INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2021, Vol. 2, No. 9, 786 – 804
http://dx.doi.org/10.11594/ijmaber.02.09.09

Research Article

Faculty Online Learning Readiness of a Private Secondary School in Bicol, Philippines Amidst the New Normal: Basis for an Extension Program

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Article history:
Submission September 2021
Revised September 2021
Accepted September 2021

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ABSTRACT

The emergence of Corona Virus Disease 2019 pandemic required educational institutions to shift to new instructional paradigm to ensure learning continuity. With the restrictions on mass gathering, online distance learning has emerged as one of the alternative modalities. This descriptive study primarily aimed to assess the faculty readiness of St. Louise de Marillac School of Bulan (SLMSB), Inc., a private secondary school in the Municipality of Bulan in Sorsogon Province, Bicol Region of The Philippines, in implementing online learning as an alternative instructional mode. Using an adapted survey-questionnaire, twenty (20) faculty members participated in this research which is a total enumeration of the teachers in the school. Employing descriptive statistical tools on quantitative data which are supported by qualitative data collected through interview, it was found out that the faculty members of SLMSB are sufficiently ready on online learning in terms of their technology access, considering the measures being undertaken by the school administration. They are also ready in terms of their technology skills and their attitude towards online learning. However, despite the general result on readiness, analysis of the indicators revealed that they need to be trained in terms of use of online learning management system, and use of tools for developing learning materials. With these results, it is recommended that a capability-building program for faculty members of SLMSB be conducted to prepare them in facilitating online learning through an extension program that may be offered by Sorsogon State College – Bulan Campus.

Keywords*: online learning modality, faculty readiness, new normal, St. Louise de Marillac School of Bulan.*

How to cite:
Medalla, J. V. B., Dipad, M. A. D., & Vera, C. P. B. D. (2021). Faculty Online Learning Readiness of a Private Secondary School in Bicol, Philippines the New Normal: Basis for an Extension Program. *International Journal of Multidisciplinary: Applied Business and Education Research*. *2* (9), 786 – 804. doi: 10.11594/ijmaber.02.09.09

Introduction

The emergence of Corona Virus Disease 2019 (COVID-19) pandemic has led educational institutions in the world into an unprecedented shift to new learning delivery strategies to ensure continuity of learning despite the restrictions in response to the health crisis. Schools have migrated to different modalities, which are mostly encompassing distance education, while the conduct of face-to-face classes is still prohibited due to the risk of spread of the virus. With this shift to new learning modes which are referred to as "the new normal in education", the use of modern technology, especially the Internet has been maximized to deliver instruction without the risk of contracting the disease. Among the modalities, online distance learning has been viewed as the modality that fully maximizes modern technology and the Internet in the delivery of education. Online learning, or electronic or e-learning, refers to the self-paced or real-time educational delivery over the internet to the learners (Lee & Lee, 2006). In an online learning environment, students access instructional resources and materials online at any place anytime (Tamm, 2019). The Department of Education (2020), through its Basic Education Learning Continuity Plan, has recognized online distance learning as one of the modalities that may be employed in the new normal. It defined online learning as a learning delivery modality where the teacher facilitates and engages learners' active participation through the use of different technologies accessed through the Internet while they are geographically separated from each other during the teaching-learning process. In other words, the Internet is utilized as means of facilitating learner-teacher and learner-to-learner communication.

Even before the pandemic, the implementation of online learning or e-learning around the globe has been massive. Duffin (2020) reported that the e-learning market worldwide is projected to be more than 243 billion U.S. dollars by 2022. In 2016, the self-paced e-learning product market recorded to be amounting to 46.67 billion U.S. dollars. In the Philippines, the University of the Philippines was the first higher education institution to incorporate e-learning in its system with the establishment of the Open University. In addition, the University of Sto. Tomas institutionalized its E-LeAP or the E-Learning Access Program where learning materials are made available online. The Ateneo de Manila, the De La Salle University, and other state universities also offer online learning courses (Arimbuyutan, Kim, Song & So, 2007).

Being in the frontline of the implementation of educational policies, teachers remain to be one of the primary drivers of successful employment of online distance learning as schools adapt to the new normal. Primarily, they are the ones who will execute the alternative learning modalities and will contextualize learning resources, contents, and materials. They serve as the middle component which lies between the curriculum and the learners (Insorio, 2021). With the changes brought by rapidly modernizing technology, teachers need to possess modern skills and capabilities demanded by new educational paradigms. Asio and Riego de Dios (2019) explicated that information, media and technology skills are among the essential skills perceived by the students as comprising the characteristics of well-qualified educators. Even without the pandemic, there is already a need for teachers to be equipped with ICT skills and capabilities in the pedagogical context. With these contentions, the readiness of teachers in adopting online learning modes needs to be assessed to determine if they have the necessary resources, skills, and attitude to achieve teaching standards and expectations in the new normal. Aware of this need, the Department of Education (2020), with its Basic Education Continuity Plan, emphasizes the importance of capacitating school teachers and leaders to implement and manage the shift to multi-modal learning delivery modalities which are considerate of technology access, readiness survey results, and implementation plans.

Many studies have been conducted to assess the e-learning or online-learning readiness of school teachers both on the international and national levels and provide significant views of teacher readiness on online teaching. Martin, Budhrani, and Wang (2019) concluded that the attitude of teachers towards the importance of online teaching competency

and how they perceive their ability are great contributors to how teachers approach online teaching goals, tasks, and difficulties. The same study argued that there are four components of online teaching; namely, course design, course communication, time management, and the technical component. Likewise, the study of Phan and Dang (2017) contended that many factors contribute to the e-learning readiness of teachers. These factors include attitude, technology competence, pedagogy and methodology, training, and time constraint. Educational institutions need to have an understanding of these factors and consider them in creating their strategic plans for the successful implementation of e-learning. Additionally, Hung (2016) concluded that, in the context of online learning readiness, the years of teaching is inversely related to the teachers' communication self-efficacy while directly related to their self-directed learning. In the Philippines, the study of Javier (2020) examined the e-learning readiness of faculty members of a state university. In terms of their attitude towards online learning, the study found a balance in their perception of e-learning, delivery of instruction, and benefits to the university. In addition, the faculty members were found to have the competence along 21st century competencies on online learning. However, they needed improvement on utilizing online learning. Meanwhile, the study of Ventayen (2019) assessed the readiness of the teachers of the Department of Education in online distance education environment which includes technical skills, experience with online teaching and learning, attitudes toward online learning, and time management and time commitment. The results indicated that teachers had a positive attitude towards online distance learning, and the majority of the respondents are ready for online teaching. On the other hand, the study of Asio and Bayucca (2021) found that internet connectivity is the primary challenge for teachers in adopting online learning modality during the pandemic. Other issues such as preparation, competencies, funding and devices also needed to be addressed.

