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Teachers' Readiness in the Transitions of Teaching Modalities During COVID-19 Pandemic

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Abstract

Aim: This study determined the teachers' readiness in the transitions of teaching modalities during COVID-19 pandemic.

Methodology: This study used a mixed-method, an explanatory sequential design which provides more complete picture than a single quantitative or qualitative investigation because they combine the benefits of both methodologies. This study was conducted at the three branches of College of Sciences, Technology and Communication Inc. with 50 respondents. Purposive sampling was employed with the criteria that they work as a college instructor, working for at least a year while teaching throughout the pandemic.

Results: The study showed that the teachers were ready in the transition of teaching modalities in terms of technical literacy, digital citizenship, dispositions, planning blended activities, planning blended assessment, personalized instruction, Facilitating Student-Student Interaction, Facilitating Teacher-Student Interaction, Facilitating Student-Content Interaction, Implementing Blended Assessment, Evaluating and Reflecting, Managing the Blended Learning Environment and Managing Blended Learning Routine. Furthermore, the qualitative data exposed the different strategies of teachers in facing online and in-person classes. In addition, there is a significant relationship between the profile of the respondent and the teacher readiness in the transitions of teaching modalities.

Conclusion: The study reveals that the teachers are ready when it comes to foundational knowledge, skills and dispositions, instructional planning, instructional methods and strategies, assessment and evaluation and management. Qualitative data exposed the different strategies of teachers in facing online and in-person classes. Based on the result of the study, most of the teachers are willing to explore new teaching strategies in the transition of teaching modalities. Lastly, the result reveals that age, sex, years of service, educational attainment, socio-economic status and seminars are predictors in order to know the readiness of the teachers.

Keywords: Teachers Readiness, Teaching Modalities, Transition

INTRODUCTION

The COVID-19 pandemic resulted in massive changes in educational systems. This crisis became a tipping point for educational institutions to implement various learning modalities in order to sustain teaching and learning among stakeholders. The College of Sciences, Technology, and Communications Inc. used a blended learning modality, which was a combination of online and in-person learning. This pandemic makes it difficult for teachers to provide effective teaching and learning methods. Teachers develop self-learning modules and teach online classes. In order to provide a quality education in the midst of a pandemic, educators were challenged to become flexible, responsive, resilient, and competent.

Teachers' readiness to adapt to new changes must be assessed and supported accordingly. Teachers with a fixed mindset struggle to adapt and adjust, whereas teachers with a growth mindset adapt quickly to a new teaching environment. There is no such thing as a one-size-fits-all pedagogy for online learning. There are numerous subjects with varying requirements. Different subjects and age groups necessitate various approaches to online learning (Doucet et al., 2020).



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According to Estrellado (2021), as governments throughout the world gradually and steadily lift limitations, the Philippine government and educational institutions are willing to examine potential for school reopenings. Education agencies are hopeful about a safe transition back to in-person instruction notwithstanding the extended school shutdown caused by this action. The joint memoranda and guidelines of the Department of Health (DOH) and the Commission on Higher Education (CHED) as well as the DepEd-DOH circular no. 1 series of 2021 of the Department of Education (DepEd) demonstrate how educational institutions are incorporating health-related activities into their policies and programs in an effort to return to the pre-COVID-19 instructional form. This is evident as they start pilot testing for in-person classes. Prior to the commencement of courses, the DOH encourages educational systems to create backup plans, health protocol intervention strategies, budget for the purchase of medical supplies, and adopt a shared responsibility principle among stakeholders.

In response, flexible learning has been embraced as a style of instruction and learning by the Commission on Higher Education (CHED). In light of a policy set by the Commission on Higher Education (CHED) to maintain flexible learning in the future (Malipot, 2021). By creating virtual learning methods that take into consideration the reliability of the local power supply, internet connectivity, and teacher preparation, schools can get ready for the potential of a shift in modality or delivery method (Obana, 2020).

This study is significant in these difficult times when education is still looking for a solution to move education forward after COVID-19. The first step toward achieving such a solution is to assess teacher readiness for the necessary school transition process. Tamban and Maningas's (2020) research demonstrated the practical application of evidence-based enhancement programs to improve overall teacher capacity. This current assessment study also aims to provide a baseline support structure to assist teachers in making an efficient transition between teaching modalities.

