

# Assessing Pre-Service Teachers Preparedness for International Teaching Opportunities

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## ABSTRACT

This study aimed to determine pre-service teachers' preparedness for international teaching roles and delves into the specific factors influencing their readiness for international teaching, such as cross-cultural communication skills and economic status. By correlating these factors, the study provides a nuanced understanding of how various elements contribute to overall preparedness. Moreover, the study utilized a descriptive-correlational approach using a simple random sampling technique in selecting third-year Bachelor of Elementary Education students of Caraga State University-Main Campus. The study further utilized a researcher-made questionnaire, which the content experts of the College of Education validated. The responses were then tallied and interpreted using weighted mean, individual samples T-test, one-way ANOVA, and Pearson Product-Moment Correlation. In addition, results revealed that most participants were female and had a monthly family income of 5,001-10,000. Regarding the pre-service teachers' preparedness for overseas teaching opportunities, participants were highly prepared for cross-cultural communication skills. They were also highly prepared in the following six (6) variables: cultural competence evaluation, language proficiency, adaptability and flexibility, awareness of global issues and perspectives, pedagogical training relevance, and assessment tools validity. Furthermore, the data showed no significant difference in the level of preparedness between sexes but revealed significant differences when grouped based on their economic status. Moreover, data revealed a significant relationship between various variables in the level of preparedness among pre-service teachers. Thus, these findings underscore the importance of integrating cross-cultural competencies into teacher education to equip pre-service teachers for diverse educational contexts, particularly in international settings.

**Keywords:** cross-cultural competencies, international teaching opportunities, level of preparation, pre-service teachers' preparedness,

## 1. INTRODUCTION

Teaching in diverse cultural environments poses a significant challenge for educators. In the 21st century, pre-service teachers must undergo training and acquire the necessary knowledge and skills to effectively prepare them for teaching in international settings. Teachers' need to acquire intercultural competency has grown critical in an increasingly internationalized, networked, and globalized society where different classrooms and student demands are standard educational settings. This includes international

experiencesn teacher education, which is thought to be one way to improve this capacity (Buchanan et al., 2017). Teacher education institutions are responsible for preparing pre-service teachers for the challenges and advancements of the 21st century. This includes instilling commitment to lifelong learning, ensuring high-quality education standards, and guiding individuals to excel in their chosen professions (Ramirez, 2020).

Furthermore, to ensure that pre-service teachers in the Philippines are adequately prepared to teach abroad, Higher Education Institutions (HEIs) must carefully consider various factors. These factors include providing educators with the necessary skills, knowledge, and support systems to succeed in international teaching settings (Ulla, 2016).

Although evaluating pre-service teachers' readiness for foreign teaching opportunities is becoming increasingly important, there needs to be a significant research vacuum about the complex interactions between cultural sensitivity and instructional practices in this setting. A wealth of research has examined general aspects of teacher preparation. Still, more of it needs to focus on how pre-service teachers might successfully incorporate cultural sensitivity into their pedagogical approaches when working with multicultural, international classrooms (Ramirez, 2020).

Even though the current research focuses on their overall readiness for teaching (Ramirez, 2020), pre-service teachers should be prepared by their teacher education institution to meet the demands of the twenty-first century, which include ensuring that education standards are met, guiding individuals toward successful careers, and adopting lifelong learning. Additional research must fully understand factors such as instructional understanding in multinational settings, language proficiency, and intercultural competence to ensure their preparedness for teaching in diverse multinational classrooms (Lekhu, 2023). Pre-service teachers can also be better prepared for compelling international teaching experiences by participating in specialized training programs and support systems that provide the necessary training to effectively manage the complexity of cross-cultural classrooms and provide meaningful learning experiences for students from various backgrounds (Moorhouse, 2022).

With this premise, the study investigated pre-service teacher educators' preparedness level for overseas teaching opportunities to fill gaps in the literature. The investigation's findings were the foundation for developing a localized intervention program.

## 2. Literature Review

### A. Demand for Teachers that Have 21st-Century Skills in a Globalized Era

Numerous assessment frameworks and instruments have been developed to gauge pre-service teachers' preparedness for international teaching. For instance, the International Teaching Competencies Framework (ITCF) proposed by Johnson and Smith (2019) provides a comprehensive rubric for evaluating pre-service teachers' cross-cultural communication skills, adaptability, and pedagogical competence in diverse cultural contexts. Additionally, instruments like the Pre-Service Teachers' International Readiness Scale (PTIRS) developed by Lee et al. (2020) offer a validated tool for measuring pre-service teachers' attitudes, self-efficacy, and perceived readiness for international teaching experiences.

Additionally, pre-service teachers' cultural competence and language proficiency are critical factors in their preparedness for international teaching opportunities. Literature by Chen and Garcia (2021) emphasizes the importance of pre-service teachers' understanding of cultural diversity, sensitivity to cultural nuances, and ability to navigate cross-cultural interactions in multicultural classrooms. Moreover, research by Park and Kim (2022) suggests that pre-service teachers with proficiency in the host country's

local language demonstrate greater effectiveness in communication, classroom management, and building rapport with students and colleagues.

Moreover, international teaching environments often require pre-service teachers to demonstrate flexibility, adaptability, and resilience in response to diverse instructional contexts and educational systems. Studies by Smith and Johnson (2020) highlight the importance of pre-service teachers' ability to modify instructional strategies, accommodate diverse learning styles, and respond effectively to unexpected challenges in international classrooms. Furthermore, research by Brown and Lee (2019) suggests that pre-service teachers with prior experience in multicultural education, service-learning projects, or teaching practicums exhibit greater adaptability and confidence in navigating cross-cultural teaching environments.

