

Pre-service Teachers' Personal Attributes, ICT Competencies, and Teaching Readiness: An Input to the College of Teacher Education's Action Plan

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ABSTRACT: *The aim of this study is to determine the effect of personal attributes and ICT competencies on the teaching readiness of the pre-service teachers. It specifically intends to analyze the level of the pre-service teachers' personal attributes in terms of work values, motivation, and self-management. Likewise, it examines the level of the pre-service teachers' ICT competencies in terms of knowledge, skills, and attitude. Similarly, the study intends to know the level of the pre-service teachers' teaching readiness in terms of willingness and confidence. The study uses a descriptive method of research. The study's sample includes one hundred pre-service teachers of the College of Teacher Education randomly selected to answer self-made survey questionnaire. Findings indicate that the pre-service teachers' personal attributes and ICT competencies have significant effect on teaching readiness. The results imply the need for training that would not only enhance ICT competencies but also advances essential personal attributes. A holistic approach to teacher training is crucial, integrating technical skills with soft skills development to ensure that teacher education programs produce well-rounded, confident, and technologically adept educators.*

KEYWORDS: *teaching readiness, pre-service teachers, teachers' personal attributes, teachers' competencies*

I. INTRODUCTION

In a Teacher Education Program, students undergo pre-service teaching or practice teaching which is one of the major requirements for the degree before students can be awarded the diploma in teaching. Under the guidance of seasoned mentors, practice teaching offers prospective teachers the chance to enhance their skills and competencies. Practice teaching helps future educators improve their classroom management and instructional skills by bridging the gap between theory and practice (Zeichner and Conklin, 2016). Additionally, it encourages self-examination as pre-service teachers assess their techniques and make adjustments in response to the inputs and feedback from the cooperating teacher and students.

Teaching readiness is the teacher's ability to successfully plan, deliver, and evaluate instruction. It comprises the teacher's knowledge, skills, and personal attributes. Readiness in teaching is a significant factor in preparing pre-service teachers to effectively manage classrooms and support student learning. It encompasses both the pedagogical knowledge and practical skills that teachers need to succeed in diverse classroom environments (Darling-Hammond, 2017). It is shaped not only by initial teacher training but also by continuous engagement with innovative teaching strategies, reflective practices, and the ability to adapt to new educational challenges (Liu et al., 2021).

Carter and Townsend (2021), emphasize that teaching readiness is not only about mastering teaching techniques but also about developing confidence in one's teaching abilities. Confidence empowers educators to effectively manage classrooms, establish trusting connections with students, and present teaching with authority and clarity. If pre-service teachers feel confident in their skills, their teaching effectiveness increases, fostering better student outcomes. Thiele et al. (2019) highlights that pre-service teachers who feel prepared are more confident in their teaching abilities, which directly impacts their effectiveness in the classroom. Also, Smith and Silvo (2019) posit that readiness of pre-service teachers is influenced by their self-efficacy and confidence, both of which are critical for effective classroom management and student engagement. Confidence empowers educators to effectively manage classrooms, establish trusting connections with students, and present teaching with authority and clarity. A teacher's willingness to embrace the profession is also very important as it encourages a proactive approach to lesson planning, meeting the various requirements of students, and trying out innovative teaching strategies. Teachers who believe in their ability to drive positive outcomes are more engaged and resilient

in their work (Wang & Pan, 2023). Correspondingly, enthusiasm for teaching, often spurred by a growth mindset, is linked to student motivation and success. (Humanities and Social Sciences Communications, 2024). Herawati et al. (2022) suggests that teachers' openness to change, significantly enhances professional competence.

Moreover, personal attributes are important in teaching because they influence a teacher's capacity to create productive learning settings, establish rapport with students, understand their needs, handle classroom challenges, and adapt instruction accordingly. Glickman et al. (2016) underscores that personal attributes enable teachers to reflect on their practices, learn from their experiences, and continuously improve their teaching strategies. Further, teachers who believe in their abilities are more likely to be proactive in preparing lessons, managing classrooms, and addressing student needs. These teachers are also more resilient when faced with challenges, as they trust their skills and knowledge to handle difficult situations (Tschannen-Moran & Hoy, 2017). Also, teachers who possess positive personal attributes teach with passion that inspire students and arouse their love for learning.

