International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
Website: https://etcor.org
iJOINED ETCOR P - ISSN 2984-7567 E - ISSN 2945-3577
The Exigency P - ISSN 2984-7842 E - ISSN 1908-3181

Readiness and Attitude of Teachers towards the Transition Phase of Basic Education

Joyce S. Intia
Universidad de Sta. Isabel de Naga Inc., Philippines
Corresponding Author email: *joyce.intia03@gmail.com*

Received: 27 August 2023 **Revised**: 21 September 2023 **Accepted**: 24 September 2023

Available Online: 26 September 2023

Volume II (2023), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study determined the readiness and attitude of teachers from modular to face-to-face teaching modality of the Basic Education in Bato District, Division of Camarines Sur.
Methodology: This study used a descriptive-evaluative correlational method. A total enumeration was employed in the choice of the study's respondents. Specifically, this study's respondents were one hundred forty-seven (147) grade 1 to 3 public elementary school teachers from Bato District, Schools Division of Camarines Sur.
Results: The findings revealed that the teachers' level of readiness on the following indicators, in terms of pedagogy, material resources and health and safety protocols is very high. On the other hand teachers' attitude on the following indicators, along cognitive, affective and behavioral intention is very high. There was no significant difference in teachers' readiness across locations and among aspects, as the F-value for location is not significant (F-value = 0.1097, $p > 0.05$) and for teachers' readiness among aspects, as the F-value for aspects is not significant (F-value = 2.3140, $p > 0.05$). Also the study found significant differences in teachers' attitudes across different school locations, as evidenced by the F-value of 21.5, which exceeds the critical F-value of 3.84 at the 0.05 significance level. Additionally, the F-value of 3.7273 for the aspect variable indicates no significant difference in teachers' attitudes across different aspects. The study found that the R-values for the "Cognitive" and "Affective" attitudes are 0.4206 and 0.5504, respectively, revealing that the relationship between these aspects of readiness and attitude is not significant. On the other hand, the relationship between teachers' readiness and attitude toward the transition phase of basic education is significant for the "Behavioral intention," with an R-value of 0.8696.
Conclusion: Teachers have a very high readiness towards the transition phase in terms of pedagogy, material resources, and health and safety protocols. Teachers have a very high attitude towards the transition phase, along with cognitive, affective, and behavioral intentions. Among aspects of readiness and across school locations, have no significant difference. Likewise, among aspects of attitude have no significant difference. However, attitudes across school locations have a significant difference. Teacher's readiness is not associated with cognitive and affective attitude, while teacher's readiness is associated with behavioral intention.

Keywords: Readiness, Attitude, Transition Phase of Basic Education, Full Implementation of Face-to-Face

INTRODUCTION

The global response to education during the pandemic has been a testament to the resilience, adaptability, and collective effort of governments, educational institutions, teachers, students, and various stakeholders worldwide. While the challenges presented by the pandemic were immense, the response demonstrated a commitment to ensuring continuity of education and addressing the needs of learners in extraordinary circumstances.

The impact on education systems brought by the Covid-19 pandemic affected more than 1.5 billion learners worldwide, leading to the closure of schools and universities in 191 countries. In response, many countries have implemented remote learning modalities to ensure the continuity of education. However, the shift to remote learning has highlighted significant inequalities in access to technology and infrastructure, particularly in low-income countries (UNESCO, 2021).

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

In the Philippines, the shift to modular learning during the pandemic has highlighted long-standing issues in the education sector, such as limited access to technology and infrastructure, particularly in rural areas (Philippine Statistics Authority, 2020). The DepEd has implemented various measures to address these issues, including distributing learning materials and providing radio and television programs as announced in the DepEd Order No. 012, s. 2020. Moreover, the shift to modular learning has also highlighted the importance of teacher training and support.

While distance learning facilitated teaching and learning innovations as well as learning continuity during the pandemic, there were significant challenges in the teaching and learning process, affecting the adjustment and development of learners. Thus, DepEd has continually pushed and made preparations for the safe reintroduction of in-person learning and issued memorandum order no. 071 s. 2021 on October 18, 2021, for preparing the pilot face-to-face transition from modular distance learning. The memo outlines the conduct of a two-month pilot implementation or dry run of face-to-face classes in select schools located in areas with low COVID risk.

The transition phase from modular to face-to-face learning has been a contentious issue, with concerns around the safety and preparedness of teachers and students, lack of resources and infrastructure, inadequate teacher training, and limited access to COVID-19 testing. Addressing these concerns requires careful planning, adequate resources, comprehensive teacher training, and prioritizing the safety and well-being of students and educators (Hernandez & Lavadia, 2021).

Consequently, it was reported that the pilot implementation of face-to-face classes amid the Covid-19 pandemic was deemed highly successful based on the monitoring and evaluation results of Education Secretary Leonor Briones (Mercado, 2022). After the submission of the pilot implementation report and its presentation on January 17, 2022, the President approved the progressive expansion of face-to-face classes focusing on strengthening the teaching and learning process and managing safe school operations. The DepEd then released the guidelines on the progressive expansion of face-to-face classes in its DepEd Order No. 017 series of 2022.

The transition from modular learning to face-to-face classes has been a gradual process, with some schools and areas still needing help to implement face-to-face classes due to the ongoing COVID-19 situation. The DepEd emphasized the importance of ensuring the readiness of schools and compliance with health and safety protocols before allowing face-to-face classes. DepEd has also instructed all public schools to fully implement 5-day in-person classes beginning November 2, 2022, in their issued DepEd Order No. 034 series of 2022.

To facilitate the transition, the DepEd has also provided training and capacity-building programs for teachers and school personnel on implementing health and safety protocols and ensuring learners' well-being in a face-to-face setting. Furthermore, the DepEd has issued guidelines in its DepEd Order No. 039 series 2022 for the health and safety protocols in light of the Covid-19 pandemic to reduce the risk of school transmission.

In Bicol Region, DepEd Regional Director Gilbert Sadsad announced that their regional office had developed the first Learning Recovery Program (LRP) in the country, called RAISE to support the teachers in addressing knowledge disruptions experienced by transitioning students from Grades 1 to 3 in key learning areas such as literacy and numeracy (Bernardas, 2022). The DepEd Region V then released Regional Memorandum No. 127 series of 2022 or the Guidelines on the 8-Week Learning Recovery Curriculum Post-Implementation Assessment Activities.

Corollary to Regional Memorandum No. 127, s. 2022 the Schools Division Office of Camarines Sur released a Division Memorandum No. 423 series of 2022 to conduct an orientation for concerned personnel on the mechanics and guidelines of the 8-week LRP Post Assessment. Consequently, the SDO of Camarines Sur announced through Division Memorandum No. 443 series of 2022 the distribution of learning resource materials for kindergarten to grade 3 to support the teachers in effectively implementing the Learning Recovery Plan during the transition to face-to-face classes.