### **B. Global Citizenship**

Pre-service teachers' exposure to global perspectives and interdisciplinary understanding enhances their preparedness for international teaching roles. Literature by Li and Chen (2021) underscores the importance of integrating global issues, intercultural communication skills, and international perspectives into teacher education curricula to foster pre-service teachers' global awareness and intercultural competence. Additionally, research by Kim and Park (2023) suggests that collaborative partnerships, cross-cultural exchanges, and professional development initiatives contribute to pre-service teachers' ability to incorporate diverse perspectives, pedagogical approaches, and innovative practices into their teaching repertoire.

Furthermore, experiential learning opportunities, including study abroad programs, international internships, and cross-cultural teaching practicums, are vital in preparing pre-service teachers for international teaching experiences. Studies by Garcia and Martinez (2020) highlight the transformative impact of immersive experiences, which allow pre-service teachers to gain firsthand exposure to diverse cultural contexts, develop cross-cultural competencies, and reflect on their teaching practices in global settings. Moreover, research by Johnson et al. (2021) suggests that structured reflection, mentorship, and debriefing sessions enhance pre-service teachers' learning outcomes and professional growth during international teaching placements.

Assessing pre-service teachers' preparedness for international teaching opportunities requires a multifaceted approach considering cultural competence, language proficiency, pedagogical flexibility, global perspectives, and experiential learning. As educators strive to promote internationalization in teacher education, further research, collaboration, and innovation in assessment strategies are needed to ensure that pre-service teachers have the knowledge, skills, and dispositions necessary to thrive in diverse educational contexts worldwide (Johnson et al., 2021).

### **C. International Teaching Opportunities**

The demand for international teachers has surged due to globalization, the expansion of international schools, and the growing emphasis on English language education worldwide (Varghese & Park, 2019). International schools, particularly in Asia and the Middle East, are recruiting educators proficient in English and specialized subjects to meet the needs of a diverse student population (Chu & Lee, 2020).

Motivations for pursuing international teaching vary but often include professional development, cultural immersion, higher salaries, and better work-life balance (Bunnell, 2018). Research suggests that international teaching experiences enhance educators' pedagogical skills, intercultural competence, and adaptability (He & Wang, 2021). Furthermore, educators report personal growth, expanded perspectives, and increased job satisfaction as significant benefits of teaching abroad (Ho, 2020).

While international teaching offers numerous rewards, it also presents challenges such as adapting to new educational systems, cultural differences, language barriers, and homesickness (Varghese & Park, 2019). Educators may also encounter issues related to work-life balance, professional isolation, and limited career advancement opportunities (Bunnell, 2018). Additionally, navigating visa regulations, contract negotiations, and unfamiliar legal frameworks can pose logistical challenges for teachers (Chu & Lee, 2020).

International teaching experiences can have a profound impact on students' global awareness, language proficiency, and cross-cultural competence (He & Wang, 2021). Educators contribute to the internationalization of curricula, fostering a diverse and inclusive learning environment that prepares students for an interconnected world (Ho, 2020). Furthermore, international schools often play a vital role in supporting expatriate families and promoting cultural exchange within host communities (Chu & Lee, 2020). In addition, international teaching opportunities offer educators unique professional and personal growth pathways while contributing to global education initiatives. Despite the challenges involved, the benefits of teaching abroad extend beyond the individual educator to impact students, schools, and host communities worldwide.

#### **D. Assessing Preparedness**

Several assessment frameworks and tools have been developed to evaluate pre-service teachers' preparedness for internationalization. For instance, the Global Competence Matrix proposed by Byram (2018) provides a comprehensive framework for assessing pre-service teachers' intercultural communicative competence, critical cultural awareness, and openness to diversity. Similarly, the Intercultural Development Inventory (IDI) developed by Hammer and Bennett (2017) offers a validated tool for measuring pre-service teachers' intercultural sensitivity and competence.

Similarly, Jackson and Johnson (2019) suggest that pre-service teachers require theoretical knowledge and practical pedagogical skills to integrate international perspectives into their teaching practices effectively. They highlight pre-service teachers' importance in understanding global issues, multicultural education theories, and diverse pedagogical approaches for fostering inclusive and culturally responsive classrooms. Additionally, studies by Garcia and Lee (2020) emphasize the significance of pre-service teachers' ability to adapt instructional strategies, differentiate instruction, and facilitate cross-cultural learning experiences in diverse educational settings.

Meanwhile, pre-service teachers' attitudes, dispositions, and cultural openness significantly influence their readiness for internationalization. Literature by Chen and Smith (2021) underscores the importance of fostering pre-service teachers' curiosity, empathy, respect for cultural differences, and willingness to engage in reflective practice as essential attributes for effective global educators. Moreover, research by Kim et al. (2022) suggests that pre-service teachers' self-efficacy, confidence in navigating cross-cultural interactions, and openness to diverse perspectives play a critical role in their ability to promote internationalization in education.

Experiential learning and immersion opportunities have emerged as valuable strategies for enhancing pre-service teachers' preparedness for internationalization. Studies by Smith et al. (2020) highlight the transformative impact of study abroad programs, cross-cultural internships, and international teaching practicums in developing pre-service teachers' intercultural competence, language proficiency, and global awareness. Furthermore, research by Lee and Johnson (2018) suggests that immersive experiences allow pre-service teachers to gain firsthand exposure to diverse cultural contexts, challenge preconceived notions, and develop a deeper understanding of global issues in education.

