Unlocking Online Teaching Potential: Investigating Teacher Readiness with Adaptability and ICT Facilities

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ABSTRACT

The study focuses on the readiness of public secondary school teachers in Region XI, Philippines, to transition to online learning due to the COVID-19 pandemic. The research uses qualitative research design to analyze teachers' experiences and responses. Five themes emerged: virtual didactics, ICT-based pedagogics, readiness for state-of-the-art virtual-based learning, capability-challenged IT environment, skills acquisition, and adaptability. Four themes emerged: globally and virtually relevant instruction, conformability, and versatility outlook in ICT use, zealousness in teaching mission, and multidimensionality in virtual didactics.

Keywords: Education, individual adaptability, ICT facilities, teachers' readiness in an online teaching environment, Philippines

INTRODUCTION

The education sector has been grappling with the challenge of preparing teachers to teach online, even before the COVID-19 pandemic. New faculty members often feel unprepared and require technical and pedagogical support.

In the United States, many faculty members struggled with transitioning from face-to-face to online teaching, often relying on guesswork. Mwapwele et al. (2019) found high levels of discomfort among teachers, with 63% not knowing how to fix technical problems and 51% lacking necessary personal ICT skills. Indian teachers are less enthusiastic about online teaching due to factors like slow internet speeds and lack of technological skills, which reduce their interest and motivation. Schools should develop a transition plan to online learning, equipping teachers with the necessary skills and knowledge for distance learning.

The Philippines also faces challenges in implementing online teaching and learning due to a lack of ICT infrastructure policies and teachers' expertise. Only 40% of public school teachers receive training from the Educational Technology Unit of the DepEd's Information and Communications Technology Services (ICTS) for distance learning. The Department of Education has implemented web-based training to help teachers adapt to the new teaching and learning modality (Porcalla, 2020).

In Davao City, teachers have been preparing for the shift to a digital environment (Cudis, 2020), with self-readiness assessments conducted and professional development training for those rated below 50%. The lack of ICT infrastructure policies and teachers' expertise have been evident as barriers to effectively implementing online teaching and learning. However, if technology integration is emphasized from the start, it can result in significant success and benefits for both teachers and students. 48% of public schools have internet connections, while 18% are in areas with ISPs or Internet Service Providers but have yet to be connected. Virtual classes and blended learning pose challenges for both parents and teachers, as teachers often lack laptops for online teaching (Cua, 2020).

Teachers must adapt to rapid technological changes and the required skills to provide facilities effectively (Ertmer & Ottenbreit, 2010). Adaptability is a central factor in effective teaching and learning, as discussed in the literature (Bransford et al., 2005; Corno, 2008; Kunter et al., 2013; Parsons et al., 2011). Teachers need to

adapt to unexpected situations, and diverse learners, interact with colleagues, and integrate new knowledge to navigate the demands of their work (Collie et al., 2018). This adaptability is highly relevant to teachers, as teaching work involves responding to and managing constant change (Collie & Martin, 2015).

Numerous studies and surveys have investigated teachers' readiness for online teaching (Callo & Yazon, 2020; Cutri et al., 2020; Gay, 2016; Lichoro, 2015; Markle, 2016; Martin et al., 2019; Ncube et al., 2014; Ventayen, 2018), but most focus on perception, performance, and competences. Some studies assess the availability and utilization of ICT for teaching, the adaptability of teachers, and readiness influenced by demographic factors, attitudes, and commitment. Other studies use quantitative or qualitative methods. A literature review reveals a lack of research on teachers' readiness in online teaching environments, particularly during the pandemic, using a mixed method approach and in the public-school sector in Region XI. The researcher is inspired to contribute to the literature on this topic.

The study suggests strengthening ICT integration in schools by providing suitable facilities. Enhancing teaching competencies in online environments is crucial to attract attention from education authorities. The findings will be disseminated through research conferences, seminars, training, school meetings, and sessions. They will also be submitted and published for a wider range of information. The study will also be sent to the University of the Immaculate Conception Library and the Department of Education Region XI to share its significance.

Worldview and Theoretical Lens

The researcher believes that readiness for online teaching requires competence, communication skills, ICT resources, and adaptability. Teachers should be motivated and provided with the necessary tools and technological training. This study focuses on the philosophical view of pragmatism, using qualitative sources. By embracing individual adaptability and utilizing real-world solutions, teachers can become more effective in online teaching. The study also emphasizes the practical implications of research, highlighting the importance of a robust preparation for online learning.

Pragmatism is an American methodological approach, originating from the works of William James, John Dewey, Charles Sanders Peirce, and Herbert Mead (Parvaiz et al., 2016). It emphasizes actions, situations, and consequences over antecedent conditions, allowing for multiple methods, worldviews, assumptions, and data collection and analysis (Creswell, 2008). Researchers focus on the research problem and use all available approaches to understand it. Pragmatism is often identified as the appropriate paradigm for mixed methods research in literature (Brierley, 2017).

This study is based on Thorndike's (1932) theory of learning, which consists of five principles: Readiness, Exercise, Effect, Recency, Primacy, and Intensity. The principle of readiness suggests that learning is more efficient and effective when learners are prepared to tackle the task at hand. In the context of online teaching, this model suggests that teachers are more likely to be ready to teach online if they have sufficient orientation and are provided with sufficient facilities to enhance their teaching competence.

The Technology Acceptance Model (TAM) theory, developed by Davis et al. (1989), is another theory that explains the process of ICT acceptance by users. It focuses on behavioral intention, perceived usefulness, and perceived ease of use. The TAM theory was developed to determine the success and usefulness of new computer and information technology in the organizational context.

The Individual Adaptability theory, developed by Ploy hart and Bliese (2006), is another theory that supports this study. It emphasizes that adaptability allows individuals to quickly and effectively respond to circumstances, even if things don't go as planned. Being adaptable is a crucial aspect of workplace readiness, as it involves how an individual handles changes and acts according to the circumstances.

The study supports the notion that teacher readiness is linked to their awareness, knowledge, perceptions, and attitudes towards technology integration and gaining experience in educational technology (Msila, 2015). Technological readiness includes both technical and pedagogical skills, requiring competence in both to ensure effective implementation across disciplines. Klimov (2002) emphasized the importance of experience and

training in adapting to changes and obstacles. Psychological and mental conditions should also be good for embracing these changes. Collie and Martin (2015) and Hargreaves (2005) and Mansfield et al. (2012) also highlighted the importance of individual adaptability in responding to and managing constant workplace changes. Overall, adaptability plays a crucial role in the effectiveness of teaching and learning.

Audience

This study aims to provide valuable insights into online teaching and learning for various audiences, particularly in the education sector. The findings could guide public secondary school teachers in Region XI to adapt to online teaching methods, strengthen ICT integration in schools, and benefit future scholars and publishers. The study also has significant audiences such as research advisers, technical panels, journal editors, and research ethics committees, making it valuable for future validation and improvement.

Purpose Statement

This study aimed to investigate the impact of individual adaptability and availability of ICT facilities on teachers' readiness in an online teaching environment. In-depth Interviews and Focus Group Discussions were used to explore teachers' readiness in online teaching environments. The study's findings were validated through the collection, analysis, and interpretation of qualitative data from participants' viewpoints.

