that help students understand their responsibilities and participate effectively in classroom activities. It includes maintaining discipline, managing routines, and facilitating productive classroom interactions. In this study, classroom management serves as both an indicator of internship preparedness and a dimension of teaching internship performance in school-based tasks.

Lesson Planning Preparation. Lesson planning preparation refers to the process of designing instructional plans that align learning objectives, teaching strategies, learning resources, and assessment methods with curriculum standards. It demonstrates

a teacher's ability to organize meaningful learning experiences for students. In this study, it is one of the indicators of internship preparedness.

Collaboration with Mentor Teacher and Staff. Collaboration with mentor teacher and staff refers to the ability of student interns to establish positive working relationships with cooperating teachers, school administrators, and other personnel through effective communication, teamwork, and professional interaction. Such collaboration supports professional learning and successful adaptation to the school environment. In this study, it is an indicator of internship preparedness.

Professional Behavior. Professional behavior refers to the demonstration of ethical conduct, responsibility, respect, integrity, punctuality, and commitment expected of members of the teaching profession. It reflects adherence to professional standards and appropriate workplace relationships. In this study, professional behavior is assessed both as an indicator of internship preparedness and as a dimension of teaching internship performance.

Teaching Internship Performance in School-Based Tasks. It refers to the extent to which student interns effectively carry out the duties and responsibilities assigned during their practicum. It reflects their ability to apply professional knowledge and teaching competencies in authentic classroom situations. In this study, it is measured in terms of pedagogical knowledge, lesson planning, classroom management, professional behavior, and time, communication, and technological skills.

Pedagogical Knowledge. Pedagogical knowledge refers to a teacher's understanding of instructional methods, classroom strategies, learner development, assessment practices, and effective teaching principles necessary for facilitating learning. It enables teachers to deliver instruction that addresses learners' needs and promotes meaningful learning. In this study, it is one of the dimensions of teaching internship performance in school-based tasks.

Lesson Planning. Lesson planning refers to the preparation and organization of instructional objectives, learning activities, teaching materials, and assessment procedures for objectives, learning activities, teaching materials, and assessment procedures for classroom instruction. Effective lesson planning ensures that learning experiences are systematic and aligned with curriculum goals. In this study, it is a dimension of teaching internship performance in school-based tasks.

Time, Communication, and Technological Skills. Time, communication, and technological skills refer to the ability of student interns to manage instructional time efficiently, communicate effectively with learners and school stakeholders, and utilize appropriate educational technologies to enhance teaching and learning. These competencies support effective classroom practice and professional productivity. In this study, they constitute one of the dimensions of teaching internship performance in school-based tasks.

Mentoring. Mentoring refers to the professional guidance and support provided by cooperating or mentor teachers to preservice teachers during their internship. It involves supervision, feedback, modeling of effective teaching practices,

and assistance in professional development. In this study, mentoring forms part of the learning environment that facilitates interns' preparedness and performance.

Professional Growth. Professional growth refers to the continuous improvement of a teacher's knowledge, skills, attitudes, and competencies through learning experiences, reflection, feedback, and practice. It is an ongoing process that contributes to teaching effectiveness and career development. In this study, it pertains to the development of BEEd interns throughout their internship experience.

Readiness to Teach. Readiness to teach refers to the overall capacity of a preservice teacher to assume classroom responsibilities with adequate knowledge, skills, confidence, and professional disposition. It reflects the extent to which teacher education has prepared an individual for actual teaching practice. In this study, readiness to teach is reflected in the interns' level of internship preparedness.

Reflective Practice. Reflective practice refers to the deliberate process of examining and evaluating one's teaching experiences to identify strengths, address weaknesses, and improve future instructional practices. It encourages continuous learning and professional development among educators. In this study, it supports the improvement of teaching competencies during the internship.

School-Based Activities. School-based activities refer to the instructional and professional tasks assigned to student interns during their practicum, including lesson preparation, classroom instruction, assessment, classroom management, participation in school programs, and collaboration with school personnel. These activities provide authentic teaching experiences that contribute to the interns' professional competence.

Teacher Education Institution (TEI). Teacher Education Institution refers to the responsible for preparing future teachers through academic instruction, skills training, and

supervised field experiences. It ensures that preservice teachers acquire the competencies required by professional and educational standards. In this study, the Teacher Education Institution refers to the institution implementing the internship preparedness program for the participating BEEd students.

2. Review of Literature and Studies

This section presents related literature, studies, and the results of other related research to which the current study was linked or had some relevance. This chapter also presented parenting styles and self-concept development necessary to comprehend the research and provided the researchers with sufficient context to comprehend the study.

A. Teaching Demonstration

Teaching internship is an essential part of teacher education that allows pre-service teachers to apply their theoretical knowledge in real classroom settings. Through teaching demonstrations, interns develop key competencies such as lesson planning, classroom management, communication, and instructional delivery while demonstrating their readiness for the teaching profession. According to Lobo (2023), internship experiences contribute significantly to the professional growth

of student teachers by enhancing their instructional skills, confidence, and ability to reflect on their strengths and areas for improvement.

Teaching demonstrations are widely used to assess intern performance in areas such as lesson preparation, content mastery, teaching strategies, classroom management, and assessment practices. Research indicates that internship preparedness, including pedagogical knowledge, professional behavior, communication skills, and adaptability, greatly influences teaching performance. Mentorship and guidance from cooperating teachers further support interns' development by providing constructive feedback and practical classroom experiences.

Although teaching interns often encounter challenges such as anxiety, lesson planning difficulties, and classroom management concerns, these experiences help them develop resilience and improve their teaching competence. Overall, assessing teaching demonstration performance provides valuable information about interns' strengths and areas for development, which can serve as a basis for designing effective Internship Preparedness Programs that enhance future teachers' professional skills and teaching effectiveness.

B. Lesson Planning

Lesson planning is the systematic process of designing, organizing, and preparing instructional activities to achieve specific learning objectives. It serves as a guide for teachers in determining the content, teaching strategies, learning resources, and assessment methods that will be used during instruction. Effective lesson planning ensures that teaching is purposeful, organized, and aligned with curriculum goals and students' learning needs. Lesson planning is considered a fundamental aspect of teaching because it helps teachers structure meaningful learning experiences and improve instructional effectiveness.

According to Farhang *et al.* (2023), lesson planning enables teachers to prepare and organize classroom activities based on predetermined goals, thereby promoting effective teaching and learning. A well-developed lesson plan helps teachers manage time efficiently, maintain classroom organization, and facilitate student engagement. Furthermore, lesson planning allows teachers to anticipate learners' needs, select appropriate instructional strategies, and assess learning outcomes effectively.

