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Readiness of Teachers to Implement Online Teaching: Basis for School Innovation Plan in the New Normal

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ABSTRACT

The covid-19 pandemic, followed by the implementation of social distancing protocols, has resulted in a rapid shift to online teaching and learning for most educational institutions and schools around the world. This study explores the teachers' readiness in implementing online teaching across different year level, the study focuses on two main aspects of readiness: pedagogical readiness and technical readiness. The respondents were Elementary school teachers, Junior High school and Senior High School teachers of District X, Division of Malaybalay City, Region X, for the school year 2020-2021. The study utilized a cross-sectional-correlational research which sought to find the Teachers Readiness to Implement online teaching in the Face of Covid-19 Pandemic and its relationship with some variables such as years of experience and the grade level they teach. The study used google forms as a means of collecting quantitative data. The study concluded that the teachers from District X, Division of Malaybalay City are ready to implement online teaching. The study also shows that there is no significant relationship between the teacher's readiness and years of teaching experience and experienced teachers showed less readiness to implement online teaching. The results underline the need for more efforts to be undertaken by the Department of Education in Division of Malaybalay City to improve teachers' readiness to online teaching which is the trend in the new normal in education.

***KEYWORDS**: Online Teaching, Technological Readiness, Pedagogical Readiness*

INTRODUCTION

In recent years, education decision-makers in various countries, including the Philippines, have paid increased attention to the introduction of ICT into the curriculum and all other elements related to the entire teaching and learning process. They've always focused on improving teachers' ability to incorporate technology into the curriculum and build technology-based teaching and learning environments. (Lim, Chai, & Churchill, 2011). As far as education is concern, teachers are the main assets of the academe, where they are the one responsible in building the knowledge. Online teaching education, as described by Bandalari (2009), is the online delivery of instructional material and associated support services to students in the absence of physical presence. This demonstrates that online teaching can be considered a primary mode of teaching and learning.

Because of the covid-19 pandemic and the subsequent implementation of social distancing protocols, most higher education institutions and schools around the world have made the transition to online teaching and learning between March and April 2020, regardless of

whether or not teachers were trained (UNESCO IESALC, 2020). As a result, the rapid transformation of all teaching offers a rare opportunity to observe how well teachers were trained for online teaching and learning (Brooks & Grajek, 2020).

The Department of Education's 5-year Information and Communication Technology for Education (ICT4E) Strategy Plan stressed the importance of developing learning. Its goal is to incorporate ICT into all school curricula, implement services, build infrastructure, and create a framework. While there is a strategic plan of the department, it is essential to monitor the implementation of the program.

One issue that the department has is the low student-to-computer and teacher-to-computer ratios, which are the program's greatest obstacle. (Dimasuay & Pabro, 2009; Melinda dela PenaBandalaria, 2011). To ensure that all students have equal access to high-quality teaching and learning, a wide range of factors related to teachers' adoption and use of online teaching must be investigated, especially to assist institutions in better supporting teaching and learning in online spaces. (Kebritchi et al., 2017)

Teachers' readiness and ability to embrace technology are critical to the effective integration of new technology into the curriculum. (Singh & Chan, 2014). Teachers can use digital technologies to complement and help their instruction, make their jobs easier, and promote student-centered learning (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012). Teachers must know more than core subjects to satisfy the current demands. They must learn both technological and pedagogical skills necessary to successfully and efficiently incorporate emerging technology into the school curriculum.

Readiness can be defined as a concept that describes people's tendency to use technologies for achieving goals (Parasuraman, 2000). Readiness has to do with teachers' awareness, knowledge of use, perceptions, and attitudes toward their capabilities and skills for technology integration as well as gaining experience in the use of educational technology (Msila, 2015). Researchers have identified two components of technological readiness: technical and pedagogical readiness. These factors are considered crucial for the success of any technological innovation in teaching and learning (Ng, 2011). In this study, pedagogical readiness refers to instructors' awareness, abilities, attitude, and behaviors about the integration of technology into the curriculum.

On the other hand, technical readiness has to do with teachers' knowledge and skills to implement the curriculum, availability of hardware and software for teachers and students, and types of professional development programs set by schools to prepare teachers to implement the online teaching.

