

Awareness on Learning Delivery Modalities (LDM) and Readiness of Pre-Service Teachers in Remote Teaching Internship (RTI)

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Abstract

The widespread adoption of various education delivery modes during pandemic has created enormous change particularly, in terms of learning delivery modalities and teaching internship. This descriptive comparative and correlational study aimed to determine the level of awareness on learning delivery modalities (LDM) and readiness of pre-service teachers in remote teaching internship (RTI). The participants were 90 female and 28 male fourth year students from the Laguna State Polytechnic University-Los Baños Campus, Philippines' College of Teacher Education (CTE). A validated research-based online questionnaire with Cronbach $\alpha \geq 0.70$ was utilized to gather the required data and information. Frequency counts and percentage were used to describe the pre-service teachers' profile, while the level of awareness and readiness was determined by weighted mean. The significant differences were tested using t-test and F-test while Pearson Product-Moment Coefficient of Correlation with Kendal's tau and Spearman rho were employed to test the significant relationship. The study found out that the pre-service teachers have moderate awareness of LDM with the calculated mean of 4.25 and found ready to conduct RTI with a mean of 4.16. The study failed to reject the hypotheses that there is no significant difference in the pre-service teachers' level of awareness on LDM and readiness in RTI when grouped according to age, sex, and course. However, a P-value of 0.001 showed a significant relationship between their level of awareness on LDM and readiness in RTI, hence the hypothesis stating otherwise was rejected.

Keywords: learning delivery modalities, remote teaching internship, awareness, readiness, pre-service teacher

Introduction

The education sector is considered as one of the most affected areas when the COVID-19 pandemic hits the country. The sudden shift from the usual face-to-face teaching-learning mode to online distance learning (ODL) brought an adrenaline rush to both teachers and students. Adjustments have to be made as the Department of Education (DepEd) and Commission on Higher Education (CHED) drafted their respective learning continuity plans (LCPs) so as not to put on hold education. Priorities were reviewed and revised; policy and guidelines on learning delivery modalities (LDM) were crafted to fit in with the present situation; learning materials and other resources were prepared and reproduced, and the most essential learning competencies (MELC) were identified.

The widespread adoption of various education delivery modes during pandemic has created enormous opportunities for academicians and policymakers to address higher education's efficiency-efficacy paradox. The

taxonomy of higher education delivery can help stakeholders make relevant choices and motivate broader research on the efficiency and efficacy of a wide variety of higher education delivery format (Pathak & Palvia, 2021).

The LDMs in this time of pandemic were classified as: synchronous and asynchronous online; printed and digitized modular; and radio and television-based instruction. Synchronous online learning requires the learners and teacher to be in the same place at the same time in order for learning to take place while asynchronous online learning allows students to access the lectures and other learning materials online at their preferred time. Modular learning delivery utilizes a self-learning module (SLM) based on the identified MELC. This module may be distributed in either printed or digitized form. The printed module is a hard copy of the SLM while the digitized one may be saved in a flash drive or CD and may even be sent via the students' group chat (GC). The LDM that schools can adopt may be one or a combination (blended learning) of the above-mentioned modalities, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality, as stipulated in DepEd Order No. 12, s. 2020.

In the face-to-face mode, the courses are offered synchronously, either in-class or online (Pathak & Palvia, 2021). Moreover, it serves diverse student needs in an engaging environment and has the highest market acceptance but provides the lowest efficiencies. Online synchronous mode aims to replicate the engaging in-class environment using breakout room, audience responses mechanism, and screen sharing features of today's web conferencing platforms. The technology-enabled live proctoring mitigates some academic integrity-related concerns (Weiner & Hurtz, 2017). The online synchronous mode would pose challenges in case of inconvenient time zones. Special strategies are necessary to mitigate this challenge. On the analysis by Pathak and Palvia (2021), face-to-face offers the highest demonstrated educational effectiveness due to the inherent face-to-face nature of teaching. It is also the most effective for students, teachers, and courses that need maximum engagement, group work, and personalization. To ensure the effectiveness of the online synchronous mode, the class size should be manageable.