Overall, lesson planning is an essential teaching practice that enhances instructional delivery, supports classroom management, and contributes to the achievement of desired learning outcomes. Through careful planning, teachers can create structured and meaningful learning experiences that promote student success and academic achievement.

C. Classroom Management

Classroom management is widely recognized as one of the essential competencies of effective teaching. According to Harry K. Wong and Rosemary T. Wong, effective classroom management creates a positive, organized, and productive learning environment where students can focus on learning and

achieve academic success. Teachers who establish clear rules, procedures, and expectations are more likely to maintain student engagement and minimize disruptive behavior.

Jacob Kounin emphasized that successful classroom management involves a teacher's ability to prevent and address classroom disruptions before they escalate. His theory highlights the importance of maintaining awareness of classroom activities, managing transitions effectively, and ensuring that students remain engaged in learning tasks. These skills are particularly important for teaching interns who are still developing their classroom leadership and instructional competencies.

Furthermore, Anita Woolfolk explained that classroom management extends beyond maintaining discipline. It also involves creating a supportive and respectful learning environment that fosters positive teacher-student relationships and encourages active student participation. Effective classroom management helps students feel safe, motivated, and engaged, thereby contributing to improved academic performance and overall classroom effectiveness.

In the context of teaching internships, classroom management serves as a significant indicator of interns' performance in school-based tasks. Interns who demonstrate strong classroom management skills are better equipped to address classroom challenges, maintain an effective learning environment, respond to diverse classroom situations, and carry out their teaching responsibilities successfully. These skills also help interns respond appropriately to students' needs, manage classroom situations effectively, and create a positive atmosphere that supports active participation and learning. Therefore, assessing interns' classroom management skills can provide valuable insights for the development of an Internship Preparedness Program aimed at enhancing their readiness for the teaching profession.

D. Collaboration with Mentor Teachers and Staff

Collaboration with mentor teachers and staff refers to the intentional process in which educators, including experienced mentor teachers and various school personnel, work together toward shared goals, communicate regularly, and support each other's professional growth. It involves joint planning, collective problem-solving, shared decision-making, and mutual learning to improve teaching practices and enhance student learning outcomes. Effective collaboration is not merely working alongside others, but engaging in meaningful dialogue and coordinated action that benefits the entire educational community.

Mentor teachers, in particular, play a key role in this collaborative process by guiding, supporting, and coaching less experienced teachers through shared reflection, co-planning, feedback, and professional conversations that promote continuous improvement.

E. Pedagogical Knowledge

Pedagogical knowledge referred to the understanding of teaching methods and strategies that enhanced student learning. According to Widiastuti (2018), preservice teachers with strong

pedagogical foundations demonstrated greater classroom confidence and instructional flexibility. Likewise, Darling-Hammond (2017) emphasized that effective teacher education programs strengthened pedagogy through practical exposure and mentoring, allowing interns to apply theory into classroom contexts.

In the Philippines, the study of Dela Cruz & Serrano, (2021) revealed that BEEd interns with high pedagogical preparedness produced more interactive lessons and were evaluated higher by their cooperating teachers. This shows that proper preparation can contribute to better teaching performance. The findings suggested that continuous practice in teaching strategies and reflection activities enhanced pedagogical readiness, which in turn improved classroom performance.

According to Darling-Hammond (2015), pedagogical preparation helped preservice teachers understand how students learned and how to adapt instruction to meet diverse needs. Similar Grossman et al., (2016) emphasized that teacher candidates with strong pedagogical foundations demonstrated better classroom control and student engagement. Dela Cruz, A. A., & Bautista, B. B. (2020) found that Bachelor of Elementary Education (BEEd) interns who were confident in their pedagogical strategies performed better in classroom evaluations. The study highlighted that preparedness in pedagogy allowed interns

to transform theoretical concepts into meaningful classroom practices, thus improving overall teaching effectiveness.

F. Lesson Planning

Lesson planning ensured instructional coherence and goal alignment. As highlighted by Richards and Farrell (2017), careful planning allowed teachers to organize content and anticipate student responses. Moreover, thoughtful planning enhanced teaching confidence and clarity during instruction.

Villanueva (2020) found that BEEd interns who consistently practiced lesson planning were more effective in delivering well-structured teaching demonstrations. Similarly, Cruz, A. A., & Javier, B. B. (2019) concluded that readiness in lesson planning correlated with improved student engagement and learning outcomes. Hence, lesson planning preparedness was a vital indicator of teaching performance among preservice teachers.

Lesson planning served as a roadmap that guided teaching and learning. Richards and Schmidt (2018) stated that planning lessons in advance allowed teachers to clarify objectives, select appropriate materials, and anticipate potential difficulties. When interns were well-prepared in lesson planning, they could teach with confidence and flexibility. In a Philippine study, Villanueva and Santos (2019) discovered that interns who practiced detailed lesson planning before classroom teaching received higher ratings from cooperating teachers. Similarly, De Leon (2021) observed that consistent lesson planning promoted organized classroom delivery and better learner outcomes. These findings confirmed that lesson planning readiness directly contributed to improved internship performance.

G. Classroom Management

Classroom management skills were crucial for maintaining an orderly learning environment. According to Evertson & Weinstein, (2016) effective management included establishing routines, addressing misbehavior, and fostering positive relationships. Teachers who managed classrooms well created safe and engaging spaces for learning.

A recent study by Castillo, (2021) among education students in Nueva Ecija found that those trained in proactive classroom management strategies performed significantly better in teaching evaluations. Likewise, Abdullah & Ismail, (2020) discovered that interns with higher preparedness in managing student behavior reported lower stress and higher teaching satisfaction, highlighting the importance of management readiness during internship.

According to Marzano, (2015), effective classroom management helped minimize disruptions, ensuring that instructional time was maximized. Evertson & Poole, (2017) further asserted that teachers who were prepared to handle behavioral issues could focus more on teaching rather than discipline.

In a local context, Castillo, (2020) found that BEEd interns who received classroom management training prior to deployment showed significant improvement in handling disruptive behavior and maintaining classroom order.

Similarly, Mendoza, (2022) reported that classroom management preparedness was strongly associated with a teacher's confidence and efficiency in performing school-based tasks.

H. Professional Behavior

Professional behavior embodies ethics, punctuality, responsibility, and respect key traits of a competent teacher. It also reflects an intern's commitment to professional standards and responsibilities. According to Day, (2018), professionalism enhanced teachers' credibility and their ability to serve as role models. Interns who demonstrated professional values built stronger relationships with mentors and students alike.

