Teachers' Self-Assessment of their Online Teaching Readiness and Attitude

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Abstract

COVID-19 pandemic has evidently changed the delivery mode of instruction; teachers who used to enjoy the face-to-face mode of teaching have to adjust with the world's rapid transition to online teaching; otherwise, education would be suspended. Studies on the significance of online literacy have been done but very limited studies on teacher's readiness towards the rapid transition to online instruction due to Covid19 pandemic have been done. This study determines selected teachers' attitude and perception on their readiness and skills to teach online. The data were gathered using google forms containing the survey questions which were sent to the respondents via private messages. Frequency count and percentage, weighted mean and standard deviation are used to check the mean level of the respondents' perception on their readiness and skills. Likewise, analysis of variance (ANOVA) is used to examine the significant difference between the teachers' readiness and skills, and towards teaching online. Results show that the teacher-respondents believe that they have not only the readiness and skills to transition to online teaching but also desirable attitude towards it.

Keywords: Transition to online teaching, teachers' attitude, teachers' readiness

1. Introduction

The spread of novel coronavirus disease or COVID-19 has affected the whole world leaving all sectors of society in shock and awe. Everything, including the education sector has been affected, and has experienced unforeseen changes (Mishra et. al., 2020). The Philippine educational system, in particular, adjusts to observe the restrictions set by the COVID-19 Inter-agency Task Force to control the spread of the virus to save lives. This situation prompted school management to take initiatives and address the current critical issue to continue giving quality education to their stakeholders without sacrificing their safety.

Educational institutions abruptly left off the traditional face-to-face classes and transition to flexible learning, employing alternative delivery modes of instruction. Distance learning, televised classes, online classes through Learning Management Systems where students access their courses and communicate with their instructors have become the new normal in all government schools. Teachers, young and old, who do not have pedagogical know-how of technology related strategies are now self-obliged and duty-bound to engage themselves into online teaching. They now prepare, organize, and impart knowledge using online platforms. The pandemic also prompt teachers to shift, create, and implement online teaching even if they do not feel properly prepared to do so, or had little interest in online instruction (Hechinger and Lorin 2020; McMurtrie 2020). Nevertheless, great majority of teachers who were not into online teaching seem to be still coping with and adjusting to the new delivery mode of instruction over the traditional face-to-face classes.

Before the pandemic, Alay and Dimaculangan (2019) conducted a study to determine the common electronic tools that 50 ESL public school elementary and high school teachers use in teaching English, the technology-based oral and written tasks they administer in the classrooms and outside the classrooms as well as their familiarity and attitude towards blended learning in terms of internationalizing ESL instruction. The researchers involved fifty 21 to 60-year-old ESL teachers from Department of Education schools in a region of the Philippines. As regards the common electronic applications used in ESL instruction, 91% of the participants use the commonest PowerPoint presentation. The informal occasional observations done by the principal researcher in nearby schools revealed that PPT has been the most used visual aids replacing the traditional

well prepared printed texts in Cartolina or manila paper. New electronic educational materials like: applications, websites, or blog are used by young teacher participants. It was also interesting finding that seven of their participants are not aware of new electronic instructional aides which suggested that young adults and adults do not explore other means of digitalizing instruction their classrooms. Kiboro (2018) had similar findings; his younger teachers displayed higher confidence in their ability to teach using computers than older teachers.

Scholarly works about teachers' technical skills contribute to the understanding of its relation to the readiness of teachers to teach online. Lee and Tsai (2010) conceptualize teachers' ability as the teachers' beliefs or perceptions of their own competence at teaching, use of instructional strategies, and teaching effectiveness. Farley (2019) defines technical skills as the knowledge and expertise needed to accomplish complex actions, tasks and processes relating to computational and physical technology as well as a diverse group of other enterprises. In most cases, the acquisition of advanced technical skills requires specialized training or education. Raulston and Wright (2010) assert that teachers that are using technology help prepare students for future careers, enhance opportunities for making real-world connections for the students, increase teachers' technical skills, provide convenience and mobility, improve communications and organizational skills, excite and engage students, and help teachers become technological role models.

Education does not rely solely on the methods of teaching, materials used, available technology, or platform alone, but also on the teachers' skills; hence, it is a must that teachers' readiness is given consideration especially in this time that online class is a must and used without much preparation, and this is really new in most schools across the Philippines. According to Cutri, Mena and Whiting (2020), the assessment of faculty online readiness can be operationalized as a pre-assessment of faculty's preparedness to develop and implement online teaching. However, since online classes are implemented as an alternative way of teaching in response to the measures implemented by the government against COVID-19 with only months of preparations, seminars and trainings, most teachers are simply asked to transform their lessons from their traditional method to online form.