Similar with other educational institutions, St. Louise de Marillac School of Bulan (SLMSB), Inc. also envisions itself to become a secondary school that can institutionalize online learning into its academic culture, particularly in the new normal and even after the restrictions brought by the health crisis. SLMSB, formerly Colegio dela Inmaculada Concepcion de Bulan, is a private secondary school which offers both junior and senior high school in the Municipality of Bulan, Province of Sorsogon in the Bicol Region of The Philippines. The school administration believes in the effectiveness of online learning as an educational delivery modality considering the uncontrollable influence of modern technology to different sectors of the society, including education. For the academic year 2020 – 2021, it recorded a total student enrolment of about 700 learners. The school administration recognizes the need to assess the readiness of its teachers as a vital aspect of the success of the implementation of online learning in the institution.

Objectivies

This study primarily aimed to assess the online learning readiness of the faculty members of St. Louise de Marillac School of Bulan, Inc. in response to the restrictions to education brought by the COVID-19 pandemic. Specifically, it sought to (1) identify the level of online learning readiness of the faculty members of St. Louise de Marillac School of Bulan, Inc. in terms of (a) Technology Access, (b) Technology Skills and (c) Attitude Towards Online Learning; and (2) propose interventions to improve the faculty readiness of St. Louise de Marillac School of Bulan, Inc. towards the implementation of online learning.

Methodology

This study employed the descriptive research design, using an adopted survey-questionnaire which provided quantitative data. This design is appropriate to the present study since it deals with describing population, situation or phenomenon (McCombes, 2019) which in this case is the faculty online learning readiness of St. Louise de Marillac School of Bulan, Inc. Other than the survey-questionnaire, the researchers also conducted unstructured interview to support the quantitative data from the survey-questionnaire and assist in the interpretation of results.

The respondents were a total enumeration of the twenty (20) faculty members of the school who were in-service when the survey was conducted on July 2020. The distribution of the faculty-respondents per specialization is shown in Figure 1. Of the seven disciplines, English has the highest number of teachers with five followed by Technology and Livelihood Education (TLE), Music, Arts, Physical Education and Health (MAPEH), and Science with four. Other subjects all have two teachers.

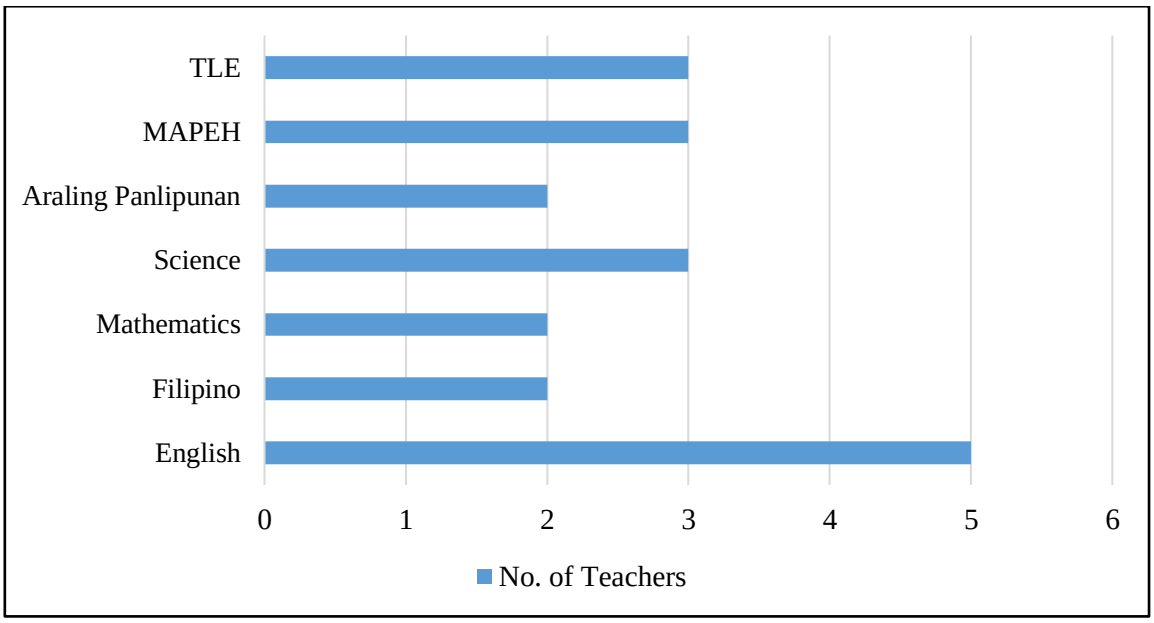

Figure 1. Specialization of Faculty-Respondents

The primary instrument of this study was a survey-questionnaire adopted from Mercado (2008). The original questionnaire was partially modified, especially in terms of the indicators of the variables, to ensure appropriacy with the current situations and with the context of St. Louise de Marillac School of Bulan, Inc. The faculty readiness questionnaire was divided into three parts. The first one dealt with the profile of the respondents, specifically their field of specialization and online learning training background. The second part contained the actual online learning readiness evaluation of the faculty members in terms of technology access, technology skills and attitude towards learning. These variables were further subdivided into component sections. Each of these variables was composed of several indicators. For the technology access section, the respondents measured their readiness through Yes-No dichotomous items. For technology skills and attitude, a 5-point Likert Scale which ranged from not ready to highly ready was used. The last part of the questionnaire dealt with recommended interventions to improve the online learning readiness of St. Louise de Marillac School of Bulan, Inc.

The study was part of the memorandum of agreement between the SLMSB and Sorsogon State University. Hence, this is conducted with the permission of the school. Using the printed survey-questionnaire, the actual data-gathering process was conducted on July 30 – 31, 2020 at St. Louise de Marillac School of Bulan, Inc. The accomplished questionnaires were retrieved immediately for tallying and application of appropriate statistical tools.

