Teachers' Readiness in Online Teaching Environment: A Case of Department of Education Teachers

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Abstract – This paper explores the readiness of the teachers of the Department of Education in Open and Distance Education Environment which includes technical skills, experience with online teaching and learning, attitudes toward online learning, and time management and commitment. The respondents were the elementary and secondary teachers of the Department of Education who are currently enrolled in the Pangasinan State University, Open University Systems taking up Masters or Doctorate degrees in Educational Management. The quantitative methodology was used in data collection techniques, and the correlation was used to determine the significant difference. The results of the research indicated that teachers had a positive attitude in oDel, where the majority of the respondents are ready for online teaching. It is recommended that a virtual learning environment training should be implemented for the benefit of the teachers. Future is evident in the Philippines that teachers are ready and competent that will contribute to the changing environment of education.

Keywords – online learning, readiness, graduate students, grade school teachers

INTRODUCTION

The recent development in technology provides an overwhelming growth of distance learning in different countries which contributed to the acceleration of education for all. Changing environment nowadays encourage educational institutions to seek additional platforms in continuing to provide quality education. Open and distance learning is a way of delivering education through the use of technology such as the interconnected network. The future is clear in education sector that technology will play a primary role in the future. As far as education is concern, teachers are the main assets of the academe, where they are the one responsible in building the knowledge. According to Dr. Bandalaria (Dela Pena-Bandalaria, 2009) of University of the Philippines, Open University, defined distance education as the online delivery of instructional content as well as associated support services to students in the absence of physical, this shows that online delivery of instruction thru online can be consider as a primary way of teaching and learning.

The DepEd strategy plan emphasized the need to develop learning via its 5-year Information and Communication Technology for Education (ICT4E) Strategy Plan. It aims to integrate ICT into every school curricula, develop programs, establish infra and come up with a system. While there is a strategic plan of the department, it is essential to monitor the implementation of the program. One problem that encountered by the department is the low student-computer and teacher-computer ratios that pose the biggest challenge to the program (Dimasuay & Pabro, 2009; Melinda dela Pena-Bandalaria, 2011).

Several studies were conducted regarding the readiness of teachers in online learning and teaching. In turkey, one study revealed that teachers' overall technology readiness level was moderate and there are no significant differences in terms of readiness in technology across age and subject area of the teachers but significant difference between technology readiness and gender (Summak, Bağlibel, & Samancioğlu, 2010). The Department of Education's advocacy on computerization may contribute to the attitude of the teachers in online education, as one study conducted that organizational readiness factors have the most important effect on e-Learning outcomes. It was also reveal in one study that teachers' motivation and training is the most important factor in e-Learning. (Hung, 2016)

Statement of the Problem

This paper will answer the following question: (1) What is the profile of the respondents in terms of: age, sex, program, level of educational attainment; licensure examination passed, area of expertise/field of specialization, years of teaching, rank and grade levels?;

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(2) What is the level of readiness of the Teachers in Open and Distance Teaching?; and (3) Is there a significant difference on the level of readiness in ODeL in Teaching across the profile of the respondents?

The significance of the Study

Open and distance education is the future of learning. It will also make the learning faster and efficiently in the own face of a student. It provides convenience to both learners and teachers. It is essential that the province be ready for the change in technology. Despite the reality that the Philippines is still slow in internet connectivity (Euromonitor, 2016; Mak et al., 2014), readiness is essential for preparation. This study is significant to determine the readiness of the teachers in the Province of Pangasinan. Findings of this study will be helpful for both practitioners and academics of E-Learning systems.

METHODS

In this research study, the researcher adopted a quantitative method of research. It used the survey as a method of data collection that has gained popularity over the years because of a great deal of valuable information on what people think. Also, it is more common to use questionnaires because it yields information that is more systematic for all participants.

Sources of Data

The graduate students of Pangasinan State University, Open University Systems for the S.Y. 2017-2018 were the sources of data for this study; the PSU Open University System has a total of more than 400 students for the SY 2017-2018. Pangasinan State University, Open University System is one component of PSU that is offering Masters and Doctorate degrees. A 20 percent of the total population was the sample of this study.