Callo and Yazon (2020) investigated the factors influencing the readiness of faculty and students on online teaching and learning as an alternative delivery mode for the new normal at Laguna State Polytechnic University. Their analysis recorded a great number of faculty and students who have limited or who have no laptops or desktops. This faculty and students' lack of needed technology which may be financial-related adversity, the authors found posed a huge issue and gap between the work, faculty, and students; hence, they suggested that educational institutions must assist faculty and students or provide them the means so as they can join online classes and learn their courses online. Relatively, the university converted its regular school buses to E-Learning Laboratories for the opening of October, 2020 classes, and they pass around municipalities to accommodate LSPU students who need them.

Other studies which have been conducted to determine the faculty readiness to teach online, and most of these studies showed that no faculty members admitted that they are ready for this. For instance, Gay 2016 as cited by Martin, et.al found that the availability of online help desk services is an urgent need of online faculty; Lichoro (2015) revealed that faculty members do not feel adequately prepared to teach online; and Downing and Dyment 2013) showed that faculty members who are new to online teaching feel a lack of readiness to teach online and need technical and pedagogical support. Indeed, Reyes-Chua et.al. 2020) found that one major problem encountered by different institution is the lack of training of the faculty members and students in using the eLearning classroom. This suggests that a thorough trainings and seminars are needed to further enhance and equip teachers with the necessary competencies and skills in the use of online classrooms.

Northcote et. al. (2015) looked into the online teaching ability of teachers and the variations in their self-confidence to carry out online teaching tasks, such as selecting technological resources, conducting virtual interaction, facilitating content migration, ensuring course alignment, and establishing course structure. Their findings showed that teachers had the lowest self-efficacy in selecting technological resources and highest self-efficacy in online course alignment, i.e., effectively aligning learning objectives, course assignments, assessment strategies, and learning activities within online courses. Likewise, Aydin (2005) conducted a study on the significant relationship between perceived ability and the importance of teaching competencies related to technology use, communication, time management, online education, and content. His participants revealed high perception of the importance of these competencies yet lower perception of their competencies; thus, they recognized their need for improvement to perform better at online teaching.

Al-Salman (2011) seems to summarize the reviewed literature with his claim that the traditional requirements from faculty are far different from the necessities of distance learning, and that online faculty must master a number of roles and acquire a specific set of competencies (Gulbahar and Kalelioglu, 2015). Teachers must be technologically trained and skilled in order to integrate technology in the teaching and learning process. Aside from the required technical competencies and readiness teachers must possess the unique personal attributes, and positive attitude to perform online teaching and online environment administration successfully. Online readiness is reinforced by the ability to work independently, self-motivation, and a proactive approach to learning as well as positive attitude (Kaminski, 2008). With the large majority of academics believing that the traditional lecture is still the most effective means to produce student learning outcomes, it requires a high degree of personal commitment and motivation to pursue this new form of teaching (Mills et al., 2009).

Rohayani, Kurniabudi, and Sharipuddin (2015) found that the most critical factors influencing eLeaning readiness are skills and attitudes. The authors related the theory of E-learning readiness factors and examined the readiness factors found in previous research studies. Skills and attitudes accumulated the highest score among other factors that affect elearning readiness Likewise, Al-alak and Alnawas (2011), and Alabdullaziz et al., (2010) examined the relationship between Jordanian lecturers' attitudes towards e-Learning system. Both research studies revealed that there is a positive relationship between the lecturers' performance and attitude towards eLearning. They concluded that teachers' attitude has positive impact on the success of the implementation of eLearning in the sector of higher education. Further, Martin, Budhrani, and Wang (2019) who measured teachers' attitude towards the importance of online teaching competencies and their perception of their online teaching ability affirmed that studies of online teaching competencies are important because they provide information about how online faculty should be trained and supported by professional development initiatives in higher education institutions.

Filipino teachers are all into the rapid transition from face-to-face classroom norm to full e-instruction and online learning. It is, however, disheartening to observe that some traditional teachers seem to prefer their old world because of hard times adapting to sudden changes. This may suggest that they are not ready yet for rapid transition to this new modality, technically and emotionally. This paper tries to examine the teachers' perceived 1) readiness in terms of: computer and internet access, computer literacy, internet literacy, and digital literacy and 2) attitude towards online instruction with respect to: acceptance, confidence, patience, and commitment.

2. Research Methods

2.1 Research Design

The study is a quantitative research that employs a descriptive-correlational method in analyzing the data. According to Shields (2013), descriptive research involved the collection of data to test the hypothesis or to answer the what, why, how, when questions concerning the current status of the subject of the study. It is a systematic research design that describes a certain situation and the area of interest accurately. The descriptive method involves the data collected to answer the questions given in the study.