The researchers employed descriptive statistical tools for analysis of data. Frequency count, percentage technique and weighted mean were used. Meanwhile, for items that were answerable through a 5-point Likert Scale, the researchers used the scale below in consonance with the scale in the survey-questionnaire.

Weighted Mean	Interpretation
4.50 – 5.00	*Highly Ready*
3.50 – 4.49	*Ready*
2.50 – 3.49	*Moderately Ready*
1.50 – 2.49	*Poorly Ready*
1.00 – 1.49	*Not Ready*

Results and Discussion

Online learning readiness of faculty members in terms of technology access

This section provides the results and the discussion thereof regarding the online learning readiness of faculty members of St. Louise de Marillac School of Bulan, Inc. in terms of technology access which is further subdivided into three parts: access to computers and peripherals, internet connectivity and access to basic online learning tools.

Access to computers and peripherals

Except for access to printer which is a significant peripheral of computers especially in the implementation of online learning and in the new normal brought by the COVID-19 pandemic, the data provide a positive view of faculty members' computer access (Figure 2).

All of the 20 faculty members or 100.00% own a desktop computer or laptop with the basic software applications installed. This very high access to computers can be explained by the measures being taken by the administration of St. Louise de Marillac School of Bulan Inc. Specifically, to ensure that teachers have laptops which they would use in their teaching functions, the school administration offered a laptop loan with minimal interest which can be paid in a year, two or three depending on the decision of the teacher. This program bears mutual benefits for the faculty members and the school administration because with their ownership of laptops, they will be able to accomplish their tasks, especially in the new normal, where most of the activities require the use of laptops or computers and other modern devices.

The dependability of these laptops does not equate to the very high access to computers. Of the 20 teachers, 14 or 70.00% have access to dependable computer/laptop. This is because some teachers have laptop units who have lower specifications which may not meet the requirements of new computer applications. In response, the SLMSB administration hired a management information system (MIS) officer who not just maintains the information systems of the school but also assists the teachers in their technical needs. Similarly, the MIS officer also assists the teachers in their needs regarding the software requirements of their laptop/computer units.

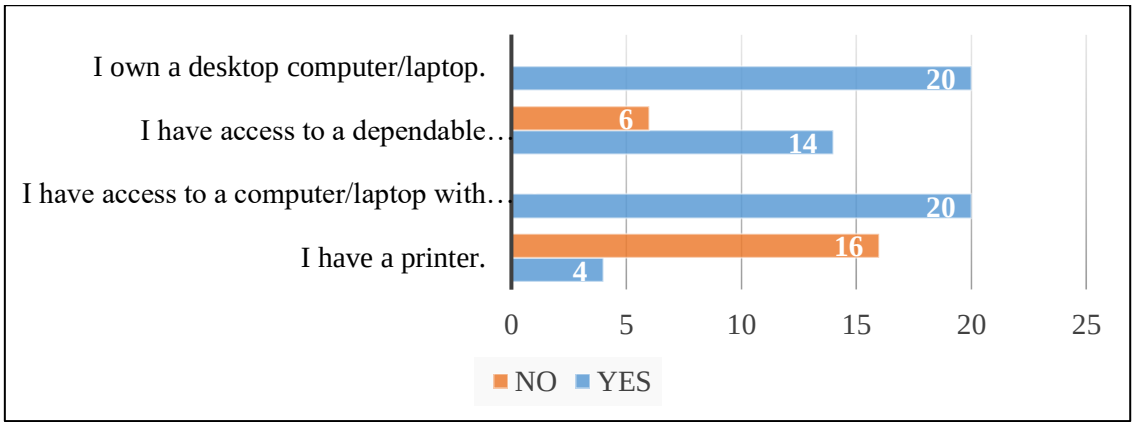

Figure 2. Access of Faculty Members to Computers and Peripherals

Meanwhile, 16 or 80.00% of the faculty members do not have their printer. The unavailability of personal printers of most of the faculty members is resolved by the initiative of the school to provide printers which the teachers may use for printing of learning resources and materials. These initiatives corroborate to the willingness of the school to undertake measures to improve their readiness to online learning.

Internet connectivity

Of the 20 faculty members of SLMSB, only six or 30.00% have internet connection at home while 13 or 65.00% expressed willingness to obtain internet connection at home (Figure 3). The data support the reality of internet connectivity in the country. While all of them have access to computers which are used in accomplishing instructional requirements, the insufficiency of internet connection at home may affect the successful implementation of online learning in SLMSB. Arayata (2021) reported that access to the internet remains a primary challenge among teachers in the Philippines by citing a study conducted by the National Research Council of the Philippines which bared that an average of 71% of teachers from rural areas use mobile data as the primary internet connection. This type of connection is not dependable for conducting online teaching activities due to its lower internet speed and capacity. In addition, the report of the Department of Information & Communications Technology (2021) which provides that, while the country has been recording an improvement in its internet speed, its ranking is still low at 86th spot globally.

This implies that a work-from-home arrangement will not be appropriate for most of the faculty members. While 65.00% of them have expressed willingness to obtain internet connection at home, this still does not guarantee that a work-from-home arrangement for online learning will be successful. This also entails additional expense for the teachers, similar to accessing internet connection in internet shops.

However, it is significant to note that all of the faculty members have access to internet connection in SLMSB campus. This is because of the effort of the school administration to strengthen and improve its wireless fidelity or wi-fi connection throughout the campus. This effort by the school administration compensates the inefficiency of teachers' internet connection at home, in addition to the laptop-loan program also institutionalized by the school to ensure the faculty members' access to computers. This also suggests that an online learning modality may still be implemented by utilizing the available internet resources in the campus.