Participants were requested to complete the survey within one term from the date of the issuance of the questionnaire. The researcher shorten the link using bit.ly and posted in all the Google Classroom class newsfeed. The adopted survey questionnaire (UCF's Center for Distributed Learning, 2018) was floated using Google Forms, and extracted in CSV format for analyzation.

Statistical Treatment Used

Frequency and Percentage were used in the first problem which is the profile of the respondents. Average weighted mean was also used in determining the interpretation based on the Likert rating scale used in the level of readiness in teaching environment.

Likert Rating Scale

Scale	Range	Interpretation
5	4.51 - 5.00	Extremely Agree
4	3.51 - 4.50	Agree
3	2.51 – 3.50	Neutral
2	1.51 – 2.50	Disagree
1	1.00 – 1.50	Extremely Disagree

To obtain the siginificant difference between two variables, A correlation was also used and measured significant difference using ANOVA. In order to simplify statistical computation, all data was inputted into the software SPSS for faster analysis of data.

RESULTS AND DISCUSSION

Results generated by the Google Forms was extracted to CSV format. The result of the study is shown.

Table 1. Profile of the Respondents

Variables	Categories	Frequency	Percentage
1. Age	20-29 Years Old	41	40.6
	30-39 Years Old	39	38.6
	40-49 Years Old	15	14.9
	50-59 Years Old	6	5.9
	Total	101	100.0
2. Sex	Male	33	32.7
	Female	68	67.3

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	Total	101	100.0
3. Program Course	Master of Arts in Education	85	84.2
	Master in Development Management	7	6.9
	Doctor of Education	3	3.0
	Specialization Courses	6	5.9
	Total	101	100.0
4. Level of Education	Bachelor's Degree	40	39.6
	Master Level (with Units)	49	48.5
	Master's Degree	10	9.9
	Doctorate Level (with Units)	2	2.0
	Total	101	100.0
	Licensure Examination for Teachers	67	66.3
5. Licensure Examination Passed	National Certificates	3	3.0
	Professional Civil Service	5	5.0
	Others	5	5.0
	None	21	20.8
	Total	101	100.0

As shown in the table, the profile of the respondents revealed that majority has the age of 20s and followed by 30s with 40.6% and 38.6%, this shows that majority of the respondents belongs to the millennial group. While on sex, the 67.3% of the respondents are female, this indicates that most of the students in Open University Systems are female. Masters of Arts in Education consist the most numbers of respondents with 84.2%; this also validates that MAEd has the most number in the population of students and most of them have Bachelor's Degree and currently at Master Level. Lastly, the majority of the respondents passed the licensure examination for teachers.

Table 2. Profile of the Respondents

Variables	Categories	Frequency	Percentage
6. Field of Specialization	Computer Science	4	4.0
	English and Filipino	19	18.8
	General Education	31	30.7
	Mathematics	8	7.9
	SCIENCE	5	5.0
	Social Studies	6	5.9
	TLE	7	6.9
	Others	16	15.8
	None	5	5.0
	Total	101	100.0
7. Rank	Teacher 1-3	63	62.4
	Head Teacher 5	1	1.0
	Master Teacher 2	2	2.0
	School Administrator	6	5.9
	Private Teacher	7	6.9
	Administrative Aide III	4	4.0
	Others	9	8.9
	None	9	8.9
	Total	101	100.0
8. Years of Teaching	No Teaching Experience	19	18.8
	1-10 Years	67	66.3

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	11-20 Years	11	10.9
	21-30 Years	4	4.0
	Total	101	100.0
9. Grade Level of Teaching	Kindergarten	7	6.9
	Grade 1-3	27	26.7
	Grade 4-6	17	16.8
	Grade 7-9	17	16.8
	Grade 10-12	13	12.9
	Others	7	6.9
	None	13	12.9
	Total	101	100.0

As shown in the table, the majority of the specialization of the graduate students is General Education; this indicates that most of the respondents are teaching in primary schools. Also, the majority of the respondents are holding the position of Teacher 1 to 3 and teaching around 1 to 10 years. Lastly, most of the respondents re-teaching in the lower grade in elementary level such as Grade 1 to 3.

