



READINESS OF TEACHERS TO ONLINE TEACHING: A PRECURSOR TO ADOPTING ONLINE EDUCATION MODALITY

**Sergio D. Mahinay, Jr.¹ⁱ,
Jonathan R. Domingo²,
Honeylyn M. Mahinay³,
Ronniel D. Labio⁴**

¹JD, MPA, Notre Dame of Midsayap College,
Quezon Avenue, Poblacion 5, Midsayap,
North Cotabato, Philippines

²MPM, MM, Notre Dame of Midsayap College,
Quezon Avenue, Poblacion 5, Midsayap,
North Cotabato, Philippines

³EdD, Notre Dame of Midsayap College,
Quezon Avenue, Poblacion 5, Midsayap,
North Cotabato, Philippines

⁴MIT, Notre Dame of Midsayap College,
Quezon Avenue, Poblacion 5, Midsayap,
North Cotabato, Philippines

Abstract:

The gist of this research is the readiness of the teachers of Notre Dame of Midsayap College for online teaching. The participants were full-time and part-time faculty members of the college who were variably apportioned among its three hierarchical units: grade school, college, and graduate school. It made use of the descriptive-survey research design to determine how much ready the participants are for imparting instructions to the learners via a virtual platform as a precursor to the adoption of online teaching-learning modality. The findings of the study revealed that the participants were ready to carry-out online teaching. They were sufficient in terms of basic resources suitable for online teaching including devices, network connections, and familiarity with virtual platforms. They strongly agreed on the relevant values underlying online teachings such as effectiveness, efficiency, responsiveness, flexibility, necessity, and relevance. They agreed on the applicability of online teaching to curriculum and assessment specifically to teaching strategies, learning experiences, meaningful materials, monitoring, assessment, and summary reports. They could perform well the basic skills needed to carry-out online teaching pertaining to technical, communication, interpersonal, academic, and organizational facets. They had evident positive attitudes towards online teaching expressed in terms of their interest, willingness,

ⁱ Correspondence: email sergsmjr@gmail.com

comfortableness, and confidence. However, they knew just a lot of essential knowledge about online teaching, particularly on its nature, purpose, advantages, and workings.

Keywords: online teaching, readiness, virtual platform, curriculum, and assessment

1. Introduction

One of the vital institutions that was hardly hit by the COVID-19 pandemic was education (Global Campaign for Education, 2022). This worldwide phenomenon has created the largest disruption of education systems in human history, adversely affecting about 1.6 billion learners in more than 200 countries (Pokhrel and Chhetri, 2021). When the Philippines was placed under a state of calamity on March 16, 2020, and diversely placed under community quarantine, all non-essential business establishments, schools and universities, public transportation facilities, malls and shopping centers, churches and other faith-based institutions were instructed to be closed (Simbulan, 2021).

Notre Dame of Midsayap College was not spared from the adverse impact of this sudden outbreak. As an educational institution, it had arbitrarily closed its doors and suspended its operations on March 19, 2020, when, on that same day, the local government of Midsayap, Cotabato declared a lockdown in the locality. The closure extended from the summer of April to May 2020 and continued from June up to early August 2020. Corollarilly, this indefinite suspension of classes undermines the right of learners to have access to quality education and defeats the purpose of educational institutions of giving a maximum contribution to the attainment of the goal of national development (CHED, 2008).

If indeed schools were to continue performing their evolving role of generating and transmitting useful knowledge to the learners amidst the pandemic crisis, they should opt for online teaching which takes place on the internet or virtual platform (Sadiku et al., 2018). In the same vein, Sec. Leonor Briones asserted that education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war (DepEd, 2020). This reality exemplifies the need for teachers to shift from the traditional face-to-face teaching-learning process to a virtual, interactive, and collaborative approach. As aptly pointed out by Reimers et al. (2020), education leaders must swiftly design responses as the pandemic runs its course. In fact, since the beginning of the COVID-19 outbreak in the spring of 2020, universities around the world have quickly adopted online teaching as an emergency measure (Lee et al., 2021).

