PRE-SERVICE TEACHERS' PERCEIVED READINESS IN TEACHING ONLINE IN INTERNATIONAL INTERNSHIP PROGRAM

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ABSTRACT

As pre-service teachers, university students in the education faculty are required to take a teaching practice program to deepen their teaching skills.This study focused on finding the pre-service teachers' perceived readiness in teaching online in the international internship program. The writer distributed a survey questionnaire to the pre-service teachers and applied semi-structured interviews to understand the pre-service teachers' perspectives. The finding was described into four indicators: (1) the pre-service teachers were provided with proper equipment and were equipped with good quality of technical skills for teaching online, (2) from the online teaching-learning experiences gained in the university, the pre-service teachers believed that they were confident with their ability for teaching online, (3) regardless some issues in online learning, the pre-service teachers were prepared with some interactive methods to overcome problems that would occur during the process of online learning, and (4) the pre-service teachers committed that they would organize their time management in online learning and provide a meaningful interaction process. The finding concluded that the perceived readiness of pre-service teachers in teaching online was considered an essential aspect in the teaching-learning process. Despite many obstacles that could probably occur, the pre-service teachers were fully equipped with proper technical tools and strategies to provide interactive online learning activities.

Keywords: *Online Learning; Pre-Service Teacher; Teachers' Perceived Readiness*

ABSTRAK

Sebagai calon guru, mahasiswa di fakultas Pendidikan diwajibkan mengikuti program praktik mengajar untuk memperdalam keterampilan mengajar mereka. Tujuan dari penelitian ini adalah untuk mengetahui kesiapan para calon guru dalam melakukan praktik mengajar secara daring dalam program magang internasional. Peneliti membagikan kuesioner survei kepada peserta dan menerapkan wawancara semi-terstruktur untuk mendapatkan pemahaman lebih dalam dari perspektif para calon guru. Hasil penelitian dapat dijelaskan dalam empat indikator: (1) para calon guru memiliki peralatan teknis yang layak dan mereka juga dibekali dengan keterampilan teknis yang berkualitas untuk mengajar secara daring, (2) dari pengalaman yang diperoleh dalam mengajar secara daring dan pembelajaran daring yang didapat dari universitas, para calon guru percaya bahwa mereka yakin dengan kemampuan mereka untuk mengajar secara daring, (3) terlepas dari beberapa masalah umum dalam pembelajaran daring, para calon guru telah siap dengan berbagai metode interaktif sebagai solusi untuk mengatasi masalah yang akan terjadi selama proses pembelajaran daring, dan (4) calon guru berkomitmen bahwa mereka dapat mengatur manajemen waktu mereka dalam pembelajaran daring dan mampu memberikan proses interaksi yang berkualitas. Dapat disimpulkan bahwa kesiapan para calon guru untuk mengajar secara daring merupakan aspek penting dalam proses belajar mengajar. Walaupun banyak permasalahan yang mungkin akan muncul selama proses, para calon guru sudah dilengkapi dengan peralatan mengajar secara daring yang layak dan strategi mengajar yang dapat memberikan suasana pembelajaran yang interaktif.

Kata Kunci: *Calon Guru; Kesiapan Guru; Pembelajaran Daring*

INTRODUCTION

At the university level, students joining the education department are recognized as pre-service teachers. The term refers to the training that students receive during the learning process, which prepares them to become professional teachers in the future. Teacher training institutions consider that their students do not know about students and teaching (Niemic & Ryan, 2009). Therefore, one of the essential programs held by the faculty of education is teaching practice. The essence of the program is to deepen students' teaching skills. In this program, pre-service teachers perform supervised teaching at schools. Fafunwa (2001) states that a faculty of education should help students grow, develop, and equip them with the necessary skills and professional abilities to become effective teachers. It is hoped that the pre-service teachers can apply the knowledge they have received during the learning process and gain experience in a school environment.

Due to a lack of experience in teaching, the implementation of teaching practice often gives problems to the pre-service teachers. Anxiety is one of the common problems since most pre-service teachers do not have any experience in teaching. Agustiana and Nurhayati (2019) state that good communication is the initial solution that can be done so that actual teaching activities get better with the anxiety that arises. Pre-service teachers must get used to the atmosphere in the classroom and solve any problems during the process. Moreover, since the pandemic of COVID-19 has forced educators to implement teaching online, it also obligated pre-service teachers to take the teaching practice in an online environment. With this online learning phenomenon, the anxiety level of pre-service teachers has even increased because many of them still lack experience in teaching online. Therefore, pre-service teachers must be more ready to implement the teaching practice online.

