

**SOCIO-EMOTIONAL SKILLS AND INSTRUCTIONAL READINESS OF FUTURE
ELEMENTARY TEACHERS IN SELECTED TEACHER EDUCATION
INSTITUTIONS: FOUNDATION FOR AN ENHANCED TRAINING PROGRAM**

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ABSTRACT

Future elementary teachers play a critical role in shaping young learners, necessitating both strong socio-emotional skills and instructional readiness. However, limited studies explore the relationship between these competencies among aspiring educators in Zambales. This study aimed to determine the socio-emotional skills and instructional readiness of future elementary teachers in selected Teacher Education Institutions in Zambales during the second semester of Academic Year 2024-2025. A descriptive-correlational research design was utilized, involving 139 future elementary teachers and 139 mentors selected through total population sampling. A validated researcher-designed questionnaire was used to gather data, yielding high reliability ($\alpha = .98$ to $.99$). Findings revealed that the respondents were predominantly 22 years old, female, from families earning P20,000 to P39,999 monthly, had one sibling, and studied for 1.0 to 1.9 hours daily. Their socio-emotional skills—self-awareness, self-management, social awareness, and relationship-building—were moderately developed. Likewise, their instructional readiness—subject matter knowledge, planning and delivery, classroom management, and assessment and feedback—was moderately ready. Similar perceptions were noted among their mentors. A significant difference was observed in socio-emotional skills based on age, sex, family income, number of siblings, and study hours. No significant difference existed between self-perceived and mentor-perceived instructional readiness. A strong positive significant correlation was found between socio-emotional skills and instructional readiness, while a weak but non-significant correlation was noted between socio-emotional skills and mentor-perceived instructional readiness. An enhanced training program was developed to strengthen both competencies. This study contributes to teacher education research by providing empirical evidence on the interplay between socio-emotional skills and instructional readiness, guiding targeted interventions for future educators.

Keywords: Socio-Emotional Skills, Instructional Readiness, Future Elementary Teachers, Teacher Education Institutions, Mentors.

1. INTRODUCTION

Socio-emotional skills play a vital role in shaping the ability of future elementary teachers to navigate classroom dynamics, build positive relationships, and effectively manage diverse learner needs. These skills foster emotional intelligence, empathy, and self-regulation, which are essential for creating a supportive learning environment. Instructional readiness, on the other hand, involves the preparedness of future educators to design, implement, and assess instructional strategies that promote meaningful learning experiences. Exploring the relationship between socio-emotional

skills and instructional readiness provides a foundation for developing a comprehensive training program that enhances the professional competence of aspiring teachers.

In synthesis, socio-emotional skills played a crucial role in preparing future elementary teachers to manage diverse classroom environments, foster positive learner relationships, and navigate challenges in education. Despite the acknowledged significance of socio-emotional competence, research by Caires et al. (2023) and Calderon (2024) highlighted limited integration of emotional education programs in teacher training curricula. While Carmen et al. (2022) underscored a positive correlation between socio-emotional competence and teacher self-efficacy, gaps remained in targeted support strategies for developing these critical skills.

Research by Gabrijelcic et al. (2021) and Koludrovic and Mrsic (2021) revealed that while student teachers had recognized the value of socio-emotional skills, many expressed low confidence in their ability to apply these competencies effectively in real-world settings. Arteaga-Cedeño et al. (2022) further pointed out that variables such as sociodemographic factors influenced socio-emotional competence, yet tailored interventions were scarce. Existing teacher education programs often prioritized instructional strategies over the development of socio-emotional readiness, creating a gap in comprehensive teacher preparation.

Moreover, studies such as those by Monzalve-Macaya et al. (2023) and Juhasova et al. (2022) illustrated the inadequacy of behavioral management training, essential for fostering effective classroom interactions. Ertanti et al. (2024) and Brahmabhatt and Raval (2024) highlighted the importance of self-awareness for shaping professional identity but noted insufficient emphasis on this area within teacher preparation programs. Addressing these gaps was essential to equip future teachers with both instructional and socio-emotional skills for a holistic and impactful teaching approach.

2. STATEMENT OF THE PROBLEM

This study determined the socio-emotional skills and instructional readiness of future elementary teachers in selected Teacher Education Institutions in Zambales, during the second semester of Academic Year 2024-2025.

Specifically, it sought to answer these questions:

1. How may the profile of the future elementary teachers be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. monthly family income;
 - 1.4. number of siblings; and
 - 1.5. daily studying hours at home?
2. How may the socio-emotional skills of future elementary teachers be described in terms of:
 - 2.1. self-awareness;
 - 2.2. self-management;
 - 2.3. social awareness; and
 - 2.4. relationship-building?
3. How may the instructional readiness of future elementary teachers be described in terms of:
 - 3.1. subject matter knowledge;
 - 3.2. planning and delivery;

- 3.3. classroom management; and
- 3.4. assessment and feedback?
- 4. As perceived by their mentors, how may the instructional readiness of future elementary teachers be described in terms of:
 - 4.1. subject matter knowledge;
 - 4.2. planning and delivery;
 - 4.3. classroom management; and
 - 4.4. assessment and feedback?
- 5. Is there a significant difference between the socio-emotional skills of future elementary teachers and their profile when grouped accordingly?
- 6. Is there a significant difference between the instructional readiness of future elementary teachers as perceived by themselves and their mentors?
- 7. Is there a significant correlation between the socio-emotional skills of future elementary teachers and their instructional readiness?
- 8. Is there a significant correlation between the socio-emotional skills of future elementary teachers and their instructional readiness as perceived by their mentors?
- 9. What enhanced training program can be developed to improve the socio-emotional skills and instructional readiness of future elementary teachers?

3. METHODS AND MATERIALS

This study determined the socio-emotional skills and instructional readiness of future elementary teachers in selected Teacher Education Institutions in Zambales, during the second semester of Academic Year 2024-2025. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 139 future elementary teachers and their 139 mentors in two Teacher Education Institutions in Zambales, utilizing total population sampling to involve all future elementary teachers and their mentors. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the socio-emotional skills and instructional readiness of future elementary teachers. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the socio-emotional skill ($\alpha = 0.98$), and instructional readiness of future elementary teachers as perceived by themselves ($\alpha = 0.98$), and their mentors ($\alpha = 0.99$). Statistical analyses, including the Kruskal-Wallis Test, Mann Whitney U Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Future Elementary Teachers

4.1.1. Age

Table 1

Frequency and Percentage Distribution of the Profile of the Future Elementary Teachers in terms of Age

Age	Frequency	Percentage
22 years old	60	43.17
23 years old	41	29.50
24 years old	38	27.34

Total	139	100.00
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Table 1 exhibits the frequency and percentage distribution of the profile of future elementary teachers in terms of age. The table showed the number of respondents belonging to different age groups and their corresponding percentages.

Among the respondents, 60 future elementary teachers were 22 years old, representing 43.17% of the total. Additionally, 41 respondents were 23 years old, accounting for 29.50%, while 38 respondents were 24 years old, making up 27.34%. These figures indicated that the majority of the respondents were 22 years old.

The indicator with the highest frequency and percentage was the age of 22 years old, with 60 respondents or 43.17% of the total. This suggested that most future elementary teachers started their teaching career at this age. The dominance of this age group might reflect the typical graduation age from teacher education programs.