However, online teaching readiness would highly depend on the competencies and skills of teachers to adapt to the pedagogy and perform their new role as teachers (Manisha & Sin, 2021). Consequently, there were a handful of studies previously conducted on the readiness of teachers for online teaching. Some had attempted to measure the attitudes of teachers about the importance of online teaching competencies and faculty's perceptions of their ability to confidently teach online (Martin et al., 2019). Others had merely focused on course design, communication, and time management

competencies (Manisha & Singh, 2021). Still, others covered the indicators of technological and pedagogical content knowledge, online teaching presence and institutional support (Scherer et al., 2021). Finally, those studies had determined such readiness of teachers for online teaching only after their institutions had adopted the online modality. To the knowledge of the researchers, there were not enough studies on the readiness of teachers for online teaching precursor to the adoption by institutions of this new modality. Moreover, no such studies on readiness had been holistic enough to cover the resources, knowledge, skills, attitudes, values, and applicability of the new modality to curriculum and assessment as prescribed by the Department of Education (2017), especially in the local context. These are the gaps that the current research hopes to fill in the vacuum of information about the readiness of teachers to online teaching.

1.2. Statement of the Problem

- 1) What is the profile of participants in terms of sex, age, educational attainment, and nature of membership in the college?
- 2) How ready are the participants to carry-out online teaching on account of their resources, knowledge, skills, attitudes, values, and ability to incorporate online teaching into curriculum and assessment?

1.3. Scope and Delimitation of the Study

This study focused on the readiness of teachers to teach online. It included as participants full-time and part-time faculty members who were employed at Notre Dame of Midsayap College during the conduct of the study.

The main variable readiness only considered the more specific variables of basic resources for online teaching such as devices, network connections, and virtual platforms; essential knowledge on online teaching such as its nature, purpose, advantages and workings; minimum skills for online teaching such as technical, communication, interpersonal, academic and organizational; positive attitude towards online teaching such as interest, willingness, comfortableness and confidence; values relevant to online teaching such as effectiveness, efficiency, responsiveness, flexibility, necessity and relevance; and capability to apply online teaching to curriculum and assessment such as teaching strategies, learning experiences, meaningful materials, monitoring, assessment and doing summary reports.

Finally, the knowledge, skills, attitude, values, and capability of the participants as the operationalization of their readiness were merely based on their perceptions and not on their actual performances and manifestations in the workplace. Human behavior can only be captured as stated or intended, but not as real behavior (Fisher, 2021). Hence, self-reported behavior in surveys is an often-used alternative for actual observations and experiments (Hitcham et al., 2022).

1.4. Assumption of the Study

The following propositions were taken to be true:

- 1) The participants had furnished truthful information in the survey questionnaires that represented their perceptions on online teaching.
- 2) The participants had completed answering the survey questionnaires themselves rather than having others answer the questionnaires for them.
- 3) The responses of the participants in the questionnaires could be quantified and, therefore, could be measured.

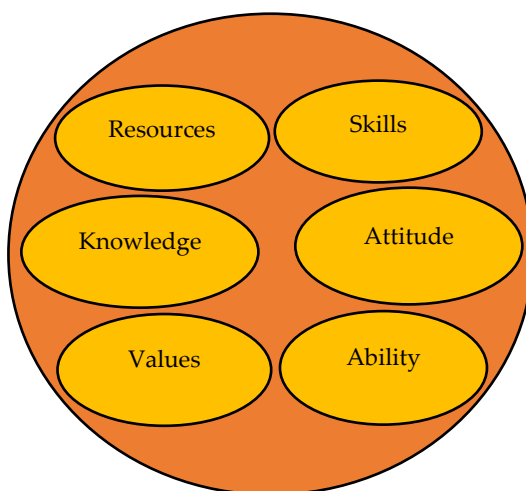
2. Theoretical Framework

This research is driven by the **Lewin's Theory of Change**. This comprehensive theory illustrates how people react when facing changes in their lives. Accordingly, the process has three phases: the first phase is the **unfreezing** which involves finding a method of making it possible for people to let go of an old pattern and become ready and willing to make a change. The second phase is **changing** which involves a process of change in thoughts, feeling, and/or behavior that are in some way more liberating or more productive. The third phase is **refreezing** which involves accepting and establishing the change as the new habit so that it now becomes the "*standard operating procedure*" (Aktas, 2021).

2.1. Conceptual Framework

This study postulates that the readiness of the participants could be better understood holistically. This understanding is visualized in Figure 1.