In a Philippine study, De Vera and Santos (2022) emphasized that BEEd interns' professional behavior strongly influenced their school-based evaluations. Those who exhibited discipline, honesty, and respect were described as more prepared for the teaching profession. This demonstrated that professionalism was not only a behavioral trait but also an indicator of emotional and ethical readiness.

According to Day, (2018), professionalism included values such as integrity, punctuality, responsibility, and respect for others. Teachers who acted professionally served as role models to their students and colleagues.

A local study by Abad & De Vera, (2021) revealed that BEEd interns who exhibited professional discipline and a positive attitude during internship received better performance evaluations. Likewise, Pascual, (2019) emphasized that professionalism enhanced communication and collaboration among interns, mentors, and school administrators, making it an essential part of internship preparedness.

I. Time Management

Time management preparedness enabled interns to balance lesson preparation, teaching, and administrative tasks. Ahmed et al., (2017) found that effective time management led to reduced anxiety and improved teaching performance. Meanwhile, Zhang and Zheng (2021) observed that preservice teachers with better time management skills were more productive and reflective during their practicum.

Alvarado, (2020) reported that student teachers from Central Luzon who practiced daily scheduling and prioritization achieved higher performance ratings during internship. This indicated that time management was not only an organizational skill but also a vital factor in maintaining work-life balance and teaching quality.

Macan, (2016) found that educators who practiced efficient time management experienced less stress and achieved higher work productivity. Moreover, Claessens et al., (2017) suggested that time management skills were closely related to teaching performance and job satisfaction.

In the Philippine context, De Guzman (2020) studied education students at Central Luzon State University and found that those who planned their daily tasks and prioritized important duties performed better in their practicum. The study concluded that time management preparedness led to a smoother and more productive internship experience.

J. Synthesis of the Study

The reviewed literature clearly showed that internship preparedness played an important role in the performance of Bachelor of Elementary Education (BEED) interns in school-based tasks. Both foreign and local studies consistently found that preparedness in pedagogical knowledge, lesson planning, classroom management, professional behavior, and time management greatly influenced how well interns performed during their internship.

Pedagogical knowledge was identified as the foundation of effective teaching. The studies revealed that preservice teachers who were well-prepared pedagogically showed greater confidence, flexibility, and competence in the classroom. They were able to apply what they learned in theory to actual teaching situations, design interactive lessons, and respond to learners' needs. As a result, these interns received higher evaluations from their cooperating teachers.

Lesson planning preparedness also played a significant role in teaching performance. The literature indicated that interns who regularly prepared detailed lesson plans taught more organized and focused lessons. Proper planning helped them feel more confident during instruction and allowed lessons to flow smoothly. Local studies confirmed that interns who practiced consistent lesson planning were rated higher in teaching demonstrations and classroom delivery.

Classroom management preparedness was found to be essential in maintaining an effective learning environment. The studies showed that interns who were trained in managing classroom behavior handled disruptions better and used instructional time more efficiently. In the Philippine setting, interns with strong classroom management skills demonstrated

improved confidence and effectiveness, which positively affected their overall performance in school-based tasks.

Professional behavior was also highlighted as an important aspect of internship preparedness. The literature emphasized that interns who demonstrated professionalism such as punctuality, responsibility, respect, and integrity built better relationships with their mentors and students. Local studies revealed that interns who consistently showed professional conduct received higher performance ratings and were perceived as more ready for the teaching profession.

Time management preparedness was shown to support interns in balancing their teaching responsibilities and other school-related tasks. The studies revealed that interns who managed their time well experienced less stress, became more productive, and performed better during their practicum. Philippine studies further confirmed that effective time management contributed to a smoother and more successful internship experience.

3. Methodology

A. Method of Research

This study employed a quantitative research design, specifically a descriptive approach, to explore and understand the internship preparedness of BEED students and their performance in school-based tasks. The study focused on gathering in-depth descriptions of students' experiences during their internship without manipulating any conditions or intervening in their natural setting. The data obtained provided meaningful insights into the lived experiences of student-teachers in relation to their internship readiness and teaching practice.

B. Population, Sample Size, and Sampling Technique

The population of this study consisted of all 66 fourth-year Bachelor of Elementary Education (BEED) students from the Polytechnic University of the Philippines – Cabiao Campus who were officially enrolled in the internship program for Academic Year 2025–2026. These students were deployed to various public elementary schools in Cabiao, Nueva Ecija, as part of their required teaching practicum. Since they were already engaged in actual classroom settings, they represented the most appropriate group for understanding the experiences and preparedness of Bachelor of Elementary Education (BEED) interns.

Since the number of interns was manageable and all of them were accessible to the researchers, the study used total enumeration as its sampling technique. This meant that every qualified Bachelor of Elementary Education (BEED) intern was invited to participate. Including the entire population allowed the data to reflect the real and collective experience of the whole group, ensuring that no perspective was left out.

The total enumeration sampling was applied in this research, which was a method wherein every member of the identified population was included as a respondent. This approach was appropriate because the number of fourth-year Bachelor of Elementary Education (BEED) interns from the Polytechnic

University of the Philippines–Cabiao Campus for Academic Year 2025–2026 was small and easily accessible to the researchers. All BEEd interns assigned to the participating public elementary schools served as the subjects of the study. Their involvement provided valuable information for assessing their readiness and actual performance, as all interns were engaged in school-based activities such as lesson planning, teaching demonstrations, classroom management, documentation, and collaboration with mentor teachers. A researcher-made questionnaire was distributed to all interns to ensure that every qualified respondent was included. Through total enumeration, the researchers minimized sampling bias, allowing the experiences, challenges, and skills of the entire internship group to be accurately represented. This sampling method further enhanced the reliability of the findings and enabled the researchers to obtain a comprehensive understanding of internship preparedness and performance among all fourth-year BEEd interns assigned to the public elementary schools.

C. Description of Respondents

The respondents were fourth-year BEEd students of Polytechnic University of the Philippines – Cabiao Campus, who were deployed in cooperating public schools in Cabiao, Nueva Ecija. These students were between 22 to 27 years old. They had already completed all the professional education courses, such as lesson planning, classroom management, curriculum development, assessment of learning, and different field study subjects. All student interns were actively involved in different school-based tasks, including teaching demonstrations, lesson preparation, documentation, student assessment, and participation in school programs. Their experiences in these schools provided meaningful data that reflected their preparedness level and performance as future educators. The selection of these respondents was important because they entered the actual phase of applying what they had learned in real classroom settings under the guidance of cooperating teachers.