Furthermore, traditional learning environments have changed through time as a result of increased use of digital tools and platforms. The integration of Information and Communication Technology (ICT) has become increasingly important due to its potential to enhance teaching and learning experiences. This offered innovative ways for students to engage more, collaborate, and access information. The National Academies of Sciences, Engineering, and Medicine (2020) explores the shifts in teacher roles due to changing educational landscapes and underscores the importance of aligning preservice education with these demands. It calls for adaptive teacher education programs that prepare educators to meet diverse student needs and leverage innovative teaching strategies effectively.

Hence, this study intended to explore teaching readiness of pre-service teachers, their personal attributes and ICT competencies.

II. METHODOLOGY

This study employed a quantitative descriptive research to examine the pre-service teachers' personal attributes, ICT competencies, and teaching readiness. Scholars have highlighted the importance of quantitative research in analyzing numerical data to describe a phenomenon. Creswell and Creswell (2021), emphasize the importance of using numerical data to test hypotheses and generalize findings.

The data gathered on pre-service teachers' personal attributes, ICT competencies, and teaching readiness were treated using weighted mean and standard deviation. Multiple regression analysis was utilized to determine if the pre-service teachers' personal attributes and ICT competencies have significant effect on the teaching readiness.

The respondents of the study are pre-service teachers of the College of Teacher Education in one of the state universities in the Philippines. One hundred student teachers were randomly selected as respondents.

The researcher prepared a survey questionnaire in the form of a checklist as a data gathering tool in this study.

III. RESULTS AND DISCUSSION

Table 1. Level of the Pre-service Teachers' Personal Attributes in terms of Work Values

STATEMENT	MEAN	SD	REMARKS
1. I value and seek opportunities for career advancement.	4.79	0.41	Strongly Agree
2. I set my priorities and promptly work on tasks that need to be accomplished.	4.70	0.50	Strongly Agree
3. I consider new assignments and tasks challenging.	4.66	0.62	Strongly Agree
4. I am open to new ideas and suggestions.	4.88	0.33	Strongly Agree
5. I work well under pressure.	4.30	0.69	Strongly Agree

Overall Mean = 4.67

Standard Deviation = 0.51

Verbal Interpretation = Very High

The data in Table 1 suggests the level of pre-service teachers' personal attributes in terms of work values, indicating a strong overall agreement across all statements, as shown by the overall mean score of 4.67. This high score, paired with a standard deviation of 0.51, suggests a consistent recognition of the importance of these work values among respondents. The statement "I am open to new ideas and suggestions" received the highest mean score of 4.88 (SD = 0.33), signifying a particularly strong inclination toward adaptability and receptiveness. This suggests that teachers who embrace new ideas tend to foster more engaging and effective learning experiences for their students (Fullan, 2016). Conversely, the statement "I work well under pressure" had the lowest mean of 4.30 (SD = 0.69), indicating slightly less agreement and more variability among respondents in this area. Overall, the results highlight very high levels of commitment to career advancement, task management, adaptability, and openness, essential for effective teaching. The results support the notion that teachers' work values serve as a

solid basis for their dedication to teaching, signaling that nurturing such characteristics can improve resilience and effectiveness in the profession (Cochran-Smith & Villegas, 2015).

Table 2. Level of the Pre-service Teachers' Personal Attributes in terms of Motivation

STATEMENT	MEAN	SD	REMARKS
1. I am very interested in teaching.	4.60	0.57	Strongly Agree
2. I find teaching as a learning opportunity.	4.78	0.42	Strongly Agree
3. Teaching is an important personal choice.	4.72	0.51	Strongly Agree
4. Others (family or friends) pressure me into teaching.	3.31	1.42	Moderately Agree
5. I am into teaching primarily because it is expected of me.	3.66	1.28	Agree
Overall Mean = 4.21			
Standard Deviation = 0.84			
Verbal Interpretation = Very High			