The conceptual framework for this study was derived from Graham, et. al.'s K-12 Blended Teaching Readiness: Model and Instrument Development (2019). Current empirical research on preparing teachers for blended teaching, including the skills they must develop to teach in blended contexts, is limited. It concentrated on that weakness, with the goals of systematically identifying the skills required for teaching in a blended learning context, as well as developing and testing an instrument that can be used to assess individual and school-wide readiness for blended teaching.

The measurement model used to develop questionnaire items for measuring the teacher's readiness to transition on teaching modalities is presented in this study. The top-level areas covered by the instrument were as follows: (1) foundational knowledge, skills, and dispositions, (2) instructional planning, (3) instructional methods and strategies, (4) assessment and evaluation, and (5) management. Each top-level construct was further subdivided into two to four sub-constructs.

Research Questions

This study determined the level of teachers' readiness in the transition on teaching modalities during the COVID-19 pandemic.

Specifically, it sought to answer the following research questions:

1. What is the demographic profile of the respondents in terms of
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Years of service;
 - 1.4. Highest educational attainment;
 - 1.5. socio-economic status; and
 - 1.5. seminars/trainings/workshop attended/participated in teaching modalities?
2. What is the level of teachers' readiness in the transition of teaching modalities in terms of
 - 2.1. Foundational Knowledge, Skills, and Dispositions
 - 2.1.1. technical literacy,
 - 2.1.2. digital citizenship, and
 - 2.1.3. dispositions?
 - 2.2. Instructional Planning
 - 2.2.1. planning blended activities, and
 - 2.2.2. planning blended assessments?
 - 2.3. Instructional Methods and Strategies
 - 2.3.1. personalizing instruction,
 - 2.3.2. facilitating student-student interactions,
 - 2.3.3. facilitating teacher-student interactions, and



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- 2.3.4. facilitating student-content interactions?
- 2.4. Assessment and Evaluation
 - 2.4.1. implementing blended assessments, and
 - 2.4.2. evaluating and reflecting?
- 2.5. Management
 - 2.5.1. managing the blended learning environment, and
 - 2.5.2. managing blended learning routines?
3. Is there a significant relationship between the profile of the respondents and the level of readiness for the transition of teaching modalities?

Hypothesis

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

Hypothesis 1: There is no significant relationship between the profile of the respondents and the level of readiness for the transition of teaching modalities.

Hypothesis 2: There is a significant relationship between the profile of the respondents and the level of readiness for the transition of teaching modalities.

METHODS

Research Design

This study used a mixed-method, an explanatory sequential design which provides more complete picture than a single quantitative or qualitative investigation because they combine the benefits of both methodologies. In this design, two distinct strands are implemented sequentially: a quantitative strand that collects and analyzes numerical data, followed by a qualitative strand that collects and analyzes textual data. The quantitative strand is frequently prioritized, and at an intermediate stage, the two strands can be linked in a variety of ways (Ivankova et al., 2006; Draucker et al., 2020).

Population and Sampling

This study was conducted at the three branches of College of Sciences, Technology and Communication Inc. with 80 population. Purposive sampling was employed with the criteria that they work as a college instructor, teaching during the pandemic, and work at least 1 year. In gathering quantitative data, there are fifty respondents. Further, five teachers representing the school branch was purposively organized to undergo a series of interviews. They were selected based on their relevant experience to provide answers for this study.

Instrument

This study used a survey questionnaire titled "K to 12 Blended Teaching Readiness" adapted from Graham et al. (2019) and used by Anoba & Cahapay (2020). It included five components: foundations, planning, instructional methods and strategies, assessment and evaluation, and management. It also includes 65 items. The psychometric properties of the aforementioned instrument is evaluated. On the other hand, the researchers used an interview guide they created to collect additional qualitative data about the teachers' readiness. The tool included guidelines for conducting interviews as well as key questions. The key questions revolved around the teachers' readiness in terms of the various aspects of teaching transition.