The findings of this study aligned with the research conducted by Ginoy et al. (2023), which examined the age distribution of teacher education graduates. Their study revealed that most teacher graduates were within the 22-year-old bracket, similar to the present findings. This comparison reinforced the consistency of age trends among future elementary teachers.

4.1.2. Sex

Table 2

Frequency and Percentage Distribution of the Profile of the Future Elementary Teachers in terms of Sex

Sex	Frequency	Percentage
Male	26	18.71
Female	113	81.29
Total	139	100.00

Table 2 displays the frequency and percentage distribution of the profile of future elementary teachers in terms of sex. The table showed the number of male and female respondents and their corresponding percentages.

Among the respondents, 26 future elementary teachers were male, representing 18.71% of the total. Meanwhile, 113 respondents were female, accounting for 81.29% of the total. These figures indicated that the majority of future elementary teachers were female.

The indicator with the highest frequency and percentage was the female category, with 113 respondents or 81.29% of the total. This suggested that more females pursued a career in elementary education than males. The dominance of female respondents reflected the trend of teaching being a female-dominated profession.

The findings of this study aligned with the research conducted by Heras-Sevilla et al. (2021), which examined the sex distribution of teacher education graduates. Their study revealed that female graduates outnumbered male graduates, similar to the present findings. This comparison reinforced the continuing trend of a higher female representation in the teaching profession.

4.1.3. Monthly Family Income**Table 3**

Frequency and Percentage Distribution of the Profile of the Future Elementary Teachers in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P19,999 and below	31	22.30
P20,000 to P39,999	81	57.27
P40,000 to P59,999	27	19.42
Total	139	100.00

Table 3 depicts the frequency and percentage distribution of the profile of future elementary teachers in terms of monthly family income. The table showed the number of respondents belonging to different income brackets and their corresponding percentages.

Among the respondents, 31 future elementary teachers had a monthly family income of P19,999 and below, representing 22.30% of the total. Meanwhile, 81 respondents belonged to the P20,000 to P39,999 income bracket, accounting for 57.27%, while 27 respondents had a monthly family income of P40,000 to P59,999, making up 19.42%. These figures indicated that the majority of the respondents came from families with a monthly income between P20,000 and P39,999.

The indicator with the highest frequency and percentage was the P20,000 to P39,999 income bracket, with 81 respondents or 57.27% of the total. This suggested that most future elementary teachers came from middle-income families. The prevalence of this income group might reflect the socioeconomic background of students pursuing elementary education.

The findings of this study aligned with the research conducted by Ferrer (2023), which examined the financial background of teacher education students. Their study revealed that most teacher education students belonged to middle-income families, similar to the present findings. This comparison reinforced the socioeconomic trend among future elementary teachers.

4.1.4. Number of Siblings**Table 4**

Frequency and Percentage Distribution of the Profile of the Future Elementary Teachers in terms of Number of Siblings

Number of Siblings	Frequency	Percentage
No sibling	22	15.83
1 sibling	73	52.52
2 siblings	44	31.65
Total	139	100.00

Table 4 portrays the frequency and percentage distribution of the profile of future elementary teachers in terms of the number of siblings. The table showed the number of respondents with no siblings, one sibling, or two siblings and their corresponding percentages.

Among the respondents, 22 future elementary teachers had no siblings, representing 15.83% of the total. Meanwhile, 73 respondents had one sibling, accounting for 52.52%, while 44 respondents had two siblings, making up 31.65%. These figures indicated that the majority of the respondents had one sibling.

The indicator with the highest frequency and percentage was the one-sibling category, with 73 respondents or 52.52% of the total. This suggested that most future elementary teachers grew

up in small families with only one sibling. The prevalence of this family structure might reflect current demographic trends in family planning.

The findings of this study aligned with the research conducted by Benediktsson and Tavares (2024), which examined the family composition of teacher education students. Their study revealed that most teacher education students had only one sibling, similar to the present findings. This comparison reinforced the consistency of sibling distribution trends among future elementary teachers.

4.1.5. Daily Study Hours at Home

Table 5

Frequency and Percentage Distribution of the Profile of the Future Elementary Teachers in terms of Daily Study Hours at Home

Daily Study Hours at Home	Frequency	Percentage
Less than 1.0 hour	32	23.19
1.0 to 1.9 hours	71	51.45
2.0 to 2.9 hours	36	26.09
Total	138	100.00

Table 5 presents the frequency and percentage distribution of the profile of future elementary teachers in terms of daily study hours at home. The table showed the number of respondents who spent different amounts of time studying at home and their corresponding percentages.

Among the respondents, 32 future elementary teachers studied for less than 1.0 hour daily, representing 23.19% of the total. Meanwhile, 71 respondents studied for 1.0 to 1.9 hours, accounting for 51.45%, while 36 respondents studied for 2.0 to 2.9 hours, making up 26.09%. These figures indicated that the majority of the respondents spent 1.0 to 1.9 hours studying at home.

The indicator with the highest frequency and percentage was the 1.0 to 1.9 hours category, with 71 respondents or 51.45% of the total. This suggested that most future elementary teachers dedicated a moderate amount of time to studying at home. The prevalence of this study duration might reflect a balanced approach between academic responsibilities and other activities.

The findings of this study aligned with the research conducted by Dionesio et al. (2024), which examined study habits among teacher education students. Their study revealed that most students allocated around one to two hours for home study, similar to the present findings. This comparison reinforced the typical study patterns of future elementary teachers.

4.2. Socio-Emotional Skills of Future Elementary Teachers

4.2.1. Self-Awareness

Table 6

Mean Rating and Interpretations of the Socio-Emotional Skills of Future Elementary Teachers in terms of Self-Awareness

Item	Indicators	Mean Rating	Interpretation
1	I know when I feel happy, sad, or angry.	3.17	Moderately Developed
2	I identify why my feelings change.	3.14	Moderately Developed
3	I understand that my mistakes are part of my learning.	3.10	Moderately Developed
4	I know when I need help from others.	3.11	Moderately Developed
5	I recognize what I can do and what I need to learn more about.	3.13	Moderately Developed
6	I figure out how to improve my tasks or projects.	3.10	Moderately Developed
7	I know that being honest with myself and others is important.	3.12	Moderately Developed
8	I identify the reasons why I enjoy or struggle with a task.	3.10	Moderately Developed
9	I know the things that make me happy or inspire me.	3.12	Moderately Developed
10	I learn how to express my feelings in a respectful way.	3.09	Moderately Developed
General Mean Rating		3.12	Moderately Developed

Table 6 shows the mean ratings and interpretations of the socio-emotional skills of future elementary teachers in terms of self-awareness. The table summarized the extent to which they recognized and understood their emotions, strengths, and areas for improvement.

The mean ratings ranged from 3.09 to 3.17, all interpreted as "Moderately Developed." The general mean rating of 3.12 also fell under the same interpretation, indicating that future elementary teachers had a moderate level of self-awareness. This suggested that while they acknowledged their emotions and areas for growth, further development was necessary to strengthen their socio-emotional skills, which aligned with the study's goal of enhancing self-awareness.

