Perceived Readiness for Online Teaching of Pre-service Teachers during the COVID-19 Pandemic

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ABSTRACT

The present study sheds light on the readiness for online teaching of pre-service teachers at the time of the pandemic by (a) assessing the perceived level of readiness for online teaching of pre-service teachers; (b) evaluating the extent of the quality of the student services that support pre-service teachers' readiness for online teaching; (c) identifying the key factors relating to the success of pre-service teachers' readiness for online teaching; (d) categorizing the risk attitudes of pre-service teachers. The finding revealed a completely ready indication of pre-service teachers' readiness for online teaching, yet there were a few problems that need to be addressed, especially pertaining to the equitable network coverage and facilities, implying theneed to provide ample support and innovations to assist both teachers and learners in achieving meaningful online learning. Student services of the University that support pre-service teachers' readiness for online teaching were found very good or effective. The students are more likely to succeed when they feelconnected to a supportive Office of Student Affairs (OSAs) of the University, especially during this difficult time of the pandemic. The success of pre-service teachers' readiness for online teaching is directly and strongly related to the constant and effective communication of their cooperating teachers and their peers. Pre-service teachers in this study were generally risk-taking. They put themselves in the position of potentially losing something just to achieve their goal. Although the perceived level of readiness is inferredas completely ready, it is further recommended that the College of Education should conduct online or on- site training workshops to equip pre-service teachers with the requisite skills on ICT concepts and their application to improve their skills in using technology for online teaching. Risk-taking should be encouraged and developed in the classroom and may incorporate risk-taking activities into the curriculum to create a culture where students feel safe.

Keywords: Competence, readiness, student services, teaching, risk-attitude

INTRODUCTION

The Corona virus 2019 (COVID-19) pandemic has prompted unusual challenges in the global education sector. Most countries including the Philippines temporarily closed educational institutions to hold the spread of the virus and diminish contaminations. The move to online teaching and learning methods was fast-tracked because of the temporary physical closure of universities and colleges in March 2020. The Partido State University, similarly adhered to this recommendation and moved all didactic activities toonline teaching using the existing institutional software and available digital platforms. The unforeseen shift from face-to-face to online teaching greatly affects the pre-service teachers who are conducting their practice teaching during their final semester. In this stage, pre-service teachers are trained with the rudiments of learner-centered instruction to become professional practitioners underpinned by standards that provide guidelines for the knowledge, skills, and values that full-fledged teachers require. For pre-service teachers who undergo this stage, student teaching is perceived as the most challenging time in the teacher education program (Ferrier-Kerr, 2009;Ersin et al., 2020as cited by Shinta and Aprilia, 2020). Readiness in student teaching is a highly variable and complicated word to contemplate. This entails a number of points to consider to satisfy pre-service teachers to be considered ready for online teaching.

It is quite easy to say that one is ready to face a certain teaching task. However, along the way, problems arise that would lead to worse scenarios, hence, the miscalculations of readiness. Readiness in the holistic sense involves the preparedness of the mind, heart, and physical body – the cognitive, affective, and psychomotor domains (Schaffer, 2004). Pre-service teachers may be said ready when they are equipped with the necessary information and knowledge of the teaching strategies (cognitive), the positive attitude to sustain their interest to teach (affective), and congruent manual skills and practices in doing computer-related tasks in online teaching (psychomotor).

Equipped with Knowledge and skills in the use of information and communication technology (ICT) can be anedge in virtual classrooms for pre-service teachers. In Dyment and Downing's (2013) study, it was reported that teachers lack confidence

and competence regarding the required technical skills to teach at the beginning of the transition to online teaching. These new digital technologies used in virtual classrooms trigger the need to search for new teaching strategies and approaches in response to the shifts in student learning methods (Compton, 2009). In addition, Tchombre et al. (2008) affirmed that ICT when used appropriately can stimulate the developmentof higher cognitive skills, deepen learning and contribute to the acquisition of skills needed for learning and working in today's job market.

According to Lucido (2012), ICT-based teaching is student-centered, that is the integration of the use of computers with internet connectivity and other electronic means that jive with the learners' needs. Awareness of the role of ICT in teaching should motivate pre-service teachers to ready their skills and attitude in order to cope with technological learning (Teo, 2010). Pre-service teachers need to be equipped with the necessary information and basic concepts about ICT and educational technology in order to buildup their confidence to implement technological pedagogies (Kumar et al., 2008). These include teaching strategies and content, basic and functional terms, protocols and procedures, learning competencies, and student experiences.

Considering readiness as an important factor that can greatly affect the process of learning to teach, this study intends to examine the perceived level of readiness for online teaching among pre-service teachers while undertaking online teaching at the time of the COVID-19 pandemic.

Research Objectives

The main objective of this study is to determine the readiness for online teaching of pre-service teachers enrolled in the College of Education at Partido State University during the second semester of the academic year 2020–2021. Specifically, this study aims to:

1. determine the perceived level of readiness for online teaching of pre-service teachers;
2. evaluate the extent of the quality of the student services that support pre-service teachers' readiness for online teaching;
3. identify the key factors relating to the success of pre-service teachers' readiness for online teaching; and
4. categorize the risk attitudes of pre-service teachers.

METHODOLOGY

Research Design

This study used a mixed-methods design that combines both quantitative and qualitative data collection and analysis. The type employed was the explanatory sequential mixed-methods design, which starts with quantitative data and continues with qualitative data collection aimed to elaborate on the previously obtained quantitative results (Pardede, 2018).