The hybrid format combines the face-to-face (in-class or online) and online asynchronous modes to deliver a course. Many professors offered exclusively online hybrid format during the Covid-19 pandemic. Pathak and Palvia (2021), stated that hybrid is less effective than full face-to-face and less efficient than full online asynchronous mode. In such cases, the instructional material can be provided online asynchronously, and synchronous class time can be used to work on engaging activities like laboratory work for science subjects.

There is no synchronous interaction in online asynchronous, and all classwork is completed digitally. Time zone differences are not a problem. Higher cost and time savings come at the trade-off of reduced efficacy in student interactions in this modality. Personalization, academic integrity, and commercial acceptance are also sacrificed in this manner. Students enrolling in online asynchronous courses, especially self-paced MOOC type of courses, need more self-discipline and time management skills to learn effectively. Due to a lack of face-to-face interactions, its scope is mainly limited to lecture-based courses (Pathak & Palvia, 2021).

On the other hand, teachers are expected to be ready to this kind of teaching-learning process. From the start of their teaching career, teachers are then given trainings to equip them with knowledge. As Ardiyansah (2021) stressed, one of the most important programs offered by the faculty of education is pre-service teaching. The word refers to the training that students undergo as part of the learning process in order to become professional instructors. Pre-service teachers work in schools under the supervision of experienced teachers in this program. It is intended that students would be able to use what they have learned and acquire experience in a classroom setting.

Laguna State Polytechnic University – Los Baños Campus (LSPU-LBC), College of Teacher Education (CTE) is known for producing quality graduates who will be quality teachers of the future. The employability of its graduates is remarkable, be it in private or public schools. However, the implementation of K-12 programs under Republic Act No. 10533 otherwise known as the "*Enhanced Basic Education Act of 2013*" in 2016 halted this CTE's tradition. The administration decided to temporarily suspend the admission of new students who wish to enroll for courses with board exam, which includes the teacher education program, until the first batch of graduates of K-12 program in 2018.

A new curriculum was designed and formulated by CHED in order to align the competencies acquired from the senior high school (SHS) to their preferred course in college. For teacher education programs, a new set of policies and guidelines were released to be implemented by Higher Education Institutions (HEIs). The LSPU-LBC, CTE adopted CHED Memoranda Nos. 74, 75, 78, 79 and 80, s. 2017 for Bachelor of Secondary Education (BSEd), Bachelor of Elementary Education (BEEd), Bachelor of Technology and Livelihood Education (BTLEd), Bachelor

of Technical-Vocational Teacher Education (BTVTEd) and Bachelor of Physical Education (BPEd), respectively. These courses required students to undergo teaching internship, as pre-service teachers, wherein their learnt concepts, theories and teaching strategies were put into practice in the real classroom situation.

For pre-service teachers, obtaining their degree means the culmination of their teaching internship. Thus, assessing their awareness of LDM and readiness in RTI is believed to be very vital in the performance of their task.

Objectives of the study

The study aimed to determine the level of awareness on LDM and readiness of pre-service teachers in RTI.

Further, it sought to achieve the following: 1) To describe the respondents' profile in terms of age, sex, and course; 2) To determine the respondents' mean level of awareness on LDM in terms of synchronous online, asynchronous online, printed modular, and digitized modular; 3) To assess the respondents' mean level of readiness in RTI in terms of observation of classes, class routines, preparation of instructional materials, class activities, assessment practices, and demonstration teaching; 4) To determine a significant difference on the respondents' mean level of awareness on LDM when grouped according to profile; 5) To determine a significant difference on the respondents' mean level of readiness in RTI when grouped according to profile; 6) To investigate the existence of a significant relationship between the respondents' mean level of awareness on LDM and readiness in RTI.

Methodology

This study utilized both descriptive – comparative and correlational research design. It was participated in by 118 fourth year students, the youngest of which is of age 20 while the oldest is of age 37. A validated research-based questionnaire, reported a Cronbach $\alpha \geq 0.70$, was used to gather the necessary data. The first part obtained the respondents' profile while the second and third utilized a 5-point Likert scale to determine the respondents' level of awareness on LDM and readiness in RTI. The 118 respondents voluntarily participated in this study as they received and accomplished the questionnaire in the google form. They were properly informed that the data obtained will be utilized solely for this purpose.

