Psych Educ, Document ID: 2022PEMJ0, doi: 10.5281/zenodo.7156770, ISSN 2822-4353

Research Article

Online Learning Readiness of Graduating Pre-Service Teachers

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Abstract

The purpose of the study was to determine the online learning readiness of graduating pre-service teachers. The respondents of the study consisted of 50 (9 males and 41 females) graduating pre-service teachers of Notre Dame of Midsayap College, College of Education. Online Learning Readiness Scale (OLRS) modified questionnaire was used to collect the data. Through Google form online survey, the questionnaire was sent through FB messenger. After this, the data were gathered, collected, and processed through applying statistical treatments that include Frequency counts, Mean and Standard Deviation, Analysis of Variance (ANOVA) and t-test. Pre-service teachers were found ready for online learning in the new normal with overall readiness mean score of 4.40. This study found that there is no significant difference in the online learning readiness of graduating pre-service teachers when they are grouped according to age and course and major, however, there is a significant difference when they are grouped according to sex. It implies that males are more ready in online learning than females.

Keywords: Online Learning, Readiness, Graduating, Pre-service Teachers, Self-efficacy

Introduction

The COVID-19 pandemic has affected people all around the world in a number of all ways, particularly teacher education. Due to this, many universities and schools have had rapidly adapt to online teaching to create learning environments and prepare future teachers (Flores & Gago, 2020). According to the study of Tarrayo and Anundin (2021), the Philippine educational system just like other countries had to make significant adjustments in the delivery of educational instruction during the pandemic. Upon the declaration of the Philippine government of an enhanced community quarantine in March 2020, educational institutions had closed and have shifted to an online learning modality. Due to the unequal distribution of material resources in the country, schools that have invested greatly in digital infrastructure and had significant integration of technology use in professional development programs were able to shift quickly to emergency remote learning. In Western Mindanao State University tertiary students experienced a number of challenges when it comes to technology, mental well-being, and management of time when it comes to academic and personal life. It has been also found out that students were displeased when it comes to online learning (Gregorio et., al, 2022). This challenge was also felt by the graduating pre-service teachers who already began teaching during the pandemic. They were exposed to progressive face to face and full online instruction. However, we whether these pre-service teachers have acquired the necessary competencies to prepare their career remains in question. Thus, the goal of this study is to measure how prepared the graduating pre-service teachers are for online learning in the new normal by means of using the modified standardized questionnaire of Online Learning Readiness Scale (OLRS).

Research Questions

This research focuses on the online learning readiness of graduating pre-service teachers. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of the following:
   1.1. Age
   1.2. Sex, and
   1.3. Course and Major
2. What is the online learning readiness of graduating pre-service teachers in terms of:
   2.1. Computer internet self-efficacy
   2.2. Self-directed learning
   2.3. Learner control
   2.4. Motivation in Learning
   2.5. Online communication self-efficacy
3. Is there a significant difference in the online learning readiness of the respondents grouped according to age?
4. Is there a significant difference in the online learning readiness of the respondents grouped according to sex?
5. Is there a significant difference in the online learning readiness of the respondents grouped according to course and major?

Literature Review

Online Learning Readiness

In Taiwan, Hung et al, (2010) conducted a study on scale growth and the expectations of 1051 college students about online learning. Hung et al, (2010) identified five factors influencing online learning readiness with their Online Learning Readiness Scale (OLRS), such as self-directed learning, enthusiasm for learning, computer/internet self-efficacy, and learner control. Learner readiness is often used to define the ability of a learner to acquire knowledge and initiate in behavior change which lead to effective and successful learning outcomes. It suggests that for learners to benefit from educational interventions at school, they must be constantly and always ready and at their fullest potential to learn (Chorrojprasert, 2020).

Most instruments that measure online learning readiness focus on technology preparation and independent study strategies for students (Liu, 2019). Online learning readiness refers to students' preparation to learn effectively in an online environment (Wei & Chou, 2020). As Cabual, R.A. (2021) mentioned in his study on the Learning Styles and the Preferred Learning Modalities in the New Normal, age is not a factor in learning. Although whether students are ready for the "novice" online learning environment of the COVID-19 pandemic is an ongoing question, some preliminary findings provide insight into this question. Similarly, it has been found that boys describe themselves in relation to computers (e.g., "computer freak" or "I like computers") significantly more often than girls (Korlat et al., 2021). There are different factors in measuring students' readiness for online learning.