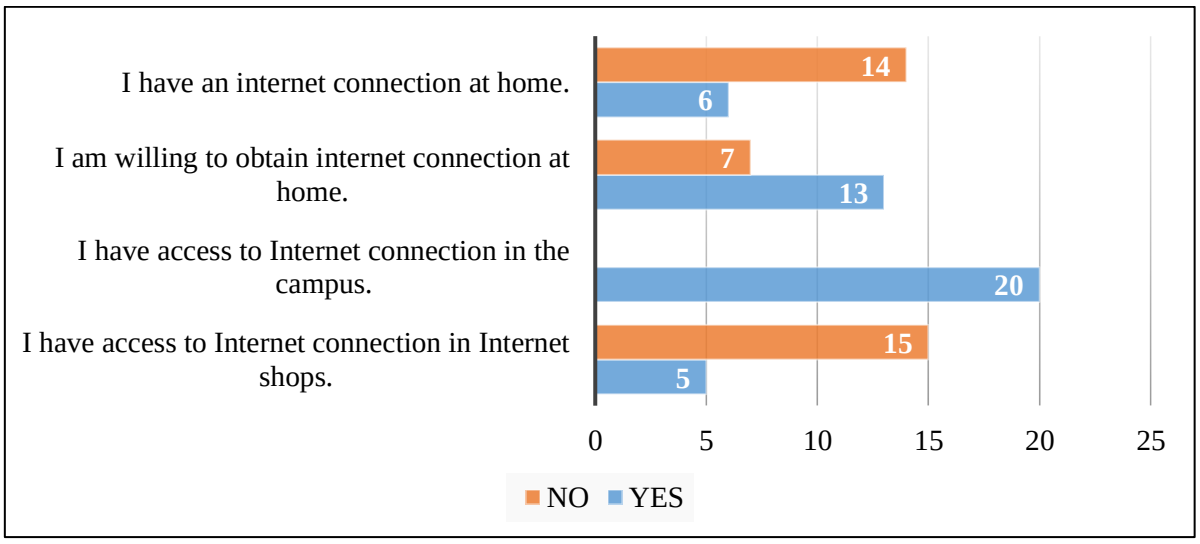

Figure 3. Internet Connectivity of Faculty Members

Basic online learning tools

All of the faculty members or 100.00% have access to basic productivity tools such as document and presentation productivity software, and internet browsers which are fundamental to implementation of online learning (Figure 4). These data yield positive insights on the readiness of teachers for online learning readiness. Generally, their access to basic productivity and online tools is an indicator of their basic

awareness of computer operations. This can be explained by the migration of educational system from traditional paradigm to modern one where technological advancement has been the trend in pedagogy and learning. Based on the interview, most of the teachers have experienced using computer technology when they were still studying so they are already familiar with basic computer tools. There is a need, however, to contextualize their basic knowledge into the application to learning, specifically online learning which is demanded by the present situation. This calls for capability-enhancement activities to prepare them as the school envisions to migrate to online learning in response to the new normal brought by the COVID-19 pandemic.

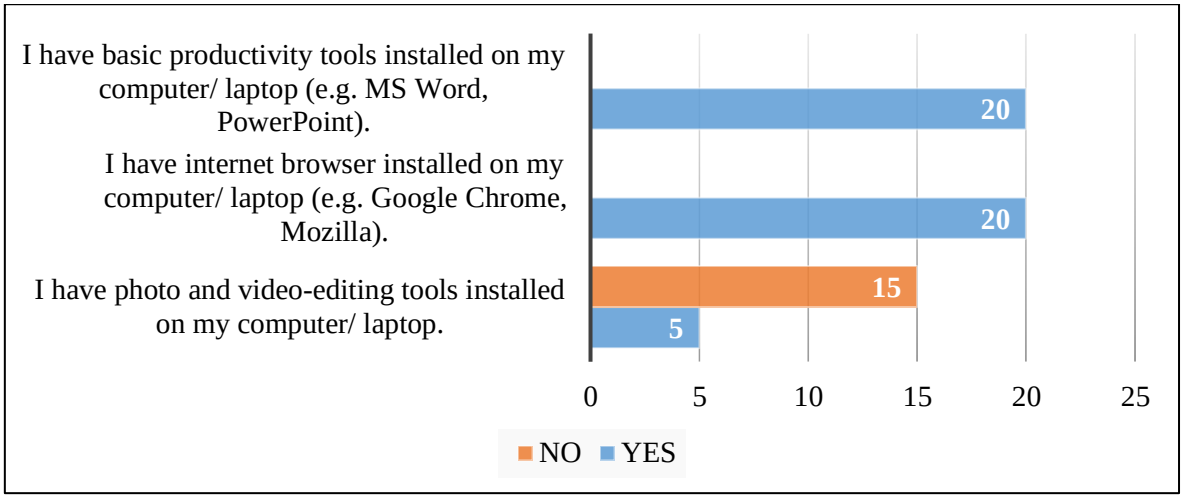

Figure 4. Access of Faculty Members to Basic Online Learning Tools

The teachers' degree of access to photo and video-editing tools implies that the capability-building program should include the training on photo and video-editing tools. Contrary to basic productivity and online tools, based on the interview conducted, most of the teachers remain unfamiliar with the use of photo and video-editing tools. These tools are significant in the development of learning materials and resources for online learning; hence, this should be included in the training design.

Caluza, et al. (2017) observed the same results that most teachers already have the necessary skills in utilizing computer productivity tools. However, most of them still have little knowledge in using photo and video manipulation software which are also significant in teaching based on the current demands. Donkor (2020) highlighted the effectiveness of video materials in the learners' acquisition of practical skills. Hence, video-based instructional resources help improve the craftsmanship of students.

Online learning readiness of faculty members in terms of technology skills

This section discusses the results of the assessment of the online learning readiness of faculty members in terms of technology skills which further subdivided into three sections namely, basic computer operations, basic internet skills, and literacy on online and productivity tools. This section initially presents the background of teachers in trainings related to online learning.

Online Learning Training Background of Faculty Members

Figure 5. Training Background of Faculty members on Online Learning

Data reveal that none of the faculty members underwent training on online learning (Figure 5). This could be explained by the sudden emergence of the health crisis which were never prepared for by Philippine educational communities. Before the pandemic, while there is already gradual shift to modern technologies, very few schools have fully ventured into online learning. Most of the schools in the Philippines were still implementing traditional modes of learning deliveries; hence, online learning did not become a priority for faculty capability-building. This is further corroborated by the responses of the teachers in the interview. While most of them have noted that they have undergone training on the use of modern technology, it was revealed that none of these have specifically focused on online learning.