Describing the respondents' profile was done using frequency counts and percentage, while their level of awareness and readiness was calculated using weighted mean. The researchers employed t-test and F-test to test the significant difference on the level of awareness and readiness when grouped according to profile while Pearson – r with Kendall's tau and Spearman rho was adopted to test the significant relationship between the level of awareness and readiness.

Results and Discussion

1. Respondents' profile

1.1. In terms of sex

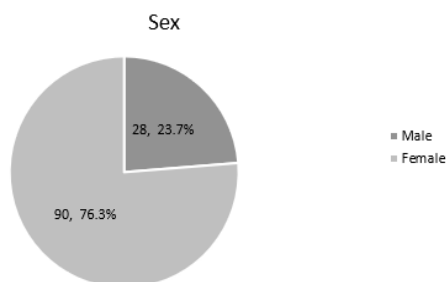


Figure 1. Respondents' Sex

The respondents' sex distribution is reflected in figure. Among the 118 pre-service teachers, 90 (76.3%) were female and 28 (23.7%) were male. These data may be attributed to the fact that most students who were taking up teacher education were female.

1.2. In terms of Course

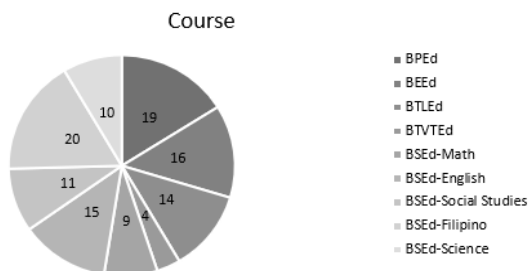


Figure 2. Respondents' Course

The distribution of respondents according to their course can be gleaned in Figure 2. Among the 118 pre-service teachers, 65 (55.08%) were taking Bachelor of Secondary Education (BSEd) with different majors. Furthermore, there were 19 (16.1%) who were taking BPEd, 16 (13.6%) were taking BEEd, 14 (11.9%) were taking BTLEd, and four (3.4%) were taking BTVTEd.

2. Level of awareness on Learning Delivery Modalities (LDM)

Shown in Table 1 is the respondents' level of awareness on LDM. The pre-service teachers demonstrated a moderate level of awareness in all of the identified LDMs. Specifically, they obtained a mean rating of 4.41 for digitized module, 4.22 for printed module, 4.18 for asynchronous and 4.17 for synchronous. In general, the pre-service teachers were moderately aware of the learning delivery modalities with a grand mean of 4.25.

Researchers have mostly discovered that in comparison to the in-class mode, asynchronous online was less effective in four specific areas: personalization, engagement, integrity issues and market acceptance. Personalization is regarded as an important component of the entire educational process (Sharma, Palvia, & Kumar, 2017). Personalized contact aids in the development of student-instructor rapport, which reduces attrition rates and improves academic achievement (Glazier, 2016). High achievers do equally well regardless of the manner of education delivery; others who require more customized attention, such as poor achievers, minority, and community school pupils, perform considerably worse in online mode (Wu, 2015). Students' interest, enrolment, and performance in online classrooms rose as a result of engagement. According to research conducted by Chauhan et. al., (2021), live interactive online classrooms are more successful than presenting multimedia course content asynchronously. When learning evaluations in online classrooms occur in unsupervised environments, it poses difficulties in authenticating the identity of the test takers, controlling the use of unapproved supplemental material, and monitoring any unpermitted collaborative activity (Dendir & Maxwell, 2020).

Alem, et al. (2016) defined pre-service teachers' perceived readiness in online learning as the degree to which they are prepared to implement teaching in an online setting. Pre-service teachers must have technical equipment, technical skills, self-regulated learning techniques, and a positive attitude toward the learning community. In addition, Liu (2019), cited that they must also have a good attitude toward the online learning environment and a well-planned time management system.

