Jozac Academic Voice (JAV)
https://journals.jozacpublishers.com/jav
Vol. 3, 2023

Online readiness of teacher education students for emergency remote learning

Claire Tusoy[1*], Steven Luther Gueco[2], Samantha Lorraine Pelias[3]
[1,2&3]Mindanao State University, General Santos City, College of Education, Philippines.
claire.tusoy@msugensan.edu.ph[1] stevenluther.gueco@msugensan.edu.ph[2] samanthalorraine.pelias@msugensan.edu.ph[3]

*Corresponding author: claire.tusoy@msugensan.edu.ph

Abstract: In response to the COVID-19 pandemic, schools have adopted more online courses, raising questions about the quality of education and student's ability to adapt to changing learning environments. To gauge the readiness of 70 students for online learning, the researchers in this study performed an online survey. The results of the study demonstrated that pre-service teachers are well-prepared for the last online learning. It is possible to give students the option to select their own pace, task management, and course materials while considering the nature of emergency online learning. Students should be encouraged by their teachers to join online forums, ask questions, voice their views and opinions, and look for assistance when they encounter problems.

Keywords: Emergency online readiness, Emergency remote learning, Online learning, Online readiness, Pre-service teachers

1. Introduction

Increased adoption of online learning by schools in response to the COVID-19 pandemic has generated concerns at the local level concerning the caliber of instruction and students' capacity to handle newly developing circumstances at the worldwide level. The time has come to establish "a new normal" for education in general and sciences education in particular (Lee & Campbell, 2020; Bozkurt & Sharma, 2020). Due to this circumstance, all levels of educational institutions were obligated to undertake emergency remote education and work remotely (Bozkurt & Sharma, 2020). Between the difficulties associated with lockdown, online teaching and learning might be viewed as the solution (Dhawan, 2020). Pre-service student teachers participated in an immersive online learning experience in 2020, which may have had a long-term impact on how they view education (Sutherland et al., 2010; Kara et al., 2021). Their ideas about online learning are likely to influence how they act as teachers in online learning environments in the future (Sutherland et al., 2010; Kara et al., 2021). As per research, students that succeed in an online learning environment have characteristics that indicate they are academically prepared, including self-direction, self-discipline, motivation, self-competence, and learning style (Morris, et al., 2005; Hung et al., 2021). Aydin and Tasci (2005) emphasize the importance of knowing pupils' preparation in creating and executing an efficient online learning system. Moreover, when they can follow their course of study online, they are capable of learning on their own (Alem et al., 2016).

Thus, instructors can design a better environment for independent study only if they are aware of the student's preparedness and autonomy (Mishra & Panda 2007; Kartal & Balcikanlh; 2019). Educators' perspectives on e-learning are crucial when utilizing a new technology arises. Instructors might assist to build learner control, and self-directed learning skills contexts (Hung et al., 2010). Hence, in this study, learner control, learning motivation, computer/Internet self-efficacy, online communication self-efficacy, and self-driven education were utilized to assess the preparation for online learning (Hung et al., 2010).

2. Methods

The study involved 70 1st-year BEED students of Mindanao State University-General Santos City. The data collection scale, which was adapted from M.L., was employed by the researchers from Rafique et al. Hung

et al. (2010) utilized a few modifications to account for the implications of the pandemic situation. The data collection tool included 18 questions that focused on five critical characteristics of students' readiness for online learning: self-directed learning (5 questions), learner control (3 questions), motivation for learning (4 questions), and online communication self-efficacy (3 items). Moreover, insightful information on the strengths and weaknesses of students in this learning environment was gained from the dimensions assessed by the scale, which can also serve as a guide for future pedagogical strategies and curriculum development.

2.1. Online readiness scale

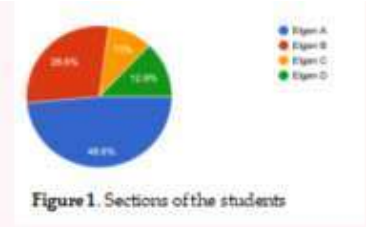

Figure 1. Sections of the students

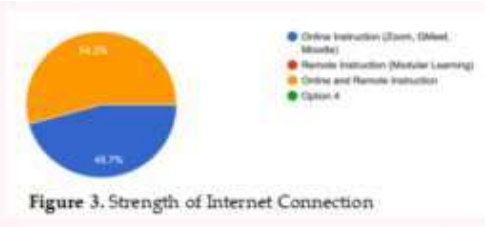

Figure 3. Strength of Internet Connection

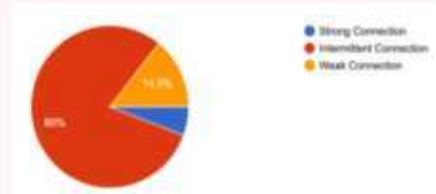

Figure 2. Preferred mode of instruction

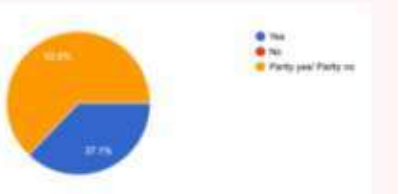

Figure 4. Home conduciveness for learning

The students' basic profiles are shown in Figure 1 for online learning in terms of their section. The majority favored synchronous training, demonstrating the need of considering students' preferences when developing online learning (Figure 2). Moreover, building favorable learning conditions at home and maintaining reliable internet connectivity is essential for remote learning (Figure 3) and (Figure 4). These crucial findings offer information that should be utilized to develop tactics that will help students learn and succeed online.