The readiness and attitude of teachers towards the resumption of face-to-face classes can have a significant impact on the success of the transition. As the pandemic continues to pose a threat to public health, schools need to be able to adapt to different modes of instruction and ensure that students receive a quality education while also protecting their health and well-being.

Having been through the challenges of transitioning from modular to face-to-face teaching, this study aims to determine the readiness and attitude of teachers transitioning from modular to face-to-face teaching modalities in the primary education system of Bato District, Schools Division of Camarines Sur. It seeks to provide feedback and insights on teachers' specific needs and concerns towards face-to-face learning, aiding policymakers and educators in developing targeted strategies to facilitate the transition to in-person instruction. The study also emphasizes the importance of teachers' ability to balance academic goals and well-being to create a positive and practical face-to-

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

face teaching experience. The preparedness, adaptability, and supportiveness of teachers play a crucial role in providing quality education, ensuring a meaningful and enriching learning experience for their students.

Research Questions

This study determined the readiness and attitude of teachers from modular to face-to-face teaching modality of Basic Education in Bato District. Specifically, the researcher sought answers to the following research questions:

1. What is the level of readiness of teachers towards the transition phase in terms of:
    a. pedagogy
    b. material resources
    c. health and safety protocols
2. What is the attitude of teachers toward the transition phase:
    a. cognitive
    b. affective, and
    c. behavioral intention

3. Are there significant differences among aspects of readiness and the attitude of teachers towards the transition phase across school locations?

4. Are teachers' readiness significantly associated with their attitude towards the transition phase?

5. What sustainable plan may be proposed based on the findings of this study?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There are significant differences among aspects of readiness and attitude of teachers towards the transition phase of the teaching modality in Basic Education across school locations.

Hypothesis 2: There are significant associations between the teachers' readiness in their attitude towards the transition phase of the teaching modality in Basic Education.

METHODS

Research Design

The study used the descriptive-evaluative correlational method to analyze the data collected. It was descriptive as it determined the level of readiness of teachers along pedagogy, material resources, and health and safety protocols and teachers' attitudes regarding cognitive, affective, and behavioral intention.

In addition, it was evaluative as it evaluated the significant differences among aspects of readiness and attitude of teachers towards the transition phase across school locations. And correlational, as it proved the association between the teacher's readiness and their attitude. Their relationship would provide an understanding of whether their readiness and attitude have a significant relationship.

Population and Sampling

This study was conducted at Bato District, Division of Camarines Sur. Bato District is divided into five sectors: Central, Road, Lake, Mountain, and Coastal. A total enumeration was employed in the choice of the study's respondents. Specifically, this study's respondents were one hundred forty-seven (147) grade 1 to 3 public elementary school teachers from Bato District, Schools Division of Camarines Sur. The distribution of the respondents is as follows: 41 teachers from the Central Sector, 28 teachers from the Road Sector, 43 teachers from the Lake Sector, 16 teachers from the Mountain Sector, and 19 teachers from the Coastal Sector.

Instrument

The modified survey questionnaire was used as the primary data gathering tool to measure the current level of teacher readiness in terms of pedagogy, material resources, and health and safety protocols, as well as their attitudes along cognitive, affective, and behavioral intention. The questionnaire underwent rigorous review by the thesis committee panel and validators to ensure it accurately addressed the research topic. It was then pretested for validity and reliability using Cronbach's alpha.

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Data Collection

The researcher obtained permission from the Dean of Universidad de Sta. Isabel Graduate School to conduct the study. Requests were sent to relevant authorities in the Schools Division of Camarines Sur for survey distribution to 147 grade 1 to 3 teachers. Informed consent forms were obtained before distribution. Questionnaires were provided through printed forms and Google Forms, with a one-week timeline for completion. After collection, data was analyzed, revealing insights into teachers' readiness and attitude towards the education transition in Bato District, Division of Camarines Sur.

Treatment of Data

The study used Mean to present teachers' readiness in pedagogy, resources, and safety protocols, as well as their attitudes in cognitive, affective, and behavioral intention. Analysis of Variance (ANOVA) assessed differences among these aspects and locations. Pearson's correlation coefficient (r) examined the relationship between readiness and attitude towards the transition phase.

Ethical Considarations

Ethical considerations were a top priority in this study, and a comprehensive set of ethical measures was implemented to safeguard the respondents. Firstly, every effort was made to ensure that the respondents were not exposed to any harm throughout the research process. Secondly, their dignity was given utmost importance, and they were always respected and considered. Before their involvement in the study, informed consent was obtained from all respondents, ensuring they were fully aware of the study's procedures, potential risks, and benefits. This enabled them to make voluntary decisions about whether to participate without coercion. The researcher was diligent in protecting the privacy and confidentiality of the research respondents. Appropriate measures were implemented to safeguard their personal information and ensure their identities remained anonymous throughout the study. This respects their privacy, builds trust, and encourages open participation. Moreover, all communications related to the research were characterized by honesty and transparency.

RESULTS and DISCUSSION

The analysis focused on understanding the readiness and attitude of teachers towards the transition phase of basic education in Bato District, Division of Camarines Sur. In this study, results showed that teachers in Bato District are generally well-prepared for the transition phase, with high ratings across all indicators of readiness including pedagogy, material resources, health and safety protocols and attitude including cognitive, affective and behavioral intention.

The study's findings, which showed a very high rating for the readiness and attitude of teachers towards the transition to full implementation of face-to-face classes, suggest that teachers have a positive mindset toward the return to traditional classroom settings. However, providing them with the necessary strategies and support is essential to ensure that this positive attitude translates into effective teaching and learning outcomes.

Moreover, the result collected were used to craft a Sustainable Plan to provide recommendations and suggestions for innovative activities and strategies to maintain and sustain the positive results of the readiness and attitude of teachers towards the transition of learning modality from modular distance learning to full face-to-face classes.

Teachers' Readiness to Transition Phase of Basic Education

Table 1 demonstrates the Teachers' Readiness for the Transition Phase of Basic Education Among Aspects and Across Locations.

Table 1
Teachers' Readiness to Transition Phase of Basic Education Among Aspects and Across Locations

Readiness	School Location					Mean
	Central	Road	Lake	Mountain	Coastal	
Pedagogy	4.70	4.59	4.80	4.61	4.67	4.67
Materials Resources	4.60	4.61	4.00	4.69	4.62	4.65
Health and Safety Protocols	4.30	4.33	4.56	4.36	4.36	4.41

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

OVERALL MEAN	4.53	4.51	4.45	4.55	4.55	4.58

Legend: 1-1.80 – Very Low; 1.81– 2.60 – Low; 2.61 – 3. 40 – Fair; 3.41 – 4.20 – High; 4.21– 5.00 Very High

The results show that teachers in Bato District are generally well-prepared for the transition phase, with very high ratings across all locations.