Ardiyansah (2021) stated that the task of practice teaching implementation in an online context has required pre-service teachers to be better prepared than in a traditional classroom setting. Likewise, he added that some critical factors, such as technical equipment, technical skills, teaching methods, and time management, are required to be carefully examined in order for pre-service teachers to deliver a meaningful online teaching-learning experience that would benefit both pre-service teachers and students.

Table 1
Respondents' Mean Level of Awareness on LDM

Statements	\bar{x}	Level
A. Synchronous: Student under synchronous learning modality must		
1. demonstrate greater class engagement	4.00	Moderate Awareness
2. immediately respond to question(s)	4.07	Moderate Awareness
3. have dynamic learning opportunities	4.23	Moderate Awareness
4. have gadgets such as smartphone, tablet, laptop and/or personal computer	4.31	Moderate Awareness
5. have a strong and stable internet connection	3.96	Moderate Awareness
6. have access to virtual learning platforms	4.14	Moderate Awareness
7. submit output online (via Google Classrooms)	4.49	Moderate Awareness
Mean A	4.17	Moderate Awareness
B. Asynchronous: Students under asynchronous learning modality must		
1. have more time with the learning materials	4.28	Moderate Awareness
2. have less or no class engagement	3.89	Moderate Awareness
3. demonstrate independent learning difficulties	4.17	Moderate Awareness
4. experience more distractions	4.09	Moderate Awareness
5. use mobile data to access learning materials	4.09	Moderate Awareness
6. study in his/her own pace with the help and guidance of his/her parent/guardian	3.92	Moderate Awareness
7. have, at least, smartphone	4.51	Extreme Awareness
8. submit output online (via Google Classrooms)	4.51	Extreme Awareness
Mean B	4.18	Moderate Awareness
C. Printed module: Students under printed module learning modality must		
1. obtain a hardcopy of the self-learning module (SLM), as scheduled	4.27	Moderate Awareness
2. understand that learning tasks for each module are time-bounded	4.34	Moderate Awareness
3. submit outputs, face to face, thru his/her parent/guardian	4.08	Moderate Awareness
4. have, at least, mobile phone	4.47	Moderate Awareness
5. have no internet connection	3.95	Moderate Awareness
Mean C	4.22	Moderate Awareness
D. Digitized module: Students under digitized module learning modality must		
1. obtain a softcopy of the self-learning module (SLM) in a flash drive/CD or via email/messenger	4.42	Moderate Awareness
2. understand that learning tasks for each module are time – bounded	4.32	Moderate Awareness
3. submit outputs online (any platform)	4.44	Moderate Awareness
4. have, at least, smartphone	4.47	Moderate Awareness
5. have, at least, mobile data connection	4.40	Moderate Awareness
Mean D	4.41	Moderate Awareness
Grand Mean	4.25	Moderate Awareness

According to O' Leary, M. (2013), classroom observation explores the pivotal role of lesson observation in the training, assessment and development of new and experienced teachers. The purpose of the remote observation of teaching observation is to provide teachers with input on effective teaching in remote synchronous classes.

3. Level of readiness on Remote Teaching Internship (RTI)

3.1. In terms of Classroom Observation

The pre-service teachers believed that they are ready in terms of class observation as proven by their mean rating of 4.19, as reflected in Table 2. Among the indicators, most of them agreed that they have access to viewing selected videos of demonstration lessons from online sources like “*Youtube*” and they look forward to the pre- and post-

observation conference with their cooperating teachers and course advisers, with mean ratings of 4.36 and 4.31, respectively. Interviewing teachers in terms of lesson preparation in flexible learning and remote teaching obtained the lowest mean of 4.02.

Table 2
Respondents' Mean Level of Readiness in RTI in terms of Class Observation

Indicators	\bar{x}	Verbal Interpretation	Level
1. I have access to view selected videos of demonstration lessons from "Youtube" and other sources.	4.36	Agree	Ready
2. I am familiar with the most essential learning competencies (MELC) of my major field of specialization.	4.08	Agree	Ready
3. I am capable of interviewing teachers in terms of lesson preparation in flexible learning and remote teaching.	4.02	Agree	Ready
4. I look forward to the pre-observation and post-observation conference with my resource/ cooperating teacher and course adviser.	4.31	Agree	Ready
5. Keeping a daily reflection journal will help me ponder on the most appropriate teaching strategy for my class.	4.17	Agree	Ready
Mean	4.19	Agree	Ready

Cox, J. (2019) cited in an article that the key to a well-managed and organized classroom is routine. Routines help students understand what is expected of them and predict what will happen next throughout the day so that they can focus on learning instead of adapting.