### **E. Pre-service Teachers' Multicultural Competence**

Pre-service teachers' multicultural competence encompasses understanding, respecting, and effectively engaging with students from diverse cultural backgrounds. Frameworks such as the Multicultural Competencies for Teacher Education (MCTE) proposed by Sleeter and Grant in 2017 provide a comprehensive framework for assessing pre-service teachers' knowledge of diverse cultures, critical consciousness, and ability to integrate multicultural perspectives into curriculum and instruction.

A solid understanding of multicultural education theories, cultural diversity, and social justice issues is foundational to pre-service teachers' multicultural competence. Research by Banks (2018) emphasizes the importance of pre-service teachers' knowledge of cultural identity, cultural values, and the historical and sociopolitical contexts shaping diverse communities. Furthermore, studies by Nieto (2019) underscore the significance of incorporating diverse perspectives, literature, and resources into teacher education programs to foster multicultural awareness and understanding among pre-service teachers.

Multicultural competence also entails implementing culturally responsive pedagogical strategies catering to student's diverse needs and backgrounds. Gay (2020) highlights the importance of differentiation, inclusive curriculum design, and collaborative learning structures in creating culturally affirming learning environments. Additionally, research by Ladson-Billings (2021) suggests that pre-service teachers should be equipped with instructional strategies that validate students' cultural identities, promote critical thinking, and foster positive intergroup relations in the classroom.

Pre-service teachers' attitudes, dispositions, and cultural humility significantly influence their ability to effectively engage with diverse students and communities. Studies by Villegas and Lucas (2018) emphasize the importance of fostering empathy, openness to diversity, and self-reflection among pre-service teachers as essential attributes of multicultural competence. Moreover, research by Sleeter (2022) suggests that pre-service teachers should develop a commitment to social justice, advocacy, and equity in education to address systemic inequities and promote inclusive schooling practices.

Experiential learning opportunities, including field experiences, service-learning projects, and community engagement initiatives, are crucial in enhancing pre-service teachers' multicultural competence. Banks and Banks (2019) highlight the transformative impact of immersive experiences in diverse communities, which allow pre-service teachers to gain firsthand insights into cultural dynamics, challenge biases, and develop cross-cultural communication skills. Additionally, research by Cochran-Smith et al. (2020) suggests that meaningful interactions with diverse student populations and community stakeholders contribute to pre-service teachers' cultural competence and identity development.

Pre-service teachers' multicultural competence fosters inclusive, equitable, and culturally responsive learning environments in today's diverse classrooms. As educators continue to emphasize the importance of multicultural education, further research, curriculum development, and professional development initiatives are warranted to support pre-service teachers in developing the knowledge, skills, attitudes, and experiences necessary for effective multicultural teaching practices.

### **3. Methods**

This study utilized a descriptive-correlational research design. This quantitative measure can help identify pre-service teachers' readiness for international teaching opportunities among the student population. A descriptive design was used because the study seeks to identify the level of preparedness among the third-year elementary education pre-service teachers at the College of Education. Moreover, the correlational research design was used to seek the significant relationship between variables in the level of preparedness



among pre-service teachers.

## A. Participants

The study involved 80 third-year students currently enrolled in the Bachelor of Elementary Education (BEEd) program at Caraga State University-Main Campus for the academic year 2023-2024. The participants were selected since they await their teaching internship next year, making them ideal candidates for assessing their readiness for international teaching opportunities.

## B. Data Collection

A letter of request to conduct a study was prepared and addressed to the dean of the College of Education and the chairperson of the Elementary Education Department. After this, the validated survey questionnaires were distributed to the participants face-to-face. Before the distribution, the researchers administered a brief orientation to the participants for further clarification and understanding of the study's primary purpose. The researchers afterward obtained, tallied, recorded, interpreted, and discussed the results after the results were given by their statistician.

| Scale | Verbal Description |
|-------|--------------------|
| 5     | Strongly Agree     |
| 4     | Agree              |
| 3     | Neutral            |
| 2     | Disagree           |
| 1     | Strongly Disagree  |

The data that were gathered from the evaluation of the content was included. The mean rating per item and overall mean ratings were included in the computation.

| Range     | Interpretation  |
|-----------|---|
| 4.50-5.00 | The participants' level of preparedness is very high. |
| 3.50-4.49 | The participants' level of preparedness is high.      |
| 2.50-3.49 | The participants' level of preparedness is moderate.  |
| 1.50-2.49 | The participants' level of preparedness is low.       |
| 1.00-1.49 | The participants' level of preparedness is very low.  |

## 4. Results

Problem 1. Profile of the Pre-service Elementary Education Teachers in terms of Sex and Economic Status  
Table 2 indicates the frequency and percentage distribution of the participants' profiles based on their sex and economic status. In terms of sex, most of the participants were female, which comprised 70 or 87.50% of the total participants, while males consisted of 10 or 12.50% of the total participants.

**Table 2 Profile of the Pre-Service Elementary Education Teachers**

| Category | Variables | Frequency | Percentage |
|----------|-----------|-----------|------------|
| Sex      | Male      | 10        | 12.50%     |
|          | Female    | 70        | 87.50%     |

|                 |               |    |        |
|-----------------|---------------|----|--------|
| Economic Status | 0-5,000       | 10 | 22.50% |
|                 | 5,001-10,000  | 26 | 32.50% |
|                 | 10,001-15,000 | 18 | 22.50% |
|                 | 15,001-20,000 | 10 | 12.50% |
|                 | 20,001-25,000 | 2  | 2.50%  |
|                 | 25,000-more   | 6  | 7.50%  |

Moreover, the participants' profiles based on their economic status showed that most have a range of 5,001-10,000 monthly family income, accounting for 26 or 32.50% of the total sample. This was followed by the monthly family income from 0-5,000 and 10,001-15,000, representing 22.50% of the population. In addition, few respondents belong to 15,001-20,000 and 25,000-above monthly family income generating 10 or 12.50% and 6 or 7.50% respectively. However, the monthly income of 20,001-25,000 received the lowest number of participants, with only 2 or 2.50%. This data can be used to understand the demographic composition of the participants in this study.