The Mountain and Coastal sector have the highest rating of 4.55, indicating that this school location is the readiest for the school. This may suggest that schools in the mountain and coastal areas are more well-equipped to meet the needs of students and families compared to other locations.

The aspect with the highest mean score across all locations is "pedagogy," with a mean rating of 4.67, indicating that teachers value teaching methods highly. This suggests that the quality of teaching and the methods used to educate students during the transition phase are important to consider when evaluating teacher readiness.

The aspect with the lowest mean rating of 4.41 across all school locations is "health and safety protocols," although the differences between locations are relatively small. This may indicate that teachers feel that schools could do more to ensure the health and safety of students during the transition phase of education.

There are some differences between locations in terms of specific variables. The Lake Sector has the lowest mean score of 4.00 for "materials resources," while the Central Sector has the lowest mean score of 4.30 for "health and safety protocols." The Road Sector has the lowest score of 4.59 for "pedagogy." These differences suggest that schools may face different challenges depending on their location during the transition phase of education and that there may be room for improvement in specific areas.

The findings suggest that schools and education policymakers should prioritize improving pedagogy and teaching methods to enhance teachers' readiness. This could involve providing professional development opportunities for teachers or investing in educational resources that support effective teaching.

Braaten and Loucks-Dudley (2020) emphasized the importance of professional development for teachers in supporting the implementation of new curricula and pedagogical approaches. Further evidence supporting the importance of improving pedagogy and teaching methods to enhance teachers' readiness may lie in the findings of Goh et al. (2018), who also stated that teacher readiness in areas such as pedagogy and professional development positively correlated with classroom integration. Moreover, various factors can influence teacher readiness, including teacher training, professional development, and experience (Miguel and Sauceda, 2017).

Moreover, the findings suggest that schools should also focus on improving health and safety protocols to ensure students learn in a safe and healthy environment. This could involve implementing more effective cleaning and disinfection protocols and adopting policies that encourage social distancing and other measures to prevent the spread of disease.

This was linked to the study of Rosario et al. (2021) stated that while many teachers felt ready to return to face-to-face teaching, they were concerned about the health and safety risks and the need for additional training and support to effectively implement health and safety protocols.

Furthermore, the findings suggest that those school locations lacking materials should consider investing in additional resources to support student learning, such as textbooks and other educational materials. This could help to level the playing field for students who may not have access to these resources outside of school.

As found in the study of Anderson and Helfeldt (2021), investing in additional resources to support student learning, such as textbooks and other instructional materials, can improve academic outcomes, particularly in schools where resources are lacking and recommended that teachers should be provided with training and support to effectively use these resources in their teaching. And the policymakers and school administrators should consider the unique challenges schools face in different locations and work to develop targeted solutions that address these challenges.

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Teachers' Attitude Towards the Transition Phase of Basic Education

Table 2 presents the teachers' attitudes towards the transition phase of basic education among aspects and across locations.

Table 2
Teachers' Attitude Towards the Transition Phase of Basic Education Among Aspects and Across Locations

Attitude	School Location					Mean
	Central	Road	Lake	Mountain	Coastal	
Cognitive	4.80	4.60	4.42	4.67	4.79	4.76
Affective	4.79	4.51	4.91	4.61	4.71	4.70
Behavioral Intention	4.63	4.53	4.76	4.49	4.52	4.58
OVERALL MEAN	4.74	4.55	4.86	4.59	4.67	4.68

Legend: 1-1.80 – Very Low; 1.81– 2.60 – Low; 2.61 – 3. 40 – Fair; 3.41 – 4.20 – High; 4.21– 5.00 Very High

The table shows that the Cognitive Attitude with the highest rating of 4.80 was noted in the Central Sector, and the lowest rating of 4.42 was noted in the Lake Sector. For Affective Attitude, the highest rating of 4.91 was noted in the Lake Sector, and the lowest rating of 4.51 was noted in the Road Sector. And for Behavioral Intention Attitude, the highest rating of 4.67 was noted in the Lake Sector, and the lowest rating of 4.49 was noted in the Mountain Sector.

The finding reveals that teachers' attitudes towards transitioning to face-to-face classes differ among sectors. The Lake sector consistently shows the highest ratings for cognitive attitude, affective attitude, and behavioral intention attitude, indicating a generally positive attitude, strong emotional response, and high intention towards the transition. In contrast, the Road and Mountain sectors consistently have lower ratings across these attitude aspects, suggesting a less positive attitude, weaker emotional response, and lower intention toward the transition. The Central sector stands out with the highest rating for cognitive attitude, while the Lake sector has the highest rating for affective attitude. These findings highlight the importance of considering teachers' attitudes when planning and implementing the transition. Teachers in the Lake sector appear more ready and motivated for the transition, while additional support may be needed for teachers in the Road and Mountain sectors. Understanding these attitudes can guide tailored strategies and support systems to ensure a successful and smooth transition based on each sector's specific needs and concerns.

The finding suggests that the variations in teachers' attitudes across sectors highlight the need for sector-specific approaches. Customized strategies should be developed to address teachers' unique concerns and challenges in each sector. Targeted support programs and resources are essential, particularly for sectors with relatively lower attitudes. The Road and Mountain sectors, which demonstrated lower ratings across all attitude aspects, would benefit from specific support to address their concerns and enhance their attitudes toward the transition.

Moreover, recognizing the emotional aspect of teachers' attitudes, as indicated by higher affective attitude ratings in the Lake sector, is crucial. Initiatives that foster positive emotional experiences, build confidence, and alleviate anxieties related to the transition should be implemented.

Furthermore, providing targeted professional development opportunities is essential, as demonstrated by the Central sector's higher rating in cognitive attitude. Enhancing teachers' knowledge, skills, and confidence in implementing face-to-face classes will contribute to a smoother transition. Ongoing monitoring and evaluation of teachers' attitudes are vital. This identifies changes or shifts in attitudes over time and enables timely adjustments to support teachers adapting to face-to-face classes.

The findings are consistent with the findings of the study of Berghe et al. (2019), which underscore the significance of self-efficacy, organizational culture, and leadership practices as influential factors in shaping teachers' attitudes toward change. Understanding and addressing these factors can be instrumental in fostering a positive and receptive attitude toward change among teachers, ultimately leading to the successful implementation of educational reforms and initiatives.

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Significant differences among aspects of readiness and the attitude of teachers towards the transition phase across school locations

The difference in teachers' readiness among aspects and across locations was computed using the computation for Analysis of Variance presented in Table 3. Analysis of Variance was computed to evaluate the Difference in Teachers' Readiness Among Aspects and Across Locations.