Table 2 presents the level of pre-service teachers' personal attributes in terms of motivation. The data indicates a strong interest and commitment to teaching, with high mean scores for statements such as "I am very interested in teaching" (Mean = 4.60, SD = 0.57) and "I find teaching as a learning opportunity" (Mean = 4.78, SD = 0.42), reflecting a genuine passion for the profession. Similarly, "Teaching is an important personal choice" received a high mean score of 4.72 (SD = 0.51), suggesting that the majority view teaching as a significant career decision. However, there is less agreement on external pressures influencing the choice to teach, as seen in the lower scores for statements like "Others (family or friends) pressure me into teaching" (Mean = 3.31, SD = 1.42) and "I am into teaching primarily because it is expected of me" (Mean = 3.66, SD = 1.28). The overall mean of 4.21, with a standard deviation of 0.84, suggests a very high level of motivation among pre-service teachers, although with some variability in individual responses. This indicates that while many are strongly motivated by intrinsic factors, some may still experience external pressures.

This finding is consistent with research indicating that intrinsic motivation significantly enhances teaching effectiveness and student engagement (Ryan & Deci, 2020). Further, studies have shown that intrinsic motivation tends to be more sustainable and leads to greater job satisfaction compared to extrinsic motivation (Brouwer & Korthagen, 2015).

Table 3. Level of the Pre-service Teachers' Personal Attributes in terms of Self-Management

STATEMENT	MEAN	SD	REMARKS
1. I set clear work goals and is driven to succeed.	4.61	0.53	Strongly Agree
2. I plan, prioritize, and implement activities essential for work.	4.59	0.55	Strongly Agree
3. I take responsibility for my work and actions.	4.70	0.48	Strongly Agree
4. I can proactively manage workplace stressors.	4.44	0.61	Strongly Agree
5. I take initiative in executing assigned tasks/work.	4.53	0.58	Strongly Agree
Overall Mean = 4.57			
Standard Deviation = 0.55			
Verbal Interpretation = Very High			

Table 3 reveals the level of pre-service teachers' personal attributes in terms of self-management. The data reflects a strong commitment to setting goals, planning, and taking responsibility for their work. High mean scores are observed for statements such as "I set clear work goals and am driven to succeed" (Mean = 4.61, SD = 0.53) and "I take responsibility for my work and actions" (Mean = 4.70, SD = 0.48), indicating that pre-service teachers value self-direction and accountability. The statement "I plan, prioritize, and implement activities essential for work" also received a strong score of 4.59 (SD = 0.55), suggesting a high level of organizational skills. Additionally, pre-service teachers show confidence in managing workplace stressors, with a mean of 4.44 (SD = 0.61), although there is slightly more variability in responses for this item. The overall mean of 4.57 and a standard deviation of 0.55 indicate very high levels of self-management, with some variability in responses, reflecting that while most pre-service teachers demonstrate strong self-management skills, there may still be some individual differences. Developing these self-management skills not only benefits pre-service teachers but also contributes to creating effective learning environments for their future students. By modeling these behaviors, future educators can positively influence their students, promoting similar attributes within the classroom (Scherer, 2015). This is further supported by studies such as those by Hochschild & Raines (2016), who highlight that teachers' organizational and self-regulation skills significantly impact their ability to manage classrooms effectively.

Table 4. Level of Pre-service Teachers' ICT Competencies in terms of Knowledge

STATEMENT	MEAN	SD	REMARKS
1. I am familiar with at least one online teaching platform.	4.71	0.50	Strongly Agree
2. I know how to use the internet browsers in researching for learning resources.	4.74	0.44	Strongly Agree
3. I fully am aware of the legal and responsible use of ICT in teaching.	4.52	0.59	Strongly Agree
4. I know where to access learning materials online.	4.57	0.57	Strongly Agree
5. I am familiar with how Learning Management Systems work.	4.38	0.74	Strongly Agree