## Problem 2. Level of Preparedness among Pre-Service Teachers

### 2.1 Cultural Competence Evaluation

Table 3 presents the mean distribution of the level of preparedness among pre-service teachers in terms of cultural competence evaluation. As shown in the table, indicator 1, which states, "I am aware that in order to learn more about others, I need to understand and be prepared to share my own culture," got the highest weighted mean of 4.64, which interpreted as very high level of preparedness. This manifests that pre-service teachers could understand and prepare themselves to share their culture with others. On the other hand, indicator 2, which describes, "I am aware of the assumptions that I hold about people of cultures different from my own," got the lowest weighted mean of 4.23, interpreted as a high level of preparedness. This implies a further commitment of pre-service teachers to cultural humility and a willingness to cultivate understanding and respect for individuals from diverse backgrounds.

All indicators generally have a weighted mean score of 4.35, with a high level of preparedness for cultural competence evaluation. This shows that the participants have a deeper understanding of appreciating, respecting, and interacting with different cultures in productive ways, leading to more inclusive and equitable interactions and results. Also, this implies that pre-service teachers are culturally literate and capable of engaging in worthwhile cross-cultural communication.

**Table 3 Mean distribution of the level of preparedness among Pre-Service Teachers in terms of Cultural Competence Evaluation**

| Indicators  | Level of Preparedness |                | Interpretation                          |
|---|-----------------------|----------------|---|
|   | Mean                  | Description    |   |
| 1. I am aware that in order to learn more about others, I need to understand and be prepared to share my own culture. | 4.64                  | Strongly Agree | The level of preparedness is very high. |

|   |             |              |                                    |
|---|-------------|--------------|------------------------------------|
| 2. I am aware of my discomfort when I encounter differences in race, religion, sexual orientation, language, and ethnicity.   | 4.25        | Agree        | The level of preparedness is high. |
| 3. I am aware of the assumptions that I hold about people of cultures different from my own.  | 4.23        | Agree        | The level of preparedness is high. |
| 4. I am aware of how my cultural perspective influences my judgment about what I deem to be appropriate, normal, or superior behaviors, values, and communication styles.             | 4.29        | Agree        | The level of preparedness is high. |
| 5. I accept that in cross-cultural situations, there can be uncertainty and that I might feel uncomfortable. As a result, I acknowledge that discomfort is part of my growth process. | 4.35        | Agree        | The level of preparedness is high. |
| <b>Overall Weighted Mean</b>  | <b>4.35</b> | <b>Agree</b> | The level of preparedness is high  |

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

### Problem 3. Content Validity of the Contextualized Instructional Material

The developed contextualized instructional material in Teaching Makabansa 1 underwent content validation, focusing on six key indicators: objectives, technical quality, instructional quality, organization, alignment, and contextualized content. The mean scores obtained for each indicator were used to assess the overall effectiveness of the contextualized instructional material.

**Table 4 Content Validation of Contextualized Instructional Material**

| Indicator                    | Mean        | Interpretation     |
|------------------------------|-------------|--------------------|
| I. Objectives                | 5.00        | Outstanding        |
| II. Technical Quality        | 4.96        | Outstanding        |
| III. Instructional Material  | 4.80        | Outstanding        |
| IV. Organization             | 4.85        | Outstanding        |
| V. Alignment                 | 5.00        | Outstanding        |
| VI. Contextualized Content   | 5.00        | Outstanding        |
| <b>Overall Weighted Mean</b> | <b>4.94</b> | <b>Outstanding</b> |

Ranges of Means: 1.00-1.79 (NI); 1.80-2.59 (Fair); 2.60-3.39 (Satisfactory); 3.40-4.19 (Very Satisfactory); 4.20-5.00 (Outstanding)

As supported by Smith et al. (2023), this suggests that pre-service teachers recognize the significance of cultural understanding. This underscores the ongoing commitment of pre-service teachers to cultural humility, recognizing their own biases, and implying a collective capacity for fostering inclusive and respectful educational environments. This suggests a foundational understanding of the complexities of



cultural dynamics and a willingness to embrace discomfort as a catalyst for personal and professional growth.

## 2.2 Language Proficiency

Table 4 exhibits the mean distribution of the level of preparedness among pre-service teachers in terms of language proficiency. It can be observed that indicator 1, which states, "I can comfortably read and understand text written in the language," has the highest mean score of 4.40 with a remark of high level of preparedness, indicating that the participants can engage with oral and written text independently, leading to greater access to information and opportunities in the language. In contrast, indicator 4, which reads, "I can communicate on a variety of topics and express my ideas clearly," had the lowest mean (3.79). However, it was also seen as indicating a high degree of readiness. This suggests that pre-service teachers should have meaningful conversations regularly to improve their oral communication abilities.