D. Research Instrument

This study used a researcher-made questionnaire as the data-gathering instrument, which served as the main tool for gathering information from the respondents. Each questionnaire consisted of statements that were measures of both interns' level of preparedness and performance in carrying out school-based tasks during their internship.

It was patterned from the existing internship evaluation tools of various Teacher Education Programs in the Philippines but was simplified and modified to conform specifically with the variables of this study. The instrument covered key indicators such as pedagogical knowledge, lesson planning, classroom management, professional behavior, time management, communication skills, and technological skills.

The instrument is made up of three parts, first part of the instrument measures the level of agreement is the demographic profile of the respondents, second part of the instrument is the level of agreement of the respondents in the internship

preparedness, and last part is third part of the instrument includes the assessment of respondents to their Performance in School-Based Task. All the statements were phrased in a self-assessment formed allowing respondents to rate their perceived preparedness and performance. The items were designed to reflect the key areas covered by the study. Responses used a five-point Likert scale ranging from 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, to 1 = Strongly Disagree. This allowed the researcher to determine the level of the subject's positive or negative response to each statement.

This questionnaire was validated by experts in the field of education, namely a faculty researcher, an internship coordinator, and a cooperating teacher, prior to its administration. All their comments and suggestions were carefully considered in modifying the questionnaire to be clear, comprehensive, and appropriate to measure the variables of the study. A pilot test was also conducted to further establish the reliability of the instrument. The result showed a high Cronbach's Alpha, meaning that the instrument had high internal consistency and was reliable for actual data collection.

E. Data-Gathering Procedure

The researchers secured approval for the questionnaire by presenting an authorization letter from their thesis adviser. A formal letter of request was prepared and submitted to the Campus Director of PUP–Cabiao, and the Internship/Practicum Coordinator, to seek approval for the conduct of the study. Coordination with cooperating public elementary schools and mentor teachers was also undertaken. Ethical protocols such as informed consent, confidentiality, and voluntary participation were strictly observed throughout the research process. The respondents consisted of Bachelor of Elementary Education students of PUP–Cabiao Campus who had completed or were enrolled in the teaching internship/practicum program. Official records from the Registrar Office were utilized to identify eligible respondents. After the permission, the researchers created a google form and sent the link to BEEd fourth year respondent:

F. Statistical Treatment of Data

1) Weighted Mean

The Weighted Mean (WM) served as the primary statistical measure to determine the level of agreement of the respondents regarding the effectiveness of the BEEd Internship Program.

$$WM = \frac{\sum f}{\sum (fx)}$$

Where:

WM = Weighted Mean

Σf = The total number of responses (sum of all frequencies)

A five-point Likert scale was utilized to quantify the respondents' perceptions regarding the various components of the 4th Year BEEd Internship Program. The responses gathered reflected the interns' assessment of the program's effectiveness

Table 1

Weighted Mean Range	Verbal Interpretation (VI)	Description
4.51 – 5.00	Strongly Agree	The performance indicator is consistently and excellently demonstrated.
3.51 – 4.50	Agree	The performance indicator is generally demonstrated with minimal lapses.
2.51 – 3.50	Slightly Agree	The performance indicator is moderately demonstrated but needs improvement.
1.51 – 2.50	Disagree	The performance indicator is seldom demonstrated and requires significant improvement.
1.00 – 1.50	Strongly Disagree	The performance indicator is not demonstrated at all.

and relevance in preparing them for classroom teaching. The corresponding range of weighted means and their verbal interpretation was applied as in table 1.

4. Result and Discussion

This section presents the gathered data survey were provided in tabular form with supporting interpretations, implications, and theoretical bases.

A. Respondents Level of Agreement in Internship Preparedness Program

Table 2 findings show that the respondents strongly agreed with all indicators under Teaching Demonstration, resulting in an overall weighted mean of 4.93, interpreted as Strongly Agree. The highest weighted mean of 4.96 was obtained by "Lessons are taught clearly and confidently" and "Lessons are enjoyable and meaningful." This was followed by

"Understanding is checked through activities" and "Pupils are encouraged to participate" with 4.94 each. "Teaching methods fit pupils' needs" and "Teaching performance is reviewed for improvement" obtained 4.93. "Pupils are actively engaged in class," "Teaching tools are used properly," and "Calmness is shown during teaching observations" each received 4.91. The lowest weighted mean of 4.88 was obtained by "Class time is managed well," although it was still interpreted as Strongly Agree.

Ratings demonstrate capability in delivering lessons

effectively and confidently. Ability to engage learners and apply suitable instructional strategies reflects competence in actual teaching situations. Hattie (2009) highlighted that effective teaching practices positively influence student participation and achievement.

Table 3 findings show that the respondents strongly agreed with all indicators under Classroom Management, resulting in an overall weighted mean of 4.90, interpreted as Strongly Agree.

The highest weighted mean of 4.96 was obtained by "The classroom is clean, safe, and welcoming." This was followed by "Discipline is done fairly and calmly" and "Rules are clear to everyone" with 4.94 each. "Activities move smoothly from one to another" obtained 4.93. "The classroom is orderly during lessons" and "Space is used well for learning activities" received 4.91, while "Seating helps pupils learn better" obtained 4.90. "Routines are followed properly" received 4.87, followed by "Pupils behave respectfully" with 4.82. The lowest weighted mean of 4.81 was obtained by "Pupils stay focused during class," although it remained under the Strongly Agree interpretation.

Results suggest effectiveness in managing classroom routines, discipline, and learning environments. The ability to maintain order and facilitate smooth learning activities contributes to a productive classroom setting. Danielson (2013) emphasized that effective classroom management supports both academic and behavioral development.