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

Treatment of Data

Determined from the nature of the study, which requires quantitative analysis as the statistical treatment of data, both descriptive analysis and inferential was used. Frequency distribution and percentage formula, these employed to define how many times a specific response has been submitted. It also shows the percentage of respondents' that fall into a specific category. Weighted Mean was used to determine the average responses of the respondents on the readiness with regard to the transition of teaching modalities during COVID-19 pandemic in terms



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of Foundational Knowledge, Skills, and Dispositions, Instructional Planning, Instructional Methods and Strategies, Assessment and Evaluation and Management. Correlation Coefficient was utilized to know the significant relationship between the profile of the respondents and the level of readiness for the transition of teaching modalities. Furthermore, according to Creswell, (2014), qualitative data analysis needs to have steps of analysis to make sense of the text and image data. It is segmenting, taking apart the data, and putting it back together. Specifically, to analyze the data composed of the responses to the open-ended question, the researcher utilized the six steps provided by Creswell which are organizing and preparing the data, reading and looking at all the data, coding and organizing the data, generating categories or themes, representing the description and themes and interpretation of the findings or result.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

Table 1
 Distribution of Respondents' Profile

Variables	Frequency	Percentage	Rank
Age			
21 - 25 years old	15	30	2
26 - 30 years old	17	34	1
31 - 35 years old	12	24	3
36 years old and above	6	12	4
Total	50	100	
Sex			
Male	24	48	2
Female	26	52	1
Total	50	100	
Years of Service			
1 - 5 years	35	70	1
6 - 10 years	11	22	2
11 - 15 years	3	6	3
16 - 20 years	1	2	4
Total	50	100	
Highest Educational Attainment			
Bachelor's Degree	23	46	1
Master's Degree	22	44	2
Doctor's Degree	5	10	3
Total	50	100	
Socio-Economic Status			
P12,082.00 - P24,164.00	24	48	1
P24,165.00 - P48,328.00	22	44	2
P48,329.00 - P84,574.00	4	8	3
Total	50	100	
Seminars/Trainings/Workshops Attended			
1 - 5	24	48	1
6 - 10	12	24	2
11 - 15	9	18	3



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Above 15	5	10	4
Total	50	100	

The highest number of respondents predominantly belongs to 26-30 years old bracket, which means that the respondents are in their prime and most productive and energetic years. As explained by Wavestone (2018), millennials are those born between 1980 and 2000, and more than any other generation in the workforce, can quickly learn and master new technology. Females are 52 percent while males comprise 48 percent of the total respondents. Females have a higher population in this research locale than male respondents. As discussed by Ahmed et al. (2018), female teachers exhibited more classroom management skills on four out of six dimensions of classroom management than a male teachers.

As to years of service, 1-5 years comprised 70 percent, It can be observed that most of the respondents have limited teaching experience in the field of education. As concluded by Mufidah et al. (2021) teaching experience has a significant effect on teaching performance.

As to the distribution of the respondents by highest educational attainment, most of the respondents are bachelor's degree holders, with 46% and 10% having finished their doctor's degrees. It connotes that near half of the respondents are not engaged in academic advancement which is another form of professional development. Professional development, as defined by Education Summary (2023), is intended to help teachers continue to learn and improve in their profession. It assists them in developing new skills and perspectives in order to become better educators. It can help them to be more open to changes in teaching practices and to keep improving themselves in order to provide students with satisfactory learning outcomes.

In regards the socio-economics status, Php 12,082.00 – Php 24,164.00 got the highest frequency count of 56%. It connotes that greater number of the respondents belonged in the low-income class. Phil (2021) discovered that teachers' socioeconomic status influenced their students' performance.

Lastly, in terms of seminars/trainings/workshops attended, 1 - 5 obtained the highest frequency count of 48%. The majority of respondents have attended a limited number of seminars/trainings/workshops. Given that the abrupt transition of learning modality is intended to continue students' learning experiences, teachers must also continue to learn. Attending trainings and workshops can assist teachers in developing their knowledge and skills in managing a blended classroom

Level of Teacher's Readiness in the Transition of Teaching Modalities during COVID-19 Pandemic

Table 2
Responses on the Level of Teacher's Readiness in the Transition of Teaching Modalities