Online learning has become very popular, especially since the COVID-19 outbreak. This process is implemented to prevent interactions between teachers and students in the classroom. There are several benefits in implementing online learning: it can overcome distance problems and make learning activities more interactive. Singh et al. (2005) state that online learning can help students become lifelong learners. Learning at home during the COVID-19 outbreak is considered the best alternative way to keep the learning process continue effectively. This process can provide several advantages, including minimizing transportation costs and reducing stress by giving interactive online learning methods (Purwanto et al., 2020). However, teachers and students must prepare such devices to support this process in carrying out online learning. Several types of equipment such as personal computers, smartphones, and internet connections are required to facilitate this process. Luaran et al. (2014) state that online learning includes web-based training and computer-based training. Online learning uses technology to support the interaction process outside the classroom through devices and internet connections.

In the implementation of online learning, teachers are required to have good technical skills so that they will be able to overcome any technical issues. However, some main problems usually occur in online learning, such as the unavailability of devices and internet connection issues. Efriana (2021) mentioned that students' issues in online learning are in the form of inactivity in following learning, limited

supporting facilities, and internet network access. Another problem found by Bakalar (2018) stating that the school infrastructure plays an important role in online learning. Schools or institutions should provide a way to overcome students' issues in internet connection, especially for students who live in remote areas. This phenomenon leads to the cost of purchasing data packages where most students could not afford that much. By some of the problematic issues in online learning, educators have to struggle more to maintain a high-quality teaching-learning process in an online environment. Mercado (2008) explains that online learning programs must include a systematic planning process, designing, and implementing a learning environment easily accessible to students. Thus, making online learning requires teachers' perceived readiness in terms of preparation and implementation.

In general, teachers' perceived readiness in implementing the teaching-learning process can be described in several ways. Mercado (2008) categorizes the readiness aspects of teaching into three parts; (1) pedagogical skills, (2) administrative and organizational skills, and (3) technology and social media skills. In online learning, pre-service teachers' perceived readiness is defined as the degree to which pre-service teachers are ready to implement teaching in an online environment (Alem et al., 2016). Online learning can be a new challenge for pre-service teachers in implementing teaching practices in an online environment. Pre-service teachers must have technical equipment, technical skills, self-regulated learning strategies, and perception of the learning community (Liu, 2019). In addition, pre-service teachers' perceived readiness for teaching online is connected with their skills to use technology for academic purposes. Chorrojprasert (2020) reports that the dominant indicators relating to pre-service teachers' readiness include: a positive attitude toward the online learning situation, well-constructed time management and commitment to online learning, and comprehension of the importance and value of learning. Thus, pre-service teachers' perceived readiness is essential for better students' learning performance in the teaching practice program.

Since the COVID-19 outbreak, educators have strived to improve their teaching strategies and teaching methods for teaching online. Research done by Sutarto et al. (2020) revealed that teachers had improved their techniques for online learning, such as (1) giving students interest in online learning, (2) preparing effective material, (3) using interactive learning media, and (4) regularly conducting an evaluation. In this case, the improvement made by educators has practically been exposing pre-service teachers to the use of online learning from the implementation in their courses. The pre-service teachers are also equipped with teaching online experiences, making them imitate their lecturers' teaching strategies and methods for their perceived readiness in teaching practice programs in an online environment. However, this progress does not go along with the support from the institutions. Ravanelli et al. (2021) suggest that institutional support is needed in the process of teaching online. The institution should be able to facilitate teachers with a good curriculum and standardized infrastructure for teaching online. It means that institutional support also plays a vital role in strengthening pre-service teachers' perceived readiness for their teaching practice. Online learning has had a beneficial impact on educators and institutions in developing the teaching-learning process.

At one of private universities in Gresik, the English education department applies for the teaching practice program in two batches: PLP 1 and PLP 2. Besides, the English education department allows pre-service teachers to participate in the International Internship Program. The program is held by International Relation Office (IRO), collaborating with LPSAO 2 (Loei Primary Educational Service Area Office). The essence of the program is to give pre-service teachers an experience to implement teaching practice by teaching English at elementary schools in Loei, Thailand. The internship program has been running since 2019 and is now in the fourth batch. In general, the pre-service teachers apply for the program by teaching face to face with the students in Thailand. However, due to the condition of the COVID-19 pandemic in early 2020, the program was transferred online.