Several research on teacher preparation for online learning and teaching have been performed. One research in Turkey found that teachers' overall technology readiness was moderate, with no major differences in terms of technology readiness across age and subject area of the teachers, but a significant difference in technology readiness and gender (Summak, Balibel, & Samanciolu, 2010).The Department of Education's advocacy on computerization may contribute to the attitude of the teachers in online education, as one study conducted that organizational readiness factors have the most important effect on e-Learning outcomes. It was also revealed in one study that teachers' motivation and training is the most important factor in e-Learning. (Hung, 2016)

Despite the Department of Education's attempts to equip schools with emerging digital technologies, evidence shows that information technology has not yet been sufficiently incorporated into the curriculum throughout the majority of public schools. The teachers' willingness to use technology in their teaching should be considered an important factor in achieving this goal. The purpose of this study is to determine whether or not teachers are prepared to implement online learning. The findings of the study may be useful to curriculum policy makers or the Department of Education, and they may be taken into account when formulating and recommending innovation plans that can serve as best practices for schools.

LITERATURE REVIEW

On Teachers Readiness

Incorporating technology into the classroom necessarily requires a paradigm shift in both teaching and learning. This change has the greatest impact on teachers. The success of this process will be determined by their readiness to meet the new demands for Ict integration. The teachers' role in the process of technology integration in schools is critical, and any transition to digital curriculum should take teachers' readiness to integrate technology into account. (Cuban, 2001). Teachers' readiness is one of the most important influencing factors that can influence teachers' use of technology, and it has a significant positive direct effect on technology implementation. (Inan & Lowther, 2009.

Technology readiness is a concept that describes people's inclination to use technologies to achieve their goals. (Parasuraman, 2000). Teachers' understanding, knowledge of use, expectations, and attitudes toward their capabilities and skills for integrating technology, as well as gaining experience in the use of educational technology, are all factors in readiness. (Msila, 2015). Few researchers have studied faculty readiness for online teaching. Gay (2016) examined the assessment of online instructor e-learning readiness before, during, and after course delivery. They found that the availability of online help desk services is an urgent need of online faculty. Lichoro (2015) found that faculty members do not feel adequately prepared to teach online. However, identifying competencies to train faculty to teach online remains a priority, and by doing so, we will be able to provide feedback on how to do so. Downing and Dyment (2013) examined teacher educators' readiness and preparation for as well as their perceptions of preparing preservice teachers in a fully online environment and found that teachers considered online teaching time-consuming. Based on the research examined, teachers new to online teaching were found to be unprepared to teach online and required technological and pedagogical help, as well as time-management strategies.

On Technical and Pedagogical Readiness

To help learning online, teachers need not only technical skills, but also different pedagogical methods than when teaching face-to-face (Gurley, 2018). However, it is unclear to what degree publics school teachers are trained to teach online. We argue that teacher preparation for online teaching should take into account both individual teachers and their institutions. Several studies have looked into the characteristics of teacher preparation that are linked to the introduction of online teaching and learning(Phan & Dang, 2017).

Teachers' pedagogical and technological competence in the use of technology are important predictors of technology adoption in teaching practice, according to a comparative analysis of

pedagogy and ICT use in schools in 22 countries (Law & Chow, 2008). Technical abilities have a major effect on a teacher's e-readiness. The study found that the more familiar teachers are with technology (computers, the internet, and media tools), the better prepared they are to teach in an online world. Teachers' technical skills include their ability to "use the Internet and a dedicated network link," as well as their ability to "use important computing resources and access to the online campus' support desk." (Gay, 2016).

According to Ncube et al. (2014), the fast evolvement of technology might become issues for teachers as technology could be intimidating. In Koo's quantitative research, the findings reveal that the factor of "insufficient access to technology" had a marginally significant effect. Furthermore, one of the utmost important factors influencing teacher e-readiness is online teaching pedagogy. When assessing the impact of this factor, Gay (2016) assess if online instructors prefer a traditional classroom setting for teaching over an online environment, are self-motivated, independent learners of new technologies or software applications, proactive in completing tasks well ahead of deadlines, prefer written feedback or verbal feedback, and are confident in communicating effectively and comfortably in online environments.

Online teaching requires the paradigm shift from traditional teaching methods to innovative ones (Ncube, Dube&Ngulube, 2014; Eslaminejad, Masood &Ngah, 2010). Eslaminejad, Masood and Ngah (2010) concluded that in order to promote the transition from conventional to non-traditional education, instructors need a range of online content and tools. As a result, when transitioning from traditional classrooms to a cyber learning environment, it is important to be mindful of the shift in teaching pedagogy.