Table 3 presents four sources of variation, including location, aspects, error, and total. Location and aspects are independent variables, while teachers' readiness is dependent. The Table also displays the degree of freedom, sum of squares, mean square, and F-value for each source of variation.

The study found that there was no significant difference in teachers' readiness across locations and among aspects, as the F-value for location is not significant (F-value = 0.1097, $p > 0.05$) and for teachers' readiness among aspects, as the F-value for aspects is not significant (F-value = 2.3140, $p > 0.05$).

Table 3
Test of Difference of Teachers' Readiness Among Aspects and Across Location

Sources of Variation	Degree of Freedom	Sum of Squares	Mean Square	F-Value	Statistical Interpretation
Location	4	0.0202	0.0051	0.1097	Not Significant
Aspects	2	0.2151	0.1076	2.3140	Not Significant
Error	8	0.3721	0.0465		
Total	14	0.6074			

Legend: $F_{.05}$ (4,8) = 3.84; $F_{.05}$ (2,8) = 4.46

The study reveals no significant difference in teachers' readiness across locations, meaning that teachers in urban and rural areas are equally ready to fully implement face-to-face classes. This is an important finding, as it suggests that teachers in all areas are prepared to return to the classroom, regardless of the challenges of teaching amid a pandemic. They can provide their students with a high-quality education regardless of location. The findings imply that teachers in urban and rural areas have access to the same resources and training to prepare for the transition. Teachers in both areas have had to overcome similar challenges to continue teaching during the pandemic. For instance, urban and rural teachers may have had to learn how to use online platforms to deliver instruction, and they may have had to deal with students struggling to learn at home.

In terms of differences among aspects, the findings reveal that teachers are generally ready for the transition to full implementation of face-to-face classes in terms of both their readiness and attitude. The lack of a significant difference in teachers' readiness among aspects suggests that teachers are equally ready regarding their pedagogy, material resources, and health and safety protocols. Additionally, the lack of a significant difference in teachers' attitudes implies that teachers hold a positive attitude regarding the shift to full implementation of face-to-face classes. They embrace the idea of returning to in-person teaching and are optimistic about the potential benefits and opportunities it brings.

The findings affirm the study of Bowen et al. (2021), which found that teachers are generally ready to fully implement face-to-face classes. They are confident in their ability to teach effectively in a face-to-face setting and aware of the challenges they may face in the transition, but they are confident they can overcome them.

The difference among teachers' attitudes, among aspects, and across location was computed using the computation for Analysis of Variance presented in Table 4. Analysis of Variance was computed to evaluate the Difference Among Teachers' Attitudes, Among Aspects, and Across Locations.

Table 4 indicates significant differences in teachers' attitudes across different school locations, as evidenced by the F-value of 21.5, which exceeds the critical F-value of 3.84 at the 0.05 significance level. Additionally, the F-value of 3.7273 for the aspect variable indicates no significant difference in teachers' attitudes across different aspects.

Table 4
Test of Difference Among Teachers' Attitude, Among Aspects, and Across Location

Sources of Variation	Degree of Freedom	Sum of Squares	Mean Square	F-Value	Statistical Interpretation

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
Website: https://etcor.org
iJOINED ETCOR P - ISSN 2984-7567 E - ISSN 2945-3577
The Exigency P - ISSN 2984-7842 E - ISSN 1908-3181

Location	4	0.1893	0.0473	21.5	Significant
Aspects	2	0.0763	0.0082	3.7273	Not Significant
Error	8	0.0177	0.0022		
Total	14	0.2833			

Legend: $F_{.05}$ (4,8) = 3.84; $F_{.05}$ (2,8) = 4.46

The findings reveal significant differences in teachers' attitudes across different school locations. This means teachers in different locations have different experience levels with the full transition to face-to-face classes. For instance, teachers in school locations with complete material resources may be more comfortable with the transition than teachers in school locations with fewer material resources. It implies teachers in different locations have different access levels to resources and support. Teachers in urban areas may have more access to technology and other resources to help them transition to face-to-face classes, while teachers in rural areas may have less access to these resources.

The finding suggests real and meaningful differences in teachers' attitudes towards transitioning to full implementation of face-to-face classes across different locations. The influence of school location on teacher attitudes has been the subject of several studies. Furthermore, urban schools are often located in areas with better infrastructure, which may provide teachers a more conducive working environment.

The findings align with previous studies by Kaur and Arya (2019) and Ling, Na, and Sriyanto (2020). Kaur and Arya (2019) found that teachers in urban schools reported higher levels of job satisfaction and better working conditions than those in rural schools. It indicates that teachers working in urban schools have access to more resources, such as teaching materials and technology, which may enhance their teaching experience and job satisfaction. On the other hand, teachers in rural schools reported higher levels of stress and lower levels of job satisfaction compared to those in urban schools as they face challenges such as inadequate resources and limited access to technology, which may contribute to lower levels of job satisfaction among teachers Ling, Na, and Sriyanto (2020).

In terms of teachers' attitudes across different aspects, the finding reveals no significant differences in teachers' attitudes across different aspects. The findings suggest that teachers may have had a positive experience with face-to-face learning and are confident in their ability to teach effectively in this format. This implies that teachers may have also received training or support that has helped them to feel more confident about teaching in person. And teachers may have a strong sense of community with their colleagues and students, making them more likely to be positive about the transition to face-to-face learning.

The findings are consistent with the study of Smith et al. (2020) found that, while some teachers expressed concerns about the transition to face-to-face learning, most teachers were either confident or somewhat confident in their ability to teach effectively in this format.

Table 5 showed significant differences in teachers' attitudes between Locations utilizing Duncan's Multiple Range Test, 5%.

Table 5
Further Test of Significant Difference of Teachers' Attitude Between Location

Location	Mean	
Central	4.74	b
Road	4.55	c
Lake	4.86	a
Mountain	4.59	c
Coastal	4.67	b

Note: This means having the same letter in a column is not significantly different (DMRT,5%)

The results of Duncan's Multiple Range Test show significant differences in the mean scores for teachers' attitudes between different locations. The rating of 4.86 in the Lake sector is significantly higher than the rating for the other locations. This suggests that teachers in the Lake sector have more positive attitudes than teachers in the other locations.

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

The ratings of 4.74 and 4.67, respectively, were noted in the Central and Coastal sectors are not significantly different, indicating that teachers in these locations have similar attitudes towards their work. However, the rating of 4.55 for the Road sector is significantly lower than the mean score of 4.86 for the Lake sector, suggesting that teachers in the Road sector have less positive attitudes toward their work.