The highest mean rating of 3.17 was observed for the indicator "I know when I feel happy, sad, or angry," interpreted as "Moderately Developed." This implied that future teachers were fairly aware of their emotions but still needed improvement in emotional regulation and self-reflection. Strengthening this skill was crucial, as self-awareness played a key role in their ability to manage classroom interactions and foster supportive learning environments.

The present study was relevant to the research conducted by Pretorius and Plaatjies (2023), which emphasized the importance of self-awareness in educators' emotional intelligence development. Their findings highlighted that teachers with higher self-awareness effectively managed classroom dynamics and student interactions. This connection reinforced the necessity of enhancing self-awareness among future elementary teachers to ensure their emotional readiness for the teaching profession.

4.2.2. Self-Management

Table 7

Mean Rating and Interpretations of the Socio-Emotional Skills of Future Elementary Teachers in terms of Self-Management

Item	Indicators	Mean Rating	Interpretation
1	I try to calm down when I feel angry or anxious.	3.17	Moderately Developed
2	I finish my tasks even when there are distractions around me.	3.12	Moderately Developed
3	I keep my school materials neat and organized.	3.10	Moderately Developed
4	I take breaks when needed to keep my mind and body healthy.	3.11	Moderately Developed
5	I learn to manage my worries about difficult tasks.	3.12	Moderately Developed
6	I try to complete my tasks on time.	3.09	Moderately Developed
7	I choose to listen first before speaking in a discussion.	3.14	Moderately Developed
8	I think carefully before making a decision or taking action.	3.13	Moderately Developed
9	I control my emotions to avoid hurting others' feelings.	3.12	Moderately Developed
10	I teach myself to be patient when working on challenging tasks.	3.08	Moderately Developed
General Mean Rating		3.12	Moderately Developed

Table 7 represents the mean ratings and interpretations of the socio-emotional skills of future elementary teachers in terms of self-management. The table summarized their ability to regulate emotions, maintain focus, and manage responsibilities effectively.

The mean ratings ranged from 3.08 to 3.17, all interpreted as "Moderately Developed." The general mean rating of 3.12 also fell under the same interpretation, suggesting that while future teachers demonstrated a moderate level of self-management, further improvement was necessary. This indicated that they could regulate their emotions and stay organized but needed reinforcement to strengthen their self-discipline and stress management skills.

The highest mean rating of 3.17 was observed for the indicator "I try to calm down when I feel angry or anxious," interpreted as "Moderately Developed." This implied that future teachers made an effort to regulate their emotions but might still struggle with consistent self-control in stressful situations. Enhancing this skill was essential, as effective self-management contributed to their ability to create a structured and positive classroom environment.

The present study was relevant to the research conducted by Ahieieva and Plotnichenko (2023), which emphasized the significance of self-management in educators' professional success. Their study highlighted that teachers with strong self-regulation skills maintained better classroom discipline and handled challenges more effectively. This connection underscored the importance of further developing self-management skills among future elementary teachers to ensure their readiness for the teaching profession.

4.2.3. Social Awareness

Table 8

Mean Rating and Interpretations of the Socio-Emotional Skills of Future Elementary Teachers in terms of Social Awareness

Item	Indicators	Mean Rating	Interpretation
1	I understand that everyone has their own feelings.	3.18	Moderately Developed
2	I listen carefully when someone is talking to me.	3.14	Moderately Developed
3	I understand that differences in behavior and opinions are important.	3.12	Moderately Developed
4	I show respect to others even when their opinions are different from mine.	3.09	Moderately Developed
5	I help my classmates when they need assistance.	3.12	Moderately Developed
6	I notice when someone around me feels sad or confused.	3.09	Moderately Developed
7	I learn how to be a good friend to others.	3.14	Moderately Developed
8	I understand the importance of working together as a group.	3.11	Moderately Developed
9	I show appreciation for my classmates' achievements.	3.14	Moderately Developed
10	I learn to be patient when others take time to learn something.	3.09	Moderately Developed
General Mean Rating		3.12	Moderately Developed

Table 8 highlights the mean ratings and interpretations of the socio-emotional skills of future elementary teachers in terms of social awareness. The table summarized their ability to recognize and respect others' emotions, perspectives, and social interactions.

The mean ratings ranged from 3.09 to 3.18, all interpreted as "Moderately Developed." The general mean rating of 3.12 also fell under the same interpretation, indicating that future teachers demonstrated a moderate level of social awareness. This suggested that while they acknowledged the importance of empathy and collaboration, further enhancement was needed to strengthen their ability to connect with others effectively.

The highest mean rating of 3.18 was observed for the indicator "I understand that everyone has their own feelings," interpreted as "Moderately Developed." This implied that future teachers were aware of the emotions of others but might still need improvement in applying this awareness in diverse social situations. Strengthening this skill was essential, as social awareness played a crucial role in fostering inclusive and supportive classroom environments.

The present study was relevant to the research conducted by Yusuf et al. (2023), which emphasized the role of social awareness in building positive relationships among educators and students. Their findings highlighted that teachers with higher social awareness created more inclusive and emotionally supportive learning spaces. This connection reinforced the importance of enhancing social awareness skills among future elementary teachers to prepare them for meaningful classroom interactions.

4.2.4. Relationship-Building

Table 9

Mean Rating and Interpretations of the Socio-Emotional Skills of Future Elementary Teachers in terms of Relationship-Building

Item	Indicators	Mean Rating	Interpretation
1	I communicate well with my classmates.	3.17	Moderately Developed
2	I play fairly with my classmates.	3.14	Moderately Developed
3	I apologize when I make mistakes or hurt someone's feelings.	3.11	Moderately Developed
4	I accept others' opinions and ideas even if they are different from mine.	3.10	Moderately Developed
5	I help in doing group tasks.	3.12	Moderately Developed
6	I listen to the suggestions and advice of my teacher and classmates.	3.11	Moderately Developed
7	I show respect for other people's feelings.	3.14	Moderately Developed
8	I learn to ask for help when I struggle with a task.	3.11	Moderately Developed
9	I show gratitude to those who help me.	3.11	Moderately Developed
10	I resolve conflicts with my friends peacefully.	3.09	Moderately Developed

General Mean Rating	3.12	Moderately Developed
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Table 9 emphasizes the mean ratings and interpretations of the socio-emotional skills of future elementary teachers in terms of relationship-building. The table summarized their ability to communicate, collaborate, and maintain positive interactions with others.

The mean ratings ranged from 3.09 to 3.17, all interpreted as "Moderately Developed." The general mean rating of 3.12 also fell under the same interpretation, indicating that future teachers demonstrated a moderate level of relationship-building. This suggested that while they exhibited the ability to communicate and work with others, further development was necessary to enhance their interpersonal effectiveness.

The highest mean rating of 3.17 was observed for the indicator "I communicate well with my classmates," interpreted as "Moderately Developed." This implied that future teachers had a fair ability to express themselves and interact with peers but might still need improvement in fostering deeper and more meaningful connections. Strengthening this skill was essential, as effective communication played a critical role in creating a harmonious and collaborative classroom environment.