The quantitative data were collected using a questionnaire and the qualitative data were obtained through an interview.

The questionnaire used to collect the quantitative data was adapted from Pasaribu and Harendita (2018). However, it has been modified by the researcher to suit the purpose of the present study. The reliability of the questionnaire was tested by the researcher using Cronbach's Alpha Test. The result showed that Cronbach's Alpha Coefficient of the questionnaire indicates a high degree of internal consistency ($r=0.899$). Thus, it is considered a reliable instrument.

Subjects of the Study

A total of thirty-one (31) pre-service teachers enrolled in their Field Study 7 (Practice Teaching) course and the last batch or group of students who are following the Commission on Higher Education (CHED) Memorandum Order (CMO) no. 30 s. of 2004 or the old curriculum of the Bachelor of Secondary Education are the subjects of the study. Out of the 31 pre-service teachers, 20 of them are majors in Social Studies, 8 in Mathematics, 2 in Science, and 1 in English.

Instrumentation

A questionnaire which is composed of four parts was used to collect the data for this study. Part I is designed to assess the readiness level of pre-service teachers. It comprises 20 indicators that use the five- point rating scale. Part II is designed for the self-evaluation of the extent of the quality of the studentservices that support pre-service teachers' readiness for online teaching. It consists of 31 indicators using the five-point rating scale. Part III comprises 15 indicators that identify the key factors relating to the success of pre-service teachers' readiness for online teaching. It uses the four-point rating scale. Part IV is designed to categorize the risk attitudes of the respondents and this comprises 10 items that use the 3-point assessment score, i.e. 1 – risk averse, 2 – risk neutral, and 3 – risk-taking.

Data Collection Procedure

Since this study involved a questionnaire on pre-service teachers' views, prior to the administration of the questionnaire, the respondents were informed about their rights would be protected and that they would be informed about the results of the research.

All of the questionnaires were turned in and these were processed immediately. After processing thegathered quantitative data from the questionnaire, the schedule for the interview of five respondents followed to get an in-depth understanding of the following: Their readiness for online teaching, the student services supporting online teaching, factors relating to the success of online teaching, and their risk attitudes toward teaching.

Data Analysis

Both quantitative and qualitative data analysis techniques were employed. Quantitatively, the weighted mean was used in processing the 5-point rating scale responses on the perceived readiness level for online teaching and the extent of the quality of student services that support the pre-service teachers, and the 4-point rating scale responses on the key factors relating to the success of pre-service teachers' readiness for online teaching. The risk attitude categories of pre-service teachers were determined through the percentage technique. On the other hand, the data collected through the interviews were analyzed qualitatively. This involves exploring detailed verbatim transcripts to determine the central themes found within the respondents' responses to the interview questions.

RESULTS AND DISCUSSION

Respondent's Demographic Information

Pre-service Teachers' Level of Readiness for Online Teaching

Table 1. Pre-service Teachers' Perceptions of Their Level of Readiness for Online Teaching

Indicators of Readiness for Online Student Teaching	Weighted Mean	Verbal Interpretation
Pedagogical Competence	3.76	Completely Ready
1. Use learning theories such as the learner-centered approach and collaborative learning	3.55	Completely Ready
2. Organize and facilitate students' participation	3.71	Completely Ready
3. Motivate students and show enthusiasm and interest	3.97	Completely Ready
4. Encourage knowledge construction	3.94	Completely Ready
5. Promote group interaction and collaboration	3.65	Completely Ready
Communication Competence	3.93	Completely Ready
1. Send announcements or reminders through e-mails, Group chat, LMS, or texts	4.19	Completely Ready
2. Respond to students' questions promptly	3.77	Completely Ready
3. Provide feedback on students' assignments and assessments	3.81	Completely Ready
4. Use the synchronous web-conferencing platform	3.77	Completely Ready
5. Use social media tools to communicate with students	4.13	Completely Ready
Technical Competence	3.92	Completely Ready
1. Demonstrate security in using the learning management system	3.77	Completely Ready
2. Demonstrate recording audio/video using a smartphone, tablet, laptop, or computer accurately	3.77	Completely Ready
3. Carry out synchronous online teaching platforms successfully	3.87	Completely Ready
4. Use Microsoft Office tools such as Word and PowerPoint to create documents and presentations efficiently	4.16	Completely Ready
5. Access various technological resources and tools such as email, internet browsers, LMS, text, and video chat app	4.03	Completely Ready
Time Management Competence	3.70	Completely Ready
1. Manage one's time and resources to ensure that the teaching task is completed efficiently	3.58	Completely Ready
2. Identify and prioritize more critical and less critical teaching tasks. Adjust priorities as appropriate	3.74	Completely Ready
3. Ensure that high-priority task is accomplished within the required timeline	3.71	Completely Ready
4. Schedule by effectively allocating my own time to complete tasks	3.71	Completely Ready
5. Manage the subject time and apply time-saving techniques	3.74	Completely Ready
Overall Mean	3.83	Completely Ready

Legend: 4.50 – 5.00 Extremely Ready   1.50 – 2.49   Slightly Ready   3.50 – 4.49   Completely Ready   1.00 – 1.49   Not Ready   2.50 – 3.49 Moderately Ready

Table 1 shows the data on the assessment of pre-service teachers' perception of their level of readiness for online teaching. Four (4) general competencies of readiness for online teaching were self-assessed by the pre-service teachers namely: pedagogical competence, communication competence, technical competence, and time management competence.