Table 2

Respondents' level of agreement internship preparedness program suggested by teaching demonstration

Teaching Demonstration	Weighted Mean (WM)	Verbal Interpretation (VI)
Lessons are taught clearly and confidently.	4.96	Strongly Agree
Pupils are actively engaged in class.	4.91	Strongly Agree
Teaching methods fit pupils' needs.	4.93	Strongly Agree
Teaching tools are used properly.	4.91	Strongly Agree
Understanding is checked through activities.	4.94	Strongly Agree
Pupils are encouraged to participate.	4.94	Strongly Agree
Class time is managed well.	4.88	Strongly Agree
Calmness is shown during teaching observations.	4.91	Strongly Agree
Lessons are enjoyable and meaningful.	4.96	Strongly Agree
Teaching performance is reviewed for improvement.	4.93	Strongly Agree
Overall	4.93	Strongly Agree

Legend: 4.51–5.00 – strongly agree; 3.51–4.50 – agree; 2.51–3.50 – slightly agree; 1.51–2.50 – disagree; 1.00–1.50 – strongly disagree

Table 3

Respondents' level of agreement on internship preparedness program suggested by classroom management

Classroom Management	Weighted Mean (WM)	Verbal Interpretation (VI)
The classroom is orderly during lessons.	4.91	Strongly Agree
Pupils behave respectfully.	4.82	Strongly Agree
Routines are followed properly.	4.87	Strongly Agree
Discipline is done fairly and calmly.	4.94	Strongly Agree
Pupils stay focused during class.	4.81	Strongly Agree
Seating helps pupils learn better.	4.9	Strongly Agree
Rules are clear to everyone.	4.94	Strongly Agree
Activities move smoothly from one to another.	4.94	Strongly Agree
The classroom is clean, safe, and welcoming.	4.96	Strongly Agree
Space is used well for learning activities.	4.91	Strongly Agree
Overall	4.90	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50

Table 4 findings show that the respondents strongly agreed with all indicators under Lesson Preparation, resulting in an overall weighted mean of 4.93, interpreted as Strongly Agree.

The highest weighted mean of 4.96 was obtained by "Lessons match the curriculum standards." This was followed by "Learning tools are ready before class," "Feedback from mentors is used to improve lessons," and "Lessons are adjusted to fit all kinds of learners" with 4.94 each. "Lessons focus on pupils' learning needs" and "Lessons fit pupils' learning pace" both obtained 4.93. The indicators "Lesson goals are achieved after class," "Visual aids fit the topic and learners' level," and "Lessons are reviewed after each class" received 4.91. The lowest weighted mean of 4.90 was obtained by "Activities are creative and fun for pupils," which was still interpreted as Strongly Agree.

High overall mean indicates effectiveness in preparing lessons that are organized, relevant, and aligned with curriculum standards. It also reflects the ability to plan lessons according to the intended learning outcomes. Attention to learners' needs and instructional requirements supports quality teaching and learning experiences. Darling-Hammond (2006) stated that thorough preparation is a critical component of instructional success.

Table 5 shows that the respondents strongly agreed with all indicators under Collaboration with Mentor teachers and staff

resulting in an overall weighted mean of 4.94, interpreted as Strongly Agree as shown below.

The highest weighted mean of 4.97 was obtained by "The student-teacher works well with the mentor." This was followed by "Proper behavior is shown in school" and "The university is represented well" with 4.96 each. The indicators "Feedback from mentors is asked and followed," "The mentor's guidance and ideas are respected," "Feedback is used to improve teaching," "Good relationships with pupils and peers are kept," and "Tasks are done responsibly and on time" each obtained 4.94. "The student-teacher joins school activities willingly" received 4.93. The lowest weighted mean of 4.91 was obtained by "Communication with staff and teachers is polite," which was still interpreted as Strongly Agree. Ratings reflect strong ability to collaborate with mentors, colleagues, and learners while maintaining professional conduct. Willingness to accept feedback and participate in school activities demonstrates commitment to continuous professional growth. Effective collaboration is considered essential in teacher development and school success (Darling-Hammond, 2006).

Table 6 findings show that the respondents strongly agreed with all dimensions of internship preparedness, resulting in an overall weighted mean of 4.92, interpreted as Strongly Agree. Among the dimensions, Collaboration and Professional Conduct obtained the highest weighted mean of 4.94. This was

Table 4
Respondents' level of agreement internship preparedness program suggested by lesson preparation

Lesson Preparation	Weighted Mean (WM)	Verbal Interpretation (VI)
Lessons match the curriculum standards.	4.96	Strongly Agree
Internship and school work are managed well.	4.94	Strongly Agree
The student-teacher speaks clearly to pupils.	4.91	Strongly Agree
Lessons focus on pupils' learning needs.	4.93	Strongly Agree
Lessons fit pupils' learning pace.	4.93	Strongly Agree
Lesson goals are achieved after class.	4.91	Strongly Agree
Visual aids fit the topic and learners' level.	4.91	Strongly Agree
Feedback from mentors is used to improve lessons.	4.94	Strongly Agree
Lessons are reviewed after each class.	4.91	Strongly Agree
Lessons are adjusted to fit all kinds of learners.	4.94	Strongly Agree
Overall	4.93	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 Strongly Disagree.

Table 5
Respondents' level of agreement internship preparedness program may be suggested by collaboration with mentor teachers and staff

Collaboration with Mentor teachers and staff	Weighted Mean (WM)	Verbal Interpretation (VI)
The student-teacher works well with the mentor.	4.97	Strongly Agree
Feedback from mentors is asked and followed.	4.94	Strongly Agree
Communication with staff and teachers is polite.	4.91	Strongly Agree
The student-teacher joins school activities willingly.	4.93	Strongly Agree
The mentor's guidance and ideas are respected.	4.94	Strongly Agree
Feedback is used to improve teaching.	4.94	Strongly Agree
Good relationships with pupils and peers are kept.	4.94	Strongly Agree
Proper behavior is shown in school.	4.96	Strongly Agree
The university is represented well.	4.96	Strongly Agree
Tasks are done responsibly and on time.	4.94	Strongly Agree
Overall	4.94	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 – Strongly Disagree

Table 6
Summary finding of internship preparedness

Internship Preparedness	Weighted Mean (WM)	Verbal Interpretation (VI)
Teaching Demonstration	4.93	Strongly Agree
Lesson Planning	4.93	Strongly Agree
Classroom Management	4.90	Strongly Agree
Collaboration and Professional conduct	4.94	Strongly Agree
Overall	4.92	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 – Strongly Disagree.