3.2. In terms of Class Routines

Table 3
Respondents' Mean Level of Readiness in RTI in terms of Class Routines

Indicators	\bar{x}	Verbal Interpretation	Level
1. I look forward to be oriented on protocols for classes in the learning modalities employed by the cooperating school.	4.36	Agree	Ready
2. Viewing of video-recordings of home-based learning routines is essential for my teaching internship.	4.32	Agree	Ready
3. I can assist my cooperating teacher in the preparation and implementation of class guidelines for holding classes through various LDM.	4.20	Agree	Ready
4. Class routines varies according to the LDM.	4.14	Agree	Ready
5. The concepts and theories I acquired, in terms of class routines are adequate for my RTI.	4.12	Agree	Ready
Mean	4.23	Agree	Ready

From Table 3, the pre-service teachers demonstrated readiness with a mean rating of 4.23. Most of them look forward to the orientation on protocols for classes in the learning modalities employed by the cooperating schools, as it obtained the highest mean of 4.36. They agreed that video recordings home-based learning routines are essential for their teaching internship with a mean of 4.32. The adequacy of concepts and theories they acquired in terms of class routines got the lowest mean of 4.12.

Janovsky (2015) defined instructional materials (IMs) as tools used in educational lessons, which include active learning and assessment. Basically, any resource a teacher uses to help him teach his students is instructional material.

3.3. In terms of Preparation of Instructional Materials

The pre-service teachers seemed ready in terms of preparation of IMs, which was justified by the mean rating of 4.11 as seen from Table 4. From the indicators, they agreed that the knowledge and skills they acquired from

EdTech subjects were essential in their RTI, with a mean of 4.30. Having a compilation of printed and non-printed IMs from open educational sources obtained the lowest mean of 3.94.

Table 4
Respondents' Mean Level of Readiness in RTI in terms of Preparation of Instructional Materials

Indicators	\bar{x}	Verbal Interpretation	Level
1. I have a compilation of printed and non-printed instructional materials from open educational resources.	3.94	Agree	Ready
2. I can assist my cooperating teacher in the preparation of power-point presentations (PPTs) and learning materials to be used in classes.	4.21	Agree	Ready
3. The knowledge and skills I acquired from Educational Technology (EdTech) subjects are essential for my RTI.	4.30	Agree	Ready
4. I can develop a variety of IMs suited for different LDM	4.13	Agree	Ready
5. I have mastery of technology for teaching.	3.99	Agree	Ready
Mean	4.11	Agree	Ready

According to Girgis (ND), classroom activities apply to a wide range of skill-based games, strategies, and interactive activities that support students' educational development. The goal of all activities is to enhance students' understanding, skill, or effectiveness in a specific area by engaging multiple styles of learning.

3.4. In terms of Class Activities

Table 5
Respondents' Mean Level of Readiness in RTI in terms of Class Activities

Indicators	\bar{x}	Verbal Interpretation	Level
1. I am aware that teachers use DepEd Commons as an open educational resource to deliver the competencies of a specific discipline.	4.27	Agree	Ready
2. I can prepare contextualized activities to suit the needs of the students in various LDM.	4.08	Agree	Ready
3. I can facilitate LDM class activities with minimum supervision from my cooperating teacher.	4.07	Agree	Ready
4. I can design learning activities aligned with MELC.	4.08	Agree	Ready
5. I can assist my cooperating teacher in preparing class activities.	4.22	Agree	Ready
Mean	4.14	Agree	Ready

Shown in Table 5 is the pre-service teachers' readiness in-class activities. They demonstrated awareness of DepEd Commons as an open educational resource to deliver the competencies of a specific discipline, with a mean of 4.27. Obtaining 4.07 as the lowest mean was their ability to facilitate LDM class activities with minimum supervision from their cooperating teachers.