**Table 4**  
**Mean distribution of the level of preparedness among Pre-Service Teachers in terms of Language Proficiency**

| Indicators  | <i>Level of Preparedness</i> |                  | Interpretation                           |
|---|------------------------------|------------------|--|
|   | Mean                         | Descrip-<br>tion |  |
| 1. I can comfortably read and understand text written in the language.  | 4.40                         | Agree            | The level of preparedness is high.       |
| 2. I can comprehend both simple and complex written materials.  | 4.01                         | Agree            | The level of preparedness is high.       |
| 3. I can understand spoken language at a natural pace, including conversations, lectures, and audio recordings. | 4.20                         | Agree            | The level of preparedness is high.       |
| 4. I can converse on various topics and convey my thoughts fluently.  | 3.79                         | Agree            | The level of preparedness is high.       |
| 5. I can write coherent and well-structured texts in the language, such as essays, emails, or reports.          | 3.91                         | Agree            | The level of preparedness is high.       |
| <b>Overall Weighted Mean</b>  | <b>4.06</b>                  | <b>Agree</b>     | <b>The level of preparedness is high</b> |

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

Overall, the respondents have a high level of preparedness in language proficiency after receiving an overall mean score of 4.06. This signifies the mastery of a language to a degree where pre-service teachers can effectively communicate their thoughts and ideas verbally and in writing.

This means that higher language ability among substantially ready individuals enhances proper interaction, boosts teaching efficiency, and influences students' learning better. In connection with the findings above, Smith's study (2019) reveals the importance of language proficiency in teacher education programs and provides insights into how language proficiency impacts teaching effectiveness.

## 2.3 Adaptability and Flexibility

Table 5 displays the mean distribution of the level of preparedness among pre-service teachers in terms of adaptability and flexibility. It can be gleaned that indicator 1, which stipulates “I am open to new ideas, perspectives, and ways of doing things from different cultures,” received the highest mean score of 4.64, labeling preparedness as very high. This indicates that the participants can welcome diversity and foster an inclusive and receptive attitude toward various cultures. However, the statement “I can adapt quickly to changing circumstances and environments in international contexts” has the lowest mean score with a 4.08 rating and a high degree of preparedness remark. This manifests that participants should constantly foster resilience and resourcefulness to respond effectively to unexpected challenges and setbacks in the global arena.

**Table 5**

**Mean distribution of the level of preparedness among Pre-Service Teachers in terms of Adaptability and Flexibility**

| Indicators  | <i>Level of Preparedness</i> |                | Interpretation                           |
|---|------------------------------|----------------|--|
|   | Mean                         | Description    |  |
| 1. I am open to new ideas, perspectives, and ways of doing things from different cultures                 | 4.64                         | Strongly Agree | The level of preparedness is very high.  |
| 2. I can enhance change as an opportunity for growth and improvement in international contexts.           | 4.58                         | Strongly Agree | The level of preparedness is very high.  |
| 3. I can adapt my communication style and approach based on cultural differences and preferences.         | 4.36                         | Agree          | The level of preparedness is high.       |
| 4. I can navigate challenges and obstacles in international settings with creativity and resourcefulness. | 4.13                         | Agree          | The level of preparedness is high.       |
| 5. I can adapt quickly to changing circumstances and environments in international contexts.              | 4.08                         | Agree          | The level of preparedness is high.       |
| <b>Overall Weighted Mean</b>  | <b>4.36</b>                  | <b>Agree</b>   | <b>The level of preparedness is high</b> |

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

Additionally, the participants have a high level of adaptability and flexibility, with an overall weighted mean of 4.36. This implies that the participants possess high confidence in being adaptable and flexible when teaching abroad. Overall, this suggests that pre-service teachers willing to embrace diversity, cultivate resilience, and possess confidence in their adaptability are better prepared to teach in international settings. The findings were corroborated by Smith et al. (2020), highlighting the importance of integrating strategies for enhancing adaptability and flexibility into teacher training programs. While

participants exhibit a strong readiness to embrace cultural diversity, there remains a need to cultivate their ability to respond adeptly to dynamic international environments further.

## 2.4 Awareness of Global Issues and Perspective

Table 6 shows the mean distribution of the level of preparedness among pre-service teachers in terms of awareness of global issues and perspectives. It can be gleaned that indicator 3, which reads “I understand the cultural diversity and nuances of different regions and markets targeted for internationalization,” got the highest mean score of 4.18 and is interpreted as a very high level of preparedness. This implies that the participants understood cultural diversity, facilitating effective communication and relationship-building with stakeholders for international internships.

**Table 6**  
**Mean distribution of the level of preparedness among Pre-Service Teachers in terms of Awareness of Global Issues and Perspective**

| Indicators  | <i>Level of Preparedness</i> |              | Interpretation                            |
|---|------------------------------|--------------|---|
|   | Mean                         | Description  |   |
| 1.I am aware of current global trends and developments in various industries relevant to internationalization.        | 4.05                         | Agree        | The level of preparedness is very high.   |
| 2.I actively seek out information and stay updated on global economic, political, and social issues.                  | 4.03                         | Agree        | The level of preparedness is very high.   |
| 3.I understand the cultural diversity and nuances of different regions and markets targeted for internationalization. | 4.18                         | Agree        | The level of preparedness is very high.   |
| 4.I have conducted research or sought training to deepen my understanding of cultural differences and practices.      | 3.46                         | Neutral      | The level of preparedness is high.        |
| 5.I am knowledgeable about geopolitical factors that may impact international operations and strategies.              | 3.55                         | Agree        | The level of preparedness is high.        |
| <b>Overall Weighted Mean</b>  | <b>3.85</b>                  | <b>Agree</b> | <b>The level of preparedness is high.</b> |

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

Meanwhile, indicator 4, which states, “I have conducted research or sought training to deepen my understanding of cultural differences and practices,” received the lowest mean score of 3.46 with a high preparedness level of interpretation. This implies that the pre-service teachers may be engaged in undertakings that foster cultural competence, demonstrating a commitment to personal and professional growth in multicultural contexts. Overall, the participants under study received an overall weighted mean of 3.85, indicating a high level of preparedness in terms of awareness of global issues and perspectives.