A study done by Walia (2019) investigated students' readiness for online learning based on their study program and gender differences. Regarding gender as a personal characteristic, Wu and Cheng (2019) examined who is better adapted to learning online within the personal learning environment. They found that males adopted more behavioral strategies than females to deal with their disorientation during online learning. Another study indicated that in Pakistan, females have better online communication self-efficacy than male during COVID-19 online learning (Rafique et al., 2021). Also, according to the study of (Alghamdi et al., 2020) females had stronger self-regulation than males, which led to significantly more positive online learning outcomes than males.

A study done by (Rachmawati et al., 2020) states that science teacher candidates shall have digital literacy skills to face the new normal era learning, one of the characteristics of science learning is giving students experience to do experiments practicum, as online-based learning is massive, the implementation of science practicum certainly cannot be done by face to face, but uses digital technology, including Virtual Reality (VR) practicum, using e-learning platforms or social media such as Facebook live streaming & You Tube live streaming. Also, online learning is, by its own nature, inequitable for school-aged youth, due in part to unequal access to technology, consistent high-speed internet, adult supervision and support, sports equipment, and physical space to participate in online physical education (Daum, 2020). Furthermore, according to the study of (Draper et al., 2021) states that if designed appropriately, online physical education may have the potential to reduce health disparities related to inequitable opportunities for PA engagement.

Computer/internet self-efficacy

The study found that students' perception of their ability to use a computer affects significantly their ability to use a computer. Concerning the effect of computer self-efficacy on academic engagement, the study by Wolverton, et. al (2020**)** found that computer self-efficacy is a key predictor of student engagement and group satisfaction. While IGI Global (2021) defines internet self-efficacy as "confidence or one's belief about his/her capability to use the internet" or "one's judgment about his/her capability or level of confidence to use the internet for academic purpose". Though these definitions are presented by different authors they refer to one common agreement about internet self-efficacy which is about one's self-confidence in his/her capability to use the internet in the performance of his/her duty to achieve his/her goals.

Farley (2019) defines technical skills as the knowledge and expertise needed to accomplish complex actions, task and process relating to computational and physical technology. Having computer and Internet self- efficacy, self-control in online contexts, and online communication self-efficacy assists students with the transition to the online learning environment (Miao et al., 2020). Compared with classroom learning, online learning requires higher fundamental computer skills (Sun et al., 2020). Many studies have recognized the importance of students' motivation in the online learning environment (Khalilzadeh & Khodi, 2021). A study done by Stover (2019) internet

becomes the center of learning to share huge information and communication for education such as e-learning and distance learning. Implementing several creative approaches as a way of combating the crisis in the region through the use of applications and software such as Microsoft, Zoom and Google Classroom helping to boost learner confidence in learning (Agnoletto & Queiroz, 2020).

According to the study of Kibici and Sarikaya (2021) expressed that in order to ameliorate the practice of learning and the relationship between educators and learners, the use of the advanced technological device is a requirement. Prefatory knowledge, skills, and noncognitive attributes are the requirements for learners and institutions to be able to experience online learning practically and feasibly (Karatas & Arpaci, 2021). The misuse of time efficiency, the deficit of technical knowledge and in online learning, and the unavailability to support the student needs during the pandemic were a few of the disadvantages of online learning (Kanik,2021).

Self-directed Learning

Students' readiness for live online learning is believed to be one of the prerequisite conditions for an effective learning process and educational achievement (Dangol & Shrestha, 2019). Geng et al. (2019) proposed that self-directed learning emphasizes student initiatives, such as setting goals and making choices. A self-directed student will also search for information or other resources online. It was found that students' collaborative learning perceptions and the use of technology can promote student's self-directed learning. Incorporating technology is a complicated process that needs readiness (Blut & Wang, 2020).