This means that there is indeed a need to conduct a training for online learning, considering the background of the teachers. However, in designing the capability-enhancement program, it is significant to consider several other factors such as willingness of the school administration, faculty and students to venture into online learning and infrastructural readiness of the school to implement online learning.

Basic Computer Operations

Generally, the faculty members of SLMSB are "ready" in terms of basic computer operations as fundamental skills in online learning (Table 1). Teachers have the highest skill level in terms of turning on and shutting down computers properly while they have the lowest skill level in terms of knowledge on resolving common hardware and software problems or accessing technical support.

This favorable level of readiness of the faculty members in terms of basic computer operations can be explained by the prominence of modern technology in almost all of the sectors of the society. With computer being a part of societal mechanisms, people have been demanded to have basic knowledge on computers. Teachers are part of the revolution on educational systems brought by modernity. As such, teachers already have the fundamental grasp of computer operations. It is significant to note, on the other hand, that the teachers are only moderately ready in terms of installing software and setting configuration, and troubleshooting computer problems. This could be because these skills are already seen as highly technical although they can also be done by those who at least have basic knowledge on computer operations.

Table 1. Technology Skills Readiness of Faculty Members in terms of Basic Computer Operations

Indicators	5	4	3	2	1	Weighted Mean	Description
I know the basic functions of computer hardware components (CPU and monitor) including its peripherals like the printer, speaker, mouse etc.	11	7	2	0	0	4.45	Ready
I know how to save/open documents to/from a hard disk or other removable storage devices.	16	4	0	0	0	4.80	Highly Ready
I know how to turn on and shutdown the computer properly.	18	2	0	0	0	4.90	Highly Ready
I am comfortable with things like installing software and changing configuration settings on my computer.	3	7	5	4	1	3.35	Moderately Ready
I know how to resolve common hardware or software problems, or I can access a technical support in case I encounter a problem.	1	5	7	6	1	2.95	Moderately Ready
Weighted Mean Average						4.09	Ready

This implies that in designing the capability-building program, basic computer operations should no longer be highlighted since the faculty members are already confident in carrying out these operations. It is important to focus on the contextualization of computer operations and tools to online learning, including the development and production of learning resources and materials for online teaching. Basic troubleshooting and setting configuration may also be included in the training design.

This is supported by the study of Umar and Yusoff (2014) which found that most present-day teachers already possess basic computer skills necessary for their conduct of their professional responsibilities. These include skills that are related to basic computer operations, word processing, slide presentations and spreadsheet. The acquisition of these skills by the teachers can be explained by the fact that these tools have become integral in all professional mechanisms, hence teachers have been expected and driven to learn them. However, it was also found that the teachers have difficulty with advanced computer skills such as production of computer graphics and animation, and multimedia designs, which is also consistent with the results of the present study.

Basic internet skills

The faculty members have the highest level of internet skill in terms of having e-mail address, and opening and sending emails with file attachments, with weighted mean of 4.75 which is interpreted as "highly ready" (Table 2). They are also "highly ready" in terms of surfing the internet and navigating web pages with 4.50 weighted mean. They have the lowest weighted mean on resolving common errors while surfing the internet with weighted mean of 3.80 which is described as "ready". Generally, the faculty members are "ready" in terms of basic internet skills with weighted mean average of 4.33.

The readiness of teachers in terms of internet skills can be explained by the fundamentality and integrality of internet connection in education. With the emergence of modern technology, the internet has become part of Philippine educational systems. With this, teachers have been inclined to learning internet operations to maximize its use both in their personal and professional undertakings. Specifically, teachers have the highest internet skill level in terms of e-mailing. This is because e-mail has been accepted, especially in the professional field, as primary means of communication or

correspondence. This provides a positive insight since the use of e-mail is an indispensable part of the online learning which deals with the delivery of learning resources and instruction through online platforms.

Table 2. Technology Skills Readiness of Faculty Members in terms of Basic Internet Skills

Indicators	5	4	3	2	1	Weighted Mean	Description
I have an email address and I can open/send an email with file attachments.	16	3	1	0	0	4.75	Highly Ready
I know how to surf the Internet and navigate the web pages (go to next, or previous page).	12	6	2	0	0	4.50	Highly Ready
I know how to download files using any browsers (Internet explorer, Google Chrome).	12	6	1	1	0	4.45	Ready
I am comfortable with things like doing searches, setting bookmarks, and downloading files.	7	10	2	1	0	4.15	Ready
I know how to resolve common errors while surfing the Internet such as “page not found” or “connection timed out”.	4	10	4	2	0	3.80	Ready
Weighted Mean Average						4.33	Ready

This result implies favorable level of online learning readiness of the teachers in terms of internet operations. This denotes that basic internet mechanisms should be no longer be focused on in the capability-building program to be conducted, if necessary, since teachers already have basic knowledge on them. What needs to be highlighted is the application of internet in the context of online learning.

Notably, most of the teachers in this school are young and fresh graduates which is consistent with the findings of the study of Liang and Chao (2002) which revealed that younger teachers tend to have better internet literacy skills because there are more courses covering computers and the internet for younger faculty members to select during their pre-service learning. This further suggests that computer and internet integration has become part of the pre-service education of the younger teachers, making them more familiar with the internet mechanisms.

Literacy on online and productivity tools

Generally, the faculty members are “ready” in terms of literacy on online and productivity tools with weighted mean average of 3.74 (Table 3). Specifically, they have the highest literacy on knowledge on portable document file, and word processing both and the lowest literacy on modifying and adding content and assessment using an online learning management system.

When viewed in its entirety, the data reveal favorable level of readiness of faculty members in terms of their literacy on online and productivity tools. This high level of general readiness can still be explained by fundamentality and integrality of modern technology in teaching. Hence, teachers today have immersed themselves into the use of internet and productivity tools. The data, however, are better understood by looking into the individual indicators. While the faculty members have positive level of readiness in most indicators, it is significant to note that they have the lowest level of readi-

ness in terms of using online learning management system which is vital in the implementation of online learning. Online learning management systems (OLMS) are online platforms that provide educational practitioners to manage learning content, resources, activities and even evaluation online. Their low level of readiness in online learning management system is caused by minimal use of OLMS in Philippine schools. Hence, they are mostly unfamiliar with these platforms. With the new normal, however, where online learning has become a trend, knowledge on OLMS is vital to successful learning delivery.