Research Questions

This study was conducted to determine if the individual adaptability and availability of ICT facilities predict the readiness of teachers in an online teaching environment in Region XI. Specifically, it sought answers to the following research questions:

1. What are the status of individual adaptability, availability of ICT facilities, and teacher's readiness in an online teaching environment?

2. What are the lived experiences of public school teachers on readiness in an online teaching environment?

3. How do the experiences shape the beliefs, attitudes, and commitment of public school teachers?

LITERATURE REVIEW

Individual Adaptability

Employers seek individuals who are adaptable to changing circumstances and work courses, as they are receptive and willing to learn new things. Individual adaptability is crucial for teachers, as it requires flexibility in handling student concerns and demonstrating quick responses to new roles. Collie and Martin (2016) emphasize the importance of adaptability in managing changes in classrooms, staffrooms, and beyond.

Individual adaptability is a collection of skills that includes an individual's ability to adapt to changes in their environment, including shifting conceptions, obligations, opportunities, developments, policies, and other workplace advancements. Soft skills such as interpersonal, communication, and creative thinking may also be required. However, several scholars have voiced uncertainty for this type of research, as the definitions of its ideas are vague and researchers have yet to figure out how to hypothesize and quantify adaptability (Indeed Career Guide, 2020; Willkomm, 2019).

A new set of scholars consider adaptability as an individual's ability to change to varied undertaking, social, and environmental systems, including their talent, viewpoint, readiness, and/or drive. Another body of research views adaptation as specific to a single job and out of context (Ploy hart & Bliese, 2006; Baard et al., 2014; Pulakos et al., 2006). The "I-Adapt" theory of individual adaptability, developed by Ploy hart and Bliese (2006), takes into account an individual's ability, viewpoint, willingness, and motivation to adapt to diverse work, social, and environmental structures.

Working in an increasingly globalized and interconnected world requires being aware of potential conflicts that can arise when various teams from different cultures collaborate. Dysfunctional groups can harm individual and organizational productivity, impacting the company's culture and recruitment ability. Therefore, personnel must be culturally adaptable to ensure success in the workplace.

Cultural Adaptability. Culture significantly influences behavior and can lead to miscommunication and misperception. Leaders and practitioners who understand and appreciate the cultural lens through which the audience perceives the message have a competitive edge (Johnson et al., 2019). Cultural adaptability, also known as cultural intelligence, is the ability to change communication and management styles depending on the culture and setting. It helps people recognize and respect each other's differences, enabling them to work around potential obstacles and achieve superior results. (Ellevsen, 2018).

Boosting cultural flexibility can lead to a healthier and more productive workplace, reducing the risk of conflict between different cultures within an organization. Teachers who are adaptable to different cultures have a high level of social support, which strengthens the relationship between adaptability and life satisfaction (Zhou & Lin, 2016). They are receptive to learning new things, embracing challenges, and making adjustments to adapt to workplace transitions (Cromarty, 2020; Naeem, 2019; Nesbit & Lam, 2014).

Hence, understanding and adapting to culture is crucial for leaders and practitioners in today's globalized society. Cultural adaptability, also known as cultural intelligence, is essential for a healthier and more productive workplace. Those with high adaptability skills are receptive to learning, embracing challenges, and adapting to changes in their work environment (Ploy hart & Blaise, 2016).

Work Stress Adaptability. Adaptability is a soft skill that enables individuals to quickly learn new skills and behaviors in response to changing circumstances. Recent studies have focused on individual adaptability as a trait related to work stress situations, rather than a performance or task-related characteristic of individuals or teams. It is uncertain how much adaptive performance on one task can be applied to other tasks (Ploy hart & Bliese, 2006; Wang et al., 2011).

Pulakos et al. (2000) proposed an eight-dimensional taxonomy of adaptive job performance, including dealing with work stress. This taxonomy covers how employees should act in emergencies, assess priorities, stay focused, and make judgments in unforeseen events.

Adaptability is considered crucial for employee growth and progression in businesses. Individuals who display work stress adaptation are malleable and capable of successfully adapting to any working environment, even if things don't go as planned. They can operate independently or as part of a team (Wilson & Walters, 2017).

Research has shown that teachers can effectively manage work-related stress if they feel the support of co-workers, friends, and family, and have better relationships with colleagues (Agai-Demjaha, et al., 2015; Maphalala, 2016). Higher career adaptability has been linked to job satisfaction and lower work stress. Teachers often isolate themselves from triggers of stress (Fiori et al., 2015; Kabito & Wami, 2020).

Interpersonal Adaptability. Wilson (2018) highlights the importance of adaptability in interpersonal and interactive skills, highlighting the link between individual and team adaptability. In situations marked by instability, ambiguity, intricacy, and indistinctness, adaptability is essential and requires anticipating changes rather than reacting. Different types of dexterity include receptiveness, suppleness, pliability, and dexterity.

Adaptability is prompted by creativity and can lead to significant shifts in performance, reasoning abilities, and perspectives. Human resource interests may also influence an employee's ability to contribute to a company's medium and long-term success. Interpersonal adaptability is a unique aspect of individual adaptability, encompassing flexibility to act authoritatively and gregarious depending on the situation (Wilson, 2018; Oliver, 2014).

Research on Interpersonal adaptability has focused on different conceptualizations of adaptive performance, such as performance constructs and individual interpersonal differences (Oliver, 2014; Ploy hart & Bliese, 2006;

Pulakos, et al., 2000).

The notion that adaptability is a quality is not new, as it is a universal flexibility attribute that aids in learning one's social surroundings. An adaptable individual encountering a new social group would adapt to the group's conventions and change their actions to blend in (Baard et al., 2014; Pulakos et al., 2000).

Diamantidis and Chatzoglou (2019) found that employee-related factors impact employee performance, and high-level adaptability skills allow workers to establish stable relationships. These authors emphasize that employees can easily adapt to a new workplace and work with their peers (Oliver & Lievens, 2014).

Learning Adaptability. As the working environment becomes more diverse, people are expected to enhance their ability to adapt to new conditions and acquire new abilities (Morgan, 2016). As skill petitions continue to adapt to new technology and employment requirements, employees are expected to be more accountable for their skill development. As a result, being a flexible and productive employee will become a top goal. Adaptive performance at work was first defined by Allworth and Hesketh (1999), who defined it as behaviors exhibiting the ability to cope with change and transfer learning from one activity to another as job needs change.

Individual flexibility is also essential as today's workers grow more migratory and have fewer links with their employers (Zorzie, 2012). Morrison and Hall (year) distinguish between adaptability and adaptation, defining it as "the ability to acclimate or adjust" and "the method or activity involved in adjusting to a new condition." Individual adaptability is made up of four components: standard response learning and adaptive motivation, which refer to monitoring the environment and adapting behaviors to deal with changing situations.

Adaptive performance reflects effectiveness and gains new competencies, such as the acquisition of new methods and skills relevant for a job. Professional development of teachers is also considered an important factor for improving their classroom practices (Shoss et al., 2011; Soe, 2018).