As Calıkoğlu and Gumus (2020) emphasized in distance education process, there are some factors which prevent effective learning experiences. Managing time is considered as a big challenged for college students both in their academic life and social life. Students that can manage their time well are able to increase their efficiency and reducing stress whereas poor time management leads to stress and poor performance in academics (Amin, 2019). A study done by Locke & Latham (2020) goal setting serve as the aim of one's action and increase motivation and achievement levels.

Learner Control

Learner control describes enabling individual learners to have the judgment on choosing learning examples, arranging a sequence of learning tasks, structure, practice, and pacing the number of learning sessions based on their individual cognitive needs (Chen & Yen, 2019). Hence, in the present study, self-regulation skills are assumed to moderate the relationship between behavioral intention and actual use of using mobile technology in the self-directed learning process. The relationship between behavioral intention and actual behavior in using mobile technology was positive and significant. Instructional materials can be provided through both traditional and online modalities in ratios that meet the needs of students and match the resources in the school (Martin et al., 2020).

Paiz (2020) revealed that behavioral intention was significantly correlated with actual behavior that online learning is not efficient, due to the lack of interest students are giving to this matter, as well as the fact that the students' focus is compromised by other things as well. The personalized learning approach focuses on providing an effective, customized, and efficient path of learning so that students can participate in learning process (Hussein & Al-Chalabi, 2020). According to Martin et al., (2020) Instructional materials can be provided through both traditional and online modalities in ratios that meet the needs of students and match the resources in the school. The sensation of control that students get while interacting with instructional media and information can lead to enhanced learning, contentment, delight, and self-assurance (Dorsah, 2021).

Motivation in Learning

According to Law (2019) technology and communication competencies are the key factors to enhance student satisfaction and retention, but motivation and presence in online learning are the key issues for student participation. With such involvement, students have the drive and motivation to learn and be able to hone their cognitive abilities (Astalani, et al., 2020; Ehsanifard, et al., 2020). Riyadi & Sayyidia (2020) motivation is an influential factor in a situation of being teaching. Success learning depends on whether students are motivated or not. Increasing students' metacognitive awareness of the potential effects of learning may have change the way that learning increases motivation; such a notion is in line with principles of transparency in teaching and learning, in which instructors reveal their rationale for making instructional decisions to their students. Such teaching practices have been shown to increase academic performance (Felten & Finley, 2019; Howard, Winkelmes, & Shegog, 2020).

Students' motivation can be increased through the approach of blended learning. Albiladi and Alshareef, (2019) stated that motivating students to interact and engage in the learning process is built by the presence of the power of blended learning which is based on the second use of teaching methods effectively. It is in line with the results of research conducted by Mutmainnah and Suswandari, (2020) that implementing blended learning can increase the learning motivation of students. It is supported by Astalini, et al (2019) stated that to improve students' motivation to learn, students must do something related to learning so that students are more motivated to learn. They were motivated to learn online, were receptive to new ideas, learned from their mistakes, and were willing to interact and engage with their fellow students while learning online (Hsu, H. C. K., Wang, C. V., & Levesque-Bristol, 2019).

Online Communication self-efficacy

According to Basilia et al., (2020) that amidst this deadly virus spread such online platforms are needed where video conferencing with at least 40 to 50 students is possible, discussions with students can be done to keep classes organic, internet connections are good, lectures are accessible in mobile phones also and not just laptops, possibility of watching already recorded lectures and instant feedback from students can be achieved and assignments can be taken. Online communication self-efficacy in a blended learning environment could promote the online learning readiness of student (Yasin and Ong, 2020).

Moreover, Reid (2020) stated that immediately responding to questions or participating in active discussions in class is especially intimidating if those students aren't sure, of their answers. The option to participate online allows them to take some extra time to be certain of their ideas before responding. Teacher must know how and when to use technology which, when used appropriately, it is important tool in the classroom, teachers' levels of technology skills and capacity to adopt both the quantity of curriculum are essential for success (Hollebrands, 2020).