The present study was relevant to the research conducted by Borremans and Spilt (2023), which emphasized the importance of relationship-building in teachers' professional and social success. Their findings highlighted that educators with strong interpersonal abilities built better relationships with students, colleagues, and the community. This connection reinforced the need to further develop relationship-building among future elementary teachers to ensure their readiness for fostering positive classroom interactions.

4.3. Instructional Readiness of Future Elementary Teachers

4.3.1. Subject Matter Knowledge

Table 10

Mean Rating and Interpretations of the Instructional Readiness of Future Elementary Teachers in terms of Subject Matter Knowledge

Item	Indicators	Mean Rating	Interpretation
1	I explain correct information about the lesson.	3.18	Moderately Ready
2	I show knowledge of key concepts in each subject.	3.14	Moderately Ready
3	I use the correct words to explain ideas in class.	3.12	Moderately Ready
4	I answer learners' questions about the lesson.	3.09	Moderately Ready
5	I prepare information from different reliable sources.	3.11	Moderately Ready
6	I connect lessons to real life to help learners understand better.	3.10	Moderately Ready
7	I use appropriate examples to demonstrate lesson concepts.	3.15	Moderately Ready

8	I show a clear understanding of the topics being taught.	3.12	Moderately Ready
9	I keep up with changes in information and knowledge about lessons.	3.12	Moderately Ready
10	I provide clear explanations on why lessons are important.	3.07	Moderately Ready
General Mean Rating		3.12	Moderately Ready

Table 10 underscores the mean ratings and interpretations of the instructional readiness of future elementary teachers in terms of subject matter knowledge. The table summarized their ability to explain lessons accurately, connect topics to real-life situations, and provide clear explanations to learners.

The mean ratings ranged from 3.07 to 3.18, all interpreted as "Moderately Ready." The general mean rating of 3.12 also fell under the same interpretation, indicating that future teachers demonstrated a moderate level of preparedness in subject matter knowledge. This suggested that while they possessed foundational knowledge of lesson content, further improvement was necessary to enhance their instructional readiness.

The highest mean rating of 3.18 was observed for the indicator "I explain correct information about the lesson," interpreted as "Moderately Ready." This implied that future teachers were fairly confident in delivering accurate lesson content but might still need to strengthen their depth of knowledge and ability to simplify complex topics for learners. Strengthening subject matter knowledge was crucial to ensuring effective teaching and meaningful learning experiences in the classroom.

The present study was relevant to the research conducted by Colley et al. (2021), which emphasized the critical role of subject matter knowledge in teachers' instructional effectiveness. Their findings highlighted that teachers with a strong command of lesson content were more capable of fostering learner engagement and academic achievement. This connection reinforced the importance of enhancing subject matter knowledge among future elementary teachers to improve their overall instructional readiness.

4.3.2. Planning and Delivery

Table 11

Mean Rating and Interpretations of the Instructional Readiness of Future Elementary Teachers in terms of Planning and Delivery

Item	Indicators	Mean Rating	Interpretation
1	I prepare a plan before teaching a lesson.	3.18	Moderately Ready
2	I set clear goals for each lesson.	3.14	Moderately Ready
3	I organize activities to make the lesson more engaging.	3.11	Moderately Ready
4	I start the lesson with a question or activity to engage learners.	3.10	Moderately Ready

5	I give clear explanations while teaching.	3.12	Moderately Ready
6	I use teaching materials to help learners understand the lesson better.	3.09	Moderately Ready
7	I present examples to demonstrate lesson concepts.	3.13	Moderately Ready
8	I check learners' understanding by asking questions.	3.11	Moderately Ready
9	I provide time for practice related to the lesson.	3.11	Moderately Ready
10	I teach according to the scheduled time and class objectives.	3.09	Moderately Ready
General Mean Rating		3.12	Moderately Ready

Table 11 reveals the mean ratings and interpretations of the instructional readiness of future elementary teachers in terms of planning and delivery. The table summarized their ability to prepare lesson plans, set clear objectives, and engage learners through well-organized activities.

The mean ratings ranged from 3.09 to 3.18, all interpreted as "Moderately Ready." The general mean rating of 3.12 also fell under this interpretation, indicating that future teachers demonstrated a moderate level of preparedness in planning and delivering lessons. This suggested that while they exhibited foundational skills in structuring and presenting lessons, further development was needed to enhance their instructional effectiveness.

The highest mean rating of 3.18 was recorded for the indicator "I prepare a plan before teaching a lesson," which was interpreted as "Moderately Ready." This implied that future teachers recognized the importance of lesson planning in ensuring effective teaching and learning. However, refining their ability to adapt lesson plans to learners' needs and classroom situations could further strengthen their instructional delivery.

The present study was relevant to the research conducted by Khan et al. (2024), which emphasized the impact of well-structured lesson planning on learner engagement and academic achievement. Their study highlighted that teachers who carefully plan and deliver lessons effectively create a more conducive learning environment. This connection reinforced the importance of strengthening lesson planning and delivery skills among future elementary teachers to improve instructional readiness.

4.3.3. Classroom Management

Table 12

Mean Rating and Interpretations of the Instructional Readiness of Future Elementary Teachers in terms of Classroom Management

Item	Indicators	Mean Rating	Interpretation
1	I set rules in the classroom to keep everything organized.	3.18	Moderately Ready
2	I remind the class rules so that learners stay disciplined.	3.14	Moderately Ready

3	I use positive ways to give praise to learners.	3.13	Moderately Ready
4	I ensure that all learners have a chance to ask questions and speak.	3.10	Moderately Ready
5	I focus on learners who are struggling to help them.	3.12	Moderately Ready
6	I behave well and shows respect to all learners.	3.08	Moderately Ready
7	I schedule time for activities and games to give a break.	3.13	Moderately Ready
8	I use visual aids to help learners understand the lesson better.	3.10	Moderately Ready
9	I listen and provide help when there is a problem between learners.	3.13	Moderately Ready
10	I make sure that every learner has the materials needed for studying.	3.09	Moderately Ready
General Mean Rating		3.12	Moderately Ready

Table 12 unfolds the mean rating and interpretations of the instructional readiness of future elementary teachers in terms of classroom management. The table contained ten indicators, each assessing different aspects of classroom management, with corresponding mean ratings and interpretations.

The mean ratings ranged from 3.08 to 3.18, all interpreted as "Moderately Ready." The general mean rating of 3.12 also indicated a "Moderately Ready" interpretation, suggesting that future elementary teachers demonstrated a moderate level of preparedness in managing their classrooms. This finding aligned with the study's objective of assessing instructional readiness and identifying areas for improvement.

The highest mean rating of 3.18 was recorded for the indicator "I set rules in the classroom to keep everything organized," interpreted as "Moderately Ready." This implied that future elementary teachers placed the most emphasis on establishing classroom rules as a management strategy. Such emphasis reinforced the importance of structured environments in ensuring effective teaching and learning.

The present study was relevant to the research conducted by Zeybek (2022), which explored instructional readiness among future educators and its impact on learner engagement. Their findings similarly highlighted the role of classroom management in fostering a productive learning environment. This connection supported the argument that structured and organized classrooms contributed to improved instructional effectiveness.