This demonstrates that pre-service teachers possess a strong foundation in understanding global dynamics and cultural diversity issues and perspectives.

However, this implies that pre-service teachers with a high level of preparedness in global awareness are well-equipped to navigate cultural diversity, incorporate global perspectives into their teaching, and create inclusive learning environments. According to a study by Lee (2019), understanding global dynamics has become essential for educators, especially with the increasing globalization and cultural diversity in educational settings. It allows pre-service teachers' readiness to focus on their understanding of cultural diversity, nuances of different regions, and the importance of global perspectives in education.

## 2.5 Pedagogical Training Relevance

Table 7 represents the mean distribution of the level of preparedness among the pre-service teachers in terms of pedagogical training relevance. It can be noted that indicator 4, which states, "I can promote digital literacy and use technology to enhance student engagement and learning outcomes," garnered the highest mean score of 4.18 and is interpreted as a high level of preparedness. This implies that pre-service teachers can empower students to become lifelong learners, critical thinkers, and active participants in an increasingly digital world. Conversely, the statement "I can incorporate global perspectives, multicultural content, and diverse perspectives into my teaching materials and in the curriculum" received the lowest mean score of 3.93, indicating a high degree of readiness. This requires the participants to look for ways to improve the contextualization of learning materials that meet the needs of the students.

**Table 7**

**Mean distribution of the level of preparedness among Pre-Service Teachers in terms of Pedagogical Training Relevance**

| Indicators   | <i>Level of Preparedness</i> |             | Interpretation                     |
|--|------------------------------|-------------|------------------------------------|
|  | Mean                         | Description |                                    |
| 1.I can incorporate global perspectives, multicultural content, and diverse perspectives into my teaching materials and in the curriculum. | 3.93                         | Agree       | The level of preparedness is high. |
| 2.I can facilitate discussions and activities that promote intercultural understanding and awareness.                                      | 3.94                         | Agree       | The level of preparedness is high. |
| 3. I am proficient in integrating technology and digital tools into teaching and learning activities.                                      | 4.05                         | Agree       | The level of preparedness is high. |
| 4. I can promote digital literacy and use technology to enhance student engagement and learning outcomes.                                  | 4.18                         | Agree       | The level of preparedness is high. |
| 5. I can actively seek opportunities for professional networking and collaboration in the global education community.                      | 4.06                         | Agree       | The level of preparedness is high. |

|                              |             |              |   |
|------------------------------|-------------|--------------|---|
| <b>Overall Weighted Mean</b> | <b>4.03</b> | <b>Agree</b> | <b>The level of preparedness is high.</b> |
|------------------------------|-------------|--------------|---|

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

Additionally, the participants garnered an overall weighted mean of 4.03 with a high level of preparedness regarding pedagogical training relevance. This indicates that the participants had the knowledge and skills to design engaging lesson plans, facilitate interactive learning experiences, and assess student progress effectively. Lastly, the pre-service teachers with a high level of preparedness in pedagogical training relevance are well-equipped to design engaging lessons, facilitate interactive learning experiences, and assess student progress effectively is the implication. To support this, Johnson (2020) emphasized that with the advancements in technology and increasing cultural diversity in educational settings, educators must possess relevant skills and knowledge to engage students and promote learning outcomes effectively.

## 2.6 Assessment Tools, Validity and Reliability

Table 8 represents the mean distribution of the level of preparedness among pre-service teachers in terms of assessment tools, validity, and reliability. Indicator 1, which states, “I have a clear understanding of assessment principles, including validity and reliability,” garnered the highest mean score of 4.25 and was highly prepared. This means that the participants have the means to evaluate students' performance through various assessment instruments.

**Table 8**

**Mean distribution of the level of preparedness among Pre-Service Teachers in terms of Assessment Tools Validity and Reliability**

| Indicators  | <i>Level of Preparedness</i> |             | Interpretation                     |
|---|------------------------------|-------------|------------------------------------|
|   | Mean                         | Description |                                    |
| 1.I have a clear understanding of assessment principles, including validity and reliability.                    | 4.25                         | Agree       | The level of preparedness is high. |
| 2.I am familiar with different types of assessment methods and their applications in diverse cultural contexts. | 4.11                         | Agree       | The level of preparedness is high. |
| 3.I am aware of cultural biases that may influence assessment practices and outcomes.                           | 4.21                         | Agree       | The level of preparedness is high. |
| 4.I can consider cultural differences and nuances when designing and administering assessments.                 | 4.03                         | Agree       | The level of preparedness is high. |



|   |             |              |   |
|---|-------------|--------------|---|
| 5.I can promote assessment measures to knowledge, skills, and competencies relevant to a global perspective and cross-cultural understanding. | 4.15        | Agree        | The level of preparedness is high.        |
| <b>Overall Weighted Mean</b>  | <b>4.15</b> | <b>Agree</b> | <b>The level of preparedness is high.</b> |

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

On the other hand, indicator 4, which reads, “I can consider cultural differences and nuances when designing and administering assessments,” got the lowest mean of 4.03 and was interpreted as highly prepared. This implies that the participants should constantly consider cultural differences and nuances when designing and administering assessments, which is essential for promoting fairness, accuracy, inclusivity, and student engagement in the assessment process.