Overall Mean = 4.58

Standard Deviation = 0.57

Verbal Interpretation = Very High

Table 4 presents the level of pre-service teachers' ICT competencies in terms of knowledge. The data indicates a high level of familiarity and understanding regarding various aspects of ICT, with mean scores consistently above 4. For instance, pre-service teachers strongly agree with statements such as "I am familiar with at least one online teaching platform" (Mean = 4.71, SD = 0.50) and "I know how to use internet browsers in researching for learning resources" (Mean = 4.74, SD = 0.44), reflecting their competence in using digital tools for teaching. They also express a strong awareness of the responsible use of ICT in education, with a mean score of 4.52 (SD = 0.59). The familiarity with accessing learning materials online (Mean = 4.57, SD = 0.57) further highlights their proficiency. While the statement "I am familiar with how Learning Management Systems work" received a slightly lower score (Mean = 4.38, SD = 0.74), it still reflects a strong understanding. The overall mean of 4.58 with a standard deviation of 0.57 suggests that pre-service teachers possess high levels of ICT knowledge, with minimal variability, indicating generally consistent competencies across the group. Generally, the findings signify that pre-service teachers are well-prepared to integrate technology into their teaching practices. Emphasizing the growing importance of ICT skills among pre-service teachers, Hennessy et al. (2016) found that pre-service teachers often show high levels of competence in using digital tools and platforms to enhance learning. Similarly, Punie et al. (2017) emphasized that pre-service teachers' awareness of responsible ICT use is critical for effective teaching in the digital age.

Table 5. Level of Pre-service Teachers' ICT Competencies in terms of Skills

STATEMENT	MEAN	SD	REMARKS
1. I can create documents of various types.	4.48	0.59	Strongly Agree
2. I can organize and present learning materials in various formats.	4.49	0.58	Strongly Agree
3. I utilize online applications in teaching for students' interactive and collaborative learning.	4.58	0.57	Strongly Agree
4. I can interact with students using a variety of digital resources.	4.65	0.52	Strongly Agree
5. I can use ICT to monitor students' activities, performance, and progress.	4.59	0.57	Strongly Agree

Overall Mean = 4.56

Standard Deviation = 0.57

Verbal Interpretation = Very High

Table 5 shows the level of pre-service teachers' ICT competencies in terms of skills. The data indicates that pre-service teachers possess strong skills in using various digital tools for teaching and learning. High mean scores are observed for statements such as "I can create documents of various types" (Mean = 4.48, SD = 0.59) and "I can organize and present learning materials in various formats" (Mean = 4.49, SD = 0.58), reflecting proficiency in document creation and content presentation. Additionally, pre-service teachers show strong capabilities in using technology for interactive and collaborative learning, with a mean score of 4.58 (SD = 0.57) for "I utilize online applications in teaching for students' interactive and collaborative learning." The ability to interact with students through digital resources also received a high score of 4.65 (SD = 0.52), suggesting that pre-service teachers are skilled in facilitating digital communication. Furthermore, they are confident in using ICT to monitor students' activities, performance, and progress, as reflected in a mean score of 4.59 (SD = 0.57). The overall mean of 4.56, with a standard deviation of 0.57, indicates that pre-service teachers demonstrate very high levels of ICT skills, with minimal variability across responses. This indicates that they are well-equipped to integrate technology effectively in their future teaching practices.

The study of Ertmer & Ottenbreit-Leftwich (2016) which found that pre-service teachers demonstrate strong skills in integrating technology into their teaching, particularly in creating and sharing digital content support these findings. Similarly, Wang et al. (2018) highlighted that the ability to utilize online applications for collaborative learning is a key competency among pre-service teachers, enhancing student engagement.

Table 6. Level of Pre-service Teachers' ICT Competencies in terms of Attitude

STATEMENT	MEAN	SD	REMARKS
1. I am comfortable and confident in using ICT in teaching.	4.55	0.58	Strongly Agree
2. I believe that ICT is necessary tool to improve my productivity in teaching.	4.67	0.53	Strongly Agree
3. I consider ICT as a valuable medium for teaching.	4.68	0.53	Strongly Agree
4. I am apprehensive in using ICT in teaching.	4.29	0.88	Strongly Agree
5. I find using ICT intimidating and frustrating.	3.61	1.41	Agree