4.3.4. Assessment and Feedback

Table 13

Mean Rating and Interpretations of the Instructional Readiness of Future Elementary Teachers in terms of Assessment and Feedback

Item	Indicators	Mean Rating	Interpretation
1	I give simple quizzes to assess if learners understand the lesson.	3.17	Moderately Ready
2	I offer clear feedback after activities to improve learners' learning.	3.13	Moderately Ready
3	I use examples to show the correct answer and explanation to learners.	3.10	Moderately Ready
4	I look at learners' work and gives positive comments.	3.11	Moderately Ready
5	I collect examples of good work to show the class.	3.14	Moderately Ready
6	I ask learners questions to make sure they follow and understand the lessons.	3.08	Moderately Ready
7	I give learners a chance to ask if they don't understand something in the lesson.	3.13	Moderately Ready
8	I provide measurable tasks to determine learners' progress.	3.13	Moderately Ready
9	I give specific guidance on how learners can improve in their exercises.	3.12	Moderately Ready
10	I use feedback to help learners get the correct answers next time.	3.08	Moderately Ready
General Mean Rating		3.12	Moderately Ready

Table 13 unveils the mean rating and interpretations of the instructional readiness of future elementary teachers in terms of assessment and feedback. The table contained ten indicators, each evaluating different aspects of assessment and feedback, with corresponding mean ratings and interpretations.

The mean ratings ranged from 3.08 to 3.17, all interpreted as "Moderately Ready." The general mean rating of 3.12 also indicated a "Moderately Ready" interpretation, suggesting that future elementary teachers demonstrated a moderate level of preparedness in assessing learners and providing feedback. This finding aligned with the study's aim of evaluating instructional readiness and identifying areas for enhancement.

The highest mean rating of 3.17 was recorded for the indicator "I give simple quizzes to assess if learners understand the lesson," interpreted as "Moderately Ready." This implied that future elementary teachers prioritized using quizzes as a primary method of assessment. Such emphasis highlighted the importance of formative assessments in monitoring learners' understanding and guiding instruction.

The present study was relevant to the research conducted by Michael et al. (2022), which examined instructional readiness and its relationship to assessment strategies. Their findings

similarly emphasized the significance of using various assessment methods to support learners' progress. This connection reinforced the idea that effective assessment and feedback practices contributed to improved instructional outcomes.

4.4. Instructional Readiness of Future Elementary Teachers as Perceived by Their Mentors

4.4.1. Subject Matter Knowledge

Table 14

Mean Rating and Interpretations of the Instructional Readiness of Future Elementary Teachers as Perceived by Their Mentors in terms of Subject Matter Knowledge

Item	Indicators	Mean Rating	Interpretation
1	My education student explains correct information about the lesson.	3.16	Moderately Ready
2	My education student shows knowledge of key concepts in each subject.	3.06	Moderately Ready
3	My education student uses the correct words to explain ideas in class.	3.10	Moderately Ready
4	My education student answers learners' questions about the lesson.	3.00	Moderately Ready
5	My education student prepares information from different reliable sources.	3.12	Moderately Ready
6	My education student connects lessons to real life to help learners understand better.	3.04	Moderately Ready
7	My education student uses appropriate examples to demonstrate lesson concepts.	3.11	Moderately Ready
8	My education student shows a clear understanding of the topics being taught.	3.06	Moderately Ready
9	My education student keeps up with changes in information and knowledge about lessons.	3.08	Moderately Ready
10	My education student provides clear explanations on why lessons are important.	3.01	Moderately Ready
General Mean Rating		3.07	Moderately Ready

Table 14 expounds the mean rating and interpretations of the instructional readiness of future elementary teachers as perceived by their mentors in terms of subject matter knowledge. The table contained ten indicators, each evaluating different aspects of subject matter knowledge, with corresponding mean ratings and interpretations.

The mean ratings ranged from 3.00 to 3.16, all interpreted as "Moderately Ready." The general mean rating of 3.07 also indicated a "Moderately Ready" interpretation, suggesting that future elementary teachers demonstrated a moderate level of preparedness in subject matter knowledge. This finding aligned with the study's objective of assessing instructional readiness and identifying areas for improvement.

The highest mean rating of 3.16 was recorded for the indicator "My education student explains correct information about the lesson," interpreted as "Moderately Ready." This implied

that mentors recognized the ability of future teachers to deliver accurate lesson content. Such emphasis highlighted the importance of content accuracy in ensuring effective teaching and learner comprehension.

The present study was relevant to the research conducted by Aguirre-Muñoz and Pando (2021), which investigated instructional readiness and the role of subject matter knowledge in teaching effectiveness. Their findings similarly emphasized that a strong grasp of subject content contributed to better lesson delivery and learner engagement. This connection reinforced the idea that enhancing subject matter knowledge was crucial for improving instructional competence.

4.4.2. Planning and Delivery

Table 15

Mean Rating and Interpretations of the Instructional Readiness of Future Elementary Teachers as Perceived by Their Mentors in terms of Planning and Delivery

Item	Indicators	Mean Rating	Interpretation
1	My education student prepares a plan before teaching a lesson.	3.13	Moderately Ready
2	My education student sets clear goals for each lesson.	3.06	Moderately Ready
3	My education student organizes activities to make the lesson more engaging.	3.12	Moderately Ready
4	My education student starts the lesson with a question or activity to engage learners.	2.99	Moderately Ready
5	My education student gives clear explanations while teaching.	3.08	Moderately Ready
6	My education student uses teaching materials to help learners understand the lesson better.	3.03	Moderately Ready
7	My education student presents examples to demonstrate lesson concepts.	3.13	Moderately Ready
8	My education student checks learners' understanding by asking questions.	3.04	Moderately Ready
9	My education student provides time for practice related to the lesson.	3.07	Moderately Ready
10	My education student teaches according to the scheduled time and class objectives.	2.98	Moderately Ready
General Mean Rating		3.06	Moderately Ready

Table 15 explains the mean rating and interpretations of the instructional readiness of future elementary teachers as perceived by their mentors in terms of planning and delivery. The table contained ten indicators, each assessing different aspects of lesson planning and instructional delivery, with corresponding mean ratings and interpretations.

The mean ratings ranged from 2.98 to 3.13, all interpreted as "Moderately Ready." The general mean rating of 3.06 also indicated a "Moderately Ready" interpretation, suggesting that future elementary teachers demonstrated a moderate level of preparedness in planning and

delivering lessons. This finding aligned with the study’s objective of evaluating instructional readiness and identifying areas for further development.

The highest mean rating of 3.13 was recorded for the indicators "My education student prepares a plan before teaching a lesson" and "My education student presents examples to demonstrate lesson concepts," both interpreted as "Moderately Ready." This implied that mentors recognized the importance of lesson planning and the use of examples in effective teaching. Such emphasis underscored the need for structured lesson preparation and practical demonstrations to enhance learner understanding.

The present study was relevant to the research conducted by Junus et al. (2021), which examined instructional readiness and its connection to lesson planning and delivery. Their findings similarly emphasized that well-prepared lesson plans and clear instructional methods contributed to more effective teaching. This connection reinforced the idea that structured planning and engaging lesson delivery were crucial in ensuring instructional success.