Uncertainty Adaptability. Phegan (2013) emphasized the importance of the principle of "survival of the fittest" in managing uncertainty in the workplace. The current state of affairs presents a threat to traditional hierarchical structures and processes, as employees are burdened by old institutions and dogmas. Being highly adaptive to unknown shifts is crucial for fast response to a changing work environment. Employees should focus on tasks within their control, such as daily routine duties, self-care, and the type of job they can take on or reflect on the current situation honestly.

Recent studies have focused on the framework of individual adaptability, with some researchers focusing on adaptive or flexible leadership (DeMeuse at al., 2010; Kaiser & Overfield, 2010; Nelson et al., 2010; White & Shullman, 2010; Yukl & Mahsud, 2010). This includes a leader's tolerance for uncertainty (White & Shullman, 2010), changing leadership styles as contexts change (Kaiser & Overfield, 2010; Yukl & Mahsud, 2010), learning and application of knowledge to new conditions (DeMeuse et al., 2010), and the theory of adaptive capability (Prince, 2020; Nelson et al., 2010).

Effectively responding to uncertainties demonstrates capacity, which is important for individuals. Baloran and Hernan (2020) argued that teachers' ability to manage uncertainties during the pandemic contributes to their high level of commitment, which can lead to continuous quality education for students. Those who are committed to their work and fully engaged in responding to uncertain situations are essential in minimizing risks in unpredictable situations (Collie & Martin, 2016).

Crisis Adaptability. The current crisis is viewed as a massive war, requiring long-term adaptability. To remain flexible, individuals must focus on controllable aspects like daily activities, self-care, and realistic job tasks. Edge-teams perform better before key events, while functional teams react quickly after. Girneata (2014) emphasizes the importance of flexibility for employees and organizations to adapt to unforeseen events and develop new skills. Crisis adaptation is crucial for survival in challenging times. Muller and Goldenberg (2020) found that the well-being of teachers has been significantly impacted by the crisis, driven by increased workload, technological obstacles, and concerns. Therefore, crisis adaptation is a necessary capability for organizations' survival in challenging times.

Physical Adaptability. Physical ability refers to the ability to adapt to one's environment, focusing on controlling one's body to achieve desired outcomes. Pulakos et al. (2006) proposed eight dimensions of adaptable performance, including physically oriented adaptability. Physical adaptability involves modifying one's nature to better suit the job environment, such as noise, inclement weather, and difficult environments. In today's demanding job environments, quick and successful adaptation is crucial for good performance. Physical adaptability encompasses resiliency and self-efficacy, which refer to a person's ability to quickly rebound from change or adversity. Teachers' physical adaptation is crucial when considering new teaching methods, as they must be adaptable and have sufficient time to provide meaningful learning to their students.

Creativity Adaptability. Creativity is the ability to generate outstanding, consistent concepts for tasks (Sternberg, 2001). It fosters creative creativity, while innovation is more expressive and beneficial in practical employment. Today's management culture is based on teamwork, and brainstorming requires creativity, adaptability, and emotional intelligence (Olsen, 2020). Adaptability through innovation allows individuals to advance quickly within a corporation and involves strategic thinking, such as developing new concepts for advertising or finding alternative ways to adapt to changing markets (Chapman & Clark, 2020). Creative adaptability has a positive correlation with well-being, and creative individuals who can adapt and cope with changing conditions display positive attitudes towards work (Gerrish, 2009; Glei, 2009; Kok, 2018).

Treatments of highly flexible and adaptable people include intellectual flexibility, receptivity to change, innovativeness, and creativity (Orkibi, 2021; Rynco, 2014). Creative individuals always come up with new ideas when faced with adversity (Keating, 2021; Pierce & Kim, 2013). They are resourceful, identifying and using available resources to achieve goals. Teachers must be resourceful, original, and creative to function well in various contexts (Boss, 2015; Mitchell, 2015).

Availability of ICT Facilities

Information and communication technologies (ICT) have significantly transformed the way people perceive and live, with their use in education, commerce, government, and banking (Apagu & Wakili, 2015). ICTs, including electronic computers and the internet, are being used in all aspects of human life, changing how people manage and process information (Anya, 2017; Bamidele, 2016; Ofodu, 2017). They are also facilitating student-teacher interaction in teaching and learning (Ofodu, 2017; Anya, 2017). Academics define ICT as an invention that includes electronic computers and other telecommunication technology, transforming the way people perceive and live (Ansari & Khan, 2020).

The availability of Information and Communication Technology (ICT) facilities and services in academic libraries is crucial for students to enhance their knowledge and acquire valuable technology skills (Agim et al., 2018). These facilities provide dynamic, interactive, and engaging content, enabling individualized instruction and accelerating learning (Yusuf, 2015). They can also connect school experiences to work applications, contribute to significant changes in schools, and provide opportunities for students to connect school and the real world (Amin, 2013).

In technical colleges, various ICT facilities are available for teaching and learning, but some are underutilized, leading to teachers' reluctance to use them in the classroom (Agi, 2013). These capabilities include systematized feedback systems, computer-based operations, video conferencing, voice conferencing, internet/global websites, and computer-aided instruction (Babajide & Bolaji, 2018; Bryers, 2004; Bamidele, 2016; Ofodu, 2017). The effectiveness of ICT-based approaches to teaching and learning depends on the availability and accessibility of these tools, as well as the teachers' competence to use them (Ajayi, 2008).

Learning how to use a computer successfully has become critical for everyone, as it forms the basic IT skills package (Ahammad, 2019). As employees recognize the importance of technology in their jobs, the need for literacy in ICT or computers grows. ICT applications have a beneficial impact on the educational system, providing better education for pupils. Communication tools such as email, fax, computer, Internet, video conferencing, World Wide Web, and CD-ROM remove barriers of space and time, opening up new learning opportunities. Technology also allows for two-way video over terrestrial broadband networks, email, electronic conference systems, and access to resource materials and websites.

Computer Aided Instruction (CAI) is an interactive teaching method that combines student integration with pre-programmed educational resources, offering opportunities for drills, tutorials, simulations, demonstrations, designing, data collection and retrieval, and game analysis (Ogunsola, 2014). Technological advancements have increased educational capability, with teachers having better tools due to affordable computer technology and mass storage media (Hornby, 2014). The efficient use of ICT facilities in teaching and learning depends on the availability and teachers' capacity to use them. Effective use of ICT for instructional purposes strengthens teachers' ability to accommodate individual differences and fosters learners' involvement, participation, and understanding, contributing to good academic performance (Hussain et al., 2010).

Mardiana (2020) emphasizes the importance of qualified lecturers having attitudes, knowledge, ability, and skills in technology. Incorporating ICT into teaching-learning processes helps teachers supervise and execute teaching and learning in a flexible manner, ensuring a learner-friendly environment (Tella et. al., 2017). ICTs help teachers prepare the current generation for the workplace by presenting future-oriented technologies (Adeyemi, 2010; Yusuf & Onansanya, 2004). Schools that use ICT are more effective and productive, stimulating professional growth and transforming teaching (Yusuf, 2015).