Thus, the study on first-year BEED students' preparation for online learning highlights the need for additional help for specific students as well as the need for dependable internet connectivity and encouraging surroundings. Initiatives to enhance university students' online learning results should be guided by the findings.

3. Findings and Discussion

Table 1: Online Readiness of Students

Statements	SA	A	N	D	SDis	Mean	SD	Interpretation
1. I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).	14 (20%)	27 (39%)	26 (37%)	3 (4%)	0 (0%)	3.7	3.31	High
2. I feel confident in my knowledge and skills of how to manage software for online learning.	4 (6%)	24 (34%)	34 (49%)	7 (10%)	1 (1%)	3.3	2.89	Low
3. I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning.	8 (11%)	39 (56%)	18 (26%)	5 (7%)	0 (0%)	3.7	3.26	High
4. I carry out my own study plan.	10 (14%)	31 (44%)	25 (36%)	3 (4%)	1 (1%)	3.6	3.22	High
5. I seek assistance when facing learning problems.	22 (31%)	22 (31%)	21 (30%)	5 (7%)	0 (0%)	3.8	3.46	High
6. I manage time well.	5 (7%)	22 (31%)	37 (53%)	6 (9%)	0 (0%)	3.3	2.92	Low
7. I set up my learning goals.	17	29	23	1 (1%)	0 (0%)	3.8	3.44	High

	(24%)	(41%)	(33%)					
8. I have higher expectations for my learning performance.	17 (24%)	27 (39%)	23 (33%)	2 (3%)	1 (1%)	3.8	3.39	High
9. I can direct my own learning progress.	8 (11%)	26 (37%)	30 (43%)	5 (7%)	1 (1%)	3.8	3.08	High
10. I am not distracted by other online activities when learning online (instant messages, Internet surfing).	4 (6%)	10 (14%)	33 (47%)	17 (24%)	6 (9%)	2.8	2.48	Low
11. I repeated the online instructional materials on the basis of my needs and Motivation for learning (MFL).	11 (16%)	32 (46%)	25 (36%)	2 (3%)	0 (0%)	3.7	3.29	Low
12. I am open to new ideas.	51 (73%)	15 (21%)	4 (6%)	0 (0%)	0 (0%)	4.6	4.18	Very High
13. I have the motivation to learn.	39 (56%)	22 (31%)	8 (11%)	1 (1%)	0 (0%)	4.4	3.95	Very High
14. I improve from my mistakes.	36 (51%)	27 (39%)	6 (9%)	0 (0%)	1 (1%)	4.3	3.93	Very High
15. I like to share my ideas with others.	15 (21%)	35 (50%)	20 (29%)	0 (0%)	0 (0%)	3.9	3.46	High
16. I feel confident in using online tools (email, discussion) to effectively communicate with others.	12 (17%)	26 (37%)	27 (39%)	4 (6%)	1 (1%)	3.6	3.21	High
17. I feel confident in expressing myself (emotions and humor) through text.	10 (14%)	18 (26%)	31 (44%)	10 (14%)	1 (1%)	3.3	2.98	Low
18. I feel confident in posting questions in online discussions.	0 (0%)	14 (20%)	39 (56%)	14 (20%)	3 (4%)	2.9	2.48	Low
Average Mean	**4.89%**	**18.39 %**	**34.22 %**	**7.39%**	**3.03%**	**3.68**	**3.21**	**High**

Legend: 1.00-1.80= Strongly Disagree; 1.81-2.60= Disagree; 2.61-3.40= Neutral; 3.41-4.20=Agree; 4.21-5.00= Strongly Agree

Students have varying levels of computer proficiency, with some requiring additional assistance with Microsoft Office functions and others displaying greater competency with managing online learning software and using the internet for educational purposes (Kazlauskiene et al., 2021). These findings suggest that some students actively assume responsibility for their education by developing their own study schedules and adapting to successfully managing their time. Instructors can provide students with positive effects on a firm to the world of online learning by letting them use online resources to get to know their teacher or classmates and by swiftly responding to inquiries from students (Kartal & Balcikanlh, 2019).

Moreover, respondents are more likely to be driven by their own initiative, proactive, and goal-focused, which suggests they are able to take ownership of their learning and are less dependent on outside direction or supervision. The results suggest that students have varying levels of online readiness, with a majority motivated to learn and open to new ideas, but may need more support and guidance in certain areas such as using online tools and participating in online discussions. Also, a significant number of students mentioned being disturbed while learning online by other online activities. Digital distraction is receiving more attention than ever before (Flanigan & Kim 2022; Wake et al., 2022).