Table 7
Respondents' level of agreement in interns' performance in school based by pedagogical knowledge

Pedagogical Knowledge	Weighted Mean (WM)	Verbal Interpretation (VI)
Demonstrates a clear understanding of teaching principles and strategies.	4.88	Strongly Agree
Applies appropriate teaching methods suited to the lesson objectives.	4.88	Strongly Agree
Adjusts instruction according to learners' needs and abilities.	4.91	Strongly Agree
Explains concepts clearly and accurately.	4.85	Strongly Agree
Connects lesson content to real-life situations to enhance understanding.	4.94	Strongly Agree
The student-teacher shows confidence while teaching.	4.90	Strongly Agree
Applies appropriate teaching strategies effectively.	4.91	Strongly Agree
The intern demonstrates a clear understanding of teaching strategies and methods.	4.90	Strongly Agree
The intern shows mastery of subject content.	4.85	Strongly Agree
Knowledge from education courses is shown in teaching.	4.87	Strongly Agree
Overall	4.89	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 – Strongly Disagree

Table 8
Respondents' level of agreement in interns' performance in School-Based by lesson planning

Lesson Planning	Weighted Mean (WM)	Verbal Interpretation (VI)
Prepares detailed and well-organized lesson plans.	4.90	Strongly Agree
States clear and measurable lesson objectives.	4.91	Strongly Agree
Activities match the lesson's purpose.	4.87	Strongly Agree
Selects appropriate instructional materials and learning activities.	4.88	Strongly Agree
Aligns assessment activities with lesson objectives.	4.93	Strongly Agree
Submits lesson plans on time for review and approval.	4.81	Strongly Agree
Uses appropriate and relevant instructional materials.	4.90	Strongly Agree
Learning objectives are clear and measurable.	4.91	Strongly Agree
Lessons connect to pupils' real-life experiences.	4.87	Strongly Agree
Lesson plans are reviewed and improved when needed.	4.88	Strongly Agree
Overall	4.88	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 – Strongly Disagree

followed by Teaching Demonstration and Lesson Planning, both with a weighted mean of 4.93. The lowest weighted mean of 4.90 was obtained by Classroom Management, although it was still interpreted as Strongly Agree.

Overall performance rating demonstrates successful application of knowledge, skills, and professional values in carrying out school-based responsibilities. Strong ratings across all dimensions reflect readiness for teaching profession and ability to function effectively in real classroom settings. Marzano (2017) emphasized that instructional competence, classroom management, and professionalism collectively contribute to successful teaching performance

B. Respondents' level of agreement in Interns Performance in School Based

Table 7 findings show that the respondents strongly agreed with all indicators under Pedagogical Knowledge, resulting in an overall weighted mean of 4.89, interpreted as Strongly Agree.

Among the indicators, "Connects lesson content to real-life situations to enhance understanding" obtained the highest weighted mean of 4.94. This was followed by "Adjusts instruction according to learners' needs and abilities" and "Applies appropriate teaching strategies effectively" with a weighted mean of 4.91 each. Next were "The student-teacher shows confidence while teaching" and "The intern demonstrates a clear understanding of teaching strategies and methods" with a weighted mean of 4.90. "Demonstrates a clear understanding of teaching principles and strategies" and "Applies appropriate teaching methods suited to the lesson objectives" obtained 4.88, followed by "Knowledge from education courses is shown in teaching" with 4.87. The indicators "Explains concepts clearly and accurately" and "The

intern shows mastery of subject content" received the lowest weighted mean of 4.85, although still interpreted as Strongly Agree.

High overall ratings suggest strong pedagogical competence among interns. Ability to apply appropriate teaching strategies, address learners' needs, and connect lessons to real-life situations reflect effective instructional preparation. According to Shulman (1987), pedagogical knowledge is essential in transforming subject matter into meaningful learning experience

Table 8 findings show that the respondents strongly agreed with all indicators under Lesson Planning, resulting in an overall weighted mean of 4.88, interpreted as Strongly Agree. The highest weighted mean of 4.93 was obtained by "Aligns assessment activities with lesson objectives." This was followed by "States clear and measurable lesson objectives" and "Learning objectives are clear and measurable" with a weighted mean of 4.91 each. "Prepares detailed and well-organized lesson plans" and "Uses appropriate and relevant instructional materials" followed with 4.90. The indicators "Selects appropriate instructional materials and learning activities" and "Lesson plans are reviewed and improved when needed" obtained 4.88, while "Activities match the lesson's purpose" and "Lessons connect to pupils' real-life experiences" both received 4.87. The lowest weighted mean of 4.81 was obtained by "Submits lesson plans on time for review and approval," which was still interpreted as Strongly Agree.

Overall ratings demonstrate proficiency in planning and organizing instruction. Alignment of objectives, activities, and assessments reflects effective lesson design, which is a key component of successful teaching. Biggs and Tang (2011) emphasized that well-aligned instruction promotes better learning outcomes.

Table 9 findings show that the respondents strongly agreed with all indicators under Classroom Management, resulting in an overall weighted mean of 4.86, interpreted as Strongly Agree.

The indicators "The intern maintains a positive learning environment" and "The classroom is clean, safe, and welcoming" obtained the highest weighted mean of 4.91. These were followed by "Establishes classroom rules and expectations clearly" and "Space is used well for learning activities" with 4.90 each. "Manages learner behavior appropriately and professionally" received 4.88. The indicators "The classroom is orderly during lessons" and "Rules are clear to everyone" obtained 4.85, while "The intern manages student behavior appropriately" received 4.84. "Maximizes instructional time with minimal disruptions" obtained 4.82. The lowest weighted mean of 4.72 was recorded by "Pupils behave respectfully," although it was still interpreted as Strongly Agreed.

Results reveal strong capability in maintaining an organized and positive learning environment. Establishing classroom rules, managing learner behavior, and creating a conducive

atmosphere contribute to effective teaching and learning. Marzano (2017) identified classroom management as one of the most influential factors affecting student achievement.

Table 10 findings show that the respondents strongly agreed with all indicators under Professional Behavior, resulting in an overall weighted mean of 4.93, interpreted as Strongly Agree.

The highest weighted mean of 4.97 was obtained by "The interns maintain confidentiality of school-related information" and "Teaching is done with effort and interest." This was followed by "Honesty is shown in all duties" with 4.96. "The intern shows commitment to assigned responsibilities" and "The student-teacher dresses appropriately and observes proper grooming" obtained 4.94. The indicators "The intern maintains a positive learning environment," "Respect is shown to mentors, teachers, and pupils," and "The student-teacher arrives on time and observes proper attendance" all received 4.93. "Shows respect toward students and school personnel" obtained 4.91. The lowest weighted mean of 4.85 was recorded by "Adheres to school policies and professional standards," which was still interpreted as Strongly Agree.

Table 9
Respondents' level of agreement in interns' performance in school based by classroom management

Classroom Management	Weighted Mean (WM)	Verbal Interpretation (VI)
The classroom is orderly during lessons.	4.91	Strongly Agree
Pupils behave respectfully.	4.82	Strongly Agree
Routines are followed properly.	4.87	Strongly Agree
Discipline is done fairly and calmly.	4.94	Strongly Agree
Pupils stay focused during class.	4.81	Strongly Agree
Seating helps pupils learn better.	4.9	Strongly Agree
Rules are clear to everyone.	4.94	Strongly Agree
Activities move smoothly from one to another.	4.93	Strongly Agree
The classroom is clean, safe, and welcoming.	4.96	Strongly Agree
Space is used well for learning activities.	4.91	Strongly Agree
Overall	4.9	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 – Strongly Disagree.