Variables	Composite/Grand Mean	Int.	Rank
1. Foundational Knowledge, Skills, and Disposition	3.57	Ready	5
1.1. Technical Literacy	3.53	Ready	3
1.2. Digital Citizenship	3.58	Ready	2
1.3. Dispositions	3.59	Ready	1
2. Instructional Planning	3.70	Ready	1
2.1. Planning Blended Activities	3.73	Ready	1
2.2. Planning Blended Assessment	3.66	Ready	2
3. Instructional Methods and Strategies	3.61	Ready	3
3.1. Personalized Instruction	3.64	Ready	1
3.2. Facilitating Student-Student Interaction	3.60	Ready	2.5
3.3. Facilitating Teacher-Student Interaction	3.60	Ready	2.5
3.4. Facilitating Student-Content Interaction	3.58	Ready	3
4. Assessment and Evaluation	3.59	Ready	4
4.1. Implementing Blended Assessment	3.59	Ready	1.5
4.2. Evaluating and Reflecting	3.59	Ready	1.5
5. Management	3.64	Ready	2

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1.1. Managing the Blended Learning Environment	3.66	Ready	1
1.2. Managing Blended Learning Routine	3.62	Ready	2

- 1.60 - 2.20 *Not ready;*
- 2.21 - 2.80 *Slightly not ready*
- 2.81 - 3.40 *Slightly ready*
- 3.41 - 4.00 *Ready*

The technical literacy, digital citizenship, and disposition means of 3.53, 3.58, and 3.59, respectively, suggested that the teacher respondents are ready for the shift in teaching modalities in terms of fundamental knowledge, abilities, and dispositions. This indicates that teachers are adaptable and prepared for changes in their mode of instruction during the COVID-19 pandemic. To guarantee high-quality education, it should be in charge of all educational establishments. According to Nuri et al. (2021), teachers' knowledge and abilities are crucial components that need to be continuously enhanced in order to deliver suitable instruction and supervision. A teacher's knowledge and abilities determine how effective and competent they are.

Also, with the means of 3.73 and 3.66 for planning blended activities and planning blended assessments, respectively signified that the teacher respondents were ready in the transition of teaching modalities in terms of instructional planning. It means that the teachers are ready to adopt a new pedagogy in order to support the education during transitions of teaching modalities. According to Kebritchi et al., 2017 (as cited in Scherer et al., 2021), it is necessary to investigate a wide range of factors related to university teachers' adoption and use of online teaching, particularly to help institutions better support teaching and learning in online spaces. However, choosing which learning activities to assign to online spaces and which to assign to in-person learning should be done in reference to the subject. While individual teachers can often create small-scale, innovative blended learning experiences in their classrooms, larger and more long-term change typically necessitates an institution's commitment, support, and resources.

Meanwhile, with the means of 3.64, 3.60, 3.60, 3.58 for personalized instruction, facilitating student-student interaction, facilitating teacher-student interaction and facilitating student-content interaction, respectively generalized that the teacher respondents were ready in the transition of teaching modalities in terms of instructional methods and strategies. This means that the teachers are ready to use new pedagogy in the new normal set-up. Effective teachers take the time to identify specific learning objectives for all students in order to determine what they know, clear up any misconceptions, and personalize the learning for each of the 34 students (Bransford et al., 2000; Kieschnick, 2017; as cited in Hensley, 2020). "Personalized learning is tailoring learning for each student's strengths, needs, and interests—including enabling student voice and choice in what, how, when, and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible," write Patrick et al. (2013, cited in Arnesen et al., 2019). Teachers should also include strategies that will make students self-regulated and motivated, according to (Gedik et al., 2013; Kaur, 2013; as cited in De Vera et al., 2021).

The equal composite means of 3.89 for implementing blended assessments and evaluating and reflecting, respectively implied that the teacher respondents is ready on the transition of teaching modalities in terms of assessment and evaluation. Furthermore, one of the teachers' preparation in implementing blended learning is preparing the assessment (Zou et al., 2021). They explained that assessment is one of the requirements for a teacher to be considered "ready" to implement a blended learning approach. Yuliyana et al. (2021) agreed that assessment is an important part of achieving successful and effective learning, particularly in blended learning environments.

Lastly, with the means of 3.66 and 3.62 for managing blended learning environment, and managing blended learning routines, respectively judged that the teacher respondents are ready on the transition of teaching modalities in terms of management. Effective classroom management has been shown to have a significant impact on the cognitive, behavioral, and emotional outcomes of school students (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016; as cited in Prilop et al., 2021).