Similarly, the rating of 4.59 for the Mountain sector is not significantly different from the rating of 4.55 for the Road sector, indicating that teachers in these two locations have similar attitudes. However, the Road and Mountain sectors have significantly lower ratings than the Lake sector, suggesting that teachers in these locations may face similar challenges or issues that impact their attitudes toward their work.

The findings suggest that teachers in the Lake sector have a more supportive environment for teachers. They may have more resources available to teachers, such as smaller classes and more support staff. Additionally, the Lake sector may have a more positive culture around education, which could lead to teachers feeling more supported and appreciated. Another is that the teachers in the Lake sector are simply more motivated to teach. On the other hand, teachers in the Road and Mountain sectors had lower attitudes toward their work compared to the Lake sector, indicating that these locations may face unique challenges that impact teacher morale.

The finding implies that school location significantly impacts teachers' attitudes toward their work. Educational administrators should consider implementing similar supportive practices in other locations to improve teacher morale and job satisfaction. Educational administrators should investigate these challenges and develop targeted interventions to address them. Thus, educational administrators and policymakers should consider location-based differences when allocating resources and developing programs. For instance, the needs of teachers in a rural mountainous location may differ from those of teachers in an urban coastal area.

The result was linked to the study of Kaur and Arya (2019), which found that teachers in rural areas had lower job satisfaction than teachers in urban areas and partly due to differences in working conditions, resources, and support systems. Moreover, a study by Ling, Na, and Sriyanto (2020) mentioned that teachers in rural areas had lower job satisfaction than teachers in urban areas. This was partly due to differences in working conditions, support systems, and career development opportunities. The study also found that school size and student characteristics were important factors that influenced teacher job satisfaction.

Significant association of teachers' readiness with their attitude toward the transition phase

The association of teachers' readiness with their attitude toward the transition phase was computed using the computation for Pearson Product-Moment Correlation coefficients, as shown in Table 6. Pearson Product-Moment Correlation coefficients were computed to assess the relationship between Teacher's Readiness and their Attitude.

Table 6
Test of Relationship of Teachers' Readiness and Attitude Towards the Transition Phase of Basic Education

Attitude	r-value	Statistical Interpretation
Cognitive	0.4206	Not Significant
Affective	0.5504	Not Significant
Behavioral intention	0.8696	Significant

Legend: r05 = 0.632

The study found that the relationship between teachers' readiness and attitude toward the transition phase of basic education is significant for the "Behavioral intention," with an R-value of 0.8696. This revealed a strong positive correlation between teachers' readiness and attitude toward implementing the transition phase in terms of their behavioral intentions.

On the other hand, the R-values for the "Cognitive" and "Affective" attitudes are 0.4206 and 0.5504, respectively, below the threshold of r05 = 0.632 listed in the legend. This revealed that the correlation between these readiness and attitude dimensions is insignificant.

The findings suggest that behavioral intentions determine whether teachers are ready and willing to implement the transition phase. It was observed that there is a strong positive correlation between teachers' readiness and their attitude toward the transition, particularly regarding their behavioral intentions. This implies that when teachers have a positive attitude and are mentally prepared for the transition, they are more likely to take concrete actions to implement it effectively.

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

To promote readiness and positive attitudes among teachers, it is important to focus on fostering concrete plans and actions related to the transition. This can be achieved through various strategies. For instance, providing training sessions and professional development opportunities can help teachers develop the necessary skills and knowledge required to successfully implement the transition. By equipping them with the right tools and resources, they can feel more confident and prepared to handle the challenges that come with the transition.

Additionally, offering support systems and resources tailored to the specific needs of teachers during the transition can significantly contribute to their readiness and positive attitude. This can include providing mentorship programs, collaborative platforms for sharing best practices, and access to relevant instructional materials. Creating a supportive environment makes teachers more likely to feel encouraged and motivated to embrace the transition and actively engage in its implementation.

Moreover, cognitive and affective attitudes are also important but less strongly linked to readiness and willingness to implement the transition phase. While the moderate positive correlations between cognitive and affective attitudes and readiness and attitude towards the transition phase imply that this aspect may shape teachers' perceptions of the transition, the lack of significance means that they may be less influential than behavioral intentions. The findings suggest that educators and policymakers may still need to address cognitive and affective factors that may influence teachers' attitudes towards the transition phase but should also prioritize efforts to support teachers in developing concrete plans and actions related to the transition.

The findings are inferred from the study of Fordjour (2021), which found that knowledge of the subject matter of the curriculum that the teachers are required to teach influences the teachers' perception of the subject, which influences their attitude. This was also linked to the study of Kim et al. (2021), which stated that readiness, including teacher self-efficacy and support, was positively related to the successful implementation of the new curriculum.

Summary, Conclusion and Recommendations

The findings of the study revealed that teachers have a very high level of readiness towards the transition phase in terms of pedagogy, material resources, and health and safety protocols. Teachers are also positive about the transition phase, with high ratings for their cognitive, affective, and behavioral intentions.

This suggests that teachers in Bato District are well-prepared for the transition phase of basic education. They have the necessary knowledge, skills, and resources to implement the face-to-face teaching modality. Teachers are also motivated and committed to making the transition a success. The district has provided teachers with adequate training and support on the transition process, and teachers are motivated to prepare for the transition by the strong support of their school leaders and colleagues. Teachers have also been able to draw on their own experiences and expertise to develop effective teaching and learning strategies for the transition phase. Despite the high level of readiness among teachers, there are a few areas where further improvement may be needed, such as the management of student behavior and giving medical assistance to learners.

The transition to face-to-face classes is a challenging process, but it is essential for ensuring the quality of education for all students. The success of the transition will depend on the collective effort of all stakeholders, including teachers, school leaders, parents, and the community. It is important to continue to monitor and evaluate the transition process to ensure that all students are able to successfully adapt to face-to-face classes.

The study recommends that the Department of Education continue to provide support to teachers during the transition phase. This includes providing professional development opportunities, access to resources, and guidance on implementing face-to-face teaching modality. The study also recommends that schools create a supportive and collaborative environment to help teachers transition to face-to-face classes. Moreover, it is important to monitor and evaluate the transition process to identify any challenges and areas for improvement. This information can then be used to inform future planning and support for teachers.