Overall Mean = 4.36

Standard Deviation = 0.78

Verbal Interpretation = Very High

Table 6 discloses the level of pre-service teachers' ICT competencies in terms of attitude. The data reflects generally positive attitudes toward the use of ICT in teaching. High mean scores are observed for statements such as "I am comfortable and confident in using ICT in teaching" (Mean = 4.55, SD = 0.58) and "I believe that ICT is a necessary tool to improve my productivity in teaching" (Mean = 4.67, SD = 0.53), indicating that pre-service teachers feel confident and recognize the importance of ICT in enhancing their teaching effectiveness. Additionally, pre-service teachers consider ICT as a valuable medium for teaching, as reflected in a mean score of 4.68 (SD = 0.53). However, there are slightly more mixed responses regarding the apprehension towards using ICT. The statement "I am apprehensive in using ICT in teaching" received a mean score of 4.29 (SD = 0.88), suggesting some level of unease among pre-service teachers, although it still reflects strong agreement. Furthermore, the statement "I find using ICT intimidating and frustrating" had a mean score of 3.61 (SD = 1.41), showing that some pre-service teachers experience frustration or intimidation, though this is not the dominant sentiment. The overall mean of 4.36, with a standard deviation of 0.78, suggests that pre-service teachers generally exhibit a positive attitude toward ICT, with some variation in individual responses. This denotes a strong but slightly diverse range of attitudes toward the use of ICT in their future teaching practices. The pre-service teachers are generally positive about ICT, though some continue to face barriers that impact their overall comfort and usage. Koehler et al. (2016) found that teachers often express confidence in using ICT tools for teaching but may still face challenges in terms of the complexity of the tools and potential frustrations in implementation. Also, Dawson et al. (2017) highlighted that while many teachers acknowledge the value of ICT in teaching, some experience anxiety or intimidation, especially when it comes to advanced technological applications.

Table 7. Level of Pre-service Teachers' Teaching Readiness in terms of Willingness

STATEMENT	MEAN	SD	REMARKS
1. I am eager to apply for a teaching position after graduation.	4.47	0.66	Strongly Agree
2. I am positively sure that teaching is my passion.	4.41	0.77	Strongly Agree
3. The thought that I would become a professional teacher motivates me.	4.60	0.65	Strongly Agree
4. I would rather rest and stay at home for the meantime after graduation.	3.41	1.31	Agree
5. I find teaching stressing that I am considering looking for a work not related to teaching.	3.31	1.32	Moderately Agree

Overall Mean = 4.04

Standard Deviation = 0.94

Verbal Interpretation = Very High

Table 7 presents the level of pre-service teachers' teaching readiness in terms of willingness. The data shows generally positive attitudes toward teaching as a career, with high mean scores for statements such as "I am eager to apply for a teaching position after graduation" (Mean = 4.47, SD = 0.66) and "The thought that I would become a professional teacher motivates me" (Mean = 4.60, SD = 0.65), indicating a strong eagerness and motivation to pursue teaching as a profession. Additionally, pre-service teachers express confidence in their passion for teaching, as reflected in a mean score of 4.41 (SD = 0.77) for the statement "I am positively sure that teaching is my passion." However, some indications of hesitation or alternative considerations surfaced. The statement "I would rather rest and stay at home for the meantime after graduation" received a mean score of 3.41

(SD = 1.31), showing that while some pre-service teachers are eager to begin their teaching careers, others may be considering a break before entering the workforce. Similarly, the statement "I find teaching stressing that I am considering looking for a work not related to teaching" had a mean score of 3.31 (SD = 1.32), reflecting that some pre-service teachers are experiencing stress or uncertainty about teaching as a profession.

The overall mean of 4.04, with a standard deviation of 0.94, indicates that pre-service teachers generally exhibit a high level of willingness to enter the teaching profession, although there are some variabilities in individual responses, particularly regarding concerns about stress or the desire for a break. The findings support the study conducted by Kaur & Muniandy (2017) which found that pre-service teachers are highly motivated to become teachers but are also aware of the challenges they may face, including stress. Moreover, Keller et al. (2017) found that a significant number of pre-service teachers experience stress and disillusionment as they approach graduation, leading to doubts about their future career.