Table 10
Respondents' level of agreement in interns' performance in School-Based professional behavior

Professional Behavior	Weighted Mean (WM)	Verbal Interpretation (VI)
The intern maintains a positive learning environment.	4.93	Strongly Agree
Respect is shown to mentors, teachers, and pupils.	4.93	Strongly Agree
Shows respect toward students and school personnel.	4.91	Strongly Agree
Adheres to school policies and professional standards.	4.85	Strongly Agree
Honesty is shown in all duties.	4.96	Strongly Agree
The intern shows commitment to assigned responsibilities.	4.94	Strongly Agree
The interns maintain confidentiality of school-related information.	4.97	Strongly Agree
The student-teacher dresses appropriately and observes proper grooming.	4.94	Strongly Agree
The student-teacher arrives on time and observes proper attendance.	4.93	Strongly Agree
Teaching is done with effort and interest.	4.97	Strongly Agree
Overall	4.93	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 – Strongly Disagree.

Table 11
Respondents' level of agreement in interns' performance in School-Based task by time, communication, and technology skills

Time, Communication, and Technology Skills	Weighted Mean (WM)	Verbal Interpretation (VI)
Tasks and schedules are finished on time.	4.88	Strongly Agree
Internship and school work are managed well.	4.88	Strongly Agree
The student-teacher speaks clearly to pupils.	4.88	Strongly Agree
Ideas are shared confidently in discussions.	4.94	Strongly Agree
Digital tools are used in lessons.	4.93	Strongly Agree
Online materials are used for lesson preparation.	4.93	Strongly Agree
Basic tech problems are solved properly.	4.94	Strongly Agree
Communication with mentors is respectful.	4.96	Strongly Agree
Lesson plans and reports are submitted on time.	4.91	Strongly Agree
Good listening is shown during conversations.	4.94	Strongly Agree
Overall	4.92	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 – Strongly Disagree.

Table 12
Summary findings of performance School-Based

Performance School Based Task	Weighted Mean (WM)	Verbal Interpretation (VI)
Pedagogical Knowledge	4.89	Strongly Agree
Lesson Planning	4.88	Strongly Agree
Classroom Management	4.86	Strongly Agree
Professional Behavior	4.93	Strongly Agree
Time, Communication, and Technology Skills	4.92	Strongly Agree
Overall	4.90	Strongly Agree

Legend: 4.51–5.00 – Strongly Agree; 3.51–4.50 – Agree; 2.51–3.50 – Slightly Agree; 1.51–2.50 – Disagree; 1.00–1.50 – Strongly Disagree.

Table 13
Suggested project plan for internship preparedness program

Action to Improve	Program/Activity	Objective
Strengthen classroom routines and procedure	Classroom Management Enhancement Workshop	To develop interns' ability to establish effective classroom routines and maintain an orderly learning environment.
Improve learner behavior management	Positive Discipline Seminar	To equip interns with appropriate strategies for managing student behavior fairly and effectively
Increase student engagement during lessons	Interactive Teaching Strategies Workshop	To enhance interns' skills in keeping learners actively engaged and focused during instruction.
Develop confidence in handling classroom situations	Classroom Management Simulation and Microteaching	To provide opportunities for interns to practices responding to common classroom management scenarios.
Promote continuous improvement through mentoring	Mentor Coaching and Reflection Sessions	To encourage interns to evaluate their classroom management practice and improving through constructive feedback.

High ratings reflect commitment to professionalism, responsibility, and ethical conduct. Demonstration of honesty, respect, punctuality, and confidentiality indicates readiness to meet standards expected of future educators. Day (2018) noted that professionalism enhances teacher effectiveness and credibility.

Table 11 findings show that the respondents strongly agreed with all indicators under Time, Communication, and Technology Skills, resulting in an overall weighted mean of 4.92, interpreted as Strongly Agree.

The highest weighted mean of 4.96 was obtained by "Communication with mentors is respectful." This was followed by "Ideas are shared confidently in discussions," "Basic tech problems are solved properly," and "Good listening is shown during conversations" with a weighted mean of 4.94 each. "Digital tools are used in lessons" and "Online materials are used for lesson preparation" both obtained 4.93. "Lesson plans and reports are submitted on time" received 4.91. The indicators "Tasks and schedules are finished on time," "Internship and school work are managed well," and "The student-teacher speaks clearly to pupils" all received 4.88, which were the lowest ratings but were still interpreted as Strongly Agree.

Results highlight competence in managing responsibilities, communicating effectively, and utilizing technology in instruction. These skills are increasingly important in modern education as they support instructional effectiveness and learner engagement (Darling-Hammond, 2006).

Table 12 findings show that the respondents strongly agreed with all dimensions of Performance school-based, resulting in an overall weighted mean of 4.90, interpreted as Strongly Agree. Among the dimensions, Professional Behavior obtained the highest weighted mean of 4.93, followed by Time, Communication, and Technology Skills with 4.92. Pedagogical Knowledge received 4.89, while Lesson Planning obtained 4.88. The lowest weighted mean of 4.86 was recorded by Classroom Management, although it was still interpreted as Strongly Agree.

Overall rating confirms a high level of internship preparedness. Strong performance across all dimensions suggests that teacher education training has successfully developed competencies necessary for classroom practice. Darling-Hammond (2006) emphasized that quality preparation programs contribute significantly to teacher readiness.

The findings of the study revealed that Classroom Management obtained the lowest weighted mean among the dimensions of Internship Preparedness (WM = 4.90) and likewise recorded the lowest weighted mean among the dimensions of Internship Performance in School-Based Tasks (WM = 4.86), although both were interpreted as Strongly Agree. These results indicate that while the student interns generally possess classroom management competencies, this area remains the aspect that requires the greatest improvement compared to the other dimensions assessed. Effective classroom management is essential for maintaining an orderly, engaging, and productive learning environment. It enables future teachers to establish clear routines, manage learner behavior, maximize instructional time, and create a positive classroom atmosphere that supports learning. Strengthening these competencies prior to deployment can enhance interns' confidence and effectiveness in actual teaching situations. In response to these findings, Project LEAD: Learning Environment and Discipline Enhancement Program is proposed to further develop the classroom management skills of BEEed interns. Through targeted workshops, practical simulations, and mentor-guided reflection sessions, the program aims to equip student interns with effective classroom management strategies, thereby improving their internship preparedness and overall performance in school-based tasks.