Table 3. Technology Skills Readiness of Faculty Members in terms of Literacy on Online and Productivity Tools

Indicators	5	4	3	2	1	Weighted Mean	Description
I know how to access an online library and other resource databases.	3	8	7	2	0	3.60	Ready
I know how to use asynchronous tools (e.g., discussion boards, chat tools,) effectively.	3	8	5	4	0	3.50	Ready
I know what PDF files are, and other file formats, and I can download and view them.	9	7	3	0	1	4.15	Ready
I am familiar with word processing and use it comfortably.	7	9	4	0	0	4.15	Ready
I can have several applications opened at the same time and move between them.	8	7	4	1	0	4.10	Ready
I know how to use file compression methods and tools.	3	8	7	2	0	3.60	Ready
I know how to use presentation software.	5	8	7	0	0	3.90	Ready
I know how to use learning management software.	1	9	8	2	0	3.45	Moderately Ready
I have the skills to modify and add content and assessment using an online learning management system.	1	3	11	4	1	2.95	Moderately Ready
I know how to browse, select and save teaching-learning resources/materials that are available online.	5	10	4	1	0	3.95	Ready
Weighted Mean Average						3.74	Ready

This result affirms the need to conduct interventions to improve the capability of the teachers in implementing online learning. Specifically, there is a significant need to conduct training on online learning management system which is the primary avenue in the successful employment of online learning modality. The capability-building program should aim at developing teachers' mastery of OLMS, especially in managing resources, contents and activities, and using this in assessment process.

In deciding which OLMS to introduce to teachers, it is important to consider the preference of the teachers. Many platforms are already available online that seek to provide rooms for the implementation of online learning, especially amidst the pandemic.

Of the 20 faculty members, 19 or 95.00% prefer to use Moodle as the online learning management system and want to be trained with in using this platform (Figure 6). This is followed by Google Classroom, Schoology, and Edmodo. Although there are other learning management systems available online, these four OLMS's emerged to be the most popular among the faculty members of SLMSB.

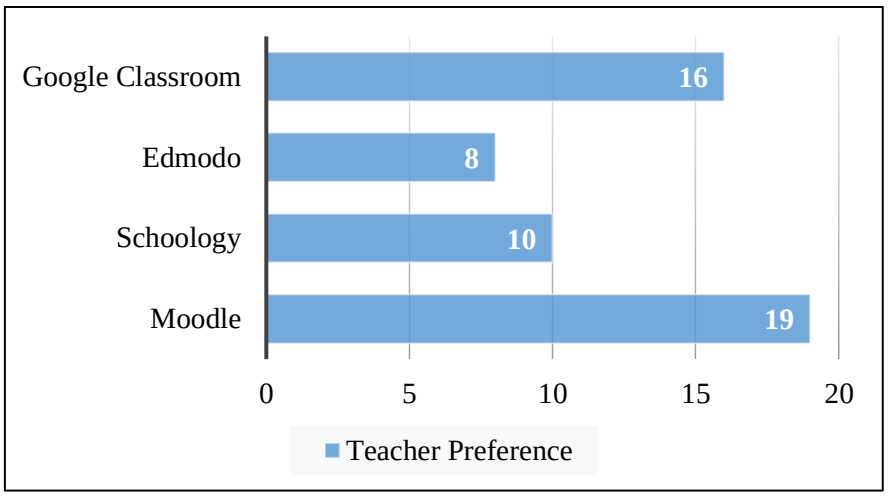

Figure 6. Online Learning Management System Preference of the Teachers

These data provide the researchers and the school administration essential insights for designing the capability-building program for the online learning readiness of the teachers in particular, and the school, in general. Since teachers have expressed highest preference on Moodle, the researchers and the school administration may consider introducing this platform. They may also explore other learning platforms such as Google Classroom and Schoology for the implementation of online learning in SLMSB.

Etcuban, Marcial, Dinauanao and Patindol (2016) emphasized that learning management systems provide opportunity for teachers to improve their teaching capabilities by using web-oriented application specifically made to design learning based on the needs and interests of the learners. Mobo (2020) discussed that with the COVID-19 pandemic, educational institutions shifted to the use of online learning management systems which facilitate the communication between the teachers and the learners.

Online learning readiness of faculty in terms of attitude towards online learning

This section presents the readiness of the faculty members in terms of their attitude towards online learning. This is further subdivided into four sections, namely teaching styles and strategies, personal teaching abilities, motivation, and time management.

Teaching Styles and Strategies

The faculty members of SLSMB are "ready" in terms of all the five indicators for teaching styles and strategies with weighted mean average of 4.26 (Table 4). Specifically, they have the highest level of readiness in terms of encouraging independence and creativity from their students, and providing student-centered lessons and activities, and connecting them to real-world applications with both 4.45 weighted mean. They have lowest weighted mean of 4.05 in terms of employing strategies that are designed to accommodate the varied needs of the students. However, this is still described as "ready".

The favorable level of readiness of the teachers in terms of teaching styles and strategies can be explained by their performance during face-to-face classes. It can be observed

that the indicators reflect teacher behavior during on-site classes which serve as stepping stone to successful online teaching strategies. Since most of the teachers are still new in the professional field of teaching, most of them employ ideal strategies and techniques to achieve learning goals and objectives. They have also been trained to become student-centered educators; hence, they tend to employ strategies that focus on the individualities of the learners.

Table 4. Faculty Readiness in terms of Teaching Styles and Strategies

Indicators	5	4	3	2	1	Weighted Mean	Description
I encourage independence and creativity from my students.	11	7	2	0	0	4.45	Ready
I provide student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications.	11	7	2	0	0	4.45	Ready
I use effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation) instead of passive lectures.	6	12	2	0	0	4.20	Ready
I use appropriate strategies designed to accommodate the varied talents and skills of my students.	5	11	4	0	0	4.05	Ready
I provide timely, constructive feedback to students about assignments and questions	7	10	2	1	0	4.15	Ready
Weighted Mean Average						4.26	Ready

This implies that the SLMSB teachers' pedagogical strategies are suitable for online teaching. This is favorable for the school administration since there will no longer be a great need to train them to become student-centered teachers which is one of the core characteristics of online teaching and learning. This, however, does not mean that teachers no longer need to be trained with strategies to be employed in online teaching. It is important to note that there is a big difference between online and on-site teaching; hence, teachers should be introduced to different techniques specific for successful implementation of online learning in SLMSB.