In summary, our study is all about online learning readiness of graduating pre-service teachers in the new normal. There are five factors that measures online learning readiness which are (1) computer/internet self- efficacy, (2) Self-directed learning, (3) Learner Control, (4) Motivation in Learning, and (5) Online communication self-efficacy. The purpose of our study is to measure how ready the graduating pre-service teachers are in the new normal.

Programs for teacher development and preparation draw attention to the best way to prepare pre-service teachers and how to improve educational quality. In achieving such a solution is to assess teacher readiness for the necessary transition process for schools to blended learning especially in using technology for learning as we are in the midst of pandemic that leads to progressive face to face instruction. However, there are limited studies that deal with the online learning readiness, specifically of the graduating pre-service teachers in Midsayap Area. This study is conducted to measure the online learning readiness of graduating pre-service in the new normal education as they are about to teach in a technology-based classroom with matching progressive face-face instruction. Presently, the world is undergoing a number of transformations as a consequence of the technology which is continuously evolving and revolutionizing (Hergüner, et al., 2020).

Technology facilitates interactions between students and educators, and the structure of environmental learning may have a significant impact on learning results (Aguilera-Hermida, 2020). According to the research study conducted by Maqableh and Aliah (2021), it has been ascertained that with the repercussion of the COVID- 19 pandemic, there were advantages and disadvantages when it comes to learning. The tertiary students experienced a number of challenges when it comes to technology, mental wellbeing, and management of time when it comes to academic and personal life. It has been also found out that when it comes to online learning, students were displeased.

Methodology

A descriptive research design by Helen Dulock, (1993) was utilized in this study. It is a descriptive quantitative research method that attempts to collect quantifiable information for statistical analysis of the population sample. Moreover, this study utilized this research design for it allows the researchers to collect and describe the demographic segments nature of graduating pre-service teachers.

Participants

This study was conducted at Notre Dame of Midsayap College for the second semester of the school year 2021- 2022. The institution is located at Poblacion 5, Midsayap, Cotabato. A total fifty (50) graduating pre-service teachers were included in the study.

Instruments of the Study

The researchers used a modified standardized questionnaire from Hung et al., (2010) Online Learning Readiness Scale (OLRS). The questionnaire has two parts. First is the demographic profile of the respondents, and second is the Online Learning Readiness Scale (OLRS) which comprises 18 questions. The items were measured using a five-point Likert-type scale (5=Strongly Agree, 4 =Agree,3=Neither Agree nor Disagree, and 2=Disagree,1=Strongly Disagree). The Online Learning Readiness Scale (OLRS) was validated in five dimensions: Self-Directed Learning (SDL), Motivation for Learning (ML), Computer/Internet Self-efficacy (CIS), Learner Control (LC), and Online Communication Self-efficacy (OCS) [Hung et al., 2010]. The survey questionnaire was validated by the appropriateness of each item. In the same manner, the data collected on the pre-testing of the instrument underwent reliability testing using Coefficient Alpha yielding a reliability result of 0.81 which is highly reliable.

Procedure

This research follows a systematic and orderly procedure as follows: Letters were signed by the researchers, next will be the subject instructor and followed by the thesis adviser. Afterwards, the letters were sent to the Dean of the College of Education and to the Director of Student Affairs and Services (DSAS) as a gesture of protocol in conducting the study. After receiving the approved letter from the College of Education (CED) office and Director of Student Affairs and Services (DSAS) office, survey questionnaire was distributed to the respondents with the attached letter of the respondent. Prior to the distribution of the survey questionnaire, proper guidance and instructions were given to the respondents. The survey questionnaire was converted into google form and was sent via messenger through link with clear instructions above. There was 100% retrieval of the questionnaire, fully accomplished by the respondents.

Results

This section presents the result of the statistical treatment of the data and its interpretation based on the research pursued. The first part of the discussion covers the demographic profile of the respondents which was categorized into age, sex, course and major. The second part covers the online learning readiness of graduating pre-service teachers which was categorized into computer/internet self-efficacy, self-directed learning, learner control, motivation in learning, and online communication self-efficacy.