Maintaining ICT facilities is necessary to ensure they remain in good working order and satisfy teacher-student utilization demands. However, many teachers have not taken advantage of the benefits of specialization and instruction due to inadequate facilities, inadequate infrastructural support, weak internet connection, low bandwidth, and poor maintenance (Ayeni & Ogunbameru, 2013).

Principals and school administrators must ensure the proper use of ICT and other school equipment, as a successful teaching-learning environment depends on the proper use of ICT and other school equipment (Olare, 2014; Olaop, 2019). Ololube (2006) believes that when ICT facilities are used effectively, a higher percentage of educational goals are met.

Teacher's Readiness in Online Teaching Environment

The rapid growth of information technology and telecommunications has significantly impacted teaching and learning methods in educational settings (Shakraki & Heidarzadegan, 2017). The development of tools and procedures allows for learning at any time and location, requiring teachers' technical skills, experience, attitudes, time management, and commitment (Ajitha, 2020). Faculty preparedness, as described by Martin et al. (2019), is crucial for online teaching, with attitudes and perceptions influencing program conceptualization. However, many schools lack necessary infrastructure and training for distant learning, necessitating the provision of training and workshops for teachers (Lapada et al., 2020). Teachers can produce good quality online teaching if they are willing to revise their teaching strategies (Cutri et al., 2020). E-readiness refers to teachers' willingness and preparation in technical, communication, and teaching methodology for online learning (Phan & Dhang, 2017).

Technical Skills. Summak et al. (2010) found that teachers' computer use and software proficiency are moderate, and their attitudes towards technology are possible. However, there is a link between instructor's attitudes and the amount of technology used in the classroom (Ziaidiyeen et al., 2010). Mardiana (2020) highlighted the importance of teachers having knowledge and skills in technology, such as video conferencing, for engaging classes. Technical skills development is essential for online teaching, and teachers' e-readiness is strongly influenced by their familiarity with technology (Phan & Dhang, 2017). Ncube et al. (2014) recommended training interventions aligned with their skills level. Preparedness in instruction is linked to teachers' knowledge of ICT, experience, confidence, and attitude (Akaslan & Law, 2011; Sammak et al. (2010) found that instructional preparation is linked to attitudes about electronic learning technologies. Johnson (2013) suggested that teachers' technical skills should be enhanced, and instructors should continually seek professional advancement. Al-Awidi and Aldhafeeri (2017) found that teachers in Kuwaiti schools are fairly prepared for the adoption of an online learning environment.

Experience with online teaching environment. Martin et al. (2019) found that resistance to change, perceived value, computer self-efficacy, and attitudes are effective factors in faculty members' readiness to use electronic learning systems. However, gender, age, expertise, and proclivity for using electronic learning methods had no

impact. Kim (2020) found that pre-service instructors benefit from online teaching experiences, as they interact with students and foster thinking on effective online communication and teaching tools. Spoel et al. (2020) found that teachers' prior experiences with online learning had little effect on expectations.

Attitudes toward online learning. Farazkish and Montazer (2019) found that academics have the highest degree of correct attitude towards e-learning, while teachers have favorable attitudes and computer experience significantly impacts their optimism (Kisanga, 2016; Wassermann & Migdal, 2019). Krishnakumar and Kumar (2011) found that teachers who are comfortable with technology have a different attitude towards online learning than those who are not familiar with technology. The Department of Education's computerization advocacy may influence instructors' attitudes towards online education, with organizational preparedness variables having the greatest impact on e-Learning outcomes (Hung, 2016). Instructors' motivation and training are critical components in their views towards e-learning. Spoel et al. (2020) asserted that instructors' professionalization, qualities, and aspirations to use technology in teaching have positive and negative experiences with online teaching. Shahraki and Heidarzadegan (2017) found a poor level of preparation in electronic learning in-service training facilities.

Time management and time commitment. Technologically supported learning scenarios offer flexibility and tailored teaching, but they also significantly impact teachers' workload (McRae et al., 2012; Spector 2007; Thompson, 2004; Bonk, 2002; Kearsley & Blomeyer, 2011; Fuller et al., 2010). Teachers who use superior time management approaches perform better, as it is a critical aspect determining class success Khan et al., 2016). The most significant factor limiting teachers' ability to offer training is a lack of time, as they have other responsibilities such as tracking student progress online, designing tailored program plans, organizing extracurricular activities, and communicating with parents (McRae et al., 2012). Large classrooms limit the time and help teachers can devote to each student. A study in Turkey found that teachers' overall technology readiness was moderate, with no significant differences across age and subject area, but a significant difference in technology readiness and gender (Summak et al., 2010). However, teachers with better time management techniques showed high performance in class, and time management skills should be included in teacher training programs (Khan et al., 2016; Farooqi, 2016).

Relationships of Individual Adaptability to Teachers Readiness in Online Teaching Environment

Research on teacher preparation for online learning and teaching has shown that most Department of Education teachers have a favorable attitude towards online delivery and are prepared to teach online. Teachers are the pillars of the academe, responsible for increasing their expertise (Dela Peña-Bandalaria, 2009). Adaptability and a positive work environment significantly impact teachers' readiness to adapt to changes in the teaching-learning environment. Personal experiences and technical knowledge also influence teachers' flexibility (Wianrdi & Prianto, 2019). However, there are disparities in faculty perceptions of the value of online teaching preparedness based on creativity, online teaching experience, gender, attitudes, and technical capabilities (Zorzie, 2012). Cultural and learning adaptation also play a significant role in teachers' preparation in an online teaching-learning environment (Martin et al., 2019). The availability of ICT facilities and initial ICT trainings contribute to the preparedness of teachers in online teaching environments (Scherer et al., 2020; Nacario et al., 2014).

Relationships of Availability of ICT Facilities to Teachers Readiness in Online Teaching Environment

Technology in education significantly impacts pedagogical aspects, leading to successful learning with the support of ICT elements. In an online teaching environment, the availability of ICT facilities and initial training contributes to instructors' preparation (Finger et al., 2013). Teachers' attitudes towards using ICT in the classroom are positive, but they are hampered by a lack of appropriate equipment. Access to available ICT facilities increases the likelihood of using online instruction (Nacario et al. 2014). Pre-service institutions should include basic computer literacy and ICT-integrated teaching in their curricula to provide hands-on experience with technology (Mndzebele, 2013). However, teachers' positive attitudes about adopting online instruction are hindered by a lack of suitable ICT infrastructure (Barde, 2017). Emphasizing teachers' ICT skills, providing necessary equipment and training, and providing frequent technical assistance are suggested.

Issues on Teachers' Readiness

Online education significantly impacts all aspects of teaching and learning, and while research has been conducted to study challenges with online course delivery and student readiness, there is a lack of focus on teacher readiness (Ajitha, 2020; Kebritchi et al., 2017), especially during the pandemic. Teachers' readiness for online instruction is considered a pre-assessment of their ability to produce and deliver online instruction. However, many teachers have low expectations about their readiness to teach in an online context, leading to the need for further teacher readiness research (Cutri et al., 2020).