REFERENCES

Abun, D., Magallanes, T., Foronda, S., & Incarnacion, M. (2019). Investigation of Cognitive and affective Attitude of Teachers toward Research and their behavioral Intention to conduct Research in the Future. *Journal of Humanities and Educational Development.* DOI:10.22161/jhed.1.5.2

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR P - ISSN 2984-7567 E - ISSN 2945-3577
The Exigency P - ISSN 2984-7842 E - ISSN 1908-3181

Abun, D., Magallanes, T., Foronda, S., & Incarnacion, M. (2019). College Students' Cognitive and Affective Attitude toward Higher Education and Their Academic Engagement. *International Journal of English Literature and Social Sciences 4,* 1494-1507. DOI:10.22161/ijels.45.38

Agaloos, J., Mendoza, A., Pattalitan, AM., & Sentinellar, JP. (2020). Preparedness of Teachers for the New Normal Learning in the Schools Division of Pangasinan II. https://aseanresearch.org/downloads/astr/publication/4/7%20AGALOOS.pdf

Alawajee, O.A. & Almutairi, H.A. (2022). Level of Readiness for In-Class Teaching Among Teachers of Students with Special Educational Needs: Post-COVID-19. https://ejer.info/index.php/journal/article/view/665

Andarwulan, T., Fajri, T., & Damayanti, G. (2021). Elementary Teachers' Readiness toward the Online Learning Policy in the New Normal Era during COVID-19. *International Journal of Instruction, 14* (3), 771-786. https://files.eric.ed.gov/fulltext/EJ1304692.pdf

Anoba, J. & Cahapay, M. (2020). The Readiness of Teachers on Blended Learning Transition for Post-Covid-19 Period: An Assessment Using Parallel Mixed Method. *International Journal of Teaching, Education and Learning, vol. 4, no. 2,* 295-316. https://doi.org/10.20319/pijtel.2020.42.295316

Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology*, 10, Article 1645. https://doi.org/10.3389/fpsyg.2019.01645

Bautista Jr., A. P., Balibrea, D. M., & Bleza, D. G. (2022). Filipino Teachers' Attitudes towards Distance Learning during the Covid-19 Pandemic. *International Journal of Learning, Teaching and Educational Research, Vol. 21,* No. 2, pp. 232-250. https://doi.org/10.26803/ijlter.21.2.13

Bernardas, K. A. (2022). DepEd Bicol pioneers learning recovery plan as in-person classes open. *Philippine Information Agency*. https://pia.gov.ph/news/2022/07/03/deped-bicol-pioneers-learning-recovery-plan-as-in-person-classes-open

Borreo, R.A. & Alva, G.C. (2021). Readiness and Problems Encountered by Teachers in Quezon Province due to COVID-19: Basis for an intervention scheme. https://fass.ubd.edu.bn/SEA/vol22-1/rab-gca-teachers-quezon.pdf

Bosnjak, M., Ajzen, I. & Schmidt, P. (2020). The Theory of Planned Behavior: Selected Recent Advances and Applications. *Europe's Journal of Psychology 16*, 352-356. doi:10.5964/ejop.v16i3.3107

Braaten, M., & Loucks-Dudley, J. (2020). Teacher professional development to support curriculum implementation. *Journal of Teacher Education, 71(5),* 524-536. doi: 10.1177/0022487120904972

Cahyono, S. M., Kartawagiran, B., & Mahmudah, F. N. (2021). Construct exploration of teacher readiness as an assessor of vocational high school competency test. *European Journal of Educational Research, 10(3),* 1471-1485. https://doi.org/10.12973/eu-jer.10.3.1471

Chai, S. J., Aum, S., Park, H., Wongjindanon, N., Sriphan, P., Chidchom, S., & Luangtongkum, T. (2018). Hand hygiene intervention to reduce illness transmission in schoolchildren: A cluster randomized controlled trial. *The Pediatric infectious disease journal, 37(11),* 1141-1146. https://doi.org/10.1097/INF.0000000000002016

Cipriano, C. R., Brackett, M. A., Murchison, C., Rivers, S. E., Sawyer, B. E., & Taylor, J. H. (2021). Teacher perspectives on in-person instruction during the COVID-19 pandemic. *Journal of School Health, 91*(3), 208-217. doi: 10.1111/josh.12946

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Dar, I.A. & Mishra, K. (2022). A study on rural and urban teachers' attitude towards teaching. *International Journal of Applied Research, 8* (3), 30-33. https://www.allresearchjournal.com/archives/2022/vol8issue3/PartA/8-3-15-944.pdf

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 416–436). Sage Publications Ltd. https://doi.org/10.4135/9781446249215.n21

Department of Education (2021). Memorandum No. 071 enclosure no.3 s. 2021. Accelerating the vaccination of teachers and other school personnel for safe re-introduction of face-to-face classes. https://www.deped.gov.ph/wp-content/uploads/2021/10/DM_s2021_071.pdf

Department of Education (2022). Memorandum No. 017 s. 2022. Guidelines on the Progressive Expansion of Face-To-Face Classes. https://www.deped.gov.ph/wp-content/uploads/2022/04/DO_s2022_017.pdf

Department of Education Region V. (2022). DepEd Regional Memorandum No. 127, s. 2022. Guidelines on the 8-Week Learning Recovery Curriculum Post-Implementation Assessment Activities. https://www.deped.gov.ph/wp-content/uploads/2022/09/DO_s2022_039.pdf

Department of Education Schools Division Office of Camarines Sur. (2022). Division Memorandum No. 423, s. 2022. Division Conference on the 8-Week Learning Recovery Curriculum Post Implementation Assessment Activities. https://www.depedcamsur.com/uploads/8/4/5/2/8452840/memo_423.pdf

Department of Education Schools Division Office of Camarines Sur. (2022). Division Memorandum No. 443, s. 2022. Distribution of Learning Resource Materials for Kindergarten to Grade 3 Classes. https://www.depedcamsur.com/uploads/8/4/5/2/8452840/dm_443.pdf

Department of Education. (2017). DepEd Order No. 42 s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers.

Department of Education. (2020). Basic Education Learning Continuity Plan. Retrieved from DO_s2020_012_s2020_012.pdf

Department of Education. (2020). DepEd Order No. 012, s. 2020. Basic education enrolment policy for school year 2020-2021 in the context of the public health emergency due to COVID-19.https://www.deped.gov.ph/wp-content/uploads/2020/05/DO_s2020_012.pdf

Department of Education. (2021). DepEd Order No. 071, s. 2021. Preparations for the Pilot Face-To-Face, Expansion and Transitioning to New Normal. https://www.deped.gov.ph/wp-content/uploads/2021/10/DM_s2021_071.pdf

Department of Education. (2022). DepEd – DOH Joint Memorandum Circular (JMC) No. 001 s. 2022. Revised Operational Guidelines on the Progressive Expansion of Face-to-Face Learning Modality.

Department of Education. (2022). DepEd Order No. 017, s. 2022. Amendment to DepEd Order No. 034, S. 2022. Guidelines on the Progressive Expansion of Face-to-Face Classes. https://www.deped.gov.ph/wp-content/uploads/2022/04/DO_s2022_017.pdf

Department of Education. (2022). DepEd Order No. 030 s. 2022. Dissemination of the Revised School Safety Assessment Tool for the Progressive Expansion of the Face to Face Classes.