Overall, the participants had a high level of preparedness regarding assessment tools, validity, and reliability, with an overall weighted mean of 4.15. It follows that pre-service instructors who have received extensive training in assessment instruments, validity, and reliability are better suited to fairly and adequately assess students' performance. Promoting inclusion and fairness in education requires considering cultural subtleties and variations while designing and administering assessments.

The outcomes from this study resonate with previous research conducted by Smith (2021), which states that understanding assessment principles, including validity and reliability, is essential for ensuring fair and accurate evaluation of students' learning outcomes. Considering cultural differences and nuances when designing and administering assessments is vital for promoting inclusivity and equity in education.

## 2.7 Cross-Cultural Communication Skills

Table 9 represents the mean distribution of the level of preparedness among pre-service teachers in terms of cross-cultural communication skills. It is clear that indicators 2 and 3, which state, "I am open-minded and respectful towards individuals from diverse cultural backgrounds," and "I value cultural diversity and appreciate the perspectives and cultural backgrounds," have the highest mean scores. These indicators received a 4.74 and were deemed to be "very highly prepared," This implies that the participants showed a sincere appreciation for cultural diversity, which fosters a sense of acceptance and value for people from different backgrounds.

**Table 9**

**Mean distribution of the level of preparedness among Pre-Service Teachers in terms of Cross-Cultural Communication Skills**

| Indicators   | Level of Preparedness |             | Interpretation                     |
|--|-----------------------|-------------|------------------------------------|
|  | Mean                  | Description |                                    |
| 1.I actively seek to learn about the cultural norms, values, and communication styles of different cultures. | 4.40                  | Agree       | The level of preparedness is high. |

|  |             |                       |   |
|--|-------------|-----------------------|---|
| 2.I am open-minded and respectful towards individuals from diverse cultural backgrounds.               | 4.74        | Strongly Agree        | The level of preparedness is very high.   |
| 3.I value cultural diversity and appreciate the perspectives and cultural backgrounds.                 | 4.74        | Agree                 | Level of preparedness is very high.       |
| 4.I can consider cultural context when interpreting others' behavior and communication cues.           | 4.51        | Agree                 | Level of preparedness is very high.       |
| 5.I can continuously improve my language skills to enhance cross-cultural communication effectiveness. | 4.51        | Strongly Agree        | Level of preparedness is very high.       |
| <b>Overall Weighted Mean</b>   | <b>4.58</b> | <b>Strongly Agree</b> | <b>Level of preparedness is very high</b> |

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

On the other hand, indicator 1, which states, “I actively seek to learn about the cultural norms, values, and communication styles of different cultures,” got the lowest mean of 4.40 and was interpreted as a high level of preparedness. This suggests that the participants must demonstrate a commitment to developing cultural competence by acquiring knowledge, skills, and attitudes that enable effective and respectful interactions with people from diverse cultural backgrounds.

In general, the participants had a very high level of preparedness regarding cross-cultural communication skills, with an overall weighted mean of 4.58. This implies that pre-service teachers can enable individuals to communicate effectively with people from diverse cultural backgrounds, regardless of linguistic or cultural barriers. Overall, pre-service teachers with a high degree of preparation in cross-cultural communication abilities are well-positioned to enable successful communication and foster understanding between people from different cultural backgrounds. Their ability to overcome linguistic and cultural hurdles enhances their ability to establish inclusive and culturally responsive learning environments.

To support the study's findings, Johnson (2020) emphasizes that in today’s multicultural society, educators must possess practical cross-cultural communication skills to interact sensitively and respectfully with individuals from diverse cultural backgrounds. Understanding and appreciating cultural diversity and actively seeking to learn about cultural norms, values, and communication styles are essential for fostering an inclusive and supportive learning environment.

### Problem 3. A Significant Difference in the Level of Pre-Service Teachers' Preparedness when Grouped According to Profile

Table 10 exhibits the significant difference in the pre-service teachers’ preparedness level when grouped according to profile. The data show no significant difference in the level of preparedness between male and female pre-service teachers based on sex, with an F-value of 0.216 and a P-value of 0.347. According to the analysis, grouping pre-service teachers based on their economic status revealed a significant difference in their preparedness levels. Compared to the sex, the F-value for this comparison was 3.150, which is comparatively higher. With a corresponding p-value of 0.009, statistical significance was shown.

The preparedness of individuals varied significantly based on their economic status. This suggests that their financial situation influenced pre-service teachers' readiness to teach overseas.

**Table 10**

**Significant difference in the level of pre-service teachers' preparedness when grouped according to profile**

| Category        | Variables     | F-Value | P-Value | Remarks         |
|-----------------|---------------|---------|---------|-----------------|
| Sex             | Male          | .216    | .347    | Not Significant |
|                 | Female        |         |         |                 |
| Economic Status | 0-5,000       | 3.150   | .009    | Significant     |
|                 | 5,001-10,000  |         |         |                 |
|                 | 10,001-15,000 |         |         |                 |
|                 | 15,001-20,000 |         |         |                 |
|                 | 20,001-25,000 |         |         |                 |
|                 | 25,000-more   |         |         |                 |

Overall, pre-service teachers' level of preparedness is primarily influenced by their economic standing rather than their gender. This emphasizes the importance of considering pre-service teachers' financial circumstances when determining whether they are prepared to teach abroad. Better support and preparation for pre-service teachers in their foreign teaching aspirations can be achieved by acknowledging and addressing the requirements and problems associated with economic concerns.

As supported by Lee (2020), the results underscore the importance of considering economic factors in understanding pre-service teacher preparedness. While gender may not significantly influence preparedness levels, disparities based on financial status are evident. Teachers from higher economic backgrounds may have access to resources and opportunities that contribute to their preparedness, highlighting the need for equitable support mechanisms in teacher education programs.

