PRESERVICE TEACHERS' PERCEPTION ON ONLINE TEACHING PREPARATION IN A STATE UNIVERSITY

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Abstract

The effect of COVID-19 on various industries around the world cannot be overemphasized. Not only the government and industry in the Philippines are working hard to find solutions to long-term problems, but also the education sector, which has undergone unmatched disruptions at every level of education in the modern time. The research aimed to assess the perception of Preservice Teachers and Readiness on Online Teaching Preparation. A descriptive-correlational study was used. It was participated by 38 preservice teachers of University of Science & Technology of Southern Philippines. To answer the problem stated for this study, the form used was a researcher-made questionnaires in which were floated via google form to ensure the safety of the participants on this pandemic. The analytical design used consisted of the following: statistical procedures such as chi-square, hypothesis testing, correlation, frequency distribution, averages, standard deviation and percentages.

With all the variables taken, the results showed that there was a significant relationship in both demographic profile to readiness and preservice teachers' perception to the readiness of online teaching. Preservice teachers' ability to deploy 21st century skills in an online environment depends largely on their experience, knowledge, skills, and attitude toward these skills. Cooperating and supervising teachers as facilitators of educational reform, need to be proactive in advancing Preservice teachers' preparation towards online teaching. As the data confirmed that the preservice teachers manifested an approaching readiness towards to technological and experiences. However, a need to strengthen the alignment of curriculum, pedagogy, and assessment between and among preservice teachers.

Keywords: *Covid19; Online Teaching; Perception; Pre-Service Teachers; State University*

1.0 Introduction

COVID – 19(corona virus) is an infectious deadly disease that has impacted greatly on global economy. The pandemic has not only impacted human life but also impacted on education. The least was expected on its impact on education. The educational sector was taken by surprise when the tragic shook up the sector in shambles. The educational sector's involvement in COVID – 19 cannot be overstated on a global scale. The outbreak of the COVID – 19 pandemic has caused so widespread educational disruption that UNESCO has declared a state of emergency (UNESCO, 2020).This resulted to several challenges of the preservice teachers between and among higher education institutions. It is observed that education in the new normal needs a lot of adjustments since pre service teachers were not well equipped when the pandemic came (Jamon, 2020). The shift to virtual learning took place in as COVID-19 has suddenly transformed the landscape of learning in the Philippines' Higher Education Institutions where preservice teachers are doing what they do best: figuring out how to effectively respond to support their students on their own.

According to Singh and Thurman (2019), online teaching and learning is described as educational opportunities in synchronous or asynchronous contexts using various devices with internet connectivity such as mobile phones, computers, and so on. The student can be anywhere during this process to engage and learn with the professor and other students.

Moreover, online teaching and learning is described as a type of education that uses the Internet to deliver some sort of training to a student or learners who are separated by time or location (Dempsey & Van Eck, 2002).

According to Dhawan (2020), online teaching and learning allow teachers to modify their systems and practices based on the demands of the learners. He affirmed that there is a plethora of internet resources accessible, which are critical for successful and efficient learning and

teaching process. Thus, at this time of crisis, instructors may utilize a combination of audio, video, and text to connect over to their students and maintain a human touch to their lectures.

The purpose of the study is to determine preservice teachers' perception of online teaching and learning in University of Science and Technology of Southern Philippines.

2.0 Conceptual Framework
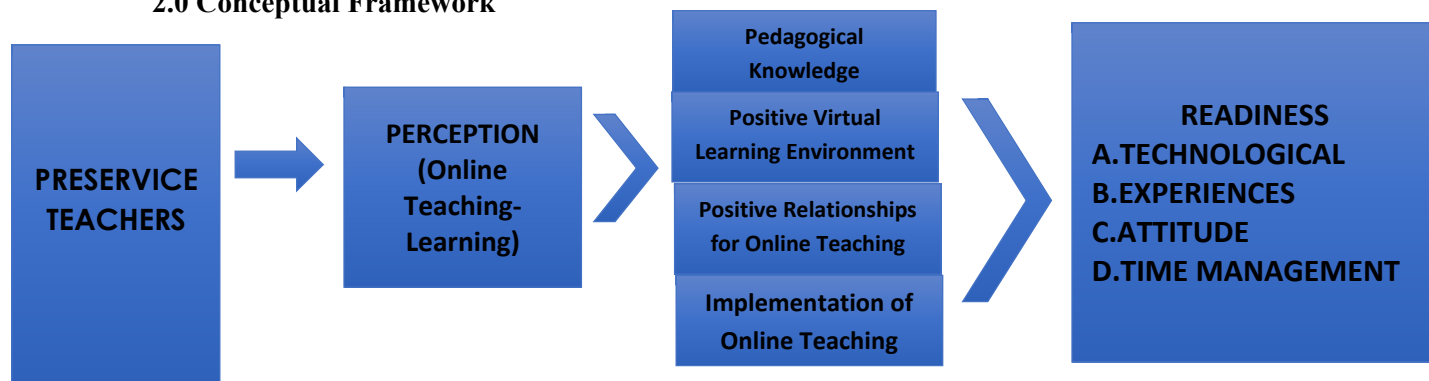
The framework on this study is anchored on Bandura's Triadic Reciprocal Determinism Theory. The significance of Bandura's theory and its application to final-year preservice teachers studying to teach students on their respective disciplines. This investigation demonstrates the relevance of how participants' confidence is impacted by: mastery experiences that provide practice for individuals to undertake a task; vicarious