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Interview on Teacher's Readiness on the Transitions of Teaching Modalities during COVID-19 Pandemic

Table 3
 Interview on Teacher's Readiness on the Transitions of Teaching Modalities

Sample Codes	Category	Theme
Even though I understand the fundamentals, I need to expand my knowledge by attending a seminar on the use of technology in education.	Developing level of technical literacy	Foundational knowledge, skills and disposition is strengthening and upgrading through attendance in webinars and training
Because of a different webinar I attended, I have average knowledge of how to use the software application.		
I have attended numerous seminars on the ethical standards of being a teacher.	Awareness of digital ethics based on trainings and experience.	
Based on my years of teaching, I would say that my learning is progressive when it comes to ethical considerations.		
I attended a seminar on various teaching methods. I believe this type of system is adaptable and effective.	Positive affirmation in the transition of teaching modalities	Support to an online and in-person planning activities and assessments
Through the collaboration of school administration and teachers, I believed in the overall effectiveness of integrating traditional classroom instruction and online digital instruction.		
I have a lot of experience with in-person activities but little experience with online instruction.	Needing inputs to an online and in-person planning activities	
I still need to improve my skills and adopt new educational trends, particularly in the area of activity planning.		
If given the necessary information and references, I will not hesitate to develop a learner assessment system.	Online and in-person assessment conditional upon material and time	
We need more time to develop an assessment system so that we can be ready for the transition of teaching modalities.		
In instruction, I'm used to adhering to the national unified assessment system.	Grounded on the existing assessment system	
I created a number of rubrics to be used for assessment in various activities.		



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I used student performance to determine whether to leap higher or just a little higher.	Results from student performance serve as the foundation for the timing and focus of the next instruction.	Emerging skills in personalizing instruction
I used student performance results to determine how much they learned and what they needed to learn.		
I'm familiar with our school's current setup, so I'm ready to go right now.	Readiness to facilitate student-student interaction based on the level of teacher exposure	Readiness on facilitating online and in-person interaction
I'm prepared because it appears that when we video call our students, we're also in-person with them.	Similarities between interactions in traditional and online environments	
The information we provide to students about online instruction and traditional instruction is still the same.		
I'm confident in my abilities to ensure that the content I create is appealing to students.		
My learning is progressing toward the creation of compelling designed content.	Emerging capability in engaging content for learners	
Several current online assessment techniques can be adapted by me.	Utilizing current evaluation for the mixed assessment	Readiness on online and in-person assessment and evaluation
The department head provides a syllabus and guidelines. As a result, this is not an issue.		
Online workshops and seminars on how to evaluate both traditional classrooms and virtual classrooms are highly needed.	Need for technical support in combining assessment modes	
I can. To be productive and efficient, I must, however, be properly trained.	Technical support sought for establishing an online and in-person learning environment	Readiness on online and in-person learning environment dependent on support
I am confident in these modalities as long as the materials are well prepared to ensure successful learning.		
As a result of the limited resources in the classroom, I am not sufficiently confident to design teaching strategies that encourage students to learn well in both traditional and online settings.	Creating blended learning routine based on self-efficacy	Readiness on online and in-person learning routines based on enabling factors
I am confident that I can design a setting in which students can learn in both a traditional classroom and an online classroom.		
I have the knowledge and skills to manage both traditional and online classrooms, allowing me to develop blended learning routines.		



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My teaching ability stems from my classroom teaching experience, online training, and teacher training.	Create blended learning routine based on exposure	
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Theme 1: Foundational knowledge, skills and disposition are strengthening and upgrading. Based on the assessment of their foundational knowledge, the participants expressed a strength and upgraded their foundational knowledge, skills and disposition. However, it can be noted from their qualitative responses that they tend to closely cluster in developing level ("Even though I understand the fundamentals, I need to expand my knowledge by attending a seminar on the use of technology in education." - Teacher A. "Because of a different webinar I attended, I have average knowledge of how to use the software application. - Teacher C). There is a general recommendation to increase the participants' digital literacy for the transition of teaching modalities.

However, the awareness of digital citizenship is sought. Relative to digital citizenship, some participants possessed an awareness of the ethical considerations from trainings ("I have attended numerous seminars on the ethical standards of being a teacher. - Teacher D) and experience ("Based on my years of teaching, I would say that my learning is progressive when it comes to ethical considerations. - Teacher B). Generally speaking, these statements imply a need for more covert inputs on digital ethics.