Transitioning from face-to-face instruction to online instruction remains a challenge, and most face-to-face teachers are not prepared to teach online. Teachers can be classified as novice to expert based on their aptitude, including years of experience teaching online. The design and facilitation of online courses are influenced by this experience, and teachers with little to no online teaching experience have lower discernments of their ability to teach online (Kariyev et al., 2017; Tumanduk et al., 2020).

The rapid transition to online teaching has diverted previous research's attention, and the established notion of online ready does not consider the emotive domain of change to online teaching or the cultural dimensions of adopting it in institutions (Kebritchi et al., 2017; Limperos et al., 2015; Anderson et al., 2011; Lion & Stark, 2011). The literature reviewed in this section establishes that individual adaptability and availability of ICT facilities are predictors of teacher's readiness in online teaching environments.

METHODOLOGY

Research Design

This study employs a qualitative approach, focusing on the experiences of public-school teachers in an online teaching environment. The researcher uses strategies like narratives, phenomenologies, ethnographies, grounded theory studies, and case studies to gather open-ended data (Creswell, 2003). The phenomenological approach, rooted in philosophy, focuses on the commonality of lived experiences within a group of individuals (Creswell, 2003). This approach provides an in-depth understanding of the teachers' beliefs, attitudes, values, and commitment in the online teaching environment, making it an effective model for qualitative research (Platton, 2012).

Place of Study

This study was conducted in Region XI which consists of different public secondary schools (Department of Education) in Region XI, namely; Davao Oriental, Mati City, Davao del Norte, Tagum City, Panabo City, Davao City, Digos City, and Davao del Sur.

Participants

The study involved **17** participants from different divisions, with seven for Focus Group Discussion and **10** for In-Depth-Interview. Participants were chosen based on their knowledge of the study (Glen, 2015), and who had engaged in online teaching. Creswell (2013) suggested a range of six to twelve participants for qualitative research to ensure thematic saturation. These informants were chosen based on inclusion and exclusion criteria in the quantitative strand.

Instruments

The researcher conducted an IDI and FGD with selected teachers in a public junior high school to understand their experiences with adaptability, ICT availability, and online readiness. The interview guide questions were validated by experts for reliability.

Data Gathering Procedure

The researcher conducted a study to assess the ethical soundness of a research proposal. They obtained

permission from the Dean of the Graduate School, reviewed the proposal with the University of the Immaculate Conception Research Ethics Committee (UIC REC), and obtained endorsement from the Department of Education, Region XI. The researcher then forwarded the letter to schools' division superintendents and district supervisors to schedule data gathering.

The researcher conducted an in-depth interview and focus group discussion, selecting informants for qualitative participants. Participants were informed about their rights, confidentiality, and the right to refuse or discontinue participation. Video conferencing was used for IDI and FGD, with participants informed of recording and data use.

IDI involved one-on-one interviews with 10 participants, with validated guide questions used during the interview. Interview notes were cross-validated using video conferencing devices, and final transcripts were presented for verification. FGD involved additional interviews with participants chosen based on criteria set by the researcher. Participants were oriented to ensure ethical rights were not violated, and data was stored securely.

Participants' expenses, including financial losses, were reimbursed. Data from interview notes and recording devices were transcribed and interpreted, qualitative data was used for the study's interpretation, conclusion, and recommendation.

DATA ANALYSIS

The researcher followed specific procedures for data analysis, including conducting IDI and FGD, as per Creswell's (2017) definition of data analysis as an ongoing process involving continuous reflection, questioning, and interpretation. The researcher employed a specific approach for this qualitative phase.

First Cycling Coding. The researcher organized and recorded data from online interviews, IDI, and FGD with teachers.

Data Reduction. The researcher meticulously organized and reduced the qualitative data from interviews, ensuring the retention of essential information and eliminating unnecessary data. The goal was to simplify data that aligned with research questions while retaining participant points.

Second Cycling Coding. The researcher reorganized, analyzed, and condensed initial data, examining the interrelationships of a single data point. Thematic analysis was used to sort common themes and files into similar meanings, following the study's framework.

Thematic Analysis. Thematic analysis is used to interpret participants' responses on the impact of individual adaptability and ICT availability on teachers' readiness in online environments. Data from IDI and FGD were transcribed, organized, reviewed, coded, and analyzed to create core themes. These themes are important patterns across data sets and are associated with a specific research question. The researcher closely examined the data to identify common themes that appeared repeatedly in each question.

Trustworthiness of the Study

Trustworthiness is a crucial aspect of research, ensuring accountability and decision-making. Creswell (2013) highlights the importance of trustworthiness, authenticity, and credibility in qualitative studies. This study considers four components of trustworthiness: credibility, transferability, dependability, and confirmability. Credibility is demonstrated through survey questionnaires, IDI, and FGD, while transferability is demonstrated through a thorough description of the research context. Dependability is addressed through participant consent, note-taking, and reliance on raw data during validation. Confirmability is ensured through careful data analysis and rechecking, ensuring the research findings are based on participants' experiences and perceptions.

Ethical Considerations

The researcher conducted a study to assess teachers' readiness in online teaching environments. They prioritized

ethical standards, providing informed consent forms, minimizing physical and psychological risks, and treating participants with respect. The study aimed for honest responses and was conducted in accordance with the Data Privacy Act of 2012. The researcher treated participants equally, regardless of gender, religious affiliations, socio-economic status, or faculty rank. The study's results could help schools strengthen ICT integration, improve teacher performance, and make learning more convenient during the pandemic. The researcher adhered to values such as objectivity, honesty, openness, fairness, accountability, and stewardship. The study utilized adequate facilities and accurate data collection, and the findings will be shared with school libraries and the community. This study can be used to enrich findings and create intervention programs to improve ICT integration in education and promote quality education for all.

RESULTS

Profile of the Teacher Participants

The study involved 17 public school teachers in Davao Region, selected using pseudonyms and codes to protect their identities and anonymity.

Table 1 Profile of the Teacher Participants for the Qualitative Phase

Code	Pseudonym	Gender	Study Group
IDI T1	Liza	Female	IDI
IDI T2	Ronna	Female	IDI
IDI T3	Roy	Male	IDI
IDI T4	Abby	Female	IDI
IDI T5	Alvin	Male	IDI
IDI T6	Ernesto	Male	IDI
IDI T7	Pinky	Female	IDI
IDI T8	Kathy	Female	IDI
IDI T9	Andoy	Male	IDI
IDI T10	Tina	Female	IDI
FGD T1	Laura	Female	FGD
FGD T2	Ben	Male	FGD
FGD T3	Rosa	Female	FGD
FGD T4	Ali	Male	FGD
FGD T5	Jake	Male	FGD
FGD T6	Rhea	Female	FGD
FGD T7	Dina	Female	FGD

Lived Experiences of Public-School Teachers in Online Teaching Environment

The study explores the lived experiences of public school teachers in an online teaching environment, identifying five major themes: Virtual Didactic, ICT-Based Pedagogics, Readiness for advanced virtual learning, Capability-Challenged IT Environment, and Skills Acquisition and Adaptability.