Table 3. Readiness in Online Teaching Environment

	Extent of Readiness				
Technical Skills	1	2	3	4	5
I have a computer available to me at home or in the office.	0	1	11	31	58
	0.0%	1.0%	10.9%	30.7%	57.4%
I travel with a computer.	3	11	39	24	24
	3.0%	10.9%	38.6%	23.8%	23.8%
I access the Internet frequently and can search the Internet for what I need.	0	3	29	26	43
	0.0%	3.0%	28.7%	25.7%	42.6%
I am competent and using e-mail.	0	1	15	48	37
	0.0%	1.0%	14.9%	47.5%	36.6%
I am competent in using word processing software.	0	3	10	44	44
	0.0%	3.0%	9.9%	43.6%	43.6%
I am able to download files from the Internet and can attach files to an e-mail.	0	1	14	33	53
	0.0%	1.0%	13.9%	32.7%	52.5%
I am competent in using presentation software such as PowerPoint.	0	1	17	35	48
	0.0%	1.0%	16.8%	34.7%	47.5%
I am familiar with and can create a blog.	2	14	46	20	19
	2.0%	13.9%	45.5%	19.8%	18.8%
I am familiar with and can create wikis or Web sites.	4	27	38	21	11
	4.0%	26.7%	37.6%	20.8%	10.9%
I am familiar with and can use social networking technologies, such as Facebook and Twitter.	0	2	13	39	47
	0.0%	2.0%	12.9%	38.6%	46.5%
I am familiar with my university's learning management system.	1	5	37	42	16
	1.0%	5.0%	36.6%	41.6%	15.8%
I have used technology to support my face-to-face teaching.	1	3	24	40	33
	1.0%	3.0%	23.8%	39.6%	32.7%
Weighted Mean: 3.97 (Agree)					
Experience with Online Teaching and Learning					
I have experienced at least one online course as a student.	3	15	22	39	22
	3.0%	14.9%	21.8%	38.6%	21.8%

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I have received training in online instruction.	4	19	38	26	14
	4.0%	18.8%	37.6%	25.7%	13.9%
I have used online quizzes in teaching my classes.	6	27	20	26	22
	5.9%	26.7%	19.8%	25.7%	21.8%
I have used online discussions and teaching my classes.	5	29	24	31	12
	5.0%	28.7%	23.8%	30.7%	11.9%
I have used virtual classroom tools like GoToMeeting, Adobe Connect, WebEx, or Skype in teaching my classes.	10	29	34	20	8
	9.9%	28.7%	33.7%	19.8%	7.9%
I have used chat in teaching my classes.	8	25	33	24	11
	7.9%	24.8%	32.7%	23.8%	10.9%
I have used a publisher web site in teaching my classes.	10	27	34	28	2
	9.9%	26.7%	33.7%	27.7%	2.0%
I have used my school's learning management system to supplement my classroom teaching.	6	15	34	33	13
	5.9%	14.9%	33.7%	32.7%	12.9%
Weighted Mean: 3.18 (Neutral)					
Attitudes toward Online Learning					
I believe that online learning is as rigorous as classroom instruction.	0	7	23	49	22
	0.0%	0.0%	0.0%	0.0%	0.0%
I believe that high quality learning experiences can occur without interacting with students face-to-face.	3	10	23	47	18
	3.0%	9.9%	22.8%	46.5%	17.8%
I support the use of discussion as a means of teaching.	0	1	17	53	30
	0.0%	1.0%	16.8%	52.5%	29.7%
I support learner-to-learner interaction and collaborative activity as a central means of teaching.	0	3	16	52	30
	0.0%	3.0%	15.8%	51.5%	29.7%
I recognize that community building is an important component of online teaching.	0	2	15	53	31
	0.0%	2.0%	14.9%	52.5%	30.7%
I encourage students to bring life experiences into the classroom and create activities that draw on those experiences.	0	1	10	49	41
	0.0%	1.0%	9.9%	48.5%	40.6%
I believe that lecture is the best way to convey content in mind discipline.	2	5	20	48	26
	2.0%	5.0%	19.8%	47.5%	25.7%
I feel comfortable communicating online and feel that I'm able to convey who I am in writing.	1	4	23	49	24
	1.0%	4.0%	22.8%	48.5%	23.8%
I am a critical thinker and can develop assignments that encourage critical thinking in my students.	0	4	14	57	26
	0.0%	4.0%	13.9%	56.4%	25.7%
Weighted Mean: 3.99 (Agree)					
Time Management and Time Commitment					
1. I am able to log in to an online course at least once a day.	0	7	29	44	21
	0.0%	6.9%	28.7%	43.6%	20.8%
2. I am able to post my online class at least four to five times per week.	2	8	40	34	17
	2.0%	7.9%	39.6%	33.7%	16.8%
3. I am able to manage my time well.	0	4	21	57	19
	0.0%	4.0%	20.8%	56.4%	18.8%
4. m flexible in dealing with students on such issues as due dates, absences, and makeup assignments.	0	2	10	65	24
	0.0%	2.0%	9.9%	64.4%	23.8%
5. I am fairly organized and tend to plan ahead in my teaching.	0	1	20	58	22
	0.0%	1.0%	19.8%	57.4%	21.8%
6. I am responsive to my students, responding to e-mail within 48 hours and assignments within one week.	0	4	31	41	25
	0.0%	4.0%	30.7%	40.6%	24.8%
Weighted Mean: 3.87 (Agree)					