4.4.3. Classroom Management

Table 16

Mean Rating and Interpretations of the Instructional Readiness of Future Elementary Teachers as Perceived by Their Mentors in terms of Classroom Management

Item	Indicators	Mean Rating	Interpretation
1	My education student sets rules in the classroom to keep everything organized.	3.16	Moderately Ready
2	My education student reminds the class rules so that learners stay disciplined.	3.06	Moderately Ready
3	My education student uses positive ways to give praise to learners.	3.11	Moderately Ready
4	My education student ensures that all learners have a chance to ask questions and speak.	3.00	Moderately Ready
5	My education student focuses on learners who are struggling to help them.	3.09	Moderately Ready
6	My education student behaves well and shows respect to all learners.	3.03	Moderately Ready
7	My education student schedules time for activities and games to give a break.	3.12	Moderately Ready
8	My education student uses visual aids to help learners understand the lesson better.	3.04	Moderately Ready
9	My education student listens and provides help when there is a problem between learners.	3.09	Moderately Ready
10	My education student makes sure that every learner has the materials needed for studying.	2.99	Moderately Ready
General Mean Rating		3.07	Moderately Ready

Table 16 clarifies the mean rating and interpretations of the instructional readiness of future elementary teachers as perceived by their mentors in terms of classroom management. The table

contained ten indicators, each evaluating different aspects of managing a classroom, with corresponding mean ratings and interpretations.

The mean ratings ranged from 2.99 to 3.16, all interpreted as "Moderately Ready." The general mean rating of 3.07 also indicated a "Moderately Ready" interpretation, suggesting that future elementary teachers exhibited a moderate level of preparedness in classroom management. This finding aligned with the study's goal of assessing instructional readiness and identifying areas for improvement in handling learners effectively.

The highest mean rating of 3.16 was recorded for the indicator "My education student sets rules in the classroom to keep everything organized," interpreted as "Moderately Ready." This implied that mentors acknowledged the ability of future teachers to establish classroom rules, which played a crucial role in maintaining order and discipline. Such emphasis highlighted the importance of structured classroom management in ensuring a conducive learning environment.

The present study was relevant to the research conducted by Karagianni et al. (2023), which explored instructional readiness and its connection to effective classroom management. Their findings similarly emphasized that establishing clear rules and maintaining discipline contributed to better learner engagement and classroom efficiency. This connection reinforced the idea that strong classroom management skills were essential for effective teaching.

4.4.4. Assessment and Feedback

Table 17

Mean Rating and Interpretations of the Instructional Readiness of Future Elementary Teachers as Perceived by Their Mentors in terms of Assessment and Feedback

Item	Indicators	Mean Rating	Interpretation
1	My education student gives simple quizzes to assess if learners understand the lesson.	3.15	Moderately Ready
2	My education student offers clear feedback after activities to improve learners' learning.	3.07	Moderately Ready
3	My education student uses examples to show the correct answer and explanation to learners.	3.11	Moderately Ready
4	My education student looks at learners' work and gives positive comments.	3.01	Moderately Ready
5	My education student collects examples of good work to show the class.	3.09	Moderately Ready
6	My education student asks learners questions to make sure they follow and understand the lessons.	3.02	Moderately Ready
7	My education student gives learners a chance to ask if they don't understand something in the lesson.	3.13	Moderately Ready
8	My education student provides measurable tasks to determine learners' progress.	3.03	Moderately Ready
9	My education student gives specific guidance on how learners can improve in their exercises.	3.08	Moderately Ready
10	My education student uses feedback to help learners get the correct answers next time.	3.00	Moderately Ready

General Mean Rating	3.07	Moderately Ready
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Table 17 elucidates the mean rating and interpretations of the instructional readiness of future elementary teachers as perceived by their mentors in terms of assessment and feedback. The table included ten indicators that measured various aspects of how future teachers assessed learners and provided feedback, along with their corresponding mean ratings and interpretations.

The mean ratings ranged from 3.00 to 3.15, all interpreted as "Moderately Ready." The general mean rating of 3.07 also fell under the "Moderately Ready" category, indicating that future elementary teachers demonstrated a moderate level of preparedness in assessing learners and giving feedback. This result suggested that while they incorporated assessment and feedback strategies, there was room for improvement in refining these practices.

The highest mean rating of 3.15 was recorded for the indicator "My education student gives simple quizzes to assess if learners understand the lesson," which was interpreted as "Moderately Ready." This implied that mentors recognized future teachers' efforts in using quizzes to check learners' understanding, highlighting the significance of assessment in guiding instruction. Effective assessment allowed teachers to adjust their teaching strategies to meet learners' needs.

The present study was relevant to the research conducted by Tutunaru (2023), which examined the role of assessment and feedback in improving instructional effectiveness. Their study emphasized that timely and clear feedback helped learners progress academically, reinforcing the need for future teachers to develop stronger skills in providing constructive feedback and evaluating learners' performance accurately.

4.5. Difference Between the Socio-Emotional Skills of Future Elementary Teachers and Their Profile

4.5.1. Age

Table 18

Difference Between the Socio-Emotional Skills of Future Elementary Teachers and Their Profile in terms of Age

Groups	MR	Eta squared (η^2)	H	df	p	Decision
22 years old	105.95	.91	111.25	2	.000	Reject H ₀₁
23 years old	61.20	(Large)				(Significant)
24 years old	22.74					

Table 18 demonstrates the difference between the socio-emotional skills of future elementary teachers based on their age. The table compared the mean ranks (MR) of three groups—22 years old, 23 years old, and 24 years old—and determined the significance of their differences.

The analysis utilized the Kruskal-Wallis H test, which resulted in an H-value of 111.25 with 2 degrees of freedom (DF). The effect size, measured by Eta squared (η^2), was 0.91, indicating a large effect. Since the computed p-value (.000) was below the significance level, the null hypothesis (H₀₁) was rejected, confirming that age significantly influenced the socio-emotional skills of future elementary teachers.

Among the three groups, future teachers aged 22 years old recorded the highest mean rank (MR = 105.95), suggesting that they exhibited the most developed socio-emotional skills. This

finding implied that younger individuals demonstrated higher adaptability and emotional intelligence compared to their older counterparts. Therefore, training programs might need to reinforce socio-emotional skill development among older pre-service teachers.

The present study aligned with the research conducted by Feraco and Meneghetti (2023), which also found a significant difference in socio-emotional skills based on age. Their study revealed that younger individuals displayed stronger emotional regulation and interpersonal skills, similar to the results of this study. This parallel emphasized the importance of continuous socio-emotional training across different age groups to enhance future educators' preparedness.

4.5.2. Sex

Table 19

Difference Between the Socio-Emotional Skills of Future Elementary Teachers and Their Profile in terms of Sex

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Male	31.08	.52	32.55	1	.000	Reject H ₀₁ (Significant)
Female	78.96	(Large)				

Table 19 showcases the difference between the socio-emotional skills of future elementary teachers based on their sex. The table compared the mean ranks (MR) of two groups—male and female—and determined the significance of their differences.

The analysis utilized the Kruskal-Wallis H test, which resulted in an H-value of 32.55 with 1 degree of freedom (DF). The effect size, measured by Eta squared (η^2), was 0.52, indicating a large effect. Since the computed p-value (.000) was below the significance level, the null hypothesis (H₀₁) was rejected, confirming that sex significantly influenced the socio-emotional skills of future elementary teachers.