Table 2 Lived Experiences of Public-School Teachers in Online Teaching Environment

Subjects Probed	**Core Ideas**	**Codes**	**Essential Themes**
Participants' description of their work as an online teacher	Positive view on online teaching Embracing the challenge of online applications Exciting and enjoyable student-teacher interactions Online teaching addresses learning	Dynamic and updated online pedagogy	Virtual Didactics
On the aspects of online teaching that they enjoy most	Evident student-teacher interaction Intensified utilization of ICT Opportunity of exploring the online teaching applications	Highly interactive and animated teaching-learning	ICT-Based Pedagogics
On the aspects of online teaching that they are not ready yet or they need more preparation	Doing exemplary lesson plans often/time-consuming Having to deal with the slow internet connectivity Less familiarity with the applications for online teaching	Highly demanding instructional preparation	Readiness of the State of the Art Virtual-Based Learning
On the capability of IT facilities to address their needs with regard to online teaching	Not optimum level of IT support from the school Not consistent accessibility of ICT facilities Not satisfactory delivery of internet-related services	Incapacitated and lacking support system	Capability-Challenged IT Environment
	Availability of webinars to equip the participants for online teaching		
Personal experiences in exhibiting individual adaptability to IT-based teaching	Being innovative/creative/ flexible as a way of adapting online teaching Acceptance of change (abrupt change of teaching modality) Skills reinforcement through webinars Exposure to technology-driven classroom curricular resources	Innovativeness and creativity enhancement	Skills Acquisition and Adaptability

Virtual Didactics. Respondents describe their work as online teachers, focusing on virtual didactics, dynamic

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online pedagogy, and ICT intricacies. They have a positive view, embrace challenges, enjoy student-teacher interactions, and believe online teaching addresses student learning.

Ok man kay wala man gud ko naglisod sa mga online teaching applications (FGD, T3; FGD, T4).

> It's okay, since I don't have problems with online teaching applications.

> It's challenging because you need to prepare your lesson exemplar and another challenge is the LMS posting that we need to do every week (IDI, T1, IDI, T2).

> It's exciting and enjoyable especially when I see the student's output, proof that they can do it (IDI, T2).

> *Maau kay naka* address *man pud diay ang* online teaching *sa* learnings *nila* (IDI,T7).

> It's good that online teaching can also help address the learnings of the students.

> Some respondents face difficulties with online teaching, including ICT code,

> lesson preparation, unfamiliarity with technology usage, and time-consuming tasks compared to face-to-face teaching.

> *Lisod pud usahay ug* stressful *kay daghan ka ug iprepare aside sa mag study ka sa imong* lesson (IDI, T8; IDI, T9).

> Sometimes, it's a bit difficult and stressful because of the preparations apart from also learning the lesson at the same time.

> *Sa akua mam, maglisod jud ko kay tungod dili ko techie ba, lalo na pag mag*-work from home *ko nga walay* IT *maka* assist *nako* (IDI, T6).

For me Ma'am, I find it difficult since I am not a techie person; especially now with this work from home since no IT personnel will be there to assist me. Online teaching is more tasking than face-to-face set-up. I spend more time in preparing for the lectures through creating PowerPoint presentations (IDI, T10).

ICT-based pedagogics. Participants enjoyed ICT-based pedagogics in online teaching, highlighting student-teacher interaction, increased ICT utilization, and exploration of online teaching applications, highlighting the enjoyment of interactive and animated teaching-learning.

> *Ang ganahan nako nga* part *sa* online teaching *kay kanang imong mga* students *nga* able *maka* interact *sa imuha despite sa mga* interruptions (FGD, T1; IDI,T6; IDI,T8).

> What I like most in online teaching is the ability of the student to interact despite of interruptions.

> Aspect that I like most is that you are learning as a teacher and at the same time you can apply and explore the technology (IDI, T1; IDI, T3).

> *Sa pagprepare sa mga* lectures (presentation) *nakatabang nga ma-familiarize nako ang mga* online teaching applications (IDI, T2; IDI, T8; IDI,T9).

> Preparing the presentation for my lectures helped me get familiar with online teaching applications.

Readiness on the State of the Art Virtual-Based Learning. Participants expressed insufficient readiness for online teaching due to time-consuming lesson planning, slow internet connectivity, and lack of familiarity with online teaching applications, emphasizing the need for advanced instructional preparation in virtual-based learning.

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> Ang *dili nko ganahan kanang magbuhat jud ug* lesson plan. *kay* lesson exemplary *tapos naa juy* different activities *nga makalangay sa klase* (FGD,T4; IDI,T2).
>
> What I don't like is preparing lesson plan because of lesson exemplary.then there are these various activities that causes delay in class.
>
> *Pero ang dili nko ganahan jud ma'am* is *ang* internet connection *kay hinay kaayo* (IDI, T7; IDI, T10).
>
> What I don't like is the slow (speed) internet connection.
>
> *Dili kaayo ko* familiar *sa mga* technology, *maglisod ko sa pag* prepare *sa* powerpoint resentation (IDI, T6).
>
> Since I am not familiar with technology, I find it difficult preparing PowerPoint presentation.

Capability-Challenged IT Environment. Participants identified a capability-challenged IT environment theme, lacking support systems for online teaching. Issues include inadequate IT support, inconsistent accessibility, unsatisfactory internet service delivery, and limited webinar availability.

> *Gipag tyagaan lang namo kung unsay makaya sa among* school *ug dili* enough *among mga* facilities (IDI,T6; IDI,T10).
>
> We just make use of what we have since the school has no enough facilities.
>
> How I wish that the school can provide their built in computers in every virtual classroom so that online teachers can just simply open their lessons in those computers (IDI,T1).
>
> *Ang* dilemma *namo sa* school *kay ang* internet connectivity (IDI2; IDI6; IDI9).
>
> Dilemma in our school is with the internet connectivity.
>
> The ICT personnel give us some wonderful insights about google classroom, Jam board, and etc. which are of great help especially in this new normal set-up (IDI, T8; IDI, T9).

Skills Acquisition and Adaptability. Participants discussed adaptability to IT-based teaching, emphasizing the importance of innovativeness and creativity enhancement. They stressed the need for brainstorming, planning, acceptance of change, skill reinforcement through webinars, and exposure to technology-driven classroom resources.

> I have really instilled it in my mind that as an educator we need to innovate and be flexible when the need arises (IDI,T1).
>
> *Naga* brainstorming *jud mi ug gina*-plan *pud* carefully *ang mga* lessons and preparations (FGD,T2; FGD,T5; FGD,T6).
>
> We made sure to brainstorm and carefully plan the lessons and preparations.
>
> *Dali ra naka* adapt *sa* online mode of teaching *kay* I am into technology (IDI, T2; IDI, T6; IDI, T7).
>
> I adapted easily to the online mode of teaching since I am into technology
>
> *Wala ra pud ko naglisod pag* adapt because our ICT Dept. In our school conducted a 3Day-Seminar and I attended webinars conducted by DepEd (FGD, T1).
>
> I easily adapted because the ICT Dept. in our school conducted a 3-day seminar and I also attended webinars conducted by DepEd.