Demographic Profile of the Respondents

Table 1. P*resents the demographic profile of the respondents characterized in terms of age, sex and course and major.*

Demographic Profile		*Frequency (f)*	*Percentage (%)*
Age			
20-22		*41*	*82*
23-25		*8*	*16*
26 above		*1*	*2*
	Total	*50*	*100*
Sex			
Male		*9*	*18*
Female		*41*	*82*
	Total	*50*	*100*
Course and major			
BEED		11	22
BSED-English		7	14
BSED-Filipino		8	16
BSED-Mathematics		5	10
BSED-Science		7	14
BSED-Social Studies		7	14
BPED		3	6
BTLE-HE		2	4
	Total	50	100

Age

Majority of the respondents belong to the age range of 20-22 years old with the frequency of 41 occupying 82% of the whole population.

Sex

There were 41 respondents who were female occupying 82% of the total population. Meanwhile, the male respondents were only 9 or 18% among 50 respondents.

Course and major

Out of 50 respondents, 11 were BEED comprising 22% of the population, while 8 respondents were Filipino majors comprising 16% of the population. There were 7 respondents from English, Science and Social Studies major which comprises 14% of the population. Also, there were 5 respondents from Mathematics major having 10% of the population, while there were 3 respondents from BPED which comprises 6% of the population. Lastly, there were only 2 respondents from BTLE-HE having 4% of the population.

Online Learning Readiness of the Graduating Pre-service Teachers

Table 2. Presents the online learning readiness of the graduating pre-service teachers (*see appendix*)

Computer/internet self-efficacy

The overall mean is 4.54 (Strongly Agree) and the overall standard deviation is 0.58 (Strongly Agree); the highest mean is 4.62 (Strongly Agree), which says "*I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning*." The item that got the lowest mean (4.48 =Agree) is item number one, which says, "*I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).*"

Self-directed Learning

The overall mean is 4.34 (Agree) and the overall standard deviation is 0.61 (Agree); the highest mean is 4.54 (Strongly Agree), which says, *I set up my learning goals*. The item that got the lowest mean (4.04 =Agree) is item number three, which says, "*I manage my time well.*"

Learner Control

The overall mean is 4.02 (Agree) and the overall standard deviation is 0.71 (Agree); the highest mean is 4.36 (Agree), which says "*I repeated the online instructional materials on the basis of my needs.*" The item that got the lowest mean (3.66 =Agree) is item number two, which says, "*I am not distracted by other online activities such as instant messages and Internet surfing when learning online.*"

Motivation in Learning

The overall mean is 4.55 (Strongly Agree) and the overall standard deviation is 0.43(Strongly Agree); the highest mean is 4.74 (Strongly Agree), which says *"I have motivation to learn.*" The item that got the lowest mean (4.09 =Agree) is item number one, which says, "*I am open to new ideas*."

Online Communication self-efficacy

The overall mean is 4.54 (Agree) and the overall standard deviation is 0.58 (Agree); the highest mean is 4.38 (Agree), which says *"I feel confident in using online tools (email, discussion) to effectively communicate with others*." The item that got the lowest mean (3.86 =Agree) is item number three, which says, *"I feel confident in posting questions in online discussions."*

Table 3. Summary of Online Learning Readiness of the Respondents

Indicators	*Weighted Mean*	*Description*	*Interpretation*
Computer /Internet Self-Efficacy	4.54	Strongly Agree	Ready
Self-directed Learning	4.34	Agree	Ready
Learner Control	4.02	Agree	Ready
Motivation for Learning	4.55	Strongly Agree	Ready
Online Communication Self Efficacy	4.54	Agree	Ready
Grand Mean	4.40	Agree	Ready

Table 3 shows the interpreted result of the Online Learning Readiness of Graduating Pre-service Teachers. The weighted mean of the five categories in the OLRS was tallied and obtained a grand mean of 4.40, which is described as ready. Motivation for Learning got the highest weighted mean of 4.55 (Strongly Agree) and it is interpreted as Ready. Learner Control got the lowest weighted mean of 4.02 (Agree) and it is also interpreted as Ready. By utilizing the information Literacy Readiness scale value of Tan, Shyh-Mee and Kaur, Kiran and Singh, Dilijit (2015) on a five-point Likert Scale, the overall Online Learning Readiness of Graduating Pre-service Teachers is 4.40 interpreted as ready.