2.2 Data Collection Procedure

After having conceptualized the problems to be addressed, the respondents were identified. This study involved forty respondents i.e., 32 or 80% female and 8 or 22% male teachers. They are elementary, high school, and senior high school teachers from public (27 or 67%) and private (13 or33%) schools in a province of Region IV-A, Philippines, who were selected using purposive sampling. Purposive sampling was used in identifying the subjects since it is the most appropriate method given that there was only limited number of primary data sources who could participate in the study. Table 1 presents the participants' age, subjects taught, grade or year level they are into, years in service, and highest educational attainment.

Table 1. Teachers' Demographic Profile

Category	Variable	Frequency	Percentage
Age	21 – 30	15	38%
	31 – 40	15	38%
	41 – 50	9	23%
	51 – 58	1	1%
Grade or Year Level Teaching Assignment	Elementary	20	50%
	Junior High School	9	23%
	Senior High School	10	25%
	College	1	2%
Years in Service	1 – 5 years	24	60%
	6 – 10 years	4	10%
	11 – 15 years	10	25%
	More than 15 years	2	5%
Highest Educational Attainment	Bachelor's Degree	6	15%
	Master's Degree / (unit earners)	29	73%
	Doctorate Degree / (unit earners)	5	12%

Copies of the survey questionnaires which were programmed using Google forms were then sent to the participants through private messages and electronic mails. Participants were requested to complete the survey upon receipt of the e-form. Results were then extracted in CSV format for data analysis. Frequency count and weighted mean, and standard deviation were used to check the mean level of the respondents' readiness, skills and attitude towards teaching online. Likewise, Analysis of variance (ANOVA) was used to examine the significant difference between the teachers' readiness, skills and attitude towards online teaching.

In order to avoid guesswork a five-point Likert-type scale of optional answers to the survey questions with equivalent range and verbal interpretation as follows was provided:

Scale	Range	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Moderately Agree
2	1.80 – 2.59	Disagree
1	1.00 – 1.79	Strongly Disagree

3. Results and Discussions

3.1 Respondents' Self-perceived ability and readiness to teach Online

Table 2 shows the mean level of teachers' perception of their *ability and readiness to teach online*. It indicates that the most significant attribute of teachers' ability to teach online is internet literacy which obtained the mean of 4.47 placing it on the first rank and given a verbal interpretation of "Strongly Agree". As can be gleaned and based on the respondents' responses to the survey questionnaires, all have available computers with necessary software which they can use at home or in schools. They confirmed that they have or are willing to obtain a computer system with internet connection at home. However, it was noted that five out of 40 respondents did not own printers which would not be a serious issue because the new normal instruction has become paperless.

Table 2. Level of Respondents' Self-perceived Ability and Readiness to each Online

No.	Attributes	WM	SD	Verbal Interpretation
1	Computer and Internet access	4.27	0.950	Strongly Agree
2	Computer literacy	4.40	0.884	Strongly Agree
3	Internet Literacy	4.47	0.777	Strongly Agree
4	Digital Literacy	4.42	0.922	Strongly Agree
	Grand Mean		4.24	

Legend:

Scale	Verbal Interpretation
4.20 – 5.00	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Moderately Agree
1.80 – 2.59	Slightly Agree
1.00 – 1.79	Disagree

Philippine schools and universities have started to conduct classes with complete online integration because of the new social practices brought by the global pandemic. They strongly agreed that they have acquired computer literacy, (MW=4.40) i.e., a general knowledge of computers, software, hardware, and how they work along with the ability to run and navigate applications rather than being able to program (computerhope.com). Further, they were also convinced that they possess internet literacy, (WM= 4.47) i.e., basic ability to search for information on the website, ability to work with e-mail and use other services and Internet options like: internet social networks, forums, instant messaging, and other options (ManagementMania.com) The attribute that ranked last is digital literacy (WM=4.42) (WM=4.27) but still given a verbal interpretation of "Strongly Agree." Digital literacy, as explained to them refers to their ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (dla101.org).

The overall mean level of teachers' perception on their ability and readiness to teach online registered an overall rating of (WM=4.24) with a verbal interpretation of "Strongly Agree." Relatively, Palloff, and Pratt (2000) enumerate several key areas in order to succeed in transitioning to online education, among which is ensuring access to and familiarity with the technology in use. Establishing guidelines and procedures, generated with significant input from participation and "buy-in" from participants; promoting collaborative learning; and creating a double or triple loop in the learning process to enable participants to reflect on their learning process.