experiences, where others model an activity or situation; social persuasions, where confidence levels are developed from the social messages received from others; and finally, physiological state where the influence of stress, anxiety and mood impacts onlevels of confidence (Bandura, 1989).

Furthermore, it also focuses in the premise of the preservice teachers and their perception towards online teaching-learning. Several factors being considered such as but not limited to (1) Pedagogical Knowledge; (2) Positive Virtual Learning Environment; (3) Positive Relationships for Online Teaching ; and (4) Implementation of Online Teaching. Readiness was also being determined in terms of (1)

Technological; (2) Experiences ; (3) Attitude and (4) Time Management

Research Objectives

1. Describe the demographic profile of USTP preservice teachers in A.Y. 2020-2021
a. Sex
b. Age
c. Marital Status
d. No. of Hours Preparation
2. Determine Preservice Teachers' Perception on Online Teaching Preparation on
a. Pedagogical Knowledge
b. Positive Virtual Learning Environment
c. Positive Relationships for Online Teaching
d. Implementation of Online Teaching
3. Determine the level of Readiness of Pre-Service Teachers in Online Teaching-Learning in various factors
a. Technological
b. Experiences
c. Attitude
d. Time Management

Hypotheses

H_0 There is a significant relationship between the demographic profile of preservice teachers and Perception on Online Teaching Preparation

H_0 There is a significant relationship between the demographic profile of preservice teachers and the level of readiness

H_0 There is a significant relationship between pre-service teachers' Perception on Online Teaching Preparation and the Level of Readiness

3.0 Methodology

The purpose of the study was intended to find out pre-service teachers' perception of online teaching and learning during the COVID 19 era. In this study a quantitative descriptive survey research design was used. This choice was premised on the nature of the study's objectives. The descriptive survey design method is an efficient approach in gathering data about perceptions from a population sample. The research instrument that was used to collect the data was questionnaire. The items on the instrument that is the questionnaire were self-developed by the researcher for this study.

4.0 Results and Discussion

4.1 Profile of Respondents

VARIABLE		
*SEX		
Male	3	7.89
Female	35	92.11
*AGE GROUP		
21-23 years	13	
24-26 years	9	
27-29 years	5	
Over 30 years	11	
MEAN		
*MARITAL STATUS		
Single	27	
Married	10	
Living With Partner	1	
MEAN	5.88	
*HOURS OF ONLINE TEACHING PREPARATION		
1-2 hours	2	
3-4 hours	10	
5-6 hours	12	
7-8 hours	9	
more than 9 hours	5	
MEAN		

4.2.1 Pre-service Teachers' Perceptions of their Pedagogical Knowledge

Factor	%*	Mean	SD
Share my personal philosophy of teaching	94.74	4.42	0.54
Plan appropriate learning experiences for students	71.05	3.97	0.74
Utilize a variety of teaching strategies	92.11	4.34	0.57
Reflect and refine my teaching practices	92.11	4.24	0.53
		4.24	

* %=Percentage of students who either "agreed" or "strongly agreed" with each item.

Schön (1983, 1987) claims that teachers cannot develop professionally without becoming reflective practitioners. In addition, educators (Darling-Hammond & Friedlaender, 2008) advocate professional development as a way to continue teachers' professional growth, as this can also facilitate reflection on practice. These preservice teachers were confident in the sense that they could reflect and engage in professional development. Nevertheless, only 71%suggested they would be able to plan appropriate learning experiences for students. Although, preservice teachers were confident in sharing their personal experiences to students they are still having difficulty in aligning curriculum, pedagogy, and assessment.