The rapid shift to online learning that occurred in schools around the world in reaction to the Covid-19 pandemic prompted immediate consideration about how teachers were prepared to teach online (if it was feasible within the timeframe), whether schools had a pedagogical vision for online teaching and learning, and how to help students learning online, among other things. Studies show that the success of online teaching can also be affected by institutional characteristics, such as technical support, pedagogical support or the school vision about the implementation of online or/and blended learning (Bao, 2020). While institutional support is crucial for the successful implementation of online education, some studies suggest that it is often insufficient (Palloff & Pratt, 2013). The level of institutional support largely affects how online course learning can be implemented and sustained (McGee et al., 2017), but it remains unclear whether or not schools actually meet the needs of the teachers to support online learning.

On Factors Affecting Online Teaching

Many researchers focused on teacher readiness to adopt technology across grade levels. The relationship between teachers' readiness to incorporate technology and their teaching levels has been the subject of some debate in the literature. Williams (2015) discovered variations in teachers' attitudes toward information technology incorporation based on the grade levels they teach in a recent survey. Teachers in elementary schools have more optimistic attitudes than those in high and middle schools, according to the report. Other studies have shown conflicting results. Badri, Al Rashedi, Yang, Mohaidat, and Al Hammadi (2014) there was no connection between teachers' technological readiness and the grade levels they taught.

Other factors that determine the successful use of technology in education is teaching experience. Findings of existing research (Bebell, Russell, & O'Dwyer, 2004; Ertmer et al., 2012; Kalogiannakis, 2008) confirmed that there is a relationship between teachers' readiness to use technology and years of teaching experience. However, the literature reveals unclear and contradictory results. While some research (Baek, Jong, & Kim, 2008; Singh & Chan, 2014) reported that novice teachers implement technology in their instruction more than teachers with high experience do, other research showed the opposite and declared that experienced teachers implement technology more than beginner teachers do (Lau & Sim, 2008; Russell, Bebell, O'Dwyer, & O'Connor, 2003).

Furthermore, other research found no significant effect of teaching experience on teachers' readiness to implement technology (Alazzam, Bakar, Hamzah, & Asimiran, 2012; Mueller, Wood, Willoughby, Ross, & Specht, 2008). Singh and Chan (2007) conducted a study to investigate teacher readiness on ICT integration in teaching and learning in Malaysia. The study found that the attitudes of teachers to integrate technology vary with their years of experience. Teachers with less years of teaching experience showed higher levels of knowledge and more positive attitudes as their experience with technology increases.

Likewise, Baek et al. (2008) reported that teachers with long teaching experience are less ready to integrate technology into their instruction. The findings of the National Center for Education Statistics of the United States Department of Education (2000) corroborated these findings. According to the survey, teachers with less teaching experience are more likely to incorporate technology into their lessons than teachers with more experience. However, a study conducted by Lau and Sim (2008) showed that older teachers in Malaysia are more likely to use technology in the classrooms than the younger teachers. This result confirmed the results of an earlier study conducted by Russell et al. (2003) who found that although novice teachers had more knowledge and high skills in the use of technology, they integrate technology in their teaching less than older teachers do.

RESEARCH QUESTIONS

The study will focus on investigating teachers' readiness and its relationship with some variables such as years of experience, the grade level they teach (elementary, secondary and senior high school). In particular, the research questions addressed in the study are as follows:

1. What is the level of teachers' readiness to implement online teaching? In terms of these dimensions:
   1.1 Pedagogical readiness
   1.2 Technical readiness
2. Is there a significant difference in teachers' readiness level to implement online teaching between the elementary, secondary and senior high school teachers in terms of the following?
   2.1 Pedagogical readiness
   2.2 Technical readiness.

3. Is there a significant relationship between teachers' readiness level to implement online teaching and their years of experience?

SCOPE AND LIMITATION

The unit of analysis of the study focused on Department of Education, public school teachers from District X, Division of Malaybalay City for the school year 2020-2021. The study analyzed the teacher's readiness to implement online teaching across year level and its relationship to the years of teaching experience.