Furthermore, most of the participants held positive affirmation in the transition of teaching modalities. ("I attended a seminar on various teaching methods. I believe this type of system is adaptable and effective. - Teacher D) (Through the collaboration of school administration and teachers, I believed in the overall effectiveness of integrating traditional classroom instruction and online digital instruction. - Teacher C). With regard in the transition of teaching modalities, it may therefore be claimed that participants generally keep a progressive viewpoint.

Theme 2: Support to online and in-person planning activities and assessments. The participants expressed confidence in the in-person method of organizing activities, largely based on their backgrounds ("I have a lot of experience with in-person activities but little experience with online instruction." - Teacher G). However, to plan both online and in-person activities, they look for more training ("I still need to improve my skills and adopt new educational trends, particularly in the area of activity planning. - Teacher B). Consequently, technological assistance is requested, with a focus on the online mode of planning activities.

Furthermore, some participants expressed conditional upon material and time in assessment ("We need more time to develop an assessment system so that we can be ready for the transition of teaching modalities. - Teacher H) and other teachers used ground on the existing assessment practices ("I created a number of rubrics to be used for assessment in various activities. - Teacher I). This finding shows that traditional and online assessment methods should be combined while taking certain criteria into account.

Theme 3: Emerging skills in personalizing instruction. The participants believed that the results from student performance serves the foundation for the timing and focus of the next instruction ("I used student performance to determine whether to leap higher or just a little higher. - Teacher E ("I used student performance results to determine how much they learned and what they needed to learn. - Teacher C). Most of the participants indicated that ability to adjust instruction based on the outcomes of the student's performance.

Theme 4: Readiness on facilitating online and in-person interaction. The participants' readiness to facilitate both online and in-person engagement may be shown, and based on the level of teacher exposure ("I'm familiar with our school's current setup, so I'm ready to go right now. - Teacher J) and some participants have perception in the similarities between interactions in traditional and online environments ("I'm prepared because it appears that when we video call our students, we're also in-person with them. - Teacher H. We continue to provide students with the same information about online and traditional instruction. - Teacher E).

On the other hand, the participants expressed their capability in developing engaging content for learners ("I'm confident in my abilities to ensure that the content I create is appealing to students. - Teacher D) and needs to improve ("My learning is progressing toward the creation of compelling designed content. - Teacher H). These situations contribute to their readiness in facilitating online and in-person interaction.

Theme 5: Readiness on online and in-person assessment and evaluation. Among the participants, there are already foundational abilities for implementing typical assessments ("Several current online assessment techniques can be adapted by me. - Teacher B. The department head provides a syllabus and guidelines. As a result, this is not an issue. Teacher I).

Furthermore, Online workshops and seminars on how to evaluate both traditional classrooms and virtual classrooms are highly needed. - Teacher J. I can. To be productive and efficient, I must, however, be properly trained.



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– Teacher F). Hence, to be ready on online and in-person assessment and evaluation, teachers needs technical support from the school administration.

Theme 6: Readiness in online and in-person learning environment dependent on support. The participants suggested that online and in-person learning environment is dependent on material support (“I am confident in these modalities as long as the materials are well prepared to ensure successful learning. – Teacher I. I am not confident enough to design teaching strategies that encourage students to learn well in both traditional and online settings because of the limited resources in the classroom. – Teacher F). The necessity of technical and material support is shown by these results when creating an online and in-person learning environment.

Theme 7: Readiness on online and in-person learning routines based on enabling factors. Lastly, there seems to be some level of interest among the participants in developing blended learning routines. Due to their effectiveness, this readiness exists (“I am confident that I can design a setting in which students can learn in both a traditional classroom and an online classroom. – Teacher J) and their exposure (“My teaching ability stems from my classroom teaching experience, online training, and teacher training. – Teacher E). To promote a smooth transition in teaching modalities, these affirmations might be strengthened.

Relationship Between the Profile of the Respondents and the Level of Readiness for the Transition of Teaching Modalities.