Among the two groups, female future teachers recorded the highest mean rank (MR = 78.96), suggesting that they exhibited stronger socio-emotional skills than their male counterparts. This finding implied that female pre-service teachers demonstrated greater emotional awareness and interpersonal skills. Therefore, interventions may be necessary to enhance socio-emotional competencies among male future teachers.

The present study aligned with the research conducted by Hossain and Jukes (2024), which also found a significant difference in socio-emotional skills based on sex. Their study revealed that female individuals generally scored higher in emotional intelligence and self-regulation, similar to the results of this study. This parallel emphasized the need for targeted programs to bridge socio-emotional skill gaps between male and female future educators.

4.5.3. Monthly Family Income

Table 20

Difference Between the Socio-Emotional Skills of Future Elementary Teachers and Their Profile in terms of Monthly Family Income

Groups	MR	Eta squared (η^2)	H	df	p	Decision
P19,999 and below	63.71	.65	51.52	2	.000	Reject H ₀₁ (Significant)
P20,000 to P39,999	87.03	(Large)				
P40,000 to P59,999	26.13					

Table 20 enacts the difference between the socio-emotional skills of future elementary teachers based on their monthly family income. The table compared the mean ranks (MR) of three groups—P19,999 and below, P20,000 to P39,999, and P40,000 to P59,999—and determined the significance of their differences.

The analysis utilized the Kruskal-Wallis H test, which resulted in an H-value of 51.52 with 2 degrees of freedom (DF). The effect size, measured by Eta squared (η^2), was 0.65, indicating a large effect. Since the computed p-value (.000) was below the significance level, the null hypothesis (H₀₁) was rejected, confirming that monthly family income significantly influenced the socio-emotional skills of future elementary teachers.

Among the three groups, future teachers from families earning P20,000 to P39,999 recorded the highest mean rank (MR = 87.03), suggesting that they exhibited the most developed socio-emotional skills. This finding implied that moderate-income backgrounds might provide a balanced environment that fosters emotional intelligence and interpersonal growth. Therefore, financial stability could play a role in the development of future educators’ socio-emotional competencies.

The present study aligned with the research conducted by Lechner et al. (2021), which also found a significant difference in socio-emotional skills based on family income. Their study revealed that individuals from middle-income families demonstrated higher emotional resilience and adaptability, similar to the results of this study. This parallel emphasized the importance of economic support systems in nurturing the socio-emotional growth of future educators.

4.5.4. Number of Siblings

Table 21

Difference Between the Socio-Emotional Skills of Future Elementary Teachers and Their Profile in terms of Number of Siblings

Groups	MR	Eta squared (η^2)	H	df	p	Decision
No sibling	72.45	.43	19.35	2	.000	Reject H ₀₁ (Significant)
1 sibling	81.68	(Large)				
2 siblings	49.39					

Table 21 reenacts the difference between the socio-emotional skills of future elementary teachers based on their number of siblings. The table compared the mean ranks (MR) of three groups—no sibling, one sibling, and two siblings—and determined the significance of their differences.

The analysis utilized the Kruskal-Wallis H test, which resulted in an H-value of 19.35 with 2 degrees of freedom (DF). The effect size, measured by Eta squared (η^2), was 0.43, indicating a large effect. Since the computed p-value (.000) was below the significance level, the null hypothesis (H01) was rejected, confirming that the number of siblings significantly influenced the socio-emotional skills of future elementary teachers.

Among the three groups, future teachers with one sibling recorded the highest mean rank (MR = 81.68), suggesting that they exhibited the most developed socio-emotional skills. This finding implied that having one sibling might foster better emotional intelligence and social adaptability compared to having no siblings or two siblings. Therefore, sibling interactions could play a crucial role in shaping the socio-emotional competencies of future educators.

The present study aligned with the research conducted by Yue et al. (2021), which also found a significant difference in socio-emotional skills based on sibling count. Their study revealed that individuals with a single sibling displayed higher levels of emotional regulation and social awareness, similar to the results of this study. This parallel emphasized the importance of sibling dynamics in developing strong socio-emotional skills among future teachers.

4.5.5. Daily Study Hours at Home

Table 22

Difference Between the Socio-Emotional Skills of Future Elementary Teachers and Their Profile in terms of Daily Study Hours at Home

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Less than 1.0 hour	82.59	.62	45.97	2	.000	Reject H ₀₁ (Significant)
1.0 to 1.9 hours	83.35	(Large)				
2.0 to 2.9 hours	32.47					

Table 22 visualizes the difference between the socio-emotional skills of future elementary teachers based on their daily study hours at home. The table compared the mean ranks (MR) of three groups—less than 1.0 hour, 1.0 to 1.9 hours, and 2.0 to 2.9 hours—and determined the significance of their differences.

The analysis utilized the Kruskal-Wallis H test, which resulted in an H-value of 45.97 with 2 degrees of freedom (DF). The effect size, measured by Eta squared (η^2), was 0.62, indicating a large effect. Since the computed p-value (.000) was below the significance level, the null hypothesis (H01) was rejected, confirming that daily study hours significantly influenced the socio-emotional skills of future elementary teachers.

Among the three groups, future teachers who studied for 1.0 to 1.9 hours recorded the highest mean rank (MR = 83.35), suggesting that they exhibited the most developed socio-emotional skills. This finding implied that moderate study durations might provide a balanced routine that enhances both academic and social-emotional development. Therefore, excessive or insufficient study time could impact the overall socio-emotional well-being of future educators.

The present study aligned with the research conducted by Duarte et al. (2024), which also found a significant difference in socio-emotional skills based on study duration. Their study revealed that students who engaged in moderate study hours demonstrated higher emotional regulation and interpersonal competence, similar to the results of this study. This parallel

emphasized the importance of balanced academic engagement in fostering socio-emotional growth among future teachers.

4.6. Difference Between the Instructional Readiness of Future Elementary Teachers and as Perceived by Their Mentors

Table 23

Difference Between the Instructional Readiness of Future Elementary Teachers and as Perceived by Their Mentors

Groups	MR	U	W	Z	p	Decision
Instructional Readiness of Future Elementary Teachers *as Perceived by Themselves	43.27	753.00	1456.00	-.78	.438	Accept H ₀₂ (Not Significant)
*as Perceived by Their Mentors	39.35					

Table 23 illustrates the difference between the instructional readiness of future elementary teachers as perceived by themselves and their mentors. It displayed the computed Mean Ranks (MR), U, W, z, p-value, and the decision regarding the hypothesis.

The table showed that the instructional readiness of future elementary teachers, as perceived by themselves and their mentors, had a U value of 753.00, a W value of 1456.00, a z value of -0.78, and a p-value of 0.438. Since the p-value was greater than 0.05, the null hypothesis (H₀₂) was accepted, indicating no significant difference. This suggested that both groups had similar perceptions regarding the instructional readiness of future teachers.

The highest Mean Rank (MR) of 43.27 was recorded under the perceptions of future elementary teachers themselves. This implied that future teachers rated their instructional readiness slightly higher than their mentors did. The result indicated that the teachers had confidence in their preparedness, which aligned with the study’s goal of assessing self-perception in instructional readiness.

