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Pre-Service Teachers' Readiness in the 21st Century Instructional Practices

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ABSTRACT This study assessed the readiness of 203 pre-service teachers (PSTs) from the College of Education of Isabela State University to implement 21st century instructional practices. Using a descriptive-comparative research design, data were collected through a validated 50-item instrument completed by PSTs and their cooperating teachers (CTs). The study examined readiness across creativity, critical thinking, information, media, and technology skills (IMTS), communication, and collaboration, and analysed differences based on sex, academic program, and assessment source. Findings revealed that male PSTs reported higher readiness in creativity, critical thinking, and technology integration. Variations were also observed across academic programs, with technology- and performance-oriented programs demonstrating greater preparedness. CTs consistently rated PSTs higher than PSTs rated themselves, indicating a perceptual gap between perceived and observed competencies. The study concludes that curriculum-aligned experiential learning, mentorship, and reflective practice are essential for enhancing PSTs' readiness to effectively implement 21st century instructional practices.