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Overall Weighted Mean: 3.75 (Agree)
Legend: 1- Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly Agree

Most of the graduate students are also grade teachers of elementary and secondary schools in the Department of Education. For the technical skills of teachers, most of the respondents believed that they are ready and competent regarding technological and technical skills with a weighted mean of 3.97. For an experience in online teaching and learning, most of the respondents are neutral with a weighted mean of 3.18. Even there is a neutral experience in online learning, the attitude of the teachers are confident and Agree with a weighted mean of 3.99. Lastly, for the Time management and Time commitment, most of the respondents agree with a weighted mean of 3.87. Although experience is lacking in the respondents, the overall weighted mean is still 3.75 with a descriptive equivalent of Agree. The result of the study shows that teachers are ready in online teaching despite the result that they have limited experience in online teaching. This is because of non-exposure of teachers in online education and the Department of Education has not yet provided guidelines and policies for online learning. The result of this study agrees with several studies that teachers are more likely ready in embracing online education (Downing & Dyment, 2013; Eslaminejad, Masood, & Ngah, 2010; Hung, 2016). Technical Skills of teachers are acquired due to the computerization project of the Department of Education and the improvement of technology in the Philippines (Alampay, 2006; Espinosa & Caro, 2011; Lorenzo, 2016). Teachers are known as responsive individuals, despite of low salary (Tucay, 2015), they have positive attitude towards online teaching because of the use of blended learning approach (Jeffrey, Milne, Suddaby, & Higgins, 2014) and the use of social media in education (Gikas & Grant, 2013; Samuel, 2012).

The Philippines is still currently embracing technology in the application of online education, even prominent universities propose researches to help the public schools to adopt online education for policy formulations toward inclusive education, and some top university discusses issues in the implementation of online education (Arinto, 2016). Some state university in the Philippines are adopting free platform as a start in distance learning but contains limitations, unlike the full-blown platform which is Moodle. It is advised that teachers should enroll in online learning courses such as MOOCs to familiarized in online learning, in the study of Steven White, Leon, Borthwick and Su White (White, Leon Urrutia, Borthwick, & White, 2015) that MOOCs attracted a large number of enrollments including many language teachers. Also, the platform and course are designed to promote social learning at scale. While teachers may not have a highly experienced in online learning, teachers attitude are a contributing factor for the future of learning in the Philippines.