As stated in the study by Wang (2022), for many students, using digital devices to get any desired content or information has become routinary and pleasurable. However, this recurring pattern of behavior could develop into becoming accustomed to using digital devices, with unfavorable results, which suggests a need for strategies to minimize online distractions. However, a majority of the students reported that they are willing to learn from their mistakes, indicating a growth mindset and a positive attitude toward learning.

4. Conclusion

The study's findings showed that pre-service teachers are equipped for online learning. Low readiness was evident in the areas of learner control, computer/internet self-efficacy, and online safety. Students need to be encouraged to take control of their education. Learners' greater sensation of control while interacting with

instructional devices and information can lead to satisfaction, fun, and assurance. It is possible to give students the option to select their own pace, order, and topic matter due to the nature of online learning. Teachers ought to employ a human-centered strategy and care-based pedagogy.

Pedagogy with praise, support, and compassion during academic interaction with students should be prioritized (Toquero, 2023). Students' emotional and mental health ought to come first, especially when they are under stress. Students must develop their self-efficacy with computers and the internet and exercise self-control when utilizing these tools. Students should be encouraged by their teachers to join online forums, ask questions, voice their views and opinions, and look for assistance when they encounter problems. Gray and DiLoreto (2016) emphasized that teachers can give students a good introduction to the world of online learning by letting them use online tools to get to know their teacher or classmates, and by swiftly responding to their queries.

Therefore, computer self-efficacy is a significant and crucial aspect in determining how satisfied students are with online learning. Teachers can help students increase their computer and digital literacy by encouraging and persuading them to have self-confidence online. The results highlight the importance of providing support and guidance to students as they navigate the online learning environment, and the need to help them develop the skills and mindset necessary for successful online learning.

ORCID

Claire Tusoy https://orcid.org/0009-0000-3492-375X
Steven Luther Gueco https://orcid.org/0009-0004-6288-104X
Samantha Lorraine Pelias https://orcid.org/0009-0005-3607-7979

References

1. Aderibigbe, S. A. (2020). Online discussions as an intervention for strengthening students' engagement in general education. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(4), 98.
2. Alem, F., Plaisent, M., Zuccaro, C., & Bernard, P. (2016). Measuring e-Learning Readiness Concept: Scale Development and Validation Using Structural Equation Modeling. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 6(4), 193-207. https://doi.org/10.17706/ijeeee.2016.6.4.193-207
3. Aydin, C. H., & Tasci, D. (2005). Measuring Readiness for E-Learning: Reflections from an Emerging Country. *Educational Technology & Society*, 8, 244-257
4. Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1) https://doi.org/10.5281/zenodo.3778083
5. Cigdem, H., & Yildirim, O. G. (2014). Effects of Students' Characteristics on Online Learning Readiness: A Vocational College Example. *Turkish Online Journal of Distance Education*, 15(3), 80-93. https://doi.org/10.17718/tojde.69439
6. Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*. https://doi.org/10.1177/0047239520934018
7. Flanigan, A. E., & Kim, J. H. (Eds.). (2022). *Digital distractions in the college classroom*. IGI Global.
8. Hung, M. L., Chou, C., Chen, C. H., Own, Z. Y. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education*, 55(3):1080–1090
9. Kartal, G., & Balcikanli, C. (2019). Tracking the culture of learning and readiness for learner autonomy in a Turkish context. *TEFLIN Journal*, 30(1), 22-46. https://doi.org/10.15639/teflinjournal.v30i1/22-46101:06 PM
10. Kazlauskienė, A., Gaučaitė, R., Cañabate, D., Colomer, J., & Bubnys, R. (2021). Sustainable Development of Students' Assumed Responsibility for Their Own Learning during Participatory Action Research. *Sustainability*, 13(18), 10183.
11. Mishra, S., & Panda, S. (2007). Development and factor analysis of an instrument to measure faculty attitude towards e-learning. *Asian Journal of Distance Education*, 5(1), 27-33.
12. Morris, L., Wu, S., & Finnegan, C. (2005). Predicting retention in online general education courses. *The American Journal of Distance Education*, 19(1), 23–36. https://doi.org/10.1207/s15389286ajde1901_3
13. Morrison, D. (2003). E-learning strategies: how to get implementation and delivery right first time. Chichester, Jhon Wiley & Sons.

14. Rafique, G. M., Mahmood, K., Warraich, N. F., & Rehman, S. U. (2021). Readiness for Online Learning during COVID-19 pandemic: A survey of Pakistani LIS students. *Journal of academic librarianship*, 47(3), 102346. https://doi.org/10.1016/j.acalib.2021.102346

15. Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and teacher education*, 26(3), 455-465.

16. Toquero, C. M. D. (2023). Online learning support to reinforce motivation of university students during homeschool exodus. *Mediterranean Journal of Social & Behavioral Research*, 7(2), 85-91. https://doi.org/10.30935/mjosbr/13039

17. Wake, A., Fox, K., & Strong, C. (2020). Pandemic podcasting: From classroom to bedroom. *Teaching Journalism & Mass Communication*, 10(1), 29-33.

18. Wang, C. (2022). Comprehensively Summarizing What Distracts Students from Online Learning: A Literature Review. *Human Behavior and Emerging Technologies*, 2022.