5. Summary of Findings, Conclusions, and Recommendations

The summary of findings of the study on the assessment of interns' performance in school-based tasks as a basis for the internship preparedness program. It highlights the overall results gathered from the evaluation of student-teachers in

terms of pedagogical knowledge, lesson planning, classroom management, professional behavior, and time, communication, and technological skills, as well as their performance in teaching demonstrations, lesson preparation, collaboration, and professional conduct.

A. Summary of Findings

Overall, the findings revealed that the respondents obtained a grand mean of 4.92, interpreted as Strongly Agree, indicating a very high level of internship preparedness and school-based performance.

1. Respondents' level of agreement in the internship preparedness program
 - 1) Respondents' Level of Agreement internship preparedness program may be suggested by Teaching Demonstration obtained a weighted mean of 4.93;
 - 2) Respondents' Level of Agreement internship preparedness program may be suggested by Classroom Management obtained a weighted mean of 4.94;
 - 3) Respondents' Level of Agreement internship preparedness program may be suggested by Lesson Preparation obtained a weighted mean of 4.93;
 - 4) Respondents' Level of Agreement internship preparedness program may be suggested by Collaboration and Professional Conduct obtained a weighted mean of 4.94.
2. Respondents' Level of Agreement in interns' performance in school based
 - 1) Respondents' Level of Agreement in interns' performance in school based by Pedagogical knowledge obtained a weighted mean of 4.89;
 - 2) Respondents' Level of Agreement in interns' performance in school based by Lesson Planning obtained a weighted mean of 4.88;
 - 3) Respondents' Level of Agreement in interns' performance in school based by Classroom Management obtained a weighted mean of 4.86;
 - 4) Respondents' Level of Agreement in interns' performance in school-based Professional Behavior obtained a weighted mean of 4.93;
 - 5) Respondents' Level of Agreement in interns' performance in school-based task by Time, Communication, and Technology Skills obtained a weighted mean of 4.92.
3. Internship preparedness program may be suggested

B. Conclusions

1. Respondents' Level of Agreement in the Internship Preparedness Program
 - 1) The respondents demonstrated a very high level of preparedness in teaching demonstration, as evidenced by the weighted mean of 4.93, interpreted as Strongly Agree. This indicates that the interns possess the confidence, instructional

skills, and teaching strategies necessary to facilitate effective learning experiences in the classroom.

- 2) The respondents demonstrated a very high level of preparedness in classroom management, with a weighted mean of 4.90, interpreted as Strongly Agree. This suggests that they are capable of maintaining an orderly, safe, and conducive learning environment and effectively managing classroom routines and student behavior.
 - 3) The respondents demonstrated a very high level of preparedness in lesson planning preparation, as reflected by the weighted mean of 4.93, interpreted as Strongly Agree. This indicates their ability to design organized, relevant, and curriculum-aligned lesson plans that support effective instruction and student learning.
 - 4) The respondents demonstrated a very high level of preparedness in collaborating with mentor teachers and school staff, obtaining a weighted mean of 4.94, interpreted as Strongly Agree. This implies that they maintain positive professional relationships, communicate effectively, and actively participate in collaborative activities that contribute to their professional growth and development.
2. Respondents' Level of Agreement in Interns' Performance in School-Based Tasks
 - 1) The respondents demonstrated a very high level of performance in pedagogical knowledge, with a weighted mean of 4.89, interpreted as **Strongly Agree**. This indicates their strong understanding and application of effective teaching principles, instructional strategies, and learner-centered approaches.
 - 2) The respondents demonstrated a very high level of performance in lesson planning, obtaining a weighted mean of 4.88, interpreted as Strongly Agree. This reflects their ability to prepare well-structured lessons that align learning objectives, instructional activities, and assessment methods.
 - 3) The respondents demonstrated a very high level of performance in classroom management, with a weighted mean of 4.86, interpreted as Strongly Agree. This suggests their capability to establish a positive learning environment, maintain classroom discipline, and manage learner behavior effectively.
 - 4) The respondents demonstrated a very high level of performance in professional behavior, obtaining a weighted mean of 4.93, interpreted as Strongly Agree. This indicates their commitment to professionalism, ethical conduct, responsibility, punctuality, and respect in carrying out their duties as student-teachers.
 - 5) The respondents demonstrated a very high level of performance in time, communication, and

technology skills, with a weighted mean of 4.92, interpreted as Strongly Agree. This reflects their ability to manage responsibilities efficiently, communicate effectively with learners and school personnel, and utilize technology to enhance teaching and learning.

3. Internship Preparedness Program May Be Suggested. Based on the findings of the study, the implementation of an internship preparedness program focused on enhancing classroom management skills is recommended. Although all dimensions received a Strongly Agree rating, classroom management obtained the lowest weighted mean among the assessed areas. Therefore, targeted interventions such as classroom management workshops, positive discipline seminars, microteaching sessions, and mentor-guided coaching and reflection activities may further strengthen interns' competencies and improve their overall preparedness and performance in school-based tasks.

C. Recommendations

1) To the Student Interns

1. Students are encouraged to continuously develop their teaching competence by actively participating in teaching demonstrations, lesson planning, and classroom management activities during their internship. Consistent practice will help strengthen their confidence and instructional effectiveness.
2. Student-teachers should remain open to constructive feedback from faculty members and mentor teachers and apply this feedback to improve their teaching strategies, classroom management skills, and professional behavior.
3. Student interns are encouraged to actively participate in the proposed Project LEAD (Learning Environment and Discipline Enhancement Program) to further enhance their preparedness and performance in school-based tasks. Through the program, they may strengthen their classroom management skills, particularly in promoting positive learner behavior and sustaining students' attention during classroom activities, while continuously improving their lesson planning, professional conduct, communication skills, and overall readiness for the teaching profession.

2) To the Faculty Members

1. Faculty members are encouraged to continuously review and enhance instructional strategies and course content to ensure that students are well-prepared for internship and actual classroom teaching.
2. Faculty members should provide regular guidance, mentoring, and constructive feedback to student-teachers before and during the internship to help strengthen their teaching skills and professional development.
3. Faculty members are encouraged to provide continuous guidance, mentoring, and on instructive

feedback to student-teachers before and during their internship to further enhance their instructional competencies, professional dispositions, and overall readiness for the teaching profession. Moreover, they should strengthen the coordination, monitoring, and supervision of internship activities through regular classroom observations, consultations, and performance evaluations to ensure that student-teachers receive consistent support and timely interventions throughout their internship experience.

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