Table 4. The significant difference in the online learning readiness when the respondents are grouped according to age.

Age Range	*N*	*Mean*	*SD*	*df*	*p-value*	*Decision*
20-22	9	4.43	0.69	49	0.18	Accept Ho_1
23-25	41	4.36	0.62			
26 Above	1	4.17	0.60			

Using the Analysis of Variance (ANOVA) test, the data obtained p-value of 0.18. Since the p-value is greater than the 0.05 significant level, therefore the null hypothesis or Ho_1 is accepted. It can be interpreted that there is no significant difference in the online learning readiness of the respondents grouped according to age.

Table 5. The significant difference in the online learning readiness when the respondents are grouped according to sex.

Sex	*N*	*Mean*	*Sd*	*P-value*	*Indication*	*Decision*
Male	9	4.611	0.049	0.015	S	Reject Ho_2
Female	41	4.369	0.097			

It means that there is a significant difference in the online learning readiness of the respondents when grouped according to sex, since the p-value is 0.015 which is lesser than the level of significance of significance of 0.05. Thus, Ho_2 or null hypothesis is rejected. The test utilized here is t-test.

Table 6. The significant difference in the online learning readiness when the respondents are grouped according to course and major.

Course and Major	*N*	*Mean*	*SD*	*df*	*p-value*	*Decision*
BEED	11	4.42	0.72	49	1.44	Accept Ho_3
BSED-English	7	4.44	0.62			
BSED-Filipino	8	4.33	0.68			
BSED-Mathematics	5	4.46	0.65			
BSED-Science	7	4.57	0.75			
BSED-Social Studies	7	4.28	0.65			
BPED	3	4.15	0.65			
BTLE-HE	2	3.83	0.37			

Using the Analysis of Variance (ANOVA) test, the data obtained p-value of 1.44. Since the p-value is greater than the 0.05 significant level, therefore the null hypothesis or Ho_3 is accepted. It can be interpreted that there is no significant difference in the online learning readiness of the respondents when grouped according to course and major.

Discussion

Data revealed that among the fifty respondents, the minimum age is twenty years old while the maximum is twenty-six years old. It means that most of the respondents were in the age range of twenty to twenty-six. Eighty-two percent (82%) of the respondents were in the age range of 20-22, sixteen percent (16%) of them were in the age range of 23-25, and two percent (2%) was in the age range of 26 above. The majority of the respondents are female coming from the Bachelor of Elementary Education, while the least of the respondents were from the Bachelor of Technical and Livelihood Education-Home Economics.

Online Learning Readiness of the Graduating Pre-service Teachers Computer/internet self-efficacy

Item number three (3) got the highest mean rating which says, “I feel confident in using the internet (Google, Yahoo) to find or gather information for online learning.” It means that most of the respondents are confident in using internet. It implies that most of the respondents are familiar in using the internet to find or gather information for online learning. This finding affirms with the study of Sun (2020) that online learning requires higher fundamental computer skills. This is in congruence with IGI Global (2021) as it defines internet self-efficacy as "confidence or one's belief about his/her capability to use the internet" or "one's judgment about his/her capability or level of confidence to use the internet for academic purpose". Though these definitions are presented by different authors they refer to one common agreement about internet self-efficacy which is about one's self-confidence in his/her capability to use the internet in the performance of his/her duty to achieve his/her goals.

On the other hand, item number one (1) got the lowest mean rating. It says, “I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).” It means that the respondents are not that knowledgeable or they are not fully aware on how to use the basics of Microsoft Office Programs which is very essential nowadays and knows how to use its basic functions. This finding is in line with the statement of Farley (2019) that technical skills as the knowledge and expertise needed to accomplish complex actions, task and process relating to computational and physical technology. This finding affirms to the study of Miao (2020) which stated that having computer and Internet self-efficacy, self-control in online contexts, and online communication self-efficacy assists students with the transition to the online learning environment.