Figure 1: Diagrammatic Presentation of the Readiness of the Participants



As shown in the figure, there is one main variable and six specific variables. The bigger circle contains the main variable of readiness for online teaching, which further contains the specific variables of resources, knowledge, skills, attitude, values, and ability. Placing the smaller circles in the bigger circle means that these six variables are

all an integral part of the characteristics and attributes of the participants that will furnish a holistic and better understanding of their readiness for online teaching.

3. Methods

3.1. Research Design

This study made use of the descriptive-survey research design to gather data about the resources, knowledge, skills, attitude, values, and abilities of the participants. By analyzing the data for frequencies, averages and patterns, the researchers would be able to describe and determine how much ready the participants are for imparting instructions to the learners via a virtual platform as a precursor to the adoption of online teaching-learning modality (McCombes, 2019).

3.2. Locale and Participants of the Study

The research was conducted at Notre Dame of Midsayap College, a private and religious educational institution which is operated by the Oblates of Mary Immaculate (OMI). It is situated at Poblacion 5, Midsayap, Cotabato, Philippines. This study took place from May to June 2020. The research included as participants 114 full-time and part-time of its faculty members.

3.3. Sampling Technique

This study employed the availability sampling technique, by which faculty members who were available to answer by clicking the survey questionnaire through the Goggle form became part of the samples or participants of the survey. 114 (67%) of the target population of 170 faculty members participated in the online survey.

3.4. Instrumentation

This study made use of a self-constructed survey questionnaire. It was comprised of three major parts. Part I requested for the personal profile of the participants in terms of sex, age, educational attainment, and nature of membership in the college. Part II drew out information on the resources of the participants for online teaching. Part III elicited from the participants their knowledge about online teaching, skills for online teaching, attitude towards online teaching, value underlying online teaching, and their ability to apply online teaching to curriculum and assessment. The responses of the respondents for Part I were expressed in multiple-choice; for Part II in checklists; and for Part III in 5-point Likert scales.

3.5. Data Gathering Procedure

The researchers sent messages through electronic mail (e-mail) to the prospective participants containing the survey link, clicking on which would take them to a secure online survey form early on created and prepared by the researchers through Google form (QuestionPro, 2022). From there, they could fill in the survey questionnaire and the

results were promptly retrieved by the researchers for coding, tabulation, analysis, and interpretation.

3.6. Data Analysis

The data collected in this study were treated as numerical data. They were presented, analyzed, and interpreted by applying the statistical tools for univariate analysis, namely: frequency (f) and percentage distribution (%) for presenting the personal profile and resources of the participants; and mean (m) for determining their readiness for online teaching. Data processing had gone through two phases: first is the description of the responses of the participants as their direct experiences, and second is the interpretation of such responses as analyzed by the researchers.

4. Results and Discussion

4.1. Profile of Participants

More than a majority (64%) of the participants are females while the remaining number (36%) of them are males. The ages of the participants range from the early twenties to early sixties with a greater number (50%) of them being young adults (20-29 years age-old). The participants have either earned their doctorate degrees, or master's degrees, or at least have earned units in their master's, with a significant number (32.5%) of them having earned their bachelor's degrees. These findings indicate that, by and large, the participants have met the minimum academic qualifications for teaching online.

The participants are variably distributed among the different units and colleges as follows: Grade School (7.9%); Junior High School (18.4%); Senior High School (17.5%); Collee of Education (9.6%); College of Business ad Accountancy (11.4%); College of Arts and Sciences (16.6%); College of Criminal Justice Education (4.4%); College of Nursing (4.4%); College of Information, Technology and Engineering (7.9%); and Graduate School (1.8%). These findings indicate that a greater number of the participants came from a much younger generation of teachers for basic education, especially the third (3rd) stage, namely: junior high school education and senior high school education. This information parallels with the report of the concerned government agency that as of SY 2019-2020, the greatest number (277,393) of teachers are in the junior high school (DepEd, cited by De la Fuente, 2019).