My exposure to the new technology helped me a lot in adapting to this new mode of teaching (IDI, T3; IDI, T10).

Experiences in Shaping the Beliefs, Attitudes and Commitment of the Public School Teachers on their Readiness in Online Teaching Environment

Table 3 displays four interview themes: globally relevant instruction, conformability and versatility in ICT use, zealousness in teaching mission, and multidimensionality in virtual didactics.

Globally and Virtually Relevant Instruction. Participants discussed global and relevant instruction, highlighting the importance of curricular flexibility in achieving goals. They emphasized the need for flexibility, determination, creativity, and resourcefulness in achieving new insights and discoveries.

Because of these experiences, *mas na*-sharpened *pa akong mga* perspective and aspirations in life (IDI, T5; IDI, T10).

My perspectives and aspirations in life were sharpened because of these experiences.

Nagatuo man gud ko ma'am nga kung gusto jud nimo na buhaton, daghan man pamaagi,dapat pud flexible *ka* (IDI, T8).

I believe that if there's a will, there are a lot of ways and one should be flexible, creative and resourceful.

Table 3 Experiences in Shaping the Beliefs, Attitudes, and Commitment of the Public School Teachers on their Readiness in Online Teaching Environment

Subjects Probed	**Core Ideas**	**Codes**	**Essential Themes**
On Beliefs (new insights, new discoveries, realizations)	Sharpened perspectives and aspirations Being determined, creative and resourceful in achieving goals	Heightened awareness of curricular flexibility	Globally and Virtually Relevant Instruction
On Attitude (on becoming more positive or becoming more negative)	Holistically ready Positive response towards online tasks/ utilization of technologies Addressing the needs of students Ability to accept change Being motivated/ have time management	Embrace of worldwide imperative change in curriculum	Conformability and Versatility Outlook in ICT use in Instruction
On Commitment (on becoming more dedicated, on becoming lax or indifferent)	Strengthening dedication and service Religiously doing tasks/ educate the students Achieving global competence in instruction Honing of pedagogic skills	Manifestation of passion towards task	Zealousness in Teaching Mission
On realizations about online teaching as triggered by the	Enhancing more the teaching strategies in online platforms Importance of readiness for	Holistic adeptness virtual	Multidimensionality in Virtual

experiences	effective online teaching Adaptation of new mode of teaching Being dedicated to work/ being innovative/ Being resilient. The need to adapt change	pedagogy	Didactics

S*a isip nako* is aside *nga* flexible, *dapat pud nga* creative and resourceful *ta karong panahon sa* pandemic.

> I think aside from being flexible, we should also be creative and resourceful in this time of pandemic (IDI, T2; FGD, T5).

Conformability and Versatility Outlook in ICT Use in Instruction. Participants' attitudes towards online teaching are characterized by conformability and versatility in ICT use, embracing curriculum changes worldwide. They are holistically ready, positive, determined to address student needs, and display the ability to accept change.

> *Dapat* holistically ready *ta* as teachers (FGD,T5; FGD,T6).
>
> Teachers should be holistically ready.
>
> *Dapat* eager to learn *unsaon pag* utilize *sa mga* technology facilities (IDI, T5).
>
> There's a need to be positive that all tasks can be accomplished.
>
> We should know how to connect our students or build good communication with them (IDI,T8;FGD,T3).
>
> Have the ability to accept change *kay naa na ta sa* technology world (FGD, T3, IDI,T10).
>
> *Maka*-inspired, *Mas maka* motivate *ug maka* strengthen *sa* desire *nga makita nimo imong mga studyante nga gusto pa jud kaayo sila makatuon* (IDI, T1; IDI,T7;IDI,T10).
>
> It's inspiring and motivating and it also strengthens the desire to see your students are also eager to learn.
>
> *Ma'am, dapat naay t*ime management *para ma*-achieve *ang mga* tasks (IDI,T8).
>
> Time management is needed to achieve tasks.

Zealousness in Teaching Mission. Participants' commitment to online teaching is characterized by zealousness, demonstrating passion towards tasks, strengthening dedication, religious dedication, global competence, and honing of pedagogic skills.

> As an online teacher, the dedication and commitment during this pandemic should still manifested in teaching practices (IDI,T2; IDI,T6).
>
> It's our passion as teachers *na i*-educate *ang mga* students u*g dapat* committed *ta* as part *sa* teaching force (IDI,T1).
>
> It is our passion as teachers to educate the students and we should be committed as part of the teaching force.
>
> *Dapat ang* teacher *naga* aim *pud* on how to be ready and how to be globally competent (IDI,T4; IDI,T7).

The teacher should aim on how to be ready and how to be globally competent.

Mas mapalambo pa dapat ang atong teaching strategy especially *sa* online class (FGD,T2; IDI,T5; IDI,T8).

There is a need to enrich our teaching strategies especially when it comes to online classes.

Multidimensionality in Virtual Didactics. Participants in the study discussed the enhancement of online teaching strategies, the importance of readiness for effective teaching, the need for adaptation to new modes, and the dedication of teachers to innovative and resilient work.

As educators, need *pa na mapa* enhance *ang atong* teaching strategies especially in online paltforms *ug dapat ihatag gyud ang* quality education *sa mga studyante* (FGD,T6; IDI,T9; IDI,T2).

As educators, there is a need for us to enrich our teaching strategies, especially in online platforms and provide quality education for the students.

Being ready allows for effective teaching-learning situation (IDI,T5; IDI,T3).

Being ready in online teaching *kay makahatag ug* satisfaction *sa work* (IDI,T6; IDI,T8).

Being ready in online teaching provides work satisfaction.

Although abrupt *ang pag* change *pero maningkamot jud ta nga mo* adapt even though *lisod* at first (FGD,T4; IDI,T1; IDI,T2; IDI,T7).

Although the change came abruptly but we strived to adapt even if we struggled at first.

*A*s a teacher, you need to be innovative, creative and resilient *kay mao lang jud na ang way para maka*-survive *sa* new-mode of teaching and learning. (IDI, T4; IDI, T10).

As a teacher, you need to be innovative, creative and resilient since this is the only for us to survive in this new mode of teaching and learning.

DISCUSSION

Lived Experiences of Public-School Teachers in Online Teaching Environment

The live experiences discussed five major themes: virtual didactics, ICT-based pedagogics, readiness for advanced virtual-based learning, capability-challenged IT environment, skills acquisition, and adaptability.

Virtual Didactics. The theme of dynamic and updated online pedagogy emphasizes the importance of ICT intricacies in teaching. Participants have a positive view of online teaching, indicating that teachers can adapt to the new normal setup and engage students effectively. However, some teachers face difficulties due to a lack of experience with social media technologies and stress in lesson preparation, as seen in a study by Lichoro (2015).

ICT-based pedagogics. The study found that student-teacher interaction is a desirable aspect of online teaching, and teachers can enhance ICT utilization and explore online teaching applications. This supports the idea of Ansari and Khan (2020) that advanced technology facilitates active interaction, improving students' academic performance. However, Mardiana (2020) emphasizes the need for teachers to have technology skills for engaging classes using online platforms.