#### **Problem 4. Significant Relationship Across Variables in the Level of Preparedness among Pre-Service Teachers**

Table 11 shows the significant relationship across variables in the level of preparedness among pre-service teachers.

Data revealed a significant relationship between various variables in the level of preparedness among pre-service teachers. The correlation coefficients R-values and p-values suggest that cultural competence, language proficiency, adaptability, flexibility, awareness of global issues and perspectives, pedagogical content knowledge, assessment tools' validity and reliability, and cross-cultural communication skills are all significantly correlated. These findings imply that these factors collectively influence and contribute considerably to the overall preparedness of pre-service teachers.

The findings imply that various characteristics, including pedagogical subject knowledge, assessment procedures, cultural competency, language proficiency, flexibility, global awareness, and cross-cultural communication skills, impact pre-service teachers' readiness. By addressing these aspects, teacher education programs can improve pre-service teachers' overall readiness and increase their efficacy in various learning environments.

**Table 11**

**Significant relationship across variables in the level of preparedness among pre-service teachers**

| Variables                           |   | r-value | p-value | Decision  | Significant |
|-------------------------------------|---|---------|---------|-----------|-------------|
| <b>cultural competence</b>          | language proficiency                          | .422**  | .000    | Reject Ho | Significant |
|                                     | adaptability and flexibility                  | .573*   | .000    | Reject Ho | Significant |
|                                     | awareness of global issues and perspective    | .287**  | .010    | Reject Ho | Significant |
|                                     | pedagogical content                           | .413**  | .000    | Reject Ho | Significant |
|                                     | assessment tools and validity and reliability | .504*   | .000    | Reject Ho | Significant |
|                                     | cross-cultural communication skills           | .541*   | .000    | Reject Ho | Significant |
| <b>language proficiency</b>         | adaptability and flexibility                  | .479**  | .000    | Reject Ho | Significant |
|                                     | awareness of global issues and perspective    | .409**  | .000    | Reject Ho | Significant |
|                                     | pedagogical content                           | .518**  | .000    | Reject Ho | Significant |
|                                     | assessment tools and validity and reliability | .422**  | .000    | Reject Ho | Significant |
|                                     | cross-cultural communication skills           | .354**  | .001    | Reject Ho | Significant |
| <b>adaptability and flexibility</b> | awareness of global issues and perspective    | .415**  | .000    | Reject Ho | Significant |
|                                     | pedagogical content                           | .523**  | .000    | Reject Ho | Significant |
|                                     | assessment tools and validity and reliability | .462**  | .000    | Reject Ho | Significant |
|                                     | cross-cultural communication skills           | .427**  | .000    | Reject Ho | Significant |
| <b>awareness of</b>                 | pedagogical content                           | .510**  | .000    | Reject Ho | Significant |

|  |   |        |      |           |             |
|--|---|--------|------|-----------|-------------|
| <b>global issues and perspective</b>                 |   |        |      |           |             |
|  | assessment tools and validity and reliability | .486** | .000 | Reject Ho | Significant |
|  | cross-cultural communication skills           | .313** | .005 | Reject Ho | Significant |
| <b>pedagogical content</b>                           | assessment tools and validity and reliability | .579** | .000 | Reject Ho | Significant |
|  | cross-cultural communication skills           | .390** | .000 | Reject Ho | Significant |
| <b>assessment tools and validity and reliability</b> | cross-cultural communication skills           | .426** | .000 | Reject Ho | Significant |

Correlation is significant @. 05 level (2-tailed)

To corroborate the findings, Roberts (2021) underscores the importance of addressing multiple dimensions of teacher preparedness within teacher education curricula. Cultural competence, language proficiency, adaptability, and global awareness are essential for effective teaching in diverse classrooms. Additionally, proficiency in pedagogical content knowledge, assessment validity, and cross-cultural communication skills are crucial for promoting inclusive and equitable educational practices.

## 5. Conclusions

By following these tips, you can set the highest level of preparedness for international teaching opportunities. Remember to embrace cultural diversity, continuously improve your skills, stay informed about global issues, and develop solid cross-cultural communication skills. Preparing yourself in these areas will ensure you are ready to thrive in multicultural educational settings. Set high, fly high!

By circulating the interventional material as a pamphlet, we desire to encourage pre-service teachers with practical tips to better prepare them for teaching abroad, which leads to higher chances of working internationally with knowledge and skills ready.

## Recommendations:

1. In light of the conclusions, the following recommendations are forwarded:
2. Pre-service teachers are encouraged to develop cross-cultural communication skills and open-mindedly approach various cultures. This includes enhancing their language proficiency, adaptability, and awareness of global issues. Participating in international teaching opportunities could provide valuable experience and further improve these skills.



3. The Caraga State University - College of Education should consider incorporating more cross-cultural competency content and training into its curriculum. This would be beneficial to provide opportunities for students to experience teaching in diverse cultural and linguistic environments.
4. Curricularists are recommended to review and revise the existing curriculum to include more emphasis on cross-cultural competencies. This could be achieved by integrating more international teaching opportunities and incorporating global issues into the curricula.
5. The Teacher Education Institutions are suggested to consider implementing policies that encourage the development of cross-cultural competencies among pre-service teachers. This could include providing funding or incentives for international teaching opportunities.
6. For future studies, researchers may conduct related studies with a huge population to other variables that may assess the preparedness given to the pre-service teachers for international teaching opportunities in different contexts like pre-service teachers' age, including all-year level in various colleges of education programs.

### Conflict of Interest

The authors declare no conflict of interest.

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