Table 1: Distribution of Participants by Sex, Age, Educational Attainment, and Nature of Membership

Characteristics	f	%
Sex		
Male	41	36
Female	73	64
Total Responses	114	100
Age		
20-29	57	50.00
30-39	22	19.30

40-49	16	14
50-59	17	15
60-69	2	1.70
Total Responses	114	100
Educational Attainment		
Doctorate Degree	6	5.2
With Units in Doctorate	9	7.9
Master's Degree	31	27.2
With Units in Master's	31	27.2
Bachelor's Degree	37	32.5
Total Responses	114	100
Nature of Membership		
Grade School	9	7.9
Junior High School	21	18.4
Senior High School	20	17.5
College of Education	11	9.6
College of Business and Accountancy	13	11.4
College of Arts and Sciences	19	16.6
College of Criminal Justice Education	5	4.4
College of Nursing	5	4.4
College of Information, Technology and Engineering	9	7.9
Graduate School	2	1.8
Total Responses	114	100

4.2. Readiness of Participants to Online Teaching

Faculty's readiness to teach online is a state of faculty preparation for online teaching (Martin et al., 2019). Within the context of this study, the researchers had focused on the readiness of participants in terms of resources, knowledge, skills, attitude, values, and ability.

4.2.1. In Terms of Resources for Online Teaching

Almost all (97%) of the participants have Laptop / Netbook available in their possession, and nearly all (93%) of them have an Android/Smartphone in their possession. Additionally, a great number (37%) have printers suitable for their computers. It is pointed out that laptops are excellent gadgets for online learning: they have built-in keyboards making writing documents and reports more comfortable; they can easily download documents, save, and transfer them via USB when needed; it is easier to create presentations, edit documents, manipulate media, cut and paste with a mouse and/or a touch screen. Laptops are designed for productivity, and easy to add accessories and peripherals such as an external hard disk or mouse (SFAMSC Webswite Staff, 2020).

More than a majority (69%) of the participants have access to or connected with the internet via Prepaid Mobile/Wi-Fi data while the others are through Globe or Smart Broadband and/or Postpaid Mobile / Wi-Fi data. The following internet providers were recommended because of their reliable service and good internet speeds: PLDT Fiber, Converge ICT FiberX, and Globe Fiber Internet (SFAMSC Webswite Staff, 2020).

A significant number (34.6%) of the participants are familiar with ZOOM virtual platforms while the others are familiar with either the Moodle or Edmodo platforms. These findings are indicative of the readiness of the participants to teach online in terms of the availability of technological resources, and connectivity to the internet, BUT only fair readiness in terms of familiarity with online platforms where the virtual teaching-learning process takes place. The main chunk of technology online teachers needs to understand is their school's learning management system or LMS. These platforms help teachers communicate better with their students, and best attain their goals (Chesser, 2013).

Table 2: Readiness of Participants in Terms of Resources for Online Teaching

Resources	f	%
In terms of Devices		
Laptops / Netbook	97	85
Android / Smartphone	93	81
Tablet	12	10.5
Desktop	17	14.9
Printers	37	32.5
In terms of Connectivity		
Prepaid Mobile/Wifi data	79	69
Globe or Smart Broadband	20	17.5
Postpaid Mobile / Wifi data	10	8.8
PLDT DSL	5	4.4
In terms of Virtual Platform		
ZOOM	39	34
Google Classroom	24	21
Edmodo	19	17
Schoology	10	9
Moodle	2	1.7
Vibal Smart	1	0.9
None	1	0.9

4.2.2. In Terms of Knowledge about Online Teaching

Knowledge denotes being familiar with, aware of or able to understand something, which could be facts, information, descriptions, or skills, which is acquired either through experience or education by perceiving, discovering, or learning.

Table 3: Readiness of Participants in Terms of Knowledge

Online Teaching -	Mean	Description	Interpretation
Takes across distance .	2.82	Know Just Much	Ready
Is administratively feasible .	2.70	Know Just Much	Ready
Helps promote a flexible time frame.	2.99	Know Just Much	Ready
Is effective in delivering course content.	2.39	Know a Little	Not Ready
Brings about desirable learning outcomes.	2.38	Know a Little	Not Ready
Is more convenient for teachers and learners.	2.59	Know Just Much	Ready
Responds to the current problem in education.	3.03	Know Just Much	Ready
Is relevant to the social needs of present times.	3.14	Know Just Much	Ready

Nurtures meaningful interaction among students.	2.53	Know a Little	Not Ready
Composite Mean	2.73	Know Just Much	Ready

*Scale	Range	Description	Interpretation
1	1.00 to < 1.80	Know Nothing	Very Much Unready
2	1.80 to < 2.60	Know a Little	Unready
3	2.60 to < 3.40	Know Just Much	Fairly Ready
4	3.40 to < 4.20	Know Much	Ready
5	4.20 to 5.00	Know Very Much	Very Much Ready

The participants are ready for online teaching in terms of knowledge (Composite Mean=2.73). They have just much knowledge that online teaching “responds to the current problem in education” (Mean=3.03) and is “relevant to the social needs of present times” (Mean=3.14). However, they have little knowledge that online teaching “brings about desirable learning outcomes” (M=2.38), and “is effective in delivering course contents” (M=2.39). Knowledge can help one become more successful in all areas of life, including work. It helps break down limitations, and gives the tools to understand how the world, including technology, works (Basit, 2021).