Table 8. Level of Pre-service Teachers' Teaching Readiness in terms of Confidence

STATEMENT	MEAN	SD	REMARKS
1. I can plan lessons and activities for effective teaching and learning.	4.46	0.58	Strongly Agree
2. I can apply variety of methods, strategies, and techniques for effective teaching.	4.35	0.61	Strongly Agree
3. I can develop and manage a learning environment that could inspire student participation and cooperation.	4.44	0.59	Strongly Agree
4. I can implement learning processes to meet the necessary curriculum requirements.	4.46	0.61	Strongly Agree
5. I can use a variety of assessment tools to monitor and evaluate students' performance/progress.	4.42	0.59	Strongly Agree

Overall Mean = 4.43

Standard Deviation = 0.60

Verbal Interpretation = Very High

Table 8 discloses the level of pre-service teachers' teaching readiness in terms of confidence. The data shows that pre-service teachers have a high level of confidence in their ability to plan and implement effective teaching practices. The statements "I can plan lessons and activities for effective teaching and learning" (Mean = 4.46, SD = 0.58) and "I can implement learning processes to meet the necessary curriculum requirements" (Mean = 4.46, SD = 0.61) received strong ratings, indicating that pre-service teachers feel well-prepared to develop lesson plans and align them with curriculum standards. Similarly, statements like "I can apply a variety of methods, strategies, and techniques for effective teaching" (Mean = 4.35, SD = 0.61) and "I can use a variety of assessment tools to monitor and evaluate students' performance/progress" (Mean = 4.42, SD = 0.59) suggest that pre-service teachers feel confident in using diverse teaching strategies and assessments to support student learning. The statement "I can develop and manage a learning environment that could inspire student participation and cooperation" also received a high mean of 4.44 (SD = 0.59), indicating that pre-service teachers feel prepared to create engaging and collaborative classroom environments. The overall mean of 4.43, with a standard deviation of 0.60, indicates a very high level of confidence in their teaching abilities. This implies that pre-service teachers are generally well-prepared and confident in their skills, although some variation in responses exists, reflecting individual differences in self-assurance across different aspects of teaching readiness. The study of Fang (2019) concluded that teachers who expressed confidence in their ability to plan lessons, use assessment tools, and create effective learning environments were more likely to excel during their field experiences. This finding reinforces the high levels of confidence observed in the current study for statements related to lesson planning, assessment, and classroom management. Similarly, Li (2018) conducted a study on the development of teaching competencies among pre-service teachers and found that those who were confident in applying a variety of teaching methods and strategies reported a greater sense of teaching readiness.

Table 9. Test of Effects of Pre-Service Teachers' Personal Attributes on their Teaching Readiness

Pre-service teachers' personal attributes	Teaching Readiness	F-value	P-value	Interpretation
Work Values	Willingness	72.68	0.000	Significant
	Confidence	35.67	0.000	
Motivation	Willingness	61.70	0.000	Significant
	Confidence	22.79	0.000	
Self-management	Willingness	36.98	0.000	Significant
	Confidence	48.04	0.000	

Table 9 presents the test results for the effects of pre-service teachers' personal attributes on their teaching readiness. The data indicates that all the personal attributes have significant effects on both willingness and **confidence** in teaching readiness, as evidenced by the F-values and P-values. For instance, work values significantly affect both willingness ($F = 72.68, P = 0.000$) and confidence ($F = 35.67, P = 0.000$), with a P-value less than 0.05 indicating statistical significance. Similarly, motivation and self-management also show significant effects on willingness and confidence, with all corresponding P-values below 0.05. This means that the personal attributes of pre-service teachers strongly influence their readiness to take on teaching roles, particularly in terms of both their willingness to teach and their confidence in their teaching abilities. These findings suggest that nurturing these personal attributes can play a key role in enhancing the overall teaching readiness of pre-service teachers.