Department of Education. (2022). DepEd Order No. 034, s. 2022. School Calendar and Activities for the School Year 2022-2023. https://www.deped.gov.ph/wp-content/uploads/2022/07/DO_s2022_034.pdf

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Department of Education. (2022). DepEd Order No. 039, s. 2022. Health and Safety Protocols in Light of the Covid-19 Pandemic. https://www.deped.gov.ph/wp-content/uploads/2022/09/DO_s2022_039.pdf

Department of Education. (2023). DepEd Order No. 008 s. 2023. Multi-Year Guidelines on the Result-Based Management System-Philippine Professional Standard for Teachers.

Doe, T., Peddell, L., Lynch, DE., & Willis, R. (2020). 'Readiness', Talent Management and Adaptive Solutions to enable Teachers in Indigenous Schools to Improve their Teaching. https://www.researchgate.net/publication/346839737_'Readiness'_Talent_Management_and_Adaptive_Solutions_to_enable_Teachers_in_Indigenous_Schools_to_Improve_their_Teaching

Elda Tartari (2018). The Impact of Positive Discipline in The Learning Process. *In 11th Annual International Conference of Education, Research, and Innovation* (pp. 8245-8249). http://dx.doi.org/10.21125/iceri.2018.0496

Endot, Z., Jamaluddin, R.b., Ayub, A.F.M., & Puad, M.H.M. (2021). Teacher Readiness in Implementing the Teaching of Design and Technology and Its Relationship with Self-Efficacy and Intrinsic Motivation. *International Journal of Human Resource Studies 11(4S),* 111 DOI:10.5296/ijhrs.v11i4S.19234

Fauth, B., Decristan, J., Decker, A. T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education, 86*, Article 102882. https://doi.org/10.1016/j.tate.2019.102882

Fehintola, J.O. (2017). Teachers' Characteristics Correlate with Students' Academic Performance among Secondary School Students in Saki-west Local Government Area of Oyo State. *Journal of Educational and Social Research 4* (6), 459-468. https://www.mcser.org/journal/index.php/jesr/article/view/4114

Fordjour, C.O. (2021). Attitude Of Teachers and Its Impact on Their Instructional Practice. https://oapub.org/edu/index.php/ejes/article/view/3845

Goh, P. S., & Chua, Y. P. (2018). Teacher readiness and technology integration in Singaporean schools. *Computers & Education, 126,* 181-193. doi.org/10.1016/j.compedu.2018.08.016

Hacifazlioglu, O., & Simsek, A. (2018). Teachers' attitudes towards face-to-face and online teaching: A comparative study. *International Journal of E-Learning & Distance Education, 32(1),* 1-12.

Hernandez, K. F., & Lavadia, M. E. (2021). "Balik Eskwela" in the new normal: Readiness of Philippine schools for the face-to-face classes. *Journal of Education and Human Development, 10(1),* 22-32. doi: 10.15640/jehd.v10n1a3

In de Wal, J. J., den Beemt, A. V., Martens, R., & Brok, P. D. (2020). The relationship between job demands, job resources, and teachers' professional learning: Is it explained by self-determination theory. *Studies in Continuing Education, 42,* 17–39. doi: 10.1080/0158037X.2018.1520697

Kan, L., & Fabrigar, L. R. (2017). Theory of planned behavior. In R. W. Scott & S. M. Kosslyn (Eds.), *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource* (pp. 1-13). John Wiley & Sons.

Kaur, P. & Arya, S. (2019). Attitude towards Information and Communication Technology among Rural and Urban Primary and Secondary School Teachers of Punjab. *International Journal of Trend in Scientific Research and Development (IJTSRD)* Volume 3, Issue 3. https://www.ijtsrd.com/papers/ijtsrd23131.pdf

Kim, C., Kim, M., & Park, H. (2022). The relationship between daily lesson planning and teacher efficacy. *International Journal of Educational Research 105(2)*. DOI:10.1016/j.ijer.2020.101714

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Kim, E., & Park, M. (2021). Teacher readiness for a new mathematics curriculum in South Korea. *International Journal of Educational Research, 107*, 101784. doi: 10.1016/j.ijer.2021.101784

Kirschner, P. A., & van Merriënboer, J. J. G. (2018). Do learners really know best? Urban legends in education. *Educational Psychologist, 48(3),* 169-183. doi: 10.1080/00461520.2013.804395

Kurgat, S.J. & Gordon, T.J. (2014). The effects of teacher characteristics and attitudes on students' achievement in Kcse Economics Examination. *International Journal of Education Learning and Development 2(5),*33-43. http://www.eajournals.org/wp-content/uploads/The-Effects-Of-Teacher-Characteristics-And-Attitudes-On-Student-Achievement-In-Kcse-Economics-Examination.pdf

Le, C. Y., Wong, C., & Hui, E. K. (2022). The impact of positive discipline on student behavior and achievement: A meta-analysis. *Educational Psychology Review, 34(1),* 21-44. DOI:10.1080/02671522.2019.1615116

Li, Y., & Li, J. (2019). Rural-urban differences in teacher quality of life and job satisfaction: Evidence from Jiangxi province in China. *Sustainability, 11(17),* 4718. doi.org/10.3390/su11174718

Maende, J.B. (2017). Influence of professional development on teacher effectiveness in public secondary schools in Mumias District, Kenya. *Unpublished M.Ed. Thesis:* Maseno University. https://journals.ub.bw/index.php/jolt/article/view/1557

Mami, W.S. (2021). The Effect of Teachers' Attitudes on Students' Learning of Grade-8 Students of MSU-Sulu Laboratory High School. *IJRESM, vol. 4*, no. 10, pp. 59–63, Oct. 2021. https://journals.resaim.com/ijresm/article/view/1427

Mercado, N. A. (2022, January 18). Pilot implementation of in-person classes 'highly successful'. *Philippine Daily Inquirer.* https://newsinfo.inquirer.net/1541703/pilot-implementation-of-faceface-classes-highly-successful

Miguel, M. R., & Sauceda, J. M. (2017). Factors affecting teacher readiness for technology integration in K-12 education. *Journal of Educational Technology Development and Exchange (JETDE), 10 (1),* 1-14.