4.2.3. In Terms of Skills for Online Teaching

Chen (2022) defines technical skills as the specialized knowledge and expertise needed to accomplish complex actions, tasks, and processes that related to computational and physical technology as well as a diverse group of other enterprises.

Table 4: Readiness of Participants in Terms of Skills

I can -	Mean	Description	Interpretation
Download information from the internet.	3.82	Can Perform Well	Ready
Receive and/or send information through internet.	3.87	Can Perform Well	Ready
Produce electronic learning materials.	3.34	Can Perform Fairly	Fairly Ready
Use computer software/applications.	3.56	Can Perform Well	Ready
Interact with students online.	3.31	Can Perform Fairly	Fairly Ready
Discuss course contents online.	3.26	Can Perform Fairly	Fairly Ready
Communicate with students online.	3.35	Can Perform Fairly	Fairly Ready
Composite Mean	3.50	Can Perform Well	Ready

*Scale	Range	Description	Interpretation
1	1.00 to < 1.80	Cannot Perform at All	Very Much Unready
2	1.80 to < 2.60	Can Perform Poorly	Unready
3	2.60 to < 3.40	Can Perform Fairly	Fairly Ready
4	3.40 to < 4.20	Can Perform Well	Ready
5	4.20 to 5.00	Can Perform Very Well	Very Much Ready

The participants are ready for online teaching in terms of Skills (Composite Mean=3.50). They can perform well the technical skill of “receiving and/or sending information through the internet” (Mean=3.87), and “downloading information from the internet”

(Mean=3.82). However, the participants can perform fairly the skill of “discussing course contents online” (Mean=3.26) and “interacting with students online” (Mean=3.31). Nelson (2022) stresses that what makes a good online instructor is not only grasping the basics but being ready to keep learning as needs change and technology evolves to meet them.

4.2.4. In Terms of Attitude

Attitude broadly refers to the viewpoint a person has about something and its personal relevance to them (Krosnick & Petty, 1995 as cited in Martin et al., 2019).

Table 5: Readiness of Participants in Terms of Attitude

I have -	Mean	Description	Interpretation
Great interest on teaching online.	2.76	Moderately Evident	Fairly Ready
Willingness to practice teaching online.	3.60	Evident	Ready
Belief on the practicality of teaching online.	3.40	Evident	Ready
Conviction on the timeliness of teaching online.	3.40	Evident	Ready
Eagerness to learn more about teaching online.	4.00	Evident	Ready
Appreciation on the advantages of teaching online.	3.78	Evident	Ready
Comfortable feeling on delivering instruction online.	2.78	Moderately Evident	Fairly Ready
Confidence on the smooth implementation of teaching online.	3.15	Moderately Evident	Fairly Ready
Composite Mean	3.36	Moderately Evident	Fairly Ready

*Scale	Range	Description	Interpretation
1	1.00 to < 1.80	Not Evident	Very Much Unready
2	1.80 to < 2.60	Slightly Evident	Unready
3	2.60 to < 3.40	Moderately Evident	Fairly Ready
4	3.40 to < 4.20	Evident	Ready
5	4.20 to 5.00	Very Evident	Very Much Ready

The participants are fairly ready for online teaching with respect to Attitude (Composite Mean=3.36). Although they have moderately evident “interest on teaching online” (Mean=2.76), and “comfortable feeling on delivering instruction online” (Mean=2.78), they have evident “eagerness to learn more about teaching online” (Mean=4.00), and “appreciation on the advantages of teaching online” (Mean=3.78). According to Nelson (2022), online teachers need to be comfortable with the latest online tools and technology because classes are taught using the internet. Willingness to learn helps people get to grips with the job quickly, and helps them develop the best techniques.