The research proponents adapted Teachers Readiness to implement Online Teaching Questionnaire by by of Al-Awidi & Aldhafeeri (2017) and was revised by the researchers based on few principles related to the study. The study focuses on two main aspects of readiness: pedagogical readiness and technical readiness.

The study looked at how well public-school teachers are equipped to implement online learning in all grade levels. Depending on their levels of teaching experience, teachers will be ready to incorporate online teaching at one level but not at others. As a result, two factors will be weighed in relation to teacher readiness: grade levels (elementary, junior high, and senior high school) and years of experience.

For the analysis of data, the researchers used mean and standard deviation to analyzed the level of teacher's readiness to implement online teaching, Analysis of variance (ANOVA) was a used to analyzed the significant difference between elementary, secondary and senior high school teachers in terms of technical and pedagogical readiness. Correlation was also used to test the significant relationship between readiness level to implement online teaching and their years of experience.

RESEARCH METHODOLOGY

The study employed a cross-sectional-correlational research which sought to find the Teachers Readiness to Implement online teaching in the Face of Covid-19 Pandemic and its relationship with some variables such as years of experience, the grade level they teach.

A. Sampling.

The study's population includes the elementary school teachers, Junior High school and Senior High School teachers in District X, Division of Malaybalay City, Region X, for the school year 2020-2021. Stratified random sampling technique was employed to ensure that the group is properly represented.

B. Data Gathering

The researcher adapted a survey questionnaire by of Al-Awidi & Aldhafeeri (2017) with an overall Cronbach alpha value of 0.91 which surpassed 0.9. Therefore, the reliability of the items was deemed to be excellent (George & Mallery, 2003). The adapted questionnaire was based on a review of the literature on technology readiness including Parasuraman's (2000) Technology Readiness Index (TRI) and Bonanno's (2011) readiness survey. The questionnaire is consisted of two sections. The first section is about the demographic information (gender, teaching experience, specialty, grade level). The second section consisted of 24 items that asked respondents to evaluate their technical and pedagogical readiness to implement digital curriculum. Twelve items will measure the technical readiness and twelve items measured pedagogical readiness. Each item of the survey was measured on

a common Likert scale, continuum of 1 to 5 with "1" representing "strongly disagree" and "5" representing "strongly agree".

The researcher used google forms as a means of collecting quantitative data. The online survey was used because of ease of collection of responses, to discourage face to face survey due to covid-19 scare and for preserving anonymity of the research participants. The link to the survey was sent to the school's principals after obtaining permission from the Public Schools District Supervisor. Then, the principals forward the survey link to the teachers.

C. Data Analysis

The data was analyzed using descriptive statistics (means, standard deviations), analysis of covariance (ANOVA) and Pearson Correlation was used to analyze significant difference and the relationships between teachers' readiness level to implement digital curriculum and their demographics. The levels of teachers' readiness were based on the mean scores of teachers' responses on the survey.

D. Ethical Considerations

The researcher secured a permit to conduct the study from the Schools District Supervisor and school principals to secure the data needed for this study. Moreover, the researcher also secured certificate of Consent from the respondents. With the approval of the Schools District Supervisor and school principals, the participants participated with utmost confidentiality and concealment of their responses.

E. Scoring Procedure

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Very Ready (VR)	The respondents are very ready to Implement Online Teaching in terms of technical/pedagogical readiness.
4	3.40 – 4.19	Ready (R)	The respondents are ready to Implement Online Teaching in terms of technical/pedagogical readiness.
3	2.60 – 3.39	Moderately Ready (MR)	The respondents are moderately ready to Implement Online Teaching in terms of technical/pedagogical readiness.
2	1.80 – 2.59	Slightly Ready (SR)	The respondents are slightly ready to Implement Online Teaching in terms of technical/pedagogical readiness.
1	1.0 – 1.79	Not Ready (NR)	The respondents are slightly ready to Implement Online Teaching in terms of technical/pedagogical readiness.

To interpret the readiness of teachers in implementing online teaching the following scale was used: Very Ready 4.20 – 5.00; Ready 3.40 – 4.19; Moderately Ready 2.60 – 3.39; slightly Ready 1.80 – 2.59; Not Ready 1.00 – 1.79.