Table 4
 Relationship Between the Profile of the Respondents and the Level of Readiness for the Transition of Teaching Modalities

Variables	Corr. Coeff	p-value	Decision	Interpretation
Age:				
Foundational Knowledge, Skills, and Dispositions	0.69	0.02723	p<0.05, Reject Ho	Significant
Instructional Planning	0.75	0.01248	p<0.05, Reject Ho	Significant
Instructional Methods and Strategies	0.76	0.01074	p<0.05, Reject Ho	Significant
Assessment and Evaluation	0.65	0.04190	p<0.05, Reject Ho	Significant
Management	0.73	0.01653	p<0.05, Reject Ho	Significant
Sex:				
Foundational Knowledge, Skills, and Dispositions	0.75	0.01248	p<0.05, Reject Ho	Significant
Instructional Planning	0.97	3.42 E-6	p<0.01, Reject Ho	Highly Significant
Instructional Methods and Strategies	0.81	0.00450	p<0.01, Reject Ho	Highly Significant
Assessment and Evaluation	0.76	0.01074	p<0.05, Reject Ho	Significant
Management	0.65	0.04190	p<0.05, Reject Ho	Significant
Years of Service:				
Foundational Knowledge, Skills, and Dispositions	0.75	0.01248	p<0.05, Reject Ho	Significant
Instructional Planning	0.65	0.04190	p<0.05, Reject Ho	Significant
Instructional Methods and Strategies	0.73	0.01653	p<0.05, Reject Ho	Significant
Assessment and Evaluation	0.93	0.00010	p<0.01, Reject Ho	Highly Significant
Management	0.75	0.01248	p<0.05, Reject Ho	Significant
Highest Educational Attainment:				
Foundational Knowledge, Skills, and Dispositions	0.82	0.00367	p<0.01, Reject Ho	Highly Significant
Instructional Planning	0.82	0.00367	p<0.01, Reject Ho	Highly Significant
Instructional Methods and Strategies	0.67	0.03403	p<0.05, Reject Ho	Significant
Assessment and Evaluation	0.91	0.00026	p<0.01, Reject Ho	Highly Significant



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Management	0.99	4.0 E-8	p<0.01, Reject Ho	Highly Significant
Socio-Economic Status:				
Foundational Knowledge, Skills, and Dispositions	0.76	0.01074	p<0.05, Reject Ho	Significant
Instructional Planning	0.71	0.02142	p<0.05, Reject Ho	Significant
Instructional Methods and Strategies	0.74	0.01441	p<0.05, Reject Ho	Significant
Assessment and Evaluation	0.66	0.03783	p<0.05, Reject Ho	Significant
Management	0.76	0.01074	p<0.05, Reject Ho	Significant
Seminars/Trainings/Workshop Attended/Participated on Teaching Modalities:				
Foundational Knowledge, Skills, and Dispositions	0.69	0.02723	p<0.05, Reject Ho	Significant
Instructional Planning	0.77	0.00918	p<0.01, Reject Ho	Highly Significant
Instructional Methods and Strategies	0.64	0.04626	p<0.05, Reject Ho	Significant
Assessment and Evaluation	0.64	0.04626	p<0.05, Reject Ho	Significant
Management	0.67	0.03403	p<0.05, Reject Ho	Significant

The table 4 showed the test of relationship between the respondents' age, sex, years of service, Highest Educational Attainment, Socio-Economic Status and Seminars/Trainings/Workshop Attended/Participated on Teaching Modalities and the Level of Readiness for the Transition of Teaching Modalities.

The results of correlation coefficient revealed that age, sex, years of service, Highest Educational Attainment, Socio-Economic Status and Seminars/Trainings/Workshop Attended/Participated on Teaching Modalities and the Level of Readiness for the Transition of Teaching Modalities is related with Foundational Knowledge, Skills, and Dispositions, Instructional Planning, Instructional Methods and Strategies, Assessment and Evaluation and management.

According to the study of Buenvinida et al., (2020), younger respondents are highly confident in their ability to teach using computers than older respondents. Hence, a key factor in readiness for computer use and integration in teaching is teacher's age. The relationship between technical literacy and age was found to be significant since age predicts our exposure on technologies. As discussed on the preceding tables about the demographic profile of the respondents, most of them are millennials who are known to be technology proficient. Buenvinida et al., (2020) stated that younger respondents are highly confident in their ability to teach using computers than older respondents. Hence, a key factor in readiness for computer use and integration in teaching is teacher's age. On the other hand, through age, every individual is able to develop certain knowledge and skills, and is able to learn strategies on how to adapt with the situations. In consequence, age can predict the readiness of every teachers to plan, facilitate, evaluate and reflect on their teaching practices in an online and blended space.

