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## Preservice Teachers' Perception on Online Teaching 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, linear regression, frequency distribution, averages, standard deviation and percentages.

With all the variables taken, the results showed that preservice teachers were confident in sharing their personal experiences to 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. Preservice teachers exhibited limited foundation of technical skills and experiences in the preparation of learning modules prior to implementation for online teaching. As to time management, a serious result was inferred.

**Keywords:** COVID-19, online teaching, perception, pre-service teachers, state university

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### 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 interference of the educational sector during COVID-19 cannot be under estimated worldwide. The emergence of the COVID-19 pandemic has witnessed educational disruption on such a large scale, UNESCO (2020) <sup>[2]</sup>.

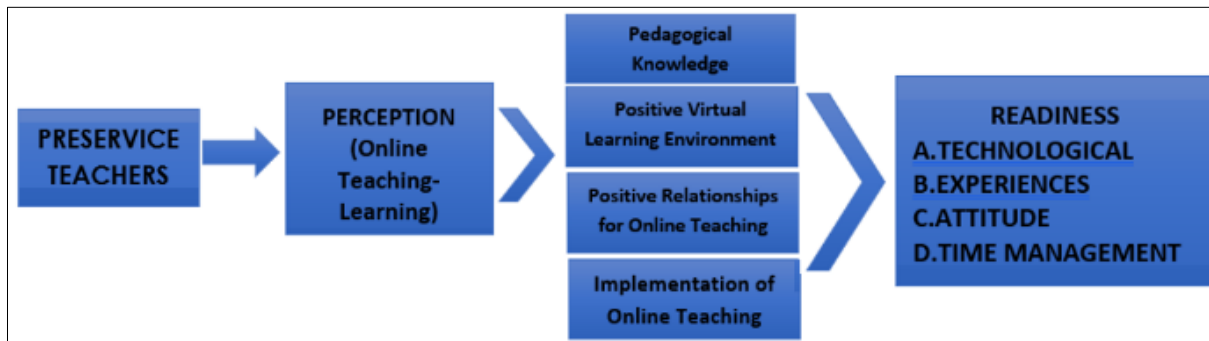
According to Singh and Thurman (2019) online teaching and learning are characterized as learning experiences in synchronous or asynchronous situations using various devices with internet connection such as mobile phones, laptops, and so on. The student can be anywhere during this process to interact and learn with the teacher and other learners. Furthermore, online teaching and learning is defined as is a form of education that uses the Internet to convey some form of instruction to a learner or the learners is separated by time and or distance (Dempsey & Van Eck, 2002) <sup>[3]</sup>.

Dhawan (2020) <sup>[4]</sup> attest to the fact that online teaching and learning enable educators to customize their procedures and processes based on the needs of the learners. He further explained that there are plenty of online tools available which is important for an effective and efficient teaching and learning processes.

Thus, educators can use a combination of audio, videos, and text to reach out to their learners in this time of crises to sustain a human touch to their lessons.

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

**Conceptual Framework**



The study lies in the premise of the pre-service teachers 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<sub>0</sub>** There is a significant relationship between the demographic profile of preservice teachers and Perception on Online Teaching Preparation

**H<sub>0</sub>** There is a significant relationship between the demographic profile of preservice teachers and the level of readiness

**H<sub>0</sub>** There is a significant relationship between pre-service teachers' Perception on Online Teaching Preparation and the Level of Readiness

**3. 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 adopted. 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. Results and Discussion**

**4.1 Profile of Respondents**

**Table 1**

| Variable                                     |    |
|--|----|
| <b>*Sex</b>                                  |    |
| Male   | 3  |
| Female                                       | 35 |
| <b>*Age Group</b>                            |    |
| 21-23 years                                  | 13 |
| 24-26 years                                  | 9  |
| 27-29 years                                  | 5  |
| Over 30 years                                | 11 |
| <b>*Marital Status</b>                       |    |
| Single                                       | 27 |
| Married                                      | 10 |
| Living with Partner                          | 1  |
| <b>*Hours of Online Teaching Preparation</b> |    |
| 1-2 hours                                    | 2  |
| 3-4 hours                                    | 10 |
| 5-6 hours                                    | 12 |
| 7-8 hours                                    | 9  |
| more than 9 hours                            | 5  |

**4.2.1 Pre-service Teachers' Perceptions of their Pedagogical Knowledge**

**Table 2**

| 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 |
| Use 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) [5] 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**

**Table 3**

| 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 shows the Pre-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**

**Table 4**

| 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.

**4.2.4 Pre-service Teachers’ Perceptions for Implementation of Online Teaching**

**Table 5**

| 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. Although 76% claimed they could implement constructivist approaches in the lesson, nearly a quarter of the preservice teachers were either not sure or disagreed they could teach in this way. Furthermore, 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) [9]. Despite 80% claiming they have the content knowledge; others may be unsure or disagree until they know the lesson they will be teaching.

**Table 6**

| 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                 |

**Overall perception 4.22**

**4.3 Readiness of Pre-service Teachers towards Online Teaching**

**4.4 Significant Relationship**

**Table 7**

|                                   | 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. Conclusion**

In the current unprecedented times of uncertainty in which schooling has been transformed quickly and with little notice, teachers and school leaders are reaching 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. 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.

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