The difference in the readiness of the teachers across their profile is presented in the table using Analysis of Variance.

Table 4. Difference in the Readiness of the Teachers Across their Profile

Profile	Readiness of the Teachers		Sum of Squares	df	Mean Square	F	Sig.
Age	Technical Skills	Between Groups	1.135	3	.378	1.055	.372
		Within Groups	34.805	97	.359		
		Total	35.941	100			
	Experience with Online Teaching and Learning	Between Groups	2.124	3	.708	.920	.434
		Within Groups	74.670	97	.770		
		Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	1.305	3	.435	1.234	.302
		Within Groups	34.186	97	.352		
		Total	35.491	100			

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	Time Management and Time Commitment	Between Groups	2.217	3	.739	1.760	.160
		Within Groups	40.728	97	.420		
		Total	42.946	100			
Sex	Technical Skills	Between Groups	.091	1	.091	.252	.617
		Within Groups	35.849	99	.362		
		Total	35.941	100			
	Experience with Online Teaching and Learning	Between Groups	.795	1	.795	1.036	.311
		Within Groups	75.999	99	.768		
		Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	1.157	1	1.157	3.337	.071
		Within Groups	34.334	99	.347		
		Total	35.491	100			
	Time Management and Time Commitment	Between Groups	.008	1	.008	.018	.895
		Within Groups	42.938	99	.434		
		Total	42.946	100			

The data in table 4 reveal that there is no significant difference in the readiness of the teachers in terms of technical skills, experience with online teaching and learning, attitudes toward online learning, time management and time commitment, across their profile in terms of age and sex.

Table 5. Difference in the Readiness of the Teachers Across their Profile

Profile	Readiness of the Teachers		Sum of Squares	df	Mean Square	F	Sig.
Program or Course	Technical Skills	Between Groups	1.579	3	.526	1.486	.223
		Within Groups	34.361	97	.354		
		Total	35.941	100			
	Experience with Online Teaching and Learning	Between Groups	2.730	3	.910	1.192	.317
		Within Groups	74.064	97	.764		
		Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	.523	3	.174	.483	.695
		Within Groups	34.968	97	.360		
		Total	35.491	100			
	Time Management and Time Commitment	Between Groups	1.244	3	.415	.965	.413
		Within Groups	41.701	97	.430		
		Total	42.946	100			
Level of Education	Technical Skills	Between Groups	.734	3	.245	.674	.570
		Within Groups	35.207	97	.363		
		Total	35.941	100			
		Between Groups	3.355	3	1.118	1.477	.226
		Within Groups	73.440	97	.757		

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	Experience with Online Teaching and Learning	Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	1.408	3	.469	1.335	.267
		Within Groups	34.083	97	.351		
		Total	35.491	100			
	Time Management and Time Commitment	Between Groups	1.826	3	.609	1.436	.237
		Within Groups	41.120	97	.424		
		Total	42.946	100			
Licensure Exam Passed	Technical Skills	Between Groups	1.521	4	.380	1.060	.380
		Within Groups	34.420	96	.359		
		Total	35.941	100			
	Experience with Online Teaching and Learning	Between Groups	.499	4	.125	.157	.959
		Within Groups	76.295	96	.795		
		Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	4.330	4	1.083	3.335	.790
		Within Groups	31.161	96	.325		
		Total	35.491	100			
	Time Management and Time Commitment	Between Groups	3.733	4	.933	2.284	.066
		Within Groups	39.213	96	.408		
		Total	42.946	100			

The data in table 5 reveal that there is no significant difference in the readiness of the teachers in terms of technical skills, experience with online teaching and learning, attitudes toward online learning, time management and time commitment, across their profile in terms of program or course, level of education, and licensure exam passed.