Readiness on the State of the Art Virtual-Based Learning. Online teaching is often time-consuming, with slow internet connectivity and limited familiarity with online teaching applications. Factors such as lack of ICT facilities, inadequate training, and inadequate facilities contribute to poor experience. Teachers need to be

knowledgeable about online learning applications to be more enthusiastic, dynamic, and productive in online teaching. Online platforms facilitate student-teacher interaction, web-based learning, and collaborative learning, so familiarity with available ICT facilities is crucial for teachers' success.

Capability-Challenged IT Environment. Participants in a study reported challenges in their IT environment, including inadequate support, inconsistent ICT accessibility, unsatisfactory internet-related service delivery, and webinar availability. These issues hinder teachers' productivity and motivation. Studies by Tyagi et al. (2017) and Sibanda et al. (2016) suggested addressing factors such as power supply, insufficient resources, fear of technology, lack of interest, ICT skills deficiency, higher ICT costs, and poor physical infrastructure to improve teaching and learning. The study emphasizes the importance of successful technology utilization in the classroom to enhance teaching and learning quality.

Skills Acquisition and Adaptability. The study reveals that teachers are adaptable to IT-based teaching, constantly seeking innovation and creativity to improve their online teaching methods. They never quit despite challenges or difficulties, aiming to improve their use of technology to benefit students. This aligns with Mardiana's (2020) study, which emphasizes the importance of qualified lecturers possessing attitudes, knowledge, ability, and skills to learn and critically assess web-based learning. Ncube et al. (2014) recommend that teachers should have e-learning training interventions tailored to their skills level. Thus, adaptive teachers must acquire technical skills and engage in various intervention programs.

Experiences in Shaping the Beliefs, Attitudes and Commitment of the Public School Teachers on their Readiness in Online Teaching Environment

The study explores the impact of experiences on public school teachers' beliefs, attitudes, and commitment to online learning. Four themes emerged: globally relevant instruction, adaptability and versatility in ICT use, zealous teaching mission, and multidimensionality in virtual didactics.

Globally and Virtually Relevant Instruction. Participants in an online study highlighted the importance of adapting to the new normal of education, focusing on global and virtually relevant instruction. They stressed the need for flexibility in teaching and learning to provide appropriate educational experiences for students. They also highlighted the need for creativity and resourcefulness in online teaching, aligning with Mardiana's (2020) recommendation for constant learning and application of theory like multimedia, video, and interactivity. Teachers need to be effective in delivering virtual instructions and have a mindset for global competitive learning, aligning with Shoss et al.'s (2011) study on adaptive performance.

Conformability and Versatility Outlook in ICT Use in Instruction. The study shows that public-school teachers exhibit conformability and versatility in ICT use in online teaching, demonstrating a positive attitude towards online tasks and technology utilization. They are determined to address student needs, adapt to change, and have time management skills. Despite facing challenges during the COVID-19 pandemic, they remain optimistic and contribute to the solutions to new educational settings. This aligns with a study by Kasanga (2016) that found teachers' experience with computers significantly influences their optimism.

Zealousness in Teaching Mission. The study reveals that participants are more dedicated to online teaching, expressing a desire for strengthened service, religious dedication, and pedagogical skill development. This aligns with Baloran and Hernan's (2020) findings that teachers' commitment and positive outlook during the health crisis are evident. They also express a desire for professional development training to effectively navigate the new normal educational setting. The results suggest a need for continued dedication and service in online teaching.

Multidimensionality in Virtual Didactics. The study reveals that online teaching has enhanced teachers' teaching strategies, particularly those with expertise in social media technologies. These teachers are more likely to explore different online teaching strategies that are more suitable for students' learning needs. They also recognize the importance of teachers being dedicated, innovative, resilient, and adaptable to change. The study also emphasizes the need for teachers to adapt new teaching methods, as adaptive teaching is a crucial attribute of high-quality instruction. The results support Thorndike's theory law of learning, which states that learning is

more likely to occur and be efficiently accomplished if learners are ready to tackle the task. In the online environment, this model is based on the belief that teachers are more likely to be ready to teach online if they have sufficient orientation with the task and are provided with sufficient facilities to enhance their teaching competence.

Also, some schools face financial constraints that hinder investment in ICT infrastructure and maintenance. In addition, ensuring teachers receive adequate training in ICT can be challenging, especially in regions with limited professional development resources. Resistance to change, inadequate internet connectivity, outdated hardware, and disparities in technology access among students from different socio-economic backgrounds can exacerbate educational inequalities.

CONCLUSION AND RECOMMENDATIONS

Conclusions

The study reveals that participants in online teaching have dynamic and interactive experiences, embracing the challenge of online applications. However, some struggle with ICT intricacies due to slow internet connectivity and inconsistencies in ICT facility accessibility. These experiences can shape teachers' beliefs, attitudes, and commitment as public-school teachers. They believe online teaching sharpens perspectives and aspirations, and they display a positive attitude toward change. Their experiences also strengthen dedication and service, contributing to their commitment to online teaching.

RECOMMENDATIONS

The study suggests that teachers' adaptability, availability of ICT facilities, and readiness are crucial for their success in online teaching environments. To maintain this adaptability, teachers should perform well in uncertain situations, manage crises, and develop creativity. The Department of Education and school heads should provide ICT facilities and develop teacher development programs to enhance technical skills and teaching pedagogy. Regular assessments of teachers' readiness and ICT infrastructures can ensure quality teaching experiences. The study also suggests that school administration should provide learning programs to maintain the efficiency of online learning environments. Despite some participants' lack of familiarity with technology, the administration should provide free training and develop strategies to address internet-related issues. Teachers' experiences in online teaching should be nurtured to maintain their adaptive ability and empower them through training and webinars.

Implications for Educational Practice

Teachers are embracing the shift from face-to-face to online teaching, demonstrating positive attitudes toward supporting government programs during the COVID-19 pandemic. However, insufficient ICT facilities and slow internet connectivity hinder active engagement in learning activities. The Department of Education should consider these issues in administrative decisions to ensure student academic achievement. Teachers already have experience in online teaching but are familiar with social media technologies and applications. They need more support from the government and other agencies to maintain their positive attitudes towards online teaching and adapt to changes in learning modalities. The government and other agencies should consider these issues in their administrative decisions to ensure the successful implementation of online teaching.

Recommendations for Future Research

The study addresses the challenges of new normal education, including teacher adaptability, ICT availability, and readiness for online teaching during the pandemic. It provides valuable insights for future researchers and recommends further research to validate the findings based on the variables involved.

Concluding Remarks

During the COVID-19 pandemic, teachers' adaptability to online teaching is crucial for effective education

delivery. They must be flexible and aware of the challenges and difficulties in online teaching. ICT facilities are essential for efficiency, and the Department of Education should allocate more budget for school facilities to prepare teachers for the new normal. This adaptability is essential for effective online teaching.

Moreover, future research should analyze challenges in educational contexts to develop targeted strategies to overcome them. Studying successful ICT integration case studies can provide insights into best practices and practical solutions. By addressing these challenges, future studies can contribute to more effective and sustainable ICT integration in education, building on current recommendations.

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