Huba and Freed (2000) define assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences.

3.5. In terms of Assessment Practices

Demonstration teaching is a skilled performance of a task or technique showing precisely how it should and could be done on the job. Reflected from Table 6 is the pre-service teachers' readiness in terms of assessment practices. Assisting their cooperating teachers in checking students' output obtained the highest mean of 4.24 while developing templates for reflection activities on the teaching-learning process got the lowest mean of 4.03.

Table 6
Respondents' Mean Level of Readiness in RTI in terms of Assessment Practices

Indicators	\bar{x}	Verbal Interpretation	Level
1. I can create assessment materials related to the lessons, applicable to various LDM.	4.08	Agree	Ready
2. I can design templates for various assessment tools with suitable scoring rubrics.	4.03	Agree	Ready
3. I can develop templates for reflection activities on the teaching-learning process.	4.10	Agree	Ready
4. I can assist my cooperating teacher in checking students' outputs.	4.24	Agree	Ready
5. I can organize and conduct virtual "Parent-Teacher Conference (PTC)" to inform parents of their child's progress.	4.09	Agree	Ready
Mean	4.11	Agree	Ready

3.6. In terms of Demonstration Teaching

Table 7
Respondents' Mean Level of Readiness in RTI in terms of Demonstration Teaching

Indicators	\bar{x}	Verbal Interpretation	Level
1. I have adequate knowledge and skills in preparing lesson plans	4.21	Agree	Ready
2. I can prepare study guides, modules, and other teaching materials relevant to the LDM of the partner school and as required by the cooperating teacher	4.02	Agree	Ready
3. I have learned a variety of teaching strategies to be applied in my teaching internship	4.17	Agree	Ready
4. Viewing demonstration lessons in "Youtube" and other platforms helped me prepare for my demonstration teaching	4.32	Agree	Ready
5. I am ready to be observed and rated in my final demonstration teaching	4.16	Agree	Ready
Mean	4.18	Agree	Ready

In terms of demonstration teaching, the pre-service teachers responded positively, with a mean rating of 4.18 as gleaned from Table 7. From the indicators, viewing demonstration lessons in "Youtube" and other platforms in preparation for their demonstration teaching obtained the highest mean of 4.32, while preparation of study guides, modules, and other teaching materials relevant to LDM of the partner school and as required by the cooperating teacher got the lowest mean of 4.02.

The pre-service teachers' readiness in RTI is, somewhat, comparable to the study of Samiah, A., et al. (2020), which revealed that university instructors' readiness towards emergency shifting to remote learning is high.

4. Significant Difference in Level of Awareness on Learning Delivery Modalities (LDM)

Table 8

Test of significant difference on the level of awareness on LDM when grouped according to age

	Variables	df	F – value	P – value	Decision	Remarks
Age	Synchronous	3, 114	0.327	0.806	Accept Ho	Not Significant
	Asynchronous		1.326	0.270	Accept Ho	Not Significant
	Printed		0.220	0.883	Accept Ho	Not Significant
	Digitized		0.959	0.415	Accept Ho	Not Significant

Table 9

Test of significant difference on level of awareness on LDM when grouped according to sex

	Variables	df	t – value	P – value	Decision	Remarks
Sex	Synchronous	116	0.622	0.765	Accept Ho	Not Significant
	Asynchronous		1.894	0.343	Accept Ho	Not Significant
	Printed		0.741	0.256	Accept Ho	Not Significant
	Digitized		2.460	0.049	Accept Ho	Not Significant

Table 10

Test of significant difference on level of awareness on LDM when grouped according to course

	Variables	df	F – value	P – value	Decision	Remarks
Course	Synchronous	8, 109	0.765	0.634	Accept Ho	Not Significant
	Asynchronous		0.552	0.815	Accept Ho	Not Significant
	Printed		0.717	0.676	Accept Ho	Not Significant
	Digitized		1.142	0.341	Accept Ho	Not Significant

The tests of significant difference on the respondents’ mean level of awareness on LDM when grouped according to age, sex and course, are shown in Tables 8, 9 and 10, respectively. The study found no significant difference in the identified variables as observed from the P-values which were greater than the significant level of 0.05. Moreover, the data imply that the pre-service teachers’ level of awareness on LDM was not determined by their profile.