The result showed that among the four competencies of readiness level for online student teaching, "Communicative Competence" obtained the highest weighted mean (WM=3.93) while "Time Management Competence" got the lowest computed weighted mean (WM=3.70). However, all the computed weighted means of the four competencies were verbally interpreted as "Completely Ready" including the overall mean (OM=3.83). This implies that the respondents are mentally and physically prepared to facilitate online classes despite their limited experience in online teaching during the COVID-19 pandemic.

Along with communication competence, the results reveal that the pre-service teachers' readiness for online teaching is "Completely Ready" (WM=3.93). This indicates that pre-service teachers are prepared personally in communicating and interacting with their students in online classes. The indicators which obtained the highest weighted mean values were "send announcements or reminders through e-mails, group chat, LMS, or texts" (WM=4.19), "use social media tools to communicate with students" (WM=4.13), and "provide feedback on students' assignments and assessments" (WM=3.81). The results are aligned with the study conducted by Wilson and Sabee (2003) which reported that communication competence has cognitive and social dimensions. Cognitively, competent communicators are able to process information to produce new messages. They actively and accurately perceive, identify, and recognize important messages. Socially, competent communicators are aware of the personal, relational, and cultural aspects of communication in particular settings.

Along with technical competence, results reveal that the pre-service teachers' level of readiness for online teaching is "Completely Ready" (WM=3.92). This shows that pre-service teachers are highly prepared technically in terms of using Word and PowerPoint in creating documents and presentations, accessing various technological resources and tools, carrying out synchronous online teaching, demonstrating security in using the learning management system, and demonstrating recording videos/audios using their own gadget. The computed weighted mean values of the five indicators are all verbally interpreted as "Completely Ready." The indicators which obtained the highest weighted meanvalues are "use Microsoft Office tools such as Word and PowerPoint" (WM=4.16), "access various technological resources and tools" (WM=4.03), and "carry out synchronous online teaching platformssuccessfully" (WM=3.87).

The findings generally support and confirm the influence of technical competence and perceived self-efficacy on the student's use of the Learning Management System (LMS) at Partido State University. In practice, the findings indicate that students with a higher self-efficacy find LMS easy to use as compared to students with lower self-efficacy. In layman's terms, students who are confident in their skills when dealing with LMS, such as knowing the LMS functions, operating the LMS features, and dealing with the learning contents find LMS easy-to-use technology and experience less complexity in using it. Consequently, confident students use LMS more frequently than those who are less confident. This can be justified by the theory of Bandura (1986) which stated that higher self-efficacy leads to a more active process of learning. Students who have more self-efficacy in using LMS find it easier and they will be more likely to use it.

The findings of the present study resemble the study of Along with pedagogical competence, the pre-service teachers' level of readiness for online teaching is "Completely Ready" (WM=3.76). This implies that pre-service teachers are pedagogically prepared in terms of motivating students, encouraging students in knowledge construction, facilitating students' participation, promoting group interaction, and integrating learning theories in teaching and collaborative learning. Pedagogical competence should absolutely be

owned by each pre-service teacher in order to carry out the learning tasks so that he/she can do all the things well. Moreover, Pedagogical competence can be further enhanced through continuous and systematic learning efforts, both during pre-service (teacher education) and during service, supported by the talents, interests, and other potentials of each individual pre-service teacher concerned (Ranganathan, Singh & Kumar, 2021). In addition, pre-service teachers need continuous training on teaching strategies, the use of information technology, and learning media.

The findings of the study are consistent with the research conducted by Yulianti (2012) which states that the pedagogical aspect contributes a significant factor in improving the quality of student achievement. This means that pre-service teachers who have good or better pedagogical competence will be able to analyze the learning potential of each learner and identify the development of potential learners through learning programs that support students to actualize their academic potential, personality, and creativity.

Along with time management competence, the pre-service teachers' level of readiness for online teaching is "Completely Ready" (WM=3.70). The computed weighted mean values of the five indicators are all verbally interpreted as "Completely Ready." The indicators which obtained the highest weighted mean values are "identify and prioritize more critical and less critical teaching tasks"and "manage the subject time and apply time-saving techniques." Both obtained a weighted mean of 3.74 while "ensure that high-priority task is accomplished within the required timeline" and "schedule by effectively allocating my own time to complete tasks" both obtained a weighted mean of 3.71. The results demonstrate that pre-service teachers are highly prepared in terms of time management of their teaching-learning activities. The findings of the present study are consistent with the studies that found an association between greater academic achievement and effective time management as students acquire strategies that help them in meeting competing demands (Nadinloyi et al., 2013; Kharadze, Gulua,& Davit, 2017).

The result of the present study agrees with the study conducted by Ardiyansah (2021) stating that the pre-service teachers were ready to implement online teaching. The pre-service teachers' perceived readiness was classified into four indicators such as (1) technical equipment and skills, (2) experiences in teaching online, (3) attitudes and opinions toward online learning, and (4) time management and time commitment.

Another research with resemblance to the present study was conducted by Embang (2022). The research aimed to assess the perception of pre-service teachers and their readiness for online teaching preparation. A descriptive-correlational study was used. The analytical design used consisted of the following: statistical procedures such as chi-square, hypothesis testing, correlation, linear regression, frequency distribution, averages, standard deviation, and percentages. It was participated by 38 pre-service teachers of the University of Science & Technology of Southern Philippines.