Mucella, U., Ozden, M. S., & Ahu, E. (2018). The effects of teachers' attitudes on students' personality and performance in Istanbul, Turkey. *Procedia - Social and Behavioral Sciences, 30*, 738-742. https://www.researchgate.net/publication/271889744_The_Effects_of_Teachers'_Attitudes_on_Students'_Personality_and_Performance

Nagase, K., Tsunoda, K. & Fujita, K. (2020). The Effect Of Teachers' Attitudes And Teacher Efficacy For Inclusive Education On Emotional Distress In Primary School Teachers In Japan. *Faculty of Social Welfare, Yamaguchi Prefectural University, Yamaguchi, Japan.* https://www.frontiersin.org/articles/10.3389/feduc.2020.570988/full

Organization for Economic Corporation and Development OECD. (2020). *TALIS 2018 Results (Volume II): Teachers and school leaders as valued professionals.* OECD-Paris. https://www.oecd.org/education/talis-2018-results-volume-ii-19cf08df-en.htm

Ozdemir, N., & Ozkan, G. (2018). The Investigation of the Relationship Between Physical Education and Sports Teacher Candidates' Communication Skills and Their Teacher Self-Efficacy Perceptions. *Journal of History School, XXXIII,* 1139-1156. https://doi.org/10.14225/Joh1231

Perez-Daes, J.Y. (2022). Readiness of Lyceum of Western Luzon-Zambales, Inc. for Face-To-Face Classes in School Year 2022-2023. https://www.ijramt.com

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Philippine Statistics Authority. (2020). *Highlights of the Philippine population 2019 census of population and housing.* https://psa.gov.ph/content/highlights-philippine-population-2019-census-population-and-housing

Ramos, M. S (2021, March 13). TDC survey shows most teachers need more time to be ready for in-person classes. *Philippine Daily Inquirer.* https://newsinfo.inquirer.net/1406593/tdc-survey-shows-most-teachers-not-ready-for-in-person-classes

Remillard, J., Kim, C., & Franke, M. L. (2022). The Role of Teaching and Learning Aids/Methods in a Changing World*. Educational Researcher, 51(3),* 161-172. https://files.eric.ed.gov/fulltext/ED613989.pdf

Rosario, F. C., & Deguit, S. T. (2021). Teachers' Readiness for implementing Face-to-Face Classes in the Context of the COVID-19 Pandemic in the Philippines. *Journal of Educational and Social Research, 11(3),* 21-30. doi: 10.36941/jesr-2021-0021

Satria, G. A., & Maulida, F. (2019). The correlation between teacher's readiness in preparing daily lesson plans and student achievement. *International Journal of Active Learning, 4*(2), 72-82. files.eric.ed.gov/fulltext/EJ1285427.pdf

School Location Map of Bato District, Bato Camarines Sur. Retrieved from: https://www.google.com/maps/place/Bato,+Camarines+Sur/@13.3178651,123.2458254,12z/data=!3m1!4b1!4m6!3m5!1s0x33a19dce89efe069:0x1d181c5933af167e!8m2!3d13.3190722!4d123.3149413!16zL20vMDZwbjZz?entry=ttu

Semerci, A., & Aydin, M.K. (2018). Examining High School Teachers' Attitudes towards ICT Use in Education. *International Journal on Progressive Education, 14*, 93–105. DOI:10.29329/ijpe.2018.139.7

Sharma, V. and Ahmad, M. (2020). Effects of Attitude on Teaching Learning Process: A Systematic Review. http://ijmcr.com/wp-content/uploads/2020/07/Paper5530-533.pdf

Shittu, A., & Oanite, R. (2018). The significant influence of teachers' attitudes on students' interest in learning. Department of Educational Management, University of Ilorin, Ilorin. https://files.eric.ed.gov/fulltext/EJ12030831.pdf

Smith, J., Brown, M., & Johnson, K. (2019). The Importance of Face-to-Face Instruction in the Digital Age: A Teacher's Perspective. *Journal of Educational Technology & Society, 22(2),* 128-139. https://doi.org/10.1093/actrade/9780199735709.003.0006

Sokal, L., Trudel, L.E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open 1,* 100016. https://doi.org/10.1016/j.ijedro.2020.100016

Strickland, D. C., Riley, D., & Ormiston, A. (2017). The influence of teacher planning on student achievement: Examining the differential effects of planning time. *Journal of Educational Research, 110(1),* 31-45. doi:10.1080/00220671.2015.1102458

Tee, T. (2021). Survey: Majority of teachers, parents not ready for face-to-face classes. *CNN Philippines.* https://cnnphilippines.com/news/2021/2/17/DepEd-teachers-parents-not-ready-for-face-to-face-classes.html

Todd, R. W. (2020). Teachers' perceptions of the shift from the classroom to online teaching. *International Journal of TESOL Studies*. https://doi.org/10.46451/ijts.2020.09.02

Tumanduk, M., Kawet, R., Manoppo, C. & Maki, T. (2018). The Influence of Teacher Readiness to Learning Achievement of Vocational High School Students in South Minahasa, North Sulawesi, Indonesia. DOI: 10.5220/0009013704810486

ETCOR Educational Research Center PHILIPPINES
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

UNESCO (2022). Training and supporting teachers in adapting to the post-pandemic era in the Asia Pacific: policy brief. https://unesdoc.unesco.org/ark:/48223/pf0000381979

UNESCO, 2021. Reimagining Our Futures Together. A New Social Contract for Education.Paris:UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en

UNESCO. (2021). Education: From disruption to recovery. https://en.unesco.org/covid19/educationresponse

UNESCO. (2021). Guidelines for reopening schools. https://en.unesco.org/covid19/educationresponse/solutions/toolkit/guidelines

Van den Berghe, L., Devos, G., & Vanhoof, J. (2019). Understanding Teachers' Attitudes Towards Change: Psychometric Properties of the Teachers' Attitudes Towards Change Scale. *Journal of Educational Change, 20(4),* 485-510. doi: 10.1007/s10833-019-09362-0

Warburton, W. A., & Terry, P. C. (2018). Implementing positive behavior management strategies: Essential factors for success. *Teaching and Teacher Education, 69*, 155-167. doi:10.1016/j.tate.2017.09.005

Widodo, S. A., Prahmana, R. C. I., Purnami, A. S., & Turmudi. (2017). Teaching materials of algebraic equation. *IOP Conf. Series: Journal of Physics: Conf. Series 943,* 1-8. DOI:10.1088/1742-6596/943/1/012017

Wirth, K.R. & Perkins, D. (2019). Learning to learn. https://www.montana.edu/rmaher/barrier_courses/Learning%20to%20Learn%20Wirth.pdf

World Health Organization. (2020). Considerations for school-related public health measures in the context of COVID-19. https://www.who.int/publications-detail/considerations-for-school-related-public-health-measures-in-the-context-of-covid-19

Zhang, L., Na, J., Yan-Li, S., Sriyanto, J. (2020). School Culture and Professional Development of School Teachers from Urban and Rural Areas in China. *Cakrawala Pendidikan, Vol. 39(3),* October 2020. doi:10.21831/cp.v39i3.31580