4.2.2 Pre-service Teachers' Perceptions for Creating a Positive Virtual Classroom Environment

Factor	%*	Mean	SD
Create a learning environment that fosters independence	94.74	4.29	0.56
Create a learning environment that caters for diversity	92.11	4.24	0.58
Respond to the individual learning needs of the students	94.74	4.24	0.58
Demonstrate enthusiasm for teaching	94.74	4.32	0.57
Develop learning programs that cater to students' interests	100	4.58	0.49
		4.33	

* %=Percentage of students who either "agreed" or "strongly agreed" with each item.

Table 4.2.2 shows thePre-service Teachers' Perceptions for Creating a Positive Virtual Classroom Environment. With a total of 4.33 mean, it exemplifies the importance of developing and fostering positive relationships, particularly as virtual classroom is concerned were teaching online is as its focus. These participants' perceptions of being able to develop positive teacher-student relationships was nearly unanimous (94%) and working in teams also presented minimal hesitation.

4.2.3 Pre-service Teachers' Perceptions of Developing Positive Relationships for Online Teaching

Factor	%*	Mean	SD
Develop positive teacher-student relationships	84.21	4.16	0.67
Work in teaching teams	86.84	4.13	0.61
Foster positive relationships with parents	94.74	4.47	0.60
		4.25	

* %=Percentage of students who either "agreed" or "strongly agreed" with each item.

Table 4.2.3 shows the prerequisite factors that ensures the development of positive relationship for online teaching. Results confirmed that supervising teachers/ cooperating teachers must be more active in ensuring quality practicum placements and the inclusion of meaningful practicum debriefing sessions to make explicit links between theoretical viewpoints and the teaching experience. They best work when there is support from working and collaborating with groups.

4.2.4Pre-service Teachers' Perceptions for Implementation of Online Teaching

Factor	%*	Mean	SD
Implement student-centered learning experiences	94.74	4.24	0.48
Implement interdisciplinary learning programs	71.05	3.97	0.74
Implement learning programs that demonstrate real-world connections	94.74	4.21	0.52
Create a variety of assessment tasks including authentic assessment	60.53	3.63	1.06

Provide regular feedback to cooperating teacher	92.11	4.29	0.56
		4.07	

* %=Percentage of students who either "agreed" or "strongly agreed" with each item.

Current theoretical underpinnings for teaching students include constructivism where the learner engages in first-hand experiences to construct knowledge (Carrington, 2002, 2006; Vygotsky, 1986). This theory agreed with the numbers in Table 4.2.4where content knowledge is essential for teaching and fundamentally, the focus on content knowledge fits with the commonsense notion that teachers must know the content they are teaching (Borko &Whitcomb, 2008, p. 567). Despite 71% claiming they have implemented interdisciplinary learning programs; others may be unsure or disagree until they know the lesson they will be teaching. Some preservice teachers may have read this survey item as specific content knowledge, while others as the ability to acquire content knowledge before teaching.

4.2.5 Summary

Factor	Mean	SD
Pedagogical Knowledge	4.24	0.17
Creating a Positive Virtual Classroom Environment	4.33	0.13
Positive Relationships for Online Teaching	4.25	0.15
Implementation of Online Teaching	4.07	0.25
Overall Perception	4.22	

Table 4.2. 5 shows the overall perception of the preservice teachers in the 4 main categories. Results suggested that universities and schools should maintain, strengthen and share roles that may advance preservice teacher confidence and the practices required for enhancing their preparation especially on this pandemic. Alignment of curriculum, pedagogy and assessment is needed to be supported through practical applications within the school setting.

4.3 Readiness of Pre-service Teachers towards Online Teaching

Variable	Mean	Level of Readiness
Technological Skills	3.98	Approaching Readiness
Experiences	3.90	Approaching Readiness
Attitude	4.05	Ready
Time Management	4.28	Ready
Overall	4.05	Ready

4.4 Significant Relationship

	R	p-value	
Demographic Profile to Readiness	-0.948	0.042	Significant
Demographic Profile to Perception	0.911	0.089	Not Significant
Perception to Readiness	-0.977	0.023	Significant

5.0 Conclusion

In the current unprecedented times of uncertainty in which schooling has been transformed quickly and with little notice, teachers and school leaders arereaching out for guidance, support, and

Resources. With all the variables taken, the results showed that there was a significant relationship in both demographic profile to readiness and preservice teachers' perception to the readiness of online teaching. Preservice teachers' ability to deploy 21st century skills in an online environment depends largely on their experience, knowledge, skills, and attitude toward these skills. Cooperating and supervising teachers as facilitators of educational reform, need to be proactive in advancing

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