Personal Teaching Abilities

Generally, the faculty members are "ready" in terms of personal teaching abilities concerning online teaching and learning, with average weighted mean of 3.98 (Table 5). Particularly, the teachers have the highest readiness level in terms of assuming responsibility for preparation and presentation of learning tasks, with weighted mean of 4.55 which is described as "highly ready". They have the lowest weighted mean of 3.55 which is interpreted as "ready" for being able to comfortably work online.

Table 5. Faculty Readiness in terms of Personal Teaching Abilities

Indicators	5	4	3	2	1	Weighted Mean	Description
I assume responsibility for preparation and presentation of learning tasks.	12	7	1	0	0	4.55	Highly Ready
I am able to condense multiple perspectives into a coherent discussion.	5	12	3	0	0	4.10	Ready
I can work independently, without the traditional class arrangement (students & teacher in the same class at the same time).	8	7	7	0	0	4.05	Ready
I can often complete difficult tasks on my own, even if others do not provide support and encouragement.	1	11	8	0	0	3.65	Ready
I can comfortably work online/I feel I will be able to comfortably work online.	3	6	10	1	0	3.55	Ready
Weighted Mean Average						3.98	Ready

This result corroborates to the data regarding the teachers' teaching styles and strategies. This supports the insight that the teachers' performance of their professional functions is suitable to the online learning context. It is important to highlight that they are highly ready in terms of assuming responsibility for preparation and presentation of learning tasks. This yields positive insights because it means that the teachers are aware of their professional responsibilities, including the need to ensure that learning is delivered properly to the students, despite the limitations brought by the pandemic. Further, their favorable level of readiness in terms of their ability to condense multiple perspectives into a coherent discussion proves their potential of becoming successful online teachers because online learning requires the ability of the teachers to provide concise discussions to shorten lecture time in videos or online conferences, whether synchronous or asynchronous.

The teachers, however, have the lowest weighted mean in terms of their comfort in working online. This can be explained by their lack of training on online learning, and the results previously discussed where teachers have less knowledge on the use of online learning management systems. Should SLMSB implement online learning, that would be the first time to experience online teaching for all of the teacher-respondents based on the interview conducted. Becoming new in the field of online learning yields reservations on the part of the teachers. This, therefore, calls for their exposure to the field of online teaching and it commences with the conduct of comprehensive capability-building program to help teachers build confidence in facilitating online classes.

Motivation

The faculty members have descriptive rating of "ready" in all the indicators for online learning readiness in terms of motivation with weighted mean average of 3.82 (Table 6). Specifically, they have the highest weighted mean of 4.10 on motivation brought by opportunity to have more free time for other professional activities. They have the lowest weighted mean of 3.70 on motivation brought by opportunity to pursue personal interests that are not work-related, although it is still described as "ready".

Table 6. Faculty Readiness in terms of Motivation

Indicators	5	4	3	2	1	Weighted Mean	Description
My interest in online teaching is motivated by the flexibility it will give me to decide when I do my work.	4	8	7	1	0	3.75	Ready
My interest to teach online is motivated by the opportunity for me to pursue personal interests that are not work-related.	2	12	4	2	0	3.70	Ready
My interest to teach online is motivated by the opportunity to have more free time for other professional activities (attending conferences, consulting, etc.).	4	14	2	0	0	4.10	Ready
Having a more convenient way to teach highly motivates me to teach online.	4	10	4	2	0	3.80	Ready
Providing wider opportunities for students to learn in different modalities motivates me to teach online.	1	13	6	0	0	3.75	Ready
Weighted Mean Average						3.82	Ready

The favorable level of readiness of the faculty members in terms of motivation to facilitate online learning can be explained by the wide range of opportunities that it can offer. Notably, the teachers have the highest weighted mean in terms of motivation brought by the opportunity to have more free time for other professional activities. This means that the teachers perceive the implementation of online learning as conducive for their professional development. This further defines the importance that the teachers provide to professional development activities such as conferences, seminars and consultations.

This implies that the teachers are motivated enough to engage in an online learning environment. They already understand the advantages and benefits of online learning, not just for the learners, but also for them. This is significant in the successful implementation of online learning because the drive emanates from the teachers themselves which will lead to their sense of ownership of the new modality. It is important, however, to maintain this motivation by providing them opportunities to improve their online learning capabilities and exposing them to an online learning environment.

Time management

The faculty members have weighted mean average of 3.75 which is described as "ready" in terms of time management (Table 7). Their willingness to set aside unimportant and non-urgent personal matters to attend to online classes has the highest weighted mean of 4.25 which is described as "ready". Meanwhile, their willingness to devote more time to an online class than an on-site class has the lowest weighted mean of 3.40 which is described as "moderately ready".

The high weighted mean recorded for the teachers' willingness to set aside unimportant matters to facilitate online classes can be explained by the data on their teaching abilities where that have the highest weighted mean in terms of assuming professional teaching responsibilities (Table 5). This reinforces the previous discussions that the SLMSB teachers fully

recognize their obligations and duties concerning the profession they chose. This provide positive insights for the administration since they can hire teachers who have sense of responsibility, especially during these times when there are restrictions and limitations brought by the COVID-19 pandemic.

Table 7. Faculty Readiness in terms of Time Management

Indicators	5	4	3	2	1	Weighted Mean	Description
I can dedicate specified number of hours a week (any time during the day or night) to participate in the online teaching process.	3	6	11	0	0	3.60	Ready
I am willing to log in and contribute to your online classroom discussions and interact with students online anytime.	2	8	10	0	0	3.60	Ready
I am willing to devote more time to an online class than an on-site class.	2	6	10	2	0	3.40	Moderately Ready
I am willing to set aside unimportant and non-urgent personal matters to attend to online classes.	7	11	2	0	0	4.25	Ready
I can create schedules for myself and stick to them.	3	13	3	1	0	3.90	Ready
Weighted Mean Average						3.75	Ready

Meanwhile, their moderate level of readiness in terms of willingness to devote more time to an online class than an on-site class can be explained by their perception that face-to-face classes are more effective than online teaching, as revealed in the interview. With this perspective, they prefer the implementation of on-site classes whenever possible, which leads them to devoting more time to this traditional modality. Another factor is convenience that teachers experience in on-site classes. Since face-to-face teaching has been the practice since educational systems were institutionalized, teachers are more comfortable conducting classes on-site than online. It needs to be understood, however, that the new normal in education prohibits on-site teaching; hence, it is important to explore other learning modalities to ensure continuity of learning.