F. Description of the Participants

A total of 121 participants responded to the survey. Participants were asked in the survey if they are willing to participate in an interview regarding their readiness to implement online teaching. Out of 121, 90 were selected for data analysis, and 31 were discarded. Some responses (34) were discarded due to straight lining response pattern, which indicates that respondents wanted to finish the survey quickly, rather than reading the questions and giving the answer some thought. Results generated by the Google Forms was extracted to CSV format. The result of the study is shown.

A summary of the demographic characteristics of the respondent is presented in Table

Table 1. Profile of the Respondents

Variables	Categories	Frequency	Percentage
1. Sex	Male	68	75.56
	Female	22	24.44
2. Years of Teaching Experience:	• Less than 5 years	44	48.89
	• 5-10 years	26	28.89
	• More than 10 years but less than 15 years	12	13.33
	• More than 15 years	9	9
3. Grade Level Taught	• Elementary	30	33.33
	• Secondary	30	33.33
	• Senior High School	30	33.33
4. Age	• 20-29 Years Old	39	43.33
	• 30-39 Years Old	31	34.44
	• 40-49 Years Old	12	13.33
	• 50-59 Years Old	9	9

As shown in the table, the profile of the respondents revealed that majority has the age of 20s and followed by 30s with 44.33% and 34.44%, this shows that majority of the respondents belongs to the millennial group. While on sex, the 75.56% of the respondents are female, this indicates that most of the teachers if Division of Malaybalay City, District X is female. The table also shows that most of the respondents are young in service with 48.89% of them have less than 5 years of teaching experience and 28.89% have 5-10 years of teaching experience.

DISCUSSION OF RESULTS

Level of Teachers' Readiness to Implement Online Teaching

1.1 Level of Teachers' Readiness to Implement Online Teaching in Terms of Technical Readiness

The first group of items addressed teachers' technical readiness. The descriptive data and findings of the 12 items that represent teachers' readiness to implement the digital curriculum are reported in Table 2. The mean scores of teachers' responses are 3.59 this mean indicates the respondents are ready to Implement Online Teaching in terms of technical readiness.

Table 2. Respondents Level of Teachers' Readiness to Implement Online Teaching in Terms of Technical Readiness

Statement	Mean	SD	Description
1. I take with me a mobile device connected to the internet everywhere I go.	3.90	1.16	R
2. I am competent in using e-mail.	4.07	0.99	R
3. I am competent in using word processing software.	4.12	0.93	R
4. I am able to download files from the Internet and upload files to the e-mail.	4.16	1.00	R
5. I am competent in using presentation software such as PowerPoint.	4.03	0.96	R
6. I am familiar with and can create a blog.	2.76	1.09	MR
7. I am familiar with and can create wikis or Web sites.	3.49	1.24	R
8. I am able to convert the printed content and activities in the curriculum to the digital form.	3.40	1.24	R
9. I am able to design online quizzes and use them in teaching my classes	3.29	1.15	MR
10. I am able to use online discussions and teaching my classes.	3.16	1.20	MR
11. I am able to publish my lessons and classroom activities on the web.	3.25	1.16	MR
12. I can develop electronic learning activities that encourage my students to be critical thinkers	3.48	1.10	R
TOTAL	3.59	1.10	R

Very Ready 4.20 – 5.00; Ready 3.40 – 4.19; Moderately Ready 2.60 – 3.39; slightly Ready 1.80 – 2.59; Not Ready 1.00 – 1.79.

The mean score of the technical readiness items was between and 2.76-4.16. The lowest mean score was for items related to teachers' abilities to create wikis or web sites (M = 2.76, SD = 1.09), and items related to teacher's ability to use online discussions and teaching my classes. (M=3.16, SD= 1.20). On the other hand, the highest two mean scores were on the items: "I am able to download files from the Internet and upload files to the e-mail". (M=4.16, SD=1.00) and "I am competent in using e-mail" (M=4.12, SD=0.93)

1.2 Level of Teachers' Readiness to Implement Online Teaching in Terms of Pedagogical Readiness

The second group of items addressed teachers' pedagogical readiness the descriptive data and findings of the 12 items that represent teachers' pedagogical readiness to implement online teaching are reported in Table 3. The mean scores of teachers' responses are 3.79 this mean indicates respondents are ready to Implement Online Teaching in terms of pedagogical readiness.