The first online learning in the international internship program was held for the third batch in May 2020. The result showed that pre-service teachers had problems implementing online learning since it was also the first time they teach online. The majority of students taught by pre-service teachers in the internship program were in remote areas with limited access to internet connection and other technical supports. Moreover, the different mother languages made the pre-service teachers difficult in implementing the learning process, especially in explaining the material online. Nation (2001) showed that students' first language has an important role in understanding communication context. The students are at ease to understand the context if it is explained using their first language. The writer's previous study showed that the pre-service teachers from the third batch were still not satisfied with online learning in the internship program. The pre-service teachers mostly got problems in the interaction process and technical issues (Ardiyansah, 2020).

By reviewing the previous obstacles in the third batch, the pre-service teachers need to develop new effective strategies. The perceived readiness of pre-service teachers in implementing teaching online plays an important role in the program's success. Some crucial factors such as technical equipment and skills must be prepared and developed carefully. Therefore, the focus of this study was to discover the pre-service teachers' perceived readiness in teaching English online in the International Internship Program. It was hoped that by this study taking place, pre-service teachers could understand more about the concept of teaching preparation and overcome various problems in the online teaching-learning process.

METHOD

In this study, the writer distributed a survey questionnaire as a method of data collection. The survey was used due to its recognition in gaining systematic information from all responders and providing valuable information. The participants of this study were nine students of the English education department from one of private universities in Gresik, who join the international internship program (4th batch). The survey was adopted from UCF's Center for Distributed Learning (2018) and distributed to the responders by Google Form. The interpretation of the result was calculated using a Likert rating scale to determine the level of pre-service teachers' perceived readiness.

Table 1. Scales of pre-service teachers' perceived readiness

Scale	Range	Interpretation
1	1.00 – 1.50	Extremely Disagree
2	1.51 – 2.50	Disagree
3	2.51 – 3.50	Neutral
4	3.51 – 4.50	Agree
5	4.51 – 5.00	Extremely Agree

The result from the survey received from Google Form was then extracted to CSV format on Microsoft Excel program. To acquire a more profound result and better understanding from the perspective of the pre-service teachers, the writer implemented a semi-structured interview process for all responders through Zoom Video Conference.

FINDINGS

The challenge faced by pre-service teachers to implement teaching practice in an online environment has forced them to be more ready than in the regular classroom environment. Some important aspects such as technical equipment, technical skills, teaching strategies, and time management needed to be carefully considered so that the pre-service teachers could provide a meaningful online teaching-learning process and be beneficial for both pre-service teachers and students. Based on the data collection, the result of the survey questionnaire can be taken from the below table:

Table 2. Pre-Service Teachers' Perceived Readiness in Teaching Online

Indicators	Weighted Mean
Technical Equipment and Skills	4.08 (Agree)
Experience with Online Teaching and Learning	3.78 (Agree)
Attitudes and Opinions Toward Online Learning	3.71 (Agree)
Time Management and Time Commitment	3.73 (Agree)

From Table 2, the first indicator showed perceived readiness in information technology skills with a weighted mean of 4.08. Responders believed they were ready and competent in their technical equipment and skills. The second indicator showed pre-service teachers' experience in teaching online and online learning with a weighted mean of 3.78. The pre-service teachers responded that they had acquired adequate expertise in online teaching and learning. The third indicator showed pre-service teachers' attitude and opinion toward online learning with a weighted mean of 3.71. Most of the responders agreed that they were confident with the online teaching and learning process. The fourth indicator showed time management and time commitment with a weighted mean of 3.73. The responders acknowledged they committed, and they were able to manage time in teaching online. From the result of the data collection, it can be assumed that the pre-service teachers were ready to teach online in the international internship program.

The result of the interview explained a deeper understanding of the perspective of pre-service teachers. Based on the first indicator, it was found that pre-service teachers were ready in terms of technical equipment and skills. Most pre-service teachers responded that they were equipped with proper tools and

superior technical skills to teach online. Some pre-service teachers even bought new devices and used more devices to facilitate the online teaching process.