The study of Choi and Lee (2020) which explored how work values influence pre-service teachers' career commitment and readiness to teach supports the results. They found that pre-service teachers who prioritize career advancement, professional growth, and task efficiency exhibit greater confidence and willingness to pursue teaching as a profession. Similarly, Korthagen and Kessels (2018) emphasized the critical role of self-management and motivation in teacher development. Pre-service teachers who exhibit high levels of self-regulation and intrinsic motivation are more equipped to handle the challenges of teaching. Moreover, Pekrun et al. (2019) highlighted that intrinsic motivation enhances pre-service teachers' engagement in professional development and their overall confidence in their teaching abilities. Lastly, Tschannen-Moran and Barr (2018) discussed how confidence and self-management are vital to pre-service teachers' preparedness; that self-management and high self-efficacy are linked to a higher willingness to engage in teaching and a greater ability to manage classroom challenges.

Table 10. Test of Effects of Pre-Service Teachers' ICT Competencies on their Teaching Readiness

Pre-service teachers' ICT competencies	Teaching Readiness	F-value	P-value	Interpretation
Knowledge	Willingness	19.89	0.000	Significant
	Confidence	28.30	0.000	
Skills	Willingness	28.35	0.000	Significant
	Confidence	32.64	0.000	
Attitude	Willingness	42.60	0.000	Significant
	Confidence	33.51	0.000	

Table 10 reveals the results of the effects of pre-service teachers' ICT competencies on their teaching readiness, specifically analyzing the components of willingness and confidence. The findings indicate that all components of ICT competencies have a significant influence on teaching readiness. For the relationship between knowledge and teaching readiness, both willingness ($F\text{-value} = 19.89, P = 0.000$) and confidence ($F\text{-value} = 28.30, P = 0.000$) are significantly affected. Similarly, skills have a substantial impact on teaching readiness, with significant F-values of 28.35 for willingness and 32.64 for confidence, both with $P = 0.000$. Finally, the attitude component shows the strongest influence, yielding F-values of 42.60 for willingness and 33.51 for confidence, both of which are also significant at $P = 0.000$. Overall, the results demonstrate that pre-service teachers' ICT competencies significantly contribute to their readiness to teach, as indicated by the P-values ($P < 0.05$) across all categories. This underscores the importance of fostering ICT knowledge, skills, and positive attitudes to enhance both the willingness and confidence of pre-service teachers in their teaching readiness.

A study by Quast et al. (2023) highlighted that fostering professional digital competence is essential for pre-service teachers to meet the demands of contemporary classrooms effectively. Their study suggest that systematic ICT training can significantly enhance teaching readiness by boosting both willingness and confidence. Likewise, Sergeeva et al. (2024) found that pre-service teachers who possessed strong ICT competence beliefs demonstrated higher levels of preparedness and confidence in integrating digital technologies into their teaching practices.

IV. CONCLUSIONS AND RECOMMENDATIONS

The findings of this study determined that the personal attributes and ICT competencies of the pre-service teachers significantly influence their teaching readiness. It has shown that work values, motivation, and self-management play a crucial role in their willingness and confidence to assume teaching responsibilities with enthusiasm. It highlights the importance of developing personal attributes in pre-service teachers so they will be professionals who are goal-oriented, resilient, and confident in managing tasks and responsibilities, with a strong dedication to personal and career development. Likewise, knowledge, skills, and attitude toward ICT revealed significant influence on teaching readiness. The results show that the pre-service teachers have positive perceptions and comfort with technology use in education. They are also familiar with digital tools and platforms

in teaching and have the capabilities needed to plan, assess, and effectively integrated technology into teaching to enhance the students' learning experiences. These competencies in pre-service teachers is essential for enhancing their readiness to teach, ensuring they approach their roles with confidence and willingness to integrate technology into their teaching practices.

The implications of these findings are significant for teacher education programs. They should emphasize the cultivation of both personal attributes and ICT competencies to ensure teaching readiness. Developing these personal attributes is crucial for building strong teacher-student relationships, managing classrooms effectively, and addressing diverse student needs. Similarly, teacher preparation should prioritize developing student-teachers' ICT competencies to equip them with the skills necessary to successfully integrate technology into teaching. Practical experiences with digital tools will improve teachers' abilities to adjust to changing technology and cater to the requirements of a digitally literate generation. By concentrating on these aspects, teacher education programs can more effectively prepare teachers to excel in dynamic, diverse, and technology-driven classrooms.

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