However, more recent research, such that done by Lucas et al. (2021), demonstrated that gender also had an impact on teaching staff digital competency, favoring male teachers, in addition to age, with younger teachers demonstrating higher levels of competency. Similarly, research by Buenvinida et al. (2020) suggests that more experienced teachers possess greater preparation. As a result, the teacher readiness variables promote the growth of professional development, recruiting procedures, and teacher preparation programs.

According to Rosmanida et al., (2022), teacher's salary have a significant impact on their performance. Therefore, it can be concluded that teachers are becoming more productive and doing better the more money they receive. Nonetheless, teachers continue to get pay that is below average and does not commensurate with their achievements. Furthermore, as evidenced by the research conducted by Agaloo et al. (2020), the training that educators attended undoubtedly assisted them in adjusting to the changes in the educational system brought about by the pandemic.

As supported by Palero & Mutya (2022), it is posited that age, sex, years of service, Highest Educational Attainment, Socio-Economic Status and Seminars/Trainings are variables that may allow estimating teachers' readiness and are considered predictors.

Conclusions and Recommendations

The assessment of teachers' readiness on the transition in teaching modalities, it can be concluded that: 1) Teachers are ready when it comes to foundational knowledge, skills and dispositions, instructional planning, instructional methods and strategies, assessment and evaluation and management. This means that teachers are well-



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prepared across a spectrum of essential components in their role as educators. They are equipped with the knowledge, skills, and attitudes necessary to provide effective instruction, assess student learning, and manage their classrooms efficiently. This readiness ultimately contributes to the overall quality of education that students receive. 2) Qualitative data exposed the different strategies of teachers in facing online and in-person classes. This implies that qualitative research methods have been used to gain insights into how teachers adapt their strategies when confronted with the differing demands of online and in-person teaching. This exploration is likely to reveal a diverse array of instructional methods, communication approaches, assessment techniques, and classroom management strategies that teachers employ to effectively engage students and facilitate learning in each context. Such insights can inform educational practices, teacher training, and the design of supportive resources for educators facing these distinct teaching environments. 3) Most of the teachers are willing to explore new teaching strategies in the transition of teaching modalities. It suggests that a significant number of teachers are not only open to change but are actively enthusiastic about exploring and implementing new teaching strategies. These strategies are being considered and applied as teachers navigate the shifting landscape of teaching modalities. This willingness to adapt and innovate is an encouraging sign of educators' dedication to providing effective and engaging learning experiences for their students, regardless of the mode of instruction. 4) Age, sex, years of service, educational attainment, socio-economic status and seminar/workshop are basis in order to know the readiness of the teachers. This implies that these factors provide a holistic view of a teacher's readiness to effectively engage with students and adapt to the changing dynamics of education. Assessing teachers based on these criteria acknowledges the multidimensional nature of teaching and recognizes that a combination of personal attributes, experiences, and professional development efforts contributes to their overall preparedness in the classroom.

After the assessment of teachers' readiness in the transition of teaching modalities, it is recommended that: 1) Acknowledging the readiness of teachers in various aspects of education, it's important to create a supportive and dynamic environment that facilitates continuous growth, collaboration, and innovation among educators. Teachers are already equipped with certain skills and knowledge, but to ensure the best possible education for students, it's crucial to provide them with a supportive and dynamic environment that fosters continuous growth, collaboration, and innovation. This approach can lead to improved teaching practices and ultimately benefit the students' learning experience. 2) Educational institutions can create a more informed and supportive environment for teachers, enhancing their capabilities to effectively navigate the challenges of online and in-person teaching. By keeping teachers informed, providing them with support, and enhancing their capabilities, the institutions can help teachers effectively navigate the challenges associated with both online and in-person teaching. This, in turn, benefits both teachers and students by improving the quality of education and facilitating a more successful teaching experience. 3) Educational institutions can effectively facilitate the transition between teaching modalities and create an environment conducive to growth, innovation, and improved learning outcomes for students. By doing so, the institutions can ultimately provide better educational experiences and outcomes for students. 4) Educational institutions can implement tailored approaches that support teachers in achieving their full potential and delivering high-quality education to their students. By tailoring approaches to address the specific needs and aspirations of each teacher, institutions can help educators achieve their full potential and, in doing so, enhance the quality of education provided to students. This approach acknowledges that investing in teachers and their development is a key factor in improving the overall educational experience for students.

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