"I bought a new laptop with good quality camera and microphone to facilitate me in the internship program. Moreover, since I have been learning online in university, so I am also familiar with the use of online learning platform."

"I use two devices; laptop and smartphone. I also have a Wi-Fi connection at home. I can operate an online learning platform because I am also learning online in university."

"I can rate my equipment for teaching online is 75% good. I am also good enough in operating online learning platforms and interactive games for online learning."

It can be concluded that the technical system would not be an issue in the teaching online process. Besides, the pre-service teachers have joined online classes in the university, making them familiar enough to use online learning platforms. However, the pre-service teachers were still concerned about the technical issues from the students since they have gained references from the previous batch showing that most of the students were located in remote areas with limited internet connection and unavailability devices. Therefore, the pre-service teachers were worried that the case would emerge in the process, and most of them were still finding a better solution to prevent it.

"My internet connection is not that good but still useful. I am afraid of the problem of internet connection from the students."

"I asked my senior about their internship process in the third batch, and they said there were many problems regarding the internet connection from the students there."

The second indicator designated their experiences in online teaching and learning. Some pre-service teachers responded that they have already gained experience teaching online, mainly as a tutor in an English course. Therefore, they assumed that their experiences would help them in teaching online in the program.

"I have experience teaching online in English course privately for three students."

"I have three months of experience teaching basic speaking online. It is not that hard since I also provide video for flipped classroom method."

"I have experience teaching online for university students. It was an assignment from my lecturer in Academic Speaking subject."

Despite the experiences in teaching online, some pre-service teachers who did not have the experiences were still confident because they were exposed to online learning from the university before joining the internship program. Most of them responded that they could reflect what their lecturers have taught them in online learning and use it in teaching online in the internship program. However, despite the perceived readiness to teach online, the pre-service teachers hoped that the institution could teach online training to improve them more about the strategy and technique they could use in the internship program.

"I do not have any experience in teaching online, but since the learning activity in my university is online, so I know lots of methods of teaching online, and I can imitate what online activities my lecturers gave me."

"I do not have experience in teaching online. Nevertheless, I can reflect on the online learning I received from the university. We hoped that we could get training for the internship program from the institution."

The third indicator showed pre-service teachers' attitudes toward online learning. Most of them argued that offline learning was their best preference

compared with online learning. They believed that offline learning could help them control the students in the classroom and give them meaningful interaction processes.

> *"I prefer offline learning because I am a talkative person, and I need to be able to control my students in learning activities, and that is not easy if I do it in online learning."*
> *"I like offline learning better than online learning because I can provide physical activities."*
> *"Offline learning can give meaningful discussion process. I believe it is important to have real interaction with the students. However, in online learning, sometimes the interaction gets stuck due to the internet connection."*

A contrary result was also found in which some pre-service teachers preferred online learning better than offline learning.

> *"I like online learning because, for me, online learning does not consume much energy, and I can organize my time management better in online learning."*
> *"I like both online and offline learning, but in online learning, I can learn and provide more interactive games for learning activities, and I like learning about technology in teaching."*

DISCUSSION

Based on the research findings, it was found that the pre-service teachers were ready for teaching online in the international internship programs. The pre-service teachers' perceived readiness was described into four indicators: (1) technical equipment and skills, (2) experiences in teaching online and online learning, (3) attitudes and opinions toward online learning, and (4) time management and time commitment. Further description of the data collection can be seen in the appendix (Table 2). The result agrees with a study conducted by Dorsah (2021) that pre-service teachers are ready to implement online learning. This study found that the level of pre-service teachers' perceived readiness in online learning was high. Reflecting on the instructional media, which is considered a central aspect in online learning, teachers must provide proper tools to support them in teaching online and equip themselves with appropriate technical skills. Mercado (2008) categorizes the readiness aspects of teaching into three parts; (1) pedagogical skills, (2) administrative and organizational skills, and (3) technology and social media skills. This study showed that pre-service teachers had gained experience in online learning during their learning process in the university. As Aisyah and Wicaksono (2018) mentioned, one of the indicators of being a professional language teacher was developing the profession continually through reflective actions. It means that the pre-service teachers are already familiar with the process of online learning. Therefore, the pre-service teachers were considered aware of their preparation in implementing teaching online and developed answers to online learning difficulties.