With all the variables taken, the results showed that pre-service teachers were confident in sharing their personal experiences with students, however, they are still having difficulty in aligning curriculum, pedagogy, and assessment. With respect to their readiness, results confirmed that they were technically coping with the advancement of technology and software to use.

Pre-service teachers exhibited a limited foundation of technical skills and experiences in the preparation of learning modules prior to implementation for online teaching.

The Extent of the Quality of the Student Services that Support Pre-service Teachers 'Readiness for Online Teaching Tables 2 to 8 present the extent of the quality of the student services that support pre-service teachers' readiness for online teaching. Seven (7) areas of student services with their corresponding statements were self-evaluated by the respondents and these are presented in the subsequent tables.

Table 2. Scholarships and Financial Assistance

Statements	Weighted Mean	Verbal Interpretation
1. Scholarships and financial assistance in various forms are available to students.	3.48	Good
2. Scholarships and financial assistance are widely and promptly disseminated.	3.29	Good
3. The University has mechanisms to institutionalize policies and guidelines for students belonging to the vulnerable sector.	3.71	Very Good
4. There is a structure that provides access to scholarships and financial assistance.	3.55	Very Good
5. Qualification requirements and procedures to avail of financial assistance are disseminated.	3.55	Very Good
Average Mean	3.52	Very Good

Legend: 4.50 – 5.00   Excellent   1.50 – 2.49   Fair   3.50 – 4.49   Very Good   1.00 – 1.49Poor
2.50 – 3.49   Good

Data in Table 2 indicated the result of the respondent's evaluation of the five (5) statements where the computed average mean is 3.52 and is verbally interpreted as "Very Good" quality of student services. The computed weighted means of the five statements ranged from 3.71 (Very Good) to 3.29 (Good). Three (3) statements were rated above the computed weighted mean of 3.50 and were descriptively interpreted as "Very Good." The statements are: The University has mechanisms to institutionalize policies and guidelines for students belonging to the vulnerable sector (WM=3.71), there is a structure that provides access to scholarships and financial assistance (WM=3.55), and qualification requirements and procedures to avail of financial assistance are disseminated (WM=3.55). The result implies that pre-service teachers are aware that availing of scholarships and financial assistance can assure them to finish their studies in college.

The findings were found consistent with the study of Mendoza, Mendez, and Malcolm (2009) who investigated the relationship between financial aid and persistence at higher educational institutions in the State of Oklahoma. They determined persistence to be a qualifier of academic success and financial assistance to be an enabler for students to remain in college longer, therefore allowing them to completetheir desired course of study.

Table 3. Sports Development Services

Statements	Weighted Mean	Verbal Interpretation
1. Provide opportunities for physical fitness and well-being of the students.	3.65	Very Good
2. Promote national, sectoral, and cultural sports activities involving students.	4.10	Very Good
3. Sports development program is regularly conducted involving students.	3.71	Very Good
4. Provide an office equipped with sports equipment for students' use.	3.77	Very Good
Average Mean	3.81	Very Good

Legend: 4.50 – 5.00   Excellent   1.50 – 2.49   Fair   3.50 – 4.49   Very Good
1.00 – 1.49   Poor   2.50 – 3.49   Good

Data in Table 3 showed the result of the respondent's evaluation of the four (4) statements where the computed average mean is 3.81 and is descriptively interpreted as "Very Good" quality of sports development services. The computed weighted mean values of the four statements ranged from 3.65 to 4.10 where all are verbally interpreted as "Very Good." This implies that the sports development services of Partido State University provide support to all students in general and to the pre-service teachers in particular in terms of promoting sports activities involving students, providing sports equipment for students' use, conducting sports development involving students, and proving opportunities for physical fitness and well-being of the students.

The findings were found consistent with the study of Ko and Pastore (2007) who cited that the quality of programs, social interactions, and the physical environment were all indicative of overall service quality for recreational sports programs. Scholars have focused largely on aspects of the physical environment as key factors influencing perceptions of service quality, including characteristics of sports facilities such as proximity (Deelen et al., 2016; Wicker et al., 2013), aesthetics (Gallardo et al., 2009), and availability of fitness equipment (Makubuya et al., 2020).

Table 4. Safety and Security Services

Statements	Weighted Mean	Verbal Interpretation
1. The University provides a safe and secure school environment.	4.32	Very Good
2. Licensed and competent security personnel ensure the safety and security of the students and their belongings.	4.35	Very Good
3. There are mechanisms to address disaster risk reduction and management concerns in the University.	4.13	Very Good
4. Earthquake and fire drills involving students are conducted regularly.	3.84	Very Good
5. There is an established mechanism for the students to help in crime prevention.	3.87	Very Good
6. The security guards check properly all entering students on the school campus.	4.36	Very Good
Average Mean	4.15	Very Good

Legend: 4.50 – 5.00 Excellent   1.50 – 2.49 Fair   3.50 – 4.49 Very Good   1.00 – 1.49 Poor   2.50 – 3.49 Good

Data in Table 4 exhibited the result of the respondent's evaluation of the six (6) statements where the computed average mean is 4.15 and is descriptively interpreted as "Very Good" quality of safety andsecurity services. The computed weighted mean values of the six statements ranged from 3.84 to 4.36 where all the weighted means are verbally interpreted as "Very Good." This implies that the quality of the services of the security personnel meets and/or exceeds the expectations for the benefit of the pre-service teachers.