4.2.5. In Terms of Values Underlying Online Teaching

Values are deeply held beliefs about what is important or desirable. They are expressed in the ways that people think and act.

Table 6: Readiness of Participants in Terms of Skills

I believe that -	Mean	Description	Interpretation
Human interaction is significant.	4.36	Strongly Agree	Very Much Ready
Teaching methods must be effective .	4.15	Agree	Ready
Teaching approach is naturally flexible .	4.26	Strongly Agree	Very Much Ready
Delivery of instructions must be efficient .	4.40	Strongly Agree	Very Much Ready
Technological advancement is a necessary trend .	4.55	Strongly Agree	Very Much Ready
Educational needs of learners must be responded to .	4.23	Strongly Agree	Very Much Ready
Learning materials must be meaningful to learners.	4.32	Strongly Agree	Very Much Ready
Teachers and learners must be enthusiastic about learning process.	4.56	Strongly Agree	Very Much Ready
Composite Mean	4.35	Strongly Agree	Very Much Ready

*Scale	Range	Description	Interpretation
1	1.00 to < 1.80	Strongly Disagree	Very Much Unready
2	1.80 to < 2.60	Disagree	Unready
3	2.60 to < 3.40	Moderately Agree	Fairly Ready
4	3.40 to < 4.20	Agree	Ready
5	4.20 to 5.00	Strongly Agree	Very Much Ready

The participants are very much ready for online teaching with respect to their values (Composite Mean=4.35). They strongly agree that “teachers and learners must be enthusiastic about the learning process” (Mean=4.56), and “technological advancement is a necessary trend” (Mean=4.55). However, they merely agree that “teaching methods must be effective” (Mean=4.15). According to Nelson (2022), online teachers must teach with passion; and must think outside of the box, and prioritize creative thinking. Hence, values not only bring people’s energy, creativity, and enthusiasm, but they also bring people’s commitment to the success of their organizations (Barrett, 2006). Implicit in the response of the United Nations through its specialized agency to COVID-19 was the care for students and interaction among teachers, parents, schools, and school administrators during periods of school closure (UNESCO, 2021).

4.2.6. In Terms of Ability to Apply Online Teaching to Curriculum Assessment

The ability has reference to the capacity to successfully perform (Ferguson, 1954 as cited in Martin, Budhrani, and Wang (2019).

Table 7: Readiness of Participants in Terms of Capability to Apply Online Teaching to Curriculum and Assessment

I -	Mean	Description	Interpretation
Can devise instructional strategies that integrate internet technology.	3.60	Agree	Ready
Can design creative learning experiences that incorporate digital tools and resources.	3.57	Agree	Ready
Can produce meaningful learning materials that incorporate digital tools and resources.	3.42	Agree	Ready
Can use specific online tools that enable me to	3.60	Agree	Ready

monitor the progress of learners.			
Can use suitable online tools that enable me to assess the performance of learners.	3.57	Agree	Ready
Can use applicable online tools that enable me to make a summative assessment of learners.	3.65	Agree	Ready
Composite Mean	3.57	Agree	Ready

*Scale	Range	Description	Interpretation
1	1.00 to < 1.80	Strongly Disagree	Very Much Unready
2	1.80 to < 2.60	Disagree	Unready
3	2.60 to < 3.40	Moderately Agree	Fairly Ready
4	3.40 to < 4.20	Agree	Ready
5	4.20 to 5.00	Strongly Agree	Very Much Ready

The participants are ready in terms of capability to apply online teaching to curriculum and assessment (Composite Mean=3.57). They agree that they can “use applicable online tools that enable them to make a summative assessment of learners” (Mean=3.65), “devise instructional strategies that integrate internet technology” (Mean=3.60), and “use specific online tools that enable them to monitor the progress of learners” (Mean=3.60). Nevertheless, they merely agree that they can “produce meaningful learning materials that incorporate digital tools and resources” (Mean=3.42). Nelson (2022) pointed out that being flexible and personalizing instruction when needed ensures every student can grasp fundamental concepts. Applying online teaching to curriculum and assessment would enable teachers to incorporate a range of teaching and learning resources and to employ a variety of ways to inform and enhance the teaching and learning process and programs (Department of Education, 2017).