Regardless of whether pre-service teachers were ready to implement teaching online for their teaching practice program, institutions should also support pre-service teachers with technical facilities. Such support was found unaided to the pre-service teachers, but the pre-service teachers initiatively equipped themselves with decent technical infrastructures. Issues in internet connection do not concern pre-service teachers to provide a meaningful online learning experience. They kept trying to work on the best interactive activities in online learning, such as providing students with video tutoring. Suparmi (2016) states that video tutoring had a significant effect on the students' grammar mastery. Despite the problems that teachers face in online learning, some advantages emerged, providing teachers to

manage their time management well and give them meaningful experiences to improve their technical information skills. Arkorful and Abaido (2014) conclude that online learning has strongly impacted the teaching and learning process. The adaptation in some institutions has improved faculty and learner's access to information and has contributed to a good-quality collaboration among students, which has boosted academic standards.

However, researchers also found issues related to the institution's support in the process of online learning. A previous study from Saekow and Samson (2011) shows that achieving successful high-quality online learning in Thailand requires support from both the public and private sectors. The result from Saekow and Samson (2011) is still in line with the study held by Vanpetch and Sattayathamrongthian (2020). Reflecting on the COVID-19 outbreak, Vanpetch and Sattayathamrongthian (2020) show that students in a remote area with limited access to a good quality of equipment resources or connectivity required high technological component support from the institution. Since this program was held in a remote area in Thailand, most schools were still not ready with the online learning infrastructures. This phenomenon has forced pre-service teachers to adapt to more variety of problems in teaching online.

The finding concluded that pre-service teachers' perceived readiness was considered an essential aspect in the teaching-learning process. In teaching online, technology plays a crucial role as a tool to support the process. Luaran et al. (2014) state that online learning includes web-based training and computer-based training. The teachers commonly provide these tools, but the institution can also assist teachers by training for online teaching or providing equipment for the process. Bakalar (2018) states that the school infrastructure plays an important role in online learning. However, the main important factor to support the success of the teaching-learning process, both online or offline, depends on the teachers themselves. Teachers should survive in any learning conditions and have critical thinking that could lead them to adapt to any change of situation. Teachers are required to successfully respond to and deal with any changing demands (Collie and Martin, 2016). Therefore, to stimulate teacher's professional development, pre-service teachers are expected to expand their knowledge and improve their teaching skills so that they are always ready to carry out the learning process effectively.

CONCLUSION

This study concludes that most pre-service teachers joining international internship programs were ready for teaching online. The interpretation of pre-service teachers' perceived readiness is described into four indicators: (1) the pre-service teachers were provided with proper technical equipment, and they were equipped with good quality of technical skills for teaching online, (2) from the experiences gained in teaching online and online learning from the university, the pre-service believed that they were confident with their ability for teaching online, (3) regardless some common issues in online learning, the pre-service teachers were prepared with some interactive method for a solution to overcome problems that would occur during the process in online learning, and (4) the pre-service teachers committed that they would be able to organize their time management in

online learning and provide a meaningful interaction process. Despite the high perceived readiness level of pre-service teachers in teaching online in the international internship program, it is recommended that the institutions could provide teaching online training for pre-service teachers. However, teachers need to realize that institution plays as one of supporting roles in the teaching-learning process, in which they are not supposed to rely on every time. Therefore, the pre-service teachers need to be aware that they must expand their knowledge and improve their teaching skills to be ready to carry out the learning process effectively in any situation. Further research with a broader scope and association from other regions is also needed to validate the better result of the study.