The findings were in consonance with the statements of Dewey (1916) and Maslow (1943) stating that a vast body of research on schooling has shown that safety is an essential requisite for a positive educational environment. In fact, education philosopher John Dewey and psychologist Abraham Maslow have argued that violence, disorder, and threats to physical safety are antithetical to an environment where students can learn and develop and where teachers can instruct effectively.

Table 5. Admission Services

Statements	Weighted Mean	Verbal Interpretation
1. Student requirements and procedures for admission are in place	4.23	VeryGood
2. Students are properly informed of the requirements and procedures for admission ahead of time	4.23	Very Good
3. No student is denied admission to the University provided a student complies with the admission requirements	4.16	Very Good
Average Mean	4.21	Very Good

**Legend: 4.50 – 5.00   Excellent   1.50 – 2.49   Fair   3.50 – 4.49   Very Good
1.00 – 1.49   Poor   2.50 – 3.49   Good**

Data in Table 5 revealed the result of the respondent's evaluation of the three (3) statements on admission services where the computed average mean is 4.21 and is verbally interpreted as "Very Good" quality of admission services. The computed weighted mean values of the three statements ranged from 4.16 to 4.23 where all the weighted means are verbally interpreted as "Very Good." This implies that the quality of the services of the delivery unit (admission services) meets and/or exceeds the expectations for the benefit of the pre-service teachers.

The findings generally support and confirm that students as customers have expectations, especially regarding the academic services they received from higher education institutions. Students are, therefore, contented or satisfied when the products and services they received meet and/or exceed their expectations (Rouf et al., 2016).

Table 6. Library Services

Statements	Weighted Mean	Verbal Interpretation
1. The library is available to all ParSU students from Monday to Friday from 7:30 AM to 5:30 PM	4.29	Very Good
2. An open shelf is adopted to give students greater access to the library collection and services	4.19	Very Good
3. The library provides reference and referral services to its users	4.23	Very Good
4. The student can reserve any book in the library	4.19	Very Good
5. The students are informed about recent acquisitions in the library	4.03	Very Good
Average Mean	4.19	Very Good

**Legend: 4.50 – 5.00   Excellent   3.50 – 4.49   Very Good   2.50 – 3.49   Good 1.50 – 2.49
Fair   1.00 – 1.49 Poor**

Data in Table 6 showed the result of the respondent's evaluation of the five (5) statements on library services where the computed average mean is 4.19 and is verbally interpreted as "Very Good" quality of the library services. With the computed mean values of the five statements ranging from 4.03 to 4.29, we can further say that the quality of the library services provided is "Very Good" in supporting pre-service teachers' information needs. This implies that the delivery of essential services meets and/or exceeds the expectations for the benefit of the pre-service teachers.

The findings were in consonance with the study conducted by Yang (2000) who reported that researchers at Texas A&M University had a better view of the library since the implementation of the liaison program. This study also stated that updating the researchers on services available and ordering books or serials are considered the primary services that the liaison should perform for researchers.

Table 7. Medical and Dental Services

Statements	Weighted Mean	Verbal Interpretation
1. Provide primary health care services served by licensed medical and dental professionals	3.97	Very Good
2. Conduct radio programs that promote health and safety	4.03	Very Good
3. Provision of a well-equipped medical and dental clinic	4.00	Very Good
4. Give health advisories particularly on COVID-19 for students' Awareness	4.26	Very Good
Average Mean	4.07	Very Good

 Legend: 4.50 – 5.00 Excellent 1.50 – 2.49 Fair 3.50 – 4.49 Very Good 1.00 – 1.49 Poor 2.50 – 3.49 Good

Data in Table 7 presented the result of the respondent's evaluation of the four (4) statements on medical and dental services where the computed average mean is 4.07 and is verbally interpreted as "Very Good" quality of the institution's medical and dental services. With the computed mean values of the four statements ranging from 3.97 to 4.26, we can further say that the quality of the medical and dental services provided is "Very Good" in supporting pre-service teachers' medical, dental, and information needs. This implies thatthe delivery of essential services meets and/or exceeds the expectations for the benefit of the pre-service teachers.

Table 8. Student Dormitory Services

Statements	Weighted Mean	Verbal Interpretation
1. Dormitories are available and serving college students at a cheaper monthly rate	4.03	Very Good
2. Students who live in campus dormitories are actively involved in campus-wide organizations and activities	3.87	Very Good
3. On-campus students often have an increased level of accessibility to public safety and security resources	4.03	Very Good
4. On-campus dormitories require trained, skilled professional staff to manage the dormitories	3.90	Very Good
Average Mean	3.96	Very Good

 Legend: 4.50 – 5.00 Excellent 1.50 – 2.49 Fair 3.50 – 4.49 Very Good 1.00 – 1.49 Poor 2.50 – 3.49 Good

Data in Table 8 showed the result of the respondent's evaluation of the four (4) statements on student dormitory services where the computed average mean is 3.96 and is verbally interpreted as "Very Good" quality of the institution's dormitory services. With the computed mean values of the four statementsranging from 3.87 to 4.03, we can further say that the quality of the student dormitory services provided is "Very Good" in supporting pre-service teachers' needs. This implies that the delivery of essential services meets and/ or exceeds the expectations for the benefit of the pre-service teachers.