The study of Mandernach and Holbeck (2016) revealed that teachers generally spend 12.69 hours in a week for each course. Their time for teaching is distributed to various teaching activities such as grading and feedbacking, discussion, asynchronous instruction, one-to-one communication, synchronous communication, and content development. Meanwhile, Cross and Pollk (2018) highlighted that time management issues may be encountered by teachers during online teaching. This is often because of the ubiquity of online classes and the difficulty on selecting the appropriate tools to ensure learning transfer. The integration of digital technology and support to personnel, faculty members can be successful in online learning set-ups.

Interventions to enhance the faculty online learning readiness of slmsb

The conduct of comprehensive training on online teaching-learning for faculty members was perceived to be the most effective. It is followed by the conduct of studies on online learning readiness of the students and the

community, and coordination with institutions with expertise on online teaching modality.

These data support the need for a comprehensive capability-building program for teachers and other personnel of SLSMB for the successful implementation of online learning. Sorsogon State College – Bulan Campus, through its Information & Communications Technology and Education Department, may initiate an extension program to assist the SLMSB as they venture into online learning. The extension program may not be limited to the training of teachers on online learning modality but may also include assistance to SLMSB in establishing their online learning management system. In this case, a sustainable partnership between SLMSB and SSCBC will be appropriate to ensure that SLMSB will be fully prepared to implement online learning.

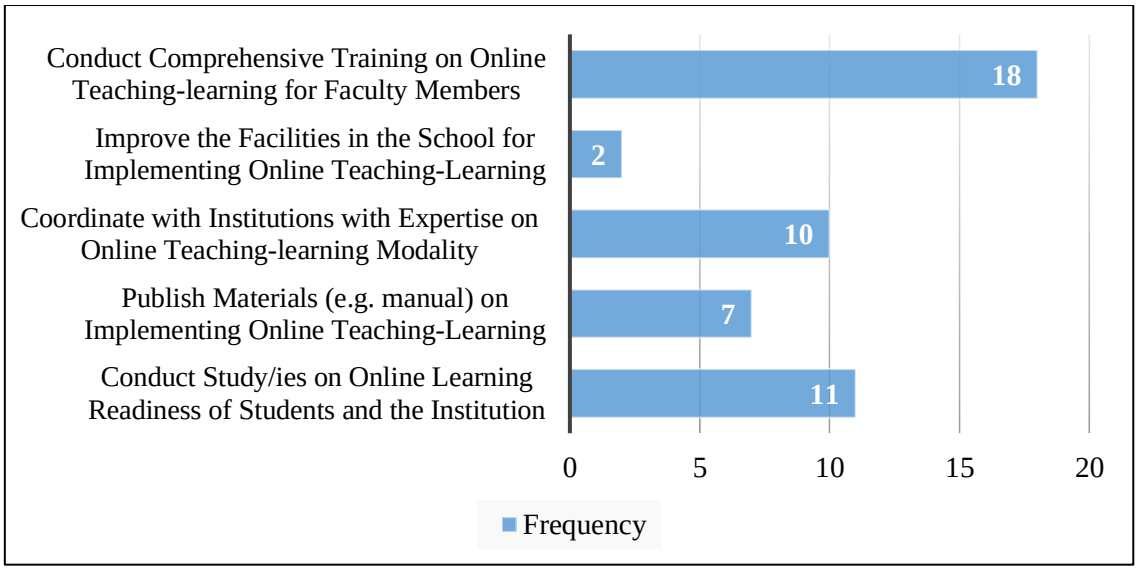

Figure 7. Interventions to Enhance the Online Learning Readiness of SLMSB

Toquero (2020) discussed that educational institutions need to facilitate training for teachers on the adoption of online learning to ensure that they have the necessary skills to help enhance student learning despite the limitations brought by the pandemic. In addition, Bhattacharjee and Deb (2016) emphasized the importance of training pre-service and in-service teachers on ICT tools and resources because these have become highly essential aspects of 21st century education. Curricula, instructional paradigms and educational policies have been transformed into ICT-based orientations which implies the need for teachers to possess ICT capabilities. Trucano (2005) mentioned that effective ICT training requires extensive and on-going exposure of teachers to ICT tools and resources. He added that the employment of appropriate pedagogical practices should be given more focus than technical mastery of information technology.

Conclusions and Recommendations

With the foregoing results and discussions, it was found that the faculty members of St. Louise de Marillac School of Bulan are sufficiently ready on online learning in terms of their technology access, considering the measures being undertaken by the school administration. They are also ready in terms of technology skills, specifically in terms of basic computer operations, internet skills, and literacy on online and productivity tools. Furthermore, they are ready in terms of their attitude towards online learning, specifically on teaching styles and strategies, personal teaching abilities, motivation, and time management. However, despite the general result on readiness, analysis of the indicators revealed that they need to be trained in terms of use of online learning management system, and use of online, productivity and other tools for developing learning materials and resources.

It is recommended that a capability-building activity, such as a comprehensive training-workshop, for faculty members of SLMSB be conducted to prepare them in facilitating online learning. This can be done by an extension program that may be offered by SSC Bulan Campus ICT-Education Department to SLMSB. The extension program may also be extended up to the assistance to the school in establishing their OLMS. With this, it is further recommended for the SLMSB administration to select an online learning management system which they will institutionalize as they implement online learning. It is also recommended that another study be conducted regarding the students and institutional online learning readiness of SLMSB.

Acknowledgement

The researchers extend their utmost gratitude to St. Louise de Marillac School of Bulan Inc., headed by its principal, Sr. Ma. Elisa B. Barranco, its personnel and faculty members who cooperated in this study. They also acknowledge Prof. Ma. Elena C. Demdam, SSC Bulan Campus Adminsitrator, and their colleagues in the ICT-Education Department for their commitment in the extension program which is the output of this study.

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