Table 6. Difference in the Readiness of the Teachers Across their Profile

Profile	Readiness of the Teachers		Sum of Squares	df	Mean Square	F	Sig.
Field of Specialization	Technical Skills	Between Groups	4.146	8	.518	1.500	.168
		Within Groups	31.794	92	.346		
		Total	35.941	100			
	Experience with Online Teaching and Learning	Between Groups	12.790	8	1.599	2.298	.027
		Within Groups	64.005	92	.696		
		Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	5.037	8	.630	1.902	.069
		Within Groups	30.453	92	.331		
		Total	35.491	100			
		Between Groups	4.075	8	.509	1.206	.305
		Within Groups	38.871	92	.423		

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	Time Management and Time Commitment	Total	42.946	100			
Rank	Technical Skills	Between Groups	3.308	7	.473	1.347	.238
		Within Groups	32.633	93	.351		
		Total	35.941	100			
	Experience with Online Teaching and Learning	Between Groups	7.755	7	1.108	1.492	.180
		Within Groups	69.039	93	.742		
		Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	1.195	7	.171	.463	.859
		Within Groups	34.296	93	.369		
		Total	35.491	100			
	Time Management and Time Commitment	Between Groups	2.806	7	.401	.929	.488
		Within Groups	40.140	93	.432		
		Total	42.946	100			

The data in table 6 reveal that there is no significant difference in the readiness of the teachers in terms of technical skills, experience with online teaching and learning, attitudes toward online learning, time management and time commitment, across their profile in terms of rank.

The data in table 6 reveal that there is a significant difference in the readiness of the teachers in terms of experience with online teaching and learning across their profile in terms of field of specialization.

As indicated further by the post hoc table, in terms of field of specialization, there is a significant difference in the readiness of the teachers who have specialization in Computer Science and those who have no specialization as indicated by the mean difference of 1.94375, with significant value of 0.028.

Table 7: Difference in the Readiness of the Teachers Across their Profile (Post Hoc Tests)

(I) Field of Specialiation		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Computer Science	English and Filipino	1.46217	.45885	.071	-.0507	2.9751
	General Education	1.01310	.44313	.883	-.4480	2.4742
	Mathematics	1.59375	.51077	.087	-.0904	3.2779
	Science	1.09375	.55952	1.000	-.7511	2.9386
	Social Studies	1.13542	.53840	1.000	-.6398	2.9106
	TLE	1.00446	.52279	1.000	-.7193	2.7282
	Others	1.03906	.46627	1.000	-.4983	2.5764
	None	1.94375*	.55952	.028	.0989	3.7886
English and Filipino	General Education	-.44907	.24302	1.000	-1.2503	.3522
	Mathematics	.13158	.35154	1.000	-1.0275	1.2907
	Science	-.36842	.41923	1.000	-1.7507	1.0139
	Social Studies	-.32675	.39060	1.000	-1.6146	.9611

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	TLE	-.45771	.36878	1.000	-1.6737	.7582
	Others	-.42311	.28301	1.000	-1.3563	.5100
	None	.48158	.41923	1.000	-.9007	1.8639
General Education	Mathematics	.58065	.33076	1.000	-.5099	1.6712
	Science	.08065	.40197	1.000	-1.2447	1.4060
	Social Studies	.12231	.37201	1.000	-1.1043	1.3489
	TLE	-.00864	.34904	1.000	-1.1595	1.1422
	Others	.02596	.25676	1.000	-.8206	.8725
	None	.93065	.40197	.822	-.3947	2.2560
Mathematics	Science	-.50000	.47550	1.000	-2.0678	1.0678
	Social Studies	-.45833	.45046	1.000	-1.9436	1.0269
	TLE	-.58929	.43168	1.000	-2.0126	.8341
	Others	-.55469	.36117	1.000	-1.7455	.6362
	None	.35000	.47550	1.000	-1.2178	1.9178
Science	Social Studies	.04167	.50507	1.000	-1.6236	1.7070
	TLE	-.08929	.48839	1.000	-1.6996	1.5210
	Others	-.05469	.42734	1.000	-1.4637	1.3543
	None	.85000	.52752	1.000	-.8893	2.5893
Social Studies	TLE	-.13095	.46404	1.000	-1.6610	1.3991
	Others	-.09635	.39929	1.000	-1.4129	1.2202
	None	.80833	.50507	1.000	-.8570	2.4736
TLE	Others	.03460	.37798	1.000	-1.2117	1.2809
	None	.93929	.48839	1.000	-.6710	2.5496
Others	None	.90469	.42734	1.000	-.5043	2.3137

*. The mean difference is significant at the 0.05 level.