Table 9. Summary Table of the Average Means of Student Services

Student Services	Average Mean	Verbal Interpretation
Scholarships and Financial Assistance	3.52	Very Good
Sports Development Services	3.81	Very Good
Safety and Security Services	4.15	Very Good
Admission Services	4.21	Very Good
Library Services	4.19	Very Good
Medical and Dental Services	4.07	Very Good
Student Dormitory Services	3.96	Very Good
Overall Mean	3.99	Very Good

The overall mean (OM=3.99) indicated a "Very Good" quality of the institution's student services that support pre-service teachers' readiness for online teaching. The result implies that students are more likely to succeed when they feel connected to a supportive Office of Student Affairs (OSAs) of the Partido State University, especially during this difficult time of the pandemic. Student support and services contribute to the quality of the student's learning experience and academic success. Studies show that the most important factors in education quality assurance are: the quality of teaching-learning and service systems and support for students (Hill et al, 2003).

Therefore, the importance of support activities for the students is obvious. Student support services can help online students succeed academically, socially, and professionally. It is important to note that while support services may improve learning outcomes, success requires personal investment as well.

Factors Relating to the Success of Pre-service Teachers' Readiness for Online Teaching

Data in Table 10 showed the result of the respondent's evaluation of the four (4) factors relating to the success of pre-service teachers' readiness for online teaching. These factors are persistence, effective time-management skills, effective communication skills, and motivation & independence.

Table 10. Factors Relating to the Success of Pre-service Teachers' Readiness for Online Teaching

Indicators	Weighted Mean	Verbal Interpretation
Persistence	3.51	Strongly Agree
1. Pre-service teachers who succeed are those who are willing to tolerate technical problems in online teaching.	3.29	Strongly Agree
2. Successful pre-service teachers are those who seek help when needed, work daily in every virtual class, and persist through challenges in online teaching.	3.55	Strongly Agree
3. Student teachers who succeed are those who log in and make progress every day.	3.61	Strongly Agree
4. Pre-service teachers who succeed are those who set up a manageable study schedule for themselves and stick to it.	3.58	Strongly Agree
5. Pre-service teachers who succeed in online teaching are those who put failures and mistakes into a growth perspective.	3.52	Strongly Agree

Effective Time-management Skills	3.6	Strongly Agree
1. Effective time-management skills do not just happen. They have to be learned.	3.58	Strongly Agree
2. Flexibility is one of the great benefits of online learning. It can also be a drawback for a student who procrastinates.	3.61	Strongly Agree
3. Time-management skills take time to develop good habits, but you will gain satisfaction from being well-organized and accomplishing your tasks.	3.61	Strongly Agree
Effective Communication Skills	3.69	Strongly Agree
1. Create and develop respectful relationships and a sense of community among the learners	3.74	Strongly Agree
2. Show sensitivity and empathy when communicating online	3.65	Strongly Agree
3. Maintain a warm, friendly, and inviting collegial atmosphere	3.61	Strongly Agree
4. Ensure the quality and accuracy of written messages and feedback	3.68	Strongly Agree
5. Effective communication among students and between students and their teachers develops a better sense of community and improves the likelihood of student success.	3.77	Strongly Agree
Motivation and Independence	3.58	Strongly Agree
1. Online teaching and learning require independence, internal motivation, responsibility, and a certain level of maturity.	3.61	Strongly Agree
2. Working hard in becoming a teacher perhaps it is personal pride in your accomplishments.	3.55	Strongly Agree
Overall Mean	3.6	Strongly Agree

Legend: 3.26 – 4.00   Strongly Agree   1.76 – 2.50   Disagree   2.51 – 3.25   Agree – 1.75   Strongly Disagree

The result showed that among the four (4) identified factors relating to the success of pre-service teachers' readiness for online teaching, "Effective Communication Skills" were rated and obtained the highest weighted mean (WM=3.69) while "Persistence" got the lowest computed weighted mean (WM=3.51).However, all the computed weighted means of the four identified factors were verbally interpreted as"Strongly Agree" including the overall mean (OM=3.60). It can be inferred that the success of pre-service teachers' readiness for online teaching is directly and strongly related to the effective communication oftheir teachers and peers. Nurturing this kind of interactive and engaging teaching environment demands regular and effective communication. It further suggests that for pre-service teachers to benefit from educational interventions in virtual classes, they must be constantly and always ready at their fullest potential to learn (Chorrojprasert, 2020).

Along with effective communication skills, the computed weighted means of the five (5) indicators ranged from 3.61 to 3.77. The respondents manifested their strong agreement with the indicator that states, "Effective communication among students and between students and their teachers develop a better sense of community and improves the likelihood of student success." This obtained the highest weighted mean (WM=3.77). Nevertheless, the indicator that states, "Maintain a warm, friendly, and inviting collegialatmosphere" was rated and obtained the lowest weighted mean (WM=3.61) but still interpreted as "Strongly Agree." When the average mean of the five indicators was taken into consideration, it revealed an average mean of 3.69 which was interpreted as "Strongly Agree."

Findings suggest that effective communication can help build and foster a safe learning environment where students can learn and succeed. Additionally, supportive teacher-student relationships have a positive impact

on class participation, engagement, and ultimately better student performance. Nevertheless, poor communication is the main reason why students lack motivation, perform badly, and consequently drop out of school.