5. Conclusion

The findings have shown readiness among the participants to carry out teaching online in terms of values, application, and skills. However, the same findings have shown fair readiness among participants to carry-out teaching outline in terms of attitude and knowledge. It can be inferred, therefore, that the teachers at Notre Dame of Midsayap College are ready for this mode of teaching. This conclusion concurs with the findings of the studies of Ventayen (2019) that the majority of the teachers are ready for online teaching; of Agapito (2021) that the faculty are ready to teach online; and of Velasco and Cañada (2020) that the faculty members are ready for online teaching but need improvement.

Finally, the results of this study partly confirm Lewin’s Theory of Change, particularly its first and second phases. The participants had reacted to the changes brought about by the pandemic, and the consequent incorporation of technology into their professional lives as teachers. The participants were undergoing the “unfreezing” phase when they find methods of making it possible to let go of the previous face-to-face teaching modality and to become ready and willing to adopt the forthcoming online

teaching modality. The participants were undergoing “changes” in their thoughts, feeling, and/or behavior, which is in some way more liberating and productive when the face-to-face teaching modality was not feasible (Aktas, 2021).

5.1. Recommendations

- 1) Ensure that all faculty members have the devices, gadgets, accessories, internet connection, and other digital tools necessary to implement teaching online.
- 2) Increase the level of awareness and understanding of faculty members on teaching online, especially of its effectiveness in delivering course content, bringing about desirable learning outcomes, and nurturing meaningful interaction among students.
- 3) Generate more positive feelings among faculty members towards teaching online by intensifying their interest, confidence, and comfort in delivering instruction through this mode of teaching.
- 4) Timely adopt and institute online teaching-learning as a new modality whereby education will be delivered continuously and administered through utilizing the internet.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Authors

Sergio D. Mahinay, Jr. is a faculty member of the College of Arts and Sciences of Notre Dame of Midsayap College, Philippines, and is currently enrolled in Doctor in Public Administration at Ateneo de Davao University, Philippines. orcid.org/0000-0002-7125-250X

Jonathan R. Domingo is the president of Notre Dame of Midsayap College, Philippines. **Honeylyn M. Mahinay** is the Dean of the College of Education of the Notre Dame of Midsayap College, Philippines. orcid.org/0000-0003-3201-1049

Ronniel D. Labio is the Vice-president for Academic Affairs of Notre Dame of Midsayap College, Philippines and is currently enrolled in Doctor in Information Technology. orcid.org/0000-0001-6016-5285

References

- Agapito, J. J. J. (2021). Readiness to teach online among faculty of Eastern Visayas State University Ormoc Campus, Philippines. <https://www.evsu.edu.ph/university-research-and-created-works/readiness-to-teach-online-among-faculty-of-eastern-visayas-state-university-ormoc-campus-philippines/>
- Aktas, M. (2021). What is Lewin’s change management model? *User Guiding*. <https://userguiding.com/blog/lewins-change-model->

- [theory/#:~:text=Lewin%20developed%20the%20change%20model,into%20a%20new%20state%20altogether!](#)
- Barrett, R. (2006). The importance of values in building a high-performance culture. *Barrett Values Centre*. https://www.valuescentre.com/wp-content/uploads/PDF_Resources/Additional_Articles/Article_Importance_of_Values.pdf
- Basit, N. (2021). 15 reasons why knowledge is important. *Curious Desire*. <https://curiousdesire.com/reasons-why-knowledge-is-important/>
- Chen, J. (2022). Technical skills. *Investopedia*. <https://www.investopedia.com/terms/t/technical-skills.asp>
- Chesser, L. (2013). 25 awesome social media tools for education. *informedED*. <https://www.opencolleges.edu.au/informed/features/social-media-tools-for-education/>
- Commission on Higher Education. (2008). Manual of Regulations for Private Higher Education. <https://ched.gov.ph/wp-content/uploads/2017/07/Manual-of-Regulations-for-Private-Higher-Education.pdf>
- De la Fuente, J. K. (2019). Total number of DepEd teachers by position title and level of education. *TEACHERPH*. <https://www.teacherph.com/total-number-deped-teachers/>
- Department of Education. (2017). Department Order Number 42 Series of 2017: National Adaptation and Implementation of the Philippine Professional Standards for Teachers. https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf
- Department of Education. (2020). Learning while staying at home: Teachers, parents support DepEd distance learning platform. <https://www.deped.gov.ph/2020/03/21/learning-while-staying-at-home-teachers-parents-support-deped-distance-learning-platform/>
- Fisher, C. (2021). Real-effort survey designs: Open-ended questions to overcome the challenge of measuring behavior in surveys. *Journal of Trial & Error*. <https://journal.trialanderror.org/pub/realsurvey/release/3>
- Global Campaign for Education. (2022). Urgent action required to curb learning disruption. https://campaignforeducation.org/en/press-centre/coronavirus-dont-let-our-children-down?gclid=CjwKCAjwhNWZBhB_EiwAPzlhNoL5klu6QLXvIvSMuJ6rHY9-t-5zwi69mUgBqTLFMQY3toCTdnjh_BoCE4gQAvD_BwE
- Hitcham, L., Jackson, H., & James, R. J. E. (2022, August 27). The relationship between smartphone use and smartphone addiction: an examination of logged and self-reported behaviour in a pre-registered, two-wave sample. <https://doi.org/10.31234/osf.io/tmhx5>
- Lee, K., Fanguy, M., Bligh, B., & Lu, X. S. (2021). Adoption of online teaching during the COVID-19 Pandemic: a systematic analysis of changes in university teaching activity. Taylor & Francis Online. <https://doi.org/10.1080/00131911.2021.1978401>