5. Significant Difference in Level of Readiness on Remote Teaching Internship (RTI)

Table 11

Test of significant difference on readiness in RTI when grouped according to age

	Variables	df	F – value	P – value	Decision	Remarks
Age	Observation	3, 114	1.499	0.219	Accept Ho	Not Significant
	Class Routines		0.169	0.917	Accept Ho	Not Significant
	Preparation of IMs		0.185	0.906	Accept Ho	Not Significant
	Class Activities		0.242	0.867	Accept Ho	Not Significant
	Assessment		0.943	0.423	Accept Ho	Not Significant
	Demonstration		1.072	0.364	Accept Ho	Not Significant
	Teaching					

Table 12

Test of significant difference on readiness in RTI when grouped according to sex

	Variables	df	t – value	P – value	Decision	Remarks
Sex	Observation	116	1.535	0.694	Accept Ho	Not Significant
	Class Routines		0.539	0.299	Accept Ho	Not Significant
	Preparation of IMs		0.331	0.325	Accept Ho	Not Significant
	Class Activities		1.945	0.148	Accept Ho	Not Significant
	Assessment		1.811	0.155	Accept Ho	Not Significant
	Demonstration		1.228	0.192	Accept Ho	Not Significant
	Teaching					

Table 13
Test of significant difference on readiness in RTI when grouped according to course

	Variables	df	F – value	P – value	Decision	Remarks
Course	Observation	8, 109	1.824	0.080	Accept Ho	Not Significant
	Class Routines		1.603	0.132	Accept Ho	Not Significant
	Preparation of IMs		1.296	0.253	Accept Ho	Not Significant
	Class Activities		1.483	0.172	Accept Ho	Not Significant
	Assessment		1.245	0.280	Accept Ho	Not Significant
	Demonstration		1.518	0.159	Accept Ho	Not Significant
	Teaching					

The tests of significant difference on the respondents’ mean level of readiness in RTI when grouped according to age, sex and course, are shown in tables 11, 12 and 13, respectively. The study did not find any significant difference on the identified variables with observed P-values which were greater than the significant level of 0.05. The data further revealed that the pre-service teachers’ profile were not determinants of their level of readiness in RTI.

6. Significant Relationship between the mean level of awareness on LDM and readiness in RTI

Table 14
Test of significant relationship between the mean level of awareness on LDM and readiness in RTI

Variables	Pearson r – value	Kendall’s tau – value	Spearman rho – value	P – value	Decision	Remarks
Awareness on LDM	0.444**	0.428**	0.448**	0.001	Reject Ho	Significant
Readiness in RTI						

**** Correlation is significant at the 0.01 level**

Table 14 showed that the pre-service teachers’ level of awareness on LDM and readiness in RTI were significantly related. The correlation values of 0.444, 0.428, and 0.448, respectively signified a moderate relationship between the identified variables. In addition, the calculated P-value of 0.001 is significantly lower than the 0.01 level. This data implies that the pre-service teacher who demonstrated a high level of awareness on LDM was most likely ready with the conduct of RTI.

Conclusions

The adoption of flexible teaching-learning modality ensures that education never stops despite the pandemic. The pre-service teachers demonstrate moderate awareness on LDM and readiness in RTI. Though the said levels are not determined by their age, sex, and course, the study found a significant relationship between their level of awareness on LDM and readiness in RTI.

Recommendations

In line with the adoption of various LDMs and conduct of RTI, the following may be considered:

1. Institutions offering teacher education programs may conduct similar studies to assess the readiness of their pre-service teachers in RTI.
2. The College of Teacher Education (CTE) may utilize this study as a benchmark for readying the future pre-service teachers with teaching internships in the new normal.
3. Instructors may adopt the same instrument and evaluate the pre-service teachers’ actual performance in RTI.

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