Along with effective time management skills, the computed weighted means of the three (3) indicators ranged from 3.58 to 3.61 where all the computed means were interpreted as "Strongly Agree." The indicators state that "Flexibility is one of the great benefits of online learning. It can also be a drawback for a student who procrastinates" and "Time-management skills take time to develop good habits, but you will gain satisfaction from being well-organized and accomplishing your tasks" both obtained the highest weighted mean (WM= 3.61). However, the indicator that states, "Effective time-management skills do not just happen. They have to be learned" got the lowest weighted mean (WM=3.58). When the average mean of the three indicators was taken into consideration, it revealed an average mean of 3.60 which was described as "Strongly Agree."

Findings imply that effective time management enables pre-service teachers to complete more in a short period of time, lowers stress, and leads to success in online teaching.

Along with motivation and independence, the indicator that states, "Online teaching and learning require independence, internal motivation, responsibility, and a certain level of maturity." obtained a higher weighted mean (WM= 3.61) which was described as "Strongly Agree," while the indicator that states, "Working hard in becoming a teacher perhaps it is personal pride in your accomplishments." obtained the lower weighted mean (WM= 3.55) which was interpreted as "Strongly Agree." When the average mean of the two indicators was determined, it revealed an average mean of 3.58 which was described as "Strongly Agree."

Along with persistence, the computed weighted means of the five (5) indicators ranged from 3.29 to 3.61 where all the computed means were described as "Strongly Agree." The indicator that states, "Student teachers who succeed are those who log in and make progress every day" obtained the highest weighted mean (WM= 3.61). Whereas, the indicator that states that "Pre-service teachers who succeed are those who are willing to tolerate technical problems in online teaching" obtained the lowest weighted mean (WM=3.29). When the average mean of the five measures for persistence was computed, it disclosed an average computed mean of 3.51 which was interpreted as "Strongly Agree." It can be inferred that pre-service teachers were strongly influenced by all the indicators of persistence toward their success of readiness for online teaching notwithstanding the difficulty brought by the pandemic.

Based on the overall computed mean of 3.60 which is interpreted as "Strongly Agree", it can be inferred that pre-service teachers consider the four (4) factors a great influence on their success of readiness for online teaching. Risk Attitude Categories of Pre-service Teachers

Data in Table 11 showed the self-assessment result of the risk attitude categories of pre-service teachers. It revealed that out of the ten (10) statements used in categorizing the risk attitude of the pre-service teachers, the majority of the respondents rated six (6) statements as "Risk-taking." All six statements obtained above fifty percent of the total number of raters. This includes "I am willing to work more than 8 hours a day or more than 40 hours per week regularly" (51.61%), "I am willing to accept teaching career risks when necessary" (64.52%), "I will take full responsibility for the successes and failures of my teaching career" (70.97%), "I feel a great deal of pride when my students are able to apply their knowledge successfully" (67.74%), "I have a strong desire to achieve positive results even when it requires a lot of additional effort" (58.06%), and "I always try to complete every task I start, regardless of obstacles and difficulties" (67.74%). However, four (4) statements were self-rated by the respondents as "Risk-neutral." Out of the four (4) statements, three (3) obtained above fifty percent of the total number of raters while only one (1)

obtained below fifty percent of the total number of the respondent-raters. This includes "I have a high energy level that can be maintained over a period of time" (61.29%), "I can function in ambiguous situations" (61.29%), "I believe that my teaching abilities and skills are greater than those of most of my peers" (58.06%), and "I can make decisions quickly (48.39%).

It can be inferred that most of the respondent-preservice teachers were risk-taking that put themselves in the position of potentially losing something just to achieve their goal. According to Hills, Stroup, & Wilensky (2005), tolerance for risk is directly related to students' perceptions of their own goals. They further explain that student-centered learning implies perceived risks by both teachers and students. By nature, open-ended problems have multiple entries and exit points, require high levels of cognitive demand, and may have fuzzy criteria for correctness (Ferguson, 2009; Sullivan &Mornane, 2014).

Table 11. Risk Attitude Categories of Pre-service Teachers in Percentage (N=31)

Statements	Risk Categories (in %)		
	1 Risk-averse	2 Risk-neutral	3 Risk-taking
1. I am willing to work more than 8 hours a day or more than 40 hours per week regularly.	(1) 3.23%	(14) 45.16%	(16) 51.61%
2. I am willing to accept teaching career risks when necessary.	(0) 0%	(11) 35.48%	(20) 64.52%
3. I will take full responsibility for the successes and failures of my teaching career.	(0) 0%	(9) 29.03%	(22) 70.97%
4. I feel a great deal of pride when my students are able to apply their knowledge successfully.	(0) 0%	(10) 32.26%	(21) 67.74%
5. I have a high energy level that can be maintained over a period of time.	(0) 0%	(19) 61.29%	(12) 38.71%
6. I have a strong desire to achieve positive results even when it requires a lot of additional effort.	(0) 0%	(13) 41.94%	(18) 58.06%
7. I can function in ambiguous situations.	(0) 0%	(19) 61.29%	(12) 38.71%
8. I believe that my teaching abilities and skills are greater than those of most of my peers.	(1) 3.23%	(18) 58.06%	(12) 38.71%
9. I always try to complete every task I start, regardless of obstacles and difficulties.	(0) 0%	(10) 32.26%	(21) 67.74%
10. I can make decisions quickly.	(2) 6.45%	(15) 48.39%	(14) 45.16%

Legend: 1 – Risk-averse (refers to someone who tends to avoid loss over making a gain)
   2 – Risk neutral (a term that is used to describe an individual who is insensitive to risk)

   – Risk-taking (an act of doing something that involves danger or risk in order to achieve a goal)

Qualitative Data

A semi-structured interview was conducted and the analysis of data or information was performed through thematic content analysis to validate the quantitative data. Five (5) pre-service teachers were identified to participate in the one-on-one interview. Each participant is given a specific time for the interview which lasts for about 5 to 10 minutes to answer the interview questions.