The present study supported the findings of Arista et al. (2022), who also explored the alignment of self-perceived and mentor-perceived readiness among teacher trainees. Their study similarly found no significant difference, suggesting that mentors and trainees generally agreed on instructional preparedness. This parallel reinforced the idea that mentor guidance played a crucial role in shaping future teachers' confidence in their readiness.

4.7. Correlation Between the Socio-Emotional Skills of Future Elementary Teachers and Their Instructional Readiness

Table 24

Correlation Between the Socio-Emotional Skills of Future Elementary Teachers and Their Instructional Readiness

Dependent Variables	r	p	Interpretation	Decision
Subject Matter Knowledge	.98	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)

Planning and Delivery	.98	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Classroom Management	.98	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Assessment and Feedback	.98	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Overall	.98	.000	Positive Strong Correlation	Reject H₀₃ (Significant)

Table 24 shows the correlation between the socio-emotional skills of future elementary teachers and their instructional readiness. The table included the correlation results for subject matter knowledge, planning and delivery, classroom management, and assessment and feedback.

The computed r-value of .98 with a p-value of .000 indicated a positive strong correlation between socio-emotional skills and all aspects of instructional readiness. Since the p-value was less than .05, the null hypothesis (H₀₃) was rejected, confirming the significance of the correlation. These findings suggested that future elementary teachers with higher socio-emotional skills were more instructionally prepared.

Overall, the strong positive correlation across all variables implied that socio-emotional skills greatly influenced instructional readiness. The significant relationship reinforced the importance of emotional intelligence in developing effective teaching competencies. This connection aligned with the study’s objective of examining factors that contribute to instructional preparedness.

The present study aligned with the findings of Carmen et al. (2022), who also found a significant relationship between socio-emotional competencies and teaching effectiveness. Their research emphasized that teachers with higher socio-emotional skills demonstrated better classroom engagement and instructional strategies. Similarly, this study affirmed that enhancing socio-emotional skills could lead to improved readiness among future elementary educators.

4.8. Correlation Between the Socio-Emotional Skills of Future Elementary Teachers and Their Instructional Readiness as Perceived by Their Mentors

Table 25

Correlation Between the Socio-Emotional Skills of Future Elementary Teachers and Their Instructional Readiness as Perceived by Their Mentors

Dependent Variables	R	p	Interpretation	Decision
Subject Matter Knowledge	.06	.477	Positive Weak Correlation	Accept H ₀₄ (Not Significant)
Planning and Delivery	.08	.364	Positive Weak Correlation	Accept H ₀₄ (Not Significant)
Classroom Management	.04	.647	Positive Weak Correlation	Accept H ₀₄ (Not Significant)
Assessment and Feedback	.05	.560	Positive Weak Correlation	Accept H ₀₄ (Not Significant)
Overall	.06	.503	Positive Weak Correlation	Accept H₀₄ (Not Significant)

Table 25 presents the correlation between the socio-emotional skills of future elementary teachers and their instructional readiness as perceived by their mentors. The table included correlation results for subject matter knowledge, planning and delivery, classroom management, and assessment and feedback.

The computed r-values ranged from .04 to .08, with p-values greater than .05, indicating a positive weak correlation between socio-emotional skills and instructional readiness. Since the p-values were not statistically significant, the null hypothesis (H04) was accepted, confirming that no strong relationship existed between the variables. These findings suggested that mentors perceived only a minimal connection between socio-emotional skills and instructional readiness.

Overall, the weak positive correlation across all variables implied that mentors viewed instructional readiness as largely independent of socio-emotional skills. This result contrasted with the self-assessment of future teachers, indicating a difference in perception. The findings emphasized the need for a more comprehensive evaluation framework that considers both self-perceptions and mentor assessments.

The present study aligned with the findings of Jimenez and Galicia (2023), who also observed weak correlations between socio-emotional competencies and instructional effectiveness based on mentor evaluations. Their research suggested that mentors prioritized technical and pedagogical skills over socio-emotional attributes. Similarly, this study highlighted the importance of balancing emotional intelligence with instructional competence in teacher preparation programs.

4.9. An Enhanced Training Program to Improve the Socio-Emotional Skills and Instructional Readiness of Future Elementary Teachers

The Teacher Training Program aims to address instructional readiness, socio-emotional competence, and professional development challenges by bridging gaps in mentorship, lesson planning, and study habits. It will implement targeted interventions such as peer mentoring, gender-sensitivity training, financial aid programs, and teamwork-building activities to enhance teaching effectiveness. Faculty members, student leaders, psychologists, and community stakeholders will collaborate to provide workshops, training sessions, and immersive teaching experiences. The program's impact will be measured through improvements in instructional skills, adaptability, socio-emotional awareness, and equitable access to educational resources. By April 2028, the success of the program will be reflected in better-prepared educators with stronger classroom management, enhanced subject knowledge, and inclusive teaching practices.

5. CONCLUSIONS

1. The future elementary teachers were predominantly 22 years old, female, from families earning P20,000 to P39,999 monthly, had one sibling, and studied for 1.0 to 1.9 hours daily.
2. The socio-emotional skills of future elementary teachers were moderately developed in self-awareness, self-management, social awareness, and relationship-building.
3. The instructional readiness of future elementary teachers was moderate in subject matter knowledge, planning and delivery, classroom management, and assessment and feedback.
4. The instructional readiness of future elementary teachers, as perceived by their mentors, was moderate in subject matter knowledge, planning and delivery, classroom management, and assessment and feedback.

5. A significant difference was observed in the socio-emotional skills of future elementary teachers based on age, sex, monthly family income, number of siblings, and daily study hours.
6. No significant difference was found between the instructional readiness of future elementary teachers as perceived by themselves and their mentors.
7. A strong positive significant correlation was observed between the socio-emotional skills of future elementary teachers and their instructional readiness, leading to the rejection of the null hypothesis.
8. A weak but significant positive correlation was found between the socio-emotional skills of future elementary teachers and their instructional readiness as perceived by their mentors, resulting in the acceptance of the null hypothesis.
9. An enhanced training program was developed to improve the socio-emotional skills and instructional readiness of future elementary teachers.

6. RECOMMENDATIONS

1. Teacher education programs should consider demographic factors in designing targeted interventions to support future elementary teachers.
2. Teacher preparation institutions should implement programs to further develop the socio-emotional skills of future elementary teachers.
3. Teacher training programs should enhance instructional readiness by strengthening subject matter knowledge, planning and delivery, classroom management, and assessment skills.
4. Mentorship programs should align with self-assessment strategies to ensure comprehensive instructional readiness among future elementary teachers.
5. Future studies should explore interventions that address socio-emotional skill differences based on demographic factors.
6. Teacher education institutions should foster collaboration between mentors and future teachers to ensure aligned instructional readiness perceptions.
7. Training programs should integrate socio-emotional skill development to enhance the instructional readiness of future elementary teachers.
8. Future research should further examine the relationship between socio-emotional skills and instructional readiness as perceived by mentors.
9. Educational institutions should implement the enhanced training program to improve the socio-emotional skills and instructional readiness of future elementary teachers.
10. Further studies on socio-emotional skills and instructional readiness should explore their connection to future elementary teachers' readiness for real-world teaching demands.

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