Table 3. Respondents Level of Teachers' Readiness to Implement Online Teaching in Terms of Pedagogical Readiness

Statement	Mean	SD	Description
13. I can use technology to support my teaching methods.	4.07	0.97	R
14. I am familiar with the ways of integrating technology into curriculum.	3.82	0.94	R
15. I believe that digital curriculum is as rigorous as printed curriculum.	3.80	1.05	R
16. I believe that high quality learning experiences can occur without interacting with students face-to-face	3.24	1.16	MR
17. I support the interaction among students and collaborative activity as a means of teaching and learning.	4.08	0.96	R
18. I recognize that community building is an important component of digital curriculum.	4.07	0.97	R
19. I encourage my students to bring life experiences into the classroom and create activities based on those experiences.	4.18	0.93	R
20. I feel comfortable communicating online and feel that I am able to convey my message writing.	3.41	1.00	R
21. I am able to manage my time well in a technology - enriched classroom.	3.57	0.98	R
22. I am flexible in dealing with students on such issues as due dates, absences, and makeup assignments	3.89	0.89	R
23. I am fairly organized and tend to plan ahead in my technology-based teaching.	3.63	0.95	R
24. I can manage and control students learning in a technology -enriched classroom.	3.43	0.94	R
TOTAL	3.76	0.98	R

Very Ready 4.20 – 5.00; Ready 3.40 – 4.19; Moderately Ready 2.60 – 3.39; slightly Ready 1.80 – 2.59; Not Ready 1.00 – 1.79.

The mean scores for participant responses in all the pedagogical readiness items ranged from 3.24– 4.18. Item which has a lowest mean is: "I believe that high quality learning experiences

can occur without interacting with students face-to-face" (M=3.24, SD 1.16) and "I feel comfortable communicating online and feel that I am able to convey my message writing." (M=3.41, SD: 1.00). The highest mean score was for the item "I encourage my students to bring life experiences into the classroom and create activities based on those experiences.". M=4.18, SD: 0.93 and "I support the interaction among students and collaborative activity as a means of teaching and learning.". (M = 4.08, SD = 0.96).

The result of the study shows that teachers are ready for the implementation of online teaching. The result of this study agrees with several studies that teachers are more likely ready in embracing online education (Downing & Dyment, 2013; Eslaminejad, Masood, & Ngah, 2010; Hung, 2016). Technical Skills of teachers are acquired due to the computerization project of the Department of Education and the improvement of technology in the Philippines (Alampay, 2006; Espinosa & Caro, 2011; Lorenzo, 2016). Teachers are known as responsive individuals, despite of low salary (Tucay, 2015), they have positive attitude towards online teaching because of the use of blended learning approach (Jeffrey, Milne, Suddaby, & Higgins, 2014) and the use of social media in education (Gikas & Grant, 2013; Samuel, 2012).

However, the study contradicts the claim of Lichoro (2015) that faculty members do not feel adequately prepared to teach online and the claim of Downing and Dyment (2013) who states that teachers new to online teaching were found to be unprepared to teach online and required technological and pedagogical help, as well as time-management strategies.

Significant Difference in Teachers' Readiness Level to Implement Online Teaching Across Different Year Level

2.1 Significant Difference in Teachers' Technical Readiness Level to Implement Online Teaching Across Different Year Level

In order to understand the statistical significance of the differences of the mean score between the different year level on Technical Readiness, Analysis of Variance (ANOVA) was implemented.

Table No. 4. Analysis of Variance (ANOVA) on Technical Readiness Between Elementary, Junior High School, and Senior High School Teachers.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.928	2	.964	1.355	.263
Within Groups	61.892	87	.711		
Total	63.820	89			

The result showed a p-value of 0.263 which is greater than the significance level of 0.05, this means that there is no significant difference on the technical readiness between Elementary teachers, junior high school teachers and senior high school. This also means that there is no enough evidence to conclude that there is a difference between mean by year level. Thus,

there is no evidence within the setting observed that technical readiness takes significant difference when analyze according to year level.

2.2 Significant Difference in Teachers' Pedagogical Readiness Level to Implement Online Teaching Across Different Year Level

The results of the Analysis of Variance (ANOVA) on Pedagogical Readiness across the different year level is shown in Table No. 5

Table No. 5. Analysis of Variance (ANOVA) on Pedagogical Readiness Between Elementary, Junior High School, and Senior High School Teachers.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.817	2	.908	1.489	.231
Within Groups	53.066	87	.610		
Total	54.883	89			

The result showed a p-value of 0.231 which is greater than the significance level of 0.05, this means that there is no significant difference on the pedagogical readiness between Elementary teachers, junior high school teachers and senior high school. Thus, there is no evidence within the setting observed that pedagogical readiness takes significant difference when analyze according to year level.