Theme 1. Perception of readiness for online teaching

When pre-service teacher A was asked about his own perception of readiness for online teaching, he stated that "Readiness for online teaching refers to the preparedness of the student teacher like me in terms of the knowledge about technology use which includes the computer or mobile phones, internet connectivity, and the online platform. It also means mastery of the content of the lesson to be taught and the pedagogy on how the lesson will be taught to the learners through remote or online platform."

For the successful conduct of online teaching, pre-service teachers need to put themselves in the position of self-learners when it comes to the required competencies. Thus, understanding pre-service teachers' readiness as learners to engage in online teaching not only enables them to deliver better online lessons but also enables educational institutions to better support pre-service teachers improve their online teaching experiences.

Another pre-service teacher was asked about what makes her a good fit for online teaching and she stressed that "In order for me to become a good fit or to be effective in online teaching, it requires clear communication and instruction from me to my students because there is less opportunity for refinement through interaction."

Successful and effective online teaching and learning also entail careful planning of the activities and tasks learners will engage with, as well as constant communication between the pre-service teacher and the learners regarding what works well and what needs to be reconfigured.

Theme 2. Student support services

Pre-service teacher respondent C was asked about the available student support services that he regards the most useful for him during his online teaching and he responded that "being a recipient of the "Tulong Dunong Program" of the Commission on Higher Education (CHED), I can say that scholarship and financial assistance have helped me most in one way or another, especially during this pandemic that my parents cannot work regularly and I am conducting practicum classes which I am using mobile data to sustain my practicum teaching with my students."

Providing financial assistance gives college students the opportunity to reach and complete their higher education. At the same time, providing aid can also be a way to inspire students to become humanitarian once they become established professionals.

Theme 3. The success factor for online teaching and learning

Pre-service teacher respondent D was given four factors that may influence readiness for online teaching (persistence, time management, self-motivation, and effective communication). She was asked to identify one that she believed contributed a success in readiness for online teaching.

Respondent D cited that "in order to be successful in online teaching, it requires self-motivation." She further said that "self-motivation is a key part of achieving goals and experiencing personal satisfaction."

Being self-motivated also means having enough self-awareness to know what works for the pre-service teacher and what does not. Rather than depending on others to give the prospective teacher a reason for doing. A sense of motivation comes from within.

Theme 4. My risk attitude category

Pre-service teacher respondent E was asked to categorize her risk attitude toward online teaching. She cited an instance or situation before she categorizes herself and she said "Speaking up in class or expressing beliefs that may differ from my classmates can be intimidating, but it teaches me how toparticipate in class discussions and stand up for what I feel is right." "With this situation, I am categorizing myself as a risk-taking individual."

The responses and revelations of the pre-service teacher participants in the interview attested and confirmed their perceptions and ratings on their level of readiness for online teaching which exhibited a verbal interpretation of "Completely Ready" which implies that the respondents of the study are mentallyand physically prepared to facilitate online classes despite their limited experience in online teaching during the COVID-19 pandemic.

The result of the one-on-one interview of the respondents has clarified that the "Tulong Dunong Program" of the Commission on Higher Education has supported and assured student teachers who were availing the financial assistance to finish their studies in college. Therefore, the respondents have rated the quality of student services as "Very Good" which further indicates that the student services of the university are functioning or serving the students above their expectations.

In the interview, the participant attested that one of the success factors of readiness for online teaching is self-motivation. Moreover, this extrapolation supports one of the objectives of this study.

Along the risk attitude category, the participant confirmed that she categorized herself as a risk-taking individual. Similarly, this finding supports one of the objectives of this study.

CONCLUSION

Based on the findings, it can be concluded that pre-service teachers were completely ready for online teaching, yet there were a few problems that need to be addressed which pertain to the equitable network coverage and facilities, implying the need to provide ample support and innovations to assist both teachers and learners in achieving meaningful online teaching and learning. The student services of the University that support pre-service teachers' readiness for online teaching were found very good or effective. The students are more likely to succeed when they feel connected to a supportive Office ofStudent Affairs (OSAs) of the University, especially during this difficult time of the pandemic. Furthermore, the success of pre-service teachers' readiness for online teaching is directly and strongly related to the constant and effective communication of their cooperating teachers and their peers. Pre-service teachers in this study were generally risk-taking. They put themselves in the position of potentially losing somethingjust to achieve their goal.

RECOMMENDATIONS

It is recommended that the College of Education should conduct online or on-site training workshops to equip pre-service teachers with the requisite skills on ICT concepts and their application to improve their capabilities in using technology for online teaching. Likewise, risk-taking activities should be encouraged and developed in the classroom and pre-service teachers may incorporate risk-taking activities into the curriculum to create a culture where students feel safe. Moreover, similar research with a broader scope should be conducted to validate the result of the present study.

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