- Manisha Paliwal, Archana Singh (2021). Teacher readiness for online teaching-learning during COVID – 19 outbreak: a study of Indian institutions of higher education. *Emerald Insight*. <https://www.emerald.com/insight/content/doi/10.1108/ITSE-07-2020-0118/full/html>
- Martin, F., Budhrani, K., and Wang, C. (2019). Examining faculty perception of their readiness to teach online. *University of North Carolina Charlotte*. <https://files.eric.ed.gov/fulltext/EJ1228799.pdf>
- McCombes, S. (2019). Descriptive research: Definition, types, methods & examples. *Scribbr*. <https://www.scribbr.com/methodology/descriptive-research/>
- Nelson, C. E. (2022). 9 skills that make great online school teachers. *Connections Academy*. <https://www.connectionsacademy.com/support/resources/article/9-skills-that-make-great-online-school-teacher/>
- Pokhrel, S. and Chhetr, R. (2021). A literature review on the impact of covid-19 pandemic on teaching and learning. *SAGE journals*. <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>
- QuestionPro. (2022). Quantitative data collection: Best 5 methods. <https://www.questionpro.com/blog/quantitative-data-collection-methods/>
- Reimers, F., Schleicher, A., Saavedra, J., & Tuominen, S. (2020). Supporting the continuation of teaching and learning during the COVID-19 Pandemic. OECD. <https://www.oecd.org/education/Supporting-the-continuation-of-teaching-and-learning-during-the-COVID-19-pandemic.pdf>
- Sadiku, M. N. O., Adebo, P. O. and Musa, S. M. (2018). Online teaching and learning. *International Journals of Advanced Research in Computer Science and Software Engineering*. https://www.researchgate.net/publication/324821090_ONLINE_TEACHING_AND_LEARNING
- Scherer, R., Howard, S. K., Tondeur, J., and Siddiqd, F. (2021). Profiling teachers' readiness for online teaching and learning in higher education: Who's ready? *ScienceDirect*. <https://www.sciencedirect.com/science/article/pii/S0747563220304222>
- SFAMSC Webswite Staff. (2020). the essential devices your child will need for online learning. <https://www.stfranciscainta.com/news-and-updates/2020/6/20/our-gadget-suggestions-for-online-learning>
- Simbulan, N. P. (2021). The Philippines – COVID-19 and its impact on higher education in the Philippines. *The Head Foundation*. <https://headfoundation.org/2020/06/04/covid-19-and-its-impact-on-higher-education-in-the-philippines/>
- UNESCO (2021). Distance learning solutions. <https://en.unesco.org/covid19/educationresponse/solutions>
- Velasco, C. R. & Cañada, M. C. B. (2020). Online teaching readiness of the faculty of Aurora State College of Technology, Baler, Aurora, Philippines.

<https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/download/1949/5833/>

Ventayen, R. J. M. (2019). Teachers' readiness in online teaching environment: A case of department of education teachers. <https://psurj.org/wp-content/uploads/2019/05/JEMSS-2019-013.pdf>

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Open Education and E-learning Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).