There is no significant difference in technical and pedagogical readiness across the different year level. This result is consistent with the results of a study conducted in the UAE by Badri et al. (2014) that found no relationship between teachers' technology-readiness and the grade levels they teach. However, this result is not in agreement with other previous studies (Barron at el., 2003; Russell et al., 2004; Williams, 2015; Wozney et al., 2006) that reported elementary school teachers have a more positive attitude and integrate technology in their instruction more frequently than teachers in the other grade levels.

Significant Relationship Between Teachers' Readiness Level to Implement Online Teaching and Years of Experience

3.1 Teachers Teachical Readiness and Years of Teaching Experience

Table No. 6. Correlation on Teachers Technical Readiness and Years of Teaching

		YEARS OF TEACHING	TECHNICAL READINESS
YEARS OF TEACHING	Pearson Correlation	1	-.300**
	Sig. (2-tailed)		.004
	N	90	90
TECHNICAL READINESS	Pearson Correlation	-.300**	1
	Sig. (2-tailed)	.004	
	N	90	90

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows a p value of 0.004 and is significant at 0.01 significant level having an r value of -0.300 therefore there is a low negative linear relationship between the years of teaching and technical readiness. This also means that teachers with less teaching experience better teacher's technical readiness.

3.2 Pedagogical Readiness and Years of Teaching Experience

Table No. 7. Correlation on Teachers Pedagogical Readiness and Years of Teaching

		YEARS OF TEACHING	PEDAGOGICAL READINESS
YEARS OF TEACHING	Pearson Correlation	1	-.224*
	Sig. (2-tailed)		.034
	N	90	90
PEDAGOGICAL READINESS	Pearson Correlation	-.224*	1
	Sig. (2-tailed)	.034	
	N	90	90

*. Correlation is significant at the 0.05 level (2-tailed).

The result shows a p value of 0.034 and is significant at 0.05 significant level having an r value of -0.224 therefore there is a low negative linear relationship between the years of teaching and pedagogical readiness. This also means that teachers with less teaching experience have better pedagogical readiness.

Results showed that highly experienced teachers showed less readiness to implement the digital curriculum than other groups of teachers. This finding is consistent with the findings of previous studies (Baek et al., 2008; Inan & Lowther, 2009; Singh & Chan, 2007). When

years of experience in teaching increases, teachers' feelings of readiness to implement technology decreases. In contrast, other studies (Lau & Sim, 2008; Russell et al., 2003) indicated that experienced teachers are more committed to implementing technology than novice teachers. It is the responsibility of educational policy makers to understand the reasons for the reluctance of experienced teachers to integrate technology.

CONCLUSIONS AND RECOMMENDATIONS

The study concluded that the teachers from District X, Division of Malaybalay City are ready to implement online teaching. The study also shows that there is no significant relationship between the teacher's readiness and years of teaching experience and experienced teachers showed less readiness to implement the digital curriculum than other groups of teachers. The results underline the need for more efforts to be undertaken by the Department of Education in Division of Malaybalay City to improve teachers' readiness to online teaching which is the trend in the new normal in education. It is recommended that the Department of Education should focus on long-term implementation to support the growing need for distance learning and technological adaptation. Schools should pay more attention to the needs of teachers especially teachers who have more teaching experienced and provide them with all kinds support not only technical support, but also provide them with incentives to incorporate technology in the curriculum. Further research needs to be conducted to investigate factors that may affect teachers' readiness. In addition, future research is essential to observe teachers when implementing the online teaching to find out how the implementation is being achieved.

DISSEMINATION AND ADVOCACY PLANS

The results of this study will be disseminated among the Malaybalay City Division's school heads and public school district supervisors. The readiness of teachers to implement online teaching will serve as the basis for a school-based innovation plan in the new normal, and the results of this study will be presented to the Division and Regional heads through the division and regional research congresses. The result could be a basis for a new study to investigate the role of education decision makers and school administrators in facilitating the implementation of the online teaching.

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