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APPENDIX

Table 2. Pre-Service Teachers' Perceived Readiness in Teaching Online

Indicators	Extent of Perceived Readiness				
Technical Equipment and Skills	**1**	**2**	**3**	**4**	**5**
I am equipped with a computer or laptop available to me anywhere.	0	0	0	2	7
	0%	0%	0%	22.22%	77.78%
I travel with a computer or laptop.	0	0	3	2	4
	0%	0%	33.33%	22.22%	44.45%
I frequently access and surf the Internet for what I need.	0	0	1	4	4
	0%	0%	11.12%	44.44%	44.44%
I am competent in using e-mail and e-learning platforms.	0	0	2	4	3
	0%	0%	22.22%	44.45%	33.33%
I am skillful in using word technical software.	0	0	0	6	3
	0%	0%	0%	66.67%	33.33%
I can download online files and can attach files to any online platform.	0	0	1	3	5
	0%	0%	11.11%	33.33%	55.56%
I am skillful in using computer presentation software.	0	0	0	3	6
	0%	0%	0%	33.33%	66.67%
I am familiar with blogging system and can create a blog.	1	2	4	2	0
	11.11%	22.22%	44.45%	22.22%	0%
I am familiar with website system and can create a Web site.	1	1	6	1	0
	11.11%	11.11%	66.67%	11.11%	0%
I am familiar with social media system and can use social networking media.	0	0	1	3	5
	0%	0%	11.11%	33.33%	55.56%
I am familiar with e-learning management system.	0	0	3	5	1
	0%	0%	33.33%	55.56%	11.11%
I have experience in using technology to support my offline teaching process.	0	0	0	6	3
	0%	0%	0%	66.67%	33.33%
Weighted Mean:	**4.08 (Agree)**				

Experience with Online Teaching and Learning	1	2	3	4	5
I have experience in an online course as a student.	0	0	1	4	4
	0%	0%	11.12%	44.44%	44.44%
I have received training for teaching online.	0	1	2	5	1
	0%	11.11%	22.22%	55.56%	11.11%
I have used online quizzes or assessments for teaching online.	0	0	2	4	3
	0%	0%	22.22%	44.45%	33.33%
I have applied online discussion in teaching my classes online.	1	0	3	4	1
	11.11%	0%	33.33%	44.45%	11.11%
I have used a virtual classroom platform for teaching online.	0	0	0	4	5
	0%	0%	0%	44.44%	55.56%
I have used a chat platform for teaching online.	0	1	4	1	3
	0%	11.11%	44.45%	11.11%	33.33%
I have used a publisher website in teaching my classes online.	1	2	3	3	0
	11.11%	22.23%	33.33%	33.33%	0%
I have used an e-learning platform management system to facilitate my online class.	0	1	3	4	1
	0%	11.11%	33.33%	44.45%	11.11%
Weighted Mean:	**3.78 (Agree)**				
Attitudes and Opinions toward Online learning	**1**	**2**	**3**	**4**	**5**
I believe that online learning is as hard as classroom instruction.	0	0	4	4	1
	0%	0%	44.44%	44.44%	11.12%
I believe that high-quality learning experiences can occur without face-to-face interaction.	0	0	5	4	0
	0%	0%	55.56%	44.44%	0%
I believe that discussion can support as a means of teaching.	0	0	4	3	2
	0%	0%	44.45%	33.33%	22.22%
I believe that the central means of teaching need interaction and collaborative activity.	0	0	3	3	3
	0%	0%	33.33%	33.33%	33.34%
I recognize online teaching needs community building.	0	0	1	6	2
	0%	0%	11.11%	66.67%	22.22%
I encourage students to create activities based on their life experiences.	0	1	1	5	2
	0%	11.11%	11.11%	55.56%	22.22%
I recognize that lecturing is the best method to bear content in mental discipline.	0	3	1	5	0
	0%	33.33%	11.11%	55.56%	0%
I am comfortable communicating online and am able to transfer who I am in writing.	0	0	3	6	0
	0%	0%	33.33%	66.67%	0%
As a critical thinker, I am able to create assignments that encourage critical thinking for my students.	0	1	2	6	0
	0%	11.11%	22.22%	66.67%	0%
Weighted Mean:	**3.71 (Agree)**				

Time Management and Time Commitment	1	2	3	4	5
I can log in to and check online courses at least once a day.	0	0	1	6	2
	0%	0%	11.11%	66.67%	22.22%
I can post onto my online class at least four to six times per week.	0	1	4	4	0
	0%	11.12%	44.44%	44.44%	0%
I am able to manage my time well for my online class.	0	0	4	4	1
	0%	0%	44.44%	44.44%	11.12%
I am able to deal with the students' issues such as due dates, absences, and makeup assignments.	0	1	3	5	0
	0%	11.11%	33.33%	55.56%	0%
I am practically organized and am able to plan my teaching.	0	0	2	5	2
	0%	0%	22.22%	55.56%	22.22%
I am responsive to my students, responding to e-learning platforms within two days and assignments within one week.	0	1	2	4	2
	0%	11.11%	22.22%	44.45%	22.22%
Weighted Mean:	**3.73 (Agree)**				