Self-directed Learning

Findings revealed that in the area of Self-directed Learning, item number four (4) with the statement, ‘I set up my learning goals got the highest mean rating. It means that most of the respondents Strongly Agree that they have their own learning goals in Online learning set up. They know where and how to get reliable information online. This finding is in line with the statement of Geng (2019) that self-directed learning emphasizes student initiatives, such as setting goals and making choices. A self-directed student will also search for information or other resources online. It was found that students’ collaborative learning perceptions and the use of technology can promote student’s self-directed learning.

Item number three (3), on the other hand which says “I manage my time well”, got the lowest mean. This means that the respondents in this study have lack of time management to balance their schedules. This finding is in line with the statement of Amin (2019) that managing time is considered as a big challenged for college students both in their academic life and social life. Students that can manage their time well are able to increase their efficiency and reduce stress while poor time management leads to stress and poor performance in academics.

Learner Control

For the findings in Learner Control, item number three (3) "I repeated the online instructional materials on the basis of my needs." got the highest mean rating, It indicates that the respondents in this study Agree that looking back or reading again the uploaded learning materials can help graduating pre-service teachers remember and understand the last topic they had. This finding affirms to the study of Martin (2020) that instructional materials can be provided through both traditional and online modalities in ratios that meet the needs of students and match the resources of the school. This finding supported by the study of Dorsah (2021) that the sensation of control that students get while interacting with instructional media and information can lead to enhanced learning, contentment, delight, and self-assurance.

Meanwhile, item number two (2) "I am not distracted by other online activities such as instant messages and internet surfing when learning online." got the lowest mean rating. It implies that turning their data on makes it difficult or it takes a long time for them to check on their latest assignments on Schoology because of their social media accounts or online gaming. This finding affirms the study of Paiz (2020) that online learning is not efficient, due to the lack of interest students are giving to this matter, as well as the fact that the students' focus is compromised by other things as well.

Motivation in Learning

Item number two (2) got the highest mean rating which says, "I have motivation to learn." This implies that the respondents have good grades. This finding supports the study of Mutmainnah and Suswandari (2020) that implementing blended learning can increase the learning motivation of students.

On the other hand, item number one (1) got the lowest mean which says, "I am open to new ideas." This implies that the respondents need time to adjust to the new normal education. This finding disconfirms to the study of (Hsu et al.,2019) that they were motivated to learn online, were receptive to new ideas, learned from their mistakes, and were willing to interact and engage with their fellow students while learning online.

Online Communication self-efficacy

Item number one (1) got the highest mean rating which says, "I feel confident in using online tools (email, discussion) to effectively communicate with others." This implies that the respondents know how to utilize the basic online tools, which makes it easier for them to carry the conversation well. This finding affirms to the study of Basilia et al., (2020) that amidst the spread of this virus, such online platforms are needed where video conferencing with at least 40 to 50 students is possible, discussions with students can be done to keep classes organic, internet connections are good, lectures are accessible in mobile phones also and not just laptops, possibility of watching already recorded lectures and instant feedback from students can be achieved and assignments can be taken.

Item three (3) got the lowest mean rating which says, "I feel confident in posting questions in online discussions." This implies that respondents are shy or anxious about their grammar to express their selves in online discussions. This finding affirms to the statement of Reid (2020) that immediately responding to questions or participating in active discussions in class is especially intimidating if those students are not sure of their answers. The option to participate online allows them to take some extra time to be certain of their ideas before responding.

Significant Difference in the Online Learning Readiness when the Respondents are grouped according to age

Results revealed that there is no significant difference in Online Learning Readiness of the respondents when grouped according to age. Since the p-value is 0.18 which is greater than the level of significance of 0.05, the Ho_1 or null hypothesis is accepted. It implies that age does not play as a hindrance when it comes to the readiness in online learning. This finding affirms the study of Cabual, R.A. (2021) who mentioned in his study on the Learning Styles and the Preferred Learning Modalities in the New Normal, that age is not a factor in learning.