Table 8: Difference in the Readiness of the Teachers Across their Profile

Profile	Readiness of the Teachers		Sum of Squares	df	Mean Square	F	Sig.
Years of Teaching	Technical Skills	Between Groups	2.446	3	.815	2.361	.076
		Within Groups	33.495	97	.345		
		Total	35.941	100			
	Experience with Online Teaching and Learning	Between Groups	10.924	3	3.641	5.362	.002
		Within Groups	65.870	97	.679		
		Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	.487	3	.162	.450	.718
		Within Groups	35.004	97	.361		
		Total	35.491	100			
	Time Management and Time Commitment	Between Groups	1.497	3	.499	1.168	.326
		Within Groups	41.449	97	.427		
		Total	42.946	100			

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Grade Level Handled	Technical Skills	Between Groups	1.996	6	.333	.921	.483
		Within Groups	33.944	94	.361		
		Total	35.941	100			
	Experience with Online Teaching and Learning	Between Groups	6.710	6	1.118	1.500	.187
		Within Groups	70.085	94	.746		
		Total	76.794	100			
	Attitudes toward Online Learning	Between Groups	.868	6	.145	.393	.882
		Within Groups	34.623	94	.368		
		Total	35.491	100			
	Time Management and Time Commitment	Between Groups	2.178	6	.363	.837	.545
		Within Groups	40.768	94	.434		
		Total	42.946	100			

The data in table 8 reveal that there is a significant difference in the readiness of the teachers in terms of experience with online teaching and learning across their profile in terms of years of teaching.

As indicated further by the post hoc table, in terms of years in teaching, there is a significant difference in the readiness of the teachers who have no teaching experiences yet and those who are already teaching for 11-20 years as indicated by the mean difference of -1.25060, with significant value of 0.001. There is also a significant difference in the readiness of the teachers who have 1-10 years of experience and those who have 11-20 years of experience as indicated by the mean difference of -0.76425, with significant value of 0.032.

Table 9: Difference in the Readiness of the Teachers Across their Profile (Post Hoc Analysis)

(I) Years of Teaching		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
No teaching Experience Yet	1-10 years	-.48635	.21419	.152	-1.0633	.0905
	11-20 years	-1.25060*	.31221	.001	-2.0915	-.4097
	21-30 years	-.42105	.45333	1.000	-1.6421	.8000
1-10 years	11-20 years	-.76425*	.26808	.032	-1.4863	-.0422
	21-30 years	.06530	.42415	1.000	-1.0771	1.2077
21-30 years	21-30 years	.82955	.48115	.527	-.4664	2.1255
*. The mean difference is significant at the 0.05 level.						

The data in table reveal that there is no significant difference in the readiness of the teachers in terms of technical skills, experience with online teaching and learning, attitudes toward online learning, time management and time commitment, across their profile in terms of grade level handled.

Limitations of the Study

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The scope of the study is in Region 1's experience in distance education in the Philippines. Students from the Pangasinan State University, Open University Systems, was the respondents of this study with a total of 438 students including a non-education major who was taking Educational Management major. To achieve the best result, respondents who are not teaching grade schools in the Department of Education was removed as a result. In this regard, future study with a broader scope and collaboration from other Region in the Philippines is needed in order to validate the result of the study.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the majority of the respondents are ready for online teaching. Despite the neutral experience in online teaching, the attitude of the teachers in oDel is positive that contributes to the readiness of teachers. It is recommended that the Department of Education should focus on long-term implementation to support the growing need for distance learning and technological adaptation. Also, State University and Colleges in the Philippines should help the DepEd schools thru extension project to help the school to promote learning because the presence of technology cannot be utilized without knowledge and acceptance of technology towards online education.

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