3.2 Respondents' Self-perceived Attitude towards Online Teaching

Table 3. Level of Respondents' Self-perceived Attitude towards Online Teaching

No.	Attributes	WM	SD	Verbal Interpretation
1	Acceptance	4.55	0.578	Strongly Agree
2	Confidence	4.54	0.777	Strongly Agree
3	Patience	4.45	0.672	Strongly Agree
4	Commitment	4.54	0.755	Strongly Agree
	Grand Mean		4.24	

Legend:

Scale	Verbal Interpretation
4.20 – 5.00	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Moderately Agree
1.80 – 2.59	Slightly Agree
1.00 – 1.79	Disagree

Table 3 shows the mean level of teachers' attitude towards online teaching. As can be read from the figures, the teachers had positive attitude towards abrupt online teaching in terms of: acceptance, confidence, and commitment which received almost the same scores- WM=4.55, 4.54, 4.54 respectively given a verbal interpretation of "Strongly Agree". The attribute that ranked last is patience (WM=4.45); however, it got similar verbal interpretation of "Strongly Agree." The overall mean level of the perceived teacher's attitude towards online teaching received an overall rating of (WM=4.28) with a verbal interpretation of "Extremely Aware."

Success in online teaching is about understanding the needs as well as the readiness of major players in the online learning environment (Mercado, 2008). Gay (2016) notes that knowledge about and use of technology tools are very important in online teaching. Relatively. Keramati, Afshari-Mofrad, and Kamrani (2011) advance that teachers performing online education need to be proficient with basic computer operations such as creating and editing documents and managing files and folders; since these make up a major portion of design and facilitation of an online course and are related to learning outcomes. Needless to say, the technology related skills would not be exercised well if the teachers do not have positive attitude towards their sudden transition to distance online teaching.

3.2 Significant Difference between Teachers' Perception on Readiness and Attitude towards Online Teaching

The difference between the teachers' perception of their ability and readiness, and attitude towards online teaching was examined using ANOVA. The analysis revealed the following statistically significant associations at 95% confidence interval and p-value.

1. Computer/internet access and attitude
   There is statistically significant difference between teachers' perception as regards their computer and internet access with positive acceptance, $F(1, 78) = 4.39$, $p = 0.04$ and confidence, $F(1, 78) = 5.50$, $p = 0.02$. On the other hand, ANOVA showed no statistically significant associations with commitment, $F(1, 78) = 1.43$, $p = 0.24$, and patience, $F(1, 78) = 2.36$, $p = 0.13$.
2. Computer literacy and attitude
   ANOVA showed no statistically significant associations between teachers' computer literacy with positive acceptance, $F(1, 78) = 0.545$, $p = 0.46$, confidence, $F(1, 78) = 0.193$, $p = 0.66$, commitment, $F(1, 78) = 1.58$, $p = 0.21$, and patience, $F(1, 78) = 2.92$, $p = 0.09$.
3. Internet literacy and attitude
   There was no statistically significant associations between teachers' internet literacy with positive acceptance, $F(1, 78) = 1.25$, $p = 0.27$, confidence, $F(1, 78) = 1.86$, $p = 0.18$, commitment, $F(1, 78) = 0.149$, $p = 0.70$, and patience, $F(1, 78) = 0.238$, $p = 0.63$.
4. Digital literacy and attitude
   There was no statistically significant associations between teachers' digital literacy with positive acceptance, $F(1, 78) = 0.001$, $p = 0.97$, confidence, $F(1, 78) = 0.057$, $p = 0.81$, commitment, $F(1, 78) = 0.412$, $p = 0.52$, and patience, $F(1, 78) = 0.708$, $p = 0.40$.

4. Conclusions

Examining teachers' ability and readiness is significant in ensuring the success of teachers' abrupt transition to distance online education. Indeed, the results suggest that teachers are quite ready for online teaching in terms of their perceived abilities. Teachers are indeed responsible individuals despite some factors that may affect their online teaching skills. From the traditional delivery method, they explored different technology tools and applications to improve their teaching methodologies. Despite what seemed to be limited resources and training, teachers immediately tried their best to adapt to the challenges brought by Covid 19 pandemic. They still prove to be the primary players in the educational system regardless of the modalities and methodologies used in delivering their lessons.

It is therefore recommended that educational institutions which began online instructions only this academic year keep on monitoring online classes, not only for promotion or evaluation purposes but also for online pedagogic improvement to assist both the teachers and students in maximizing their performances, i.e., teaching and learning skills. It is also advanced that continued trainings and technical support be provided for the teachers to boost their confidence and readiness to teach online. In addition, both teachers and students must be trained on the 21st technical literacies for them to use any available technology in enjoying effective and affective learning despite physical distance. This is because new ways of communicating, disseminating information, and of teaching and learning strategies sprout from the new normal modalities.

Review of online learning materials prior to the opening of classes and studies on factors affecting the effectiveness of the implementation of online education may also be conducted to immediately address related issues. To ensure success of the implementation of online education, more budget needs to be allotted for the training programs that can help educational institutions and teachers to be updated of the current trends that enhance online classes. This way, teachers will help students develop positive attitudes toward online learning.

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