Significant Difference in the Online Learning Readiness when the Respondents are grouped according to sex

Results revealed that there is a significant difference in the Online Learning Readiness of the respondents when grouped according to sex. Since the p-value is 0.015 which is lesser than the level of significance of 0.05, the Ho_2 or null hypothesis is rejected. It implies that males are more online learning ready than females as they were the ones who are most expose to the online world as they were hooked to online gaming. This finding disconfirms the study of Rafique (2021) who stated that females have better online communication self-efficacy than male during Covid-19 online learning.

Significant Difference in the Online Learning Readiness when the Respondents are grouped according to course and major

Results revealed that there is no significant difference in the Online Learning Readiness of the respondents when grouped according to course and major. Since the p-value is 1.44 which is greater than the level of significance of 0.05, the Ho_3 or null hypothesis is accepted. It implies that the respondents' specific course and major does not have any effects on how ready are they in online learning. This finding disconfirms to the study done by (Rachmawati et al., 2020) which states that Science teacher candidates shall have digital literacy skills to face the new normal era learning, one of the characteristics of science learning is giving students experience to do experiments practicum, as online-based learning is massive, the implementation of science practicum certainly cannot be done by face to face, but uses digital technology, including Virtual Reality (VR) practicum, using e- learning platforms or social media such as Facebook live streaming & You Tube live streaming. It is also supported by Daum (2020) who stated that online learning is, by its own nature, inequitable for school-aged youth, due in part to unequal access to technology, consistent high-speed internet, adult supervision and support, sports equipment, and physical space to participate in online physical education. Furthermore, according to the study of (Draper et al., 2021) he stated that if designed appropriately, online physical education may have the potential to reduce health disparities related to inequitable opportunities for PA engagement.

Conclusion

The male graduating pre-service teachers of Notre Dame of Midsayap College for the second semester of the academic year 2021-2022 are more ready than females in online learning. This was revealed in the Online Learning Readiness Scale survey that there is a significant difference in the online learning readiness between males and females. Also, it was revealed that there is no significant difference of the respondents when grouped according to the ranges of their age and to their specific course and major. This simply implies that gender makes a difference in online distance learning, thus age doesn't matter as well as the kind of program they took.

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Table 2 presents the online learning readiness of the graduating pre-service teachers

Items	*Mean*	*SD*	*Description*
Computer/internet self-efficacy			
1. I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint	4.48	0.57	Strongly Agree
2. I feel confident in my knowledge and skills manage software for online learning in managing the software for online learning (Schoology, ClassIn).	4.52	0.57	Strongly Agree
3. I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning.	4.62	0.60	Strongly Agree
Total	4.54	0.58	Strongly Agree
Self-directed Learning			
1. I carry out my study plan.	4.38	0.66	Agree
2. I seek assistance when facing learning problems.	4.28	0.66	Agree
3. I manage my time well.	4.04	0.57	Agree
4. I set up my learning goals.	4.54	0.61	Strongly Agree
5. I have higher expectations for my learning performance.	4.46	0.57	Agree
Total	4.34	0.61	Agree
Learner Control			
1. I can direct my own learning progress.	4.03	0.61	Agree
2. I am not distracted by other online activitiessuch as instant messages and Internet surfingwhen learning online.	3.66	0.93	Agree
3. I repeated the online instructional materials on basis of my needs.	4.36	0.59	Agree
Total	4.02	0.71	Agree
Motivation in Learning			
1. I am open to new ideas.	4.09	0.30	Agree
2. I have motivation to learn.	4.74	0.48	Strongly Agree
3. I improve from my mistakes	4.68	0.47	Strongly Agree
4. I like to share my ideas with others.	4.68	0.47	Strongly Agree
Total	4.55	0.43	Strongly Agree
Online Communication self-efficacy			
1. I feel confident in using online tools (email,discussion) to effectively communicate withothers.	4.38	0.63	Agree
2. I feel confident in expressing myself (emotions and humor) through text or instantmessaging.	4.06	0.81	Agree
3. I feel confident in posting questions in onlinediscussions.	3.86	0.77	Agree
Total	4.54	0.58	Strongly Agree