

# Readiness on Online Learning Modality Among Junior High School Teachers of a National High School

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## ABSTRACT

One of the modalities used to continue education here in the Philippines during the COVID-19 pandemic is the online learning modality. Online learning will be considered successful if the teachers handling this modality are equipped with appropriate knowledge and the right attitudes and online practices for this kind of teaching. To be regarded as an influential online teacher, their readiness for the modality should be high. This research study describes the of preparedness of high school teacher-respondents of Locloc National High School regarding the use of online learning modality by assessing the knowledge, attitudes, and practices of the thirty-six teacher-respondents focusing on the use of online learning. An online questionnaire was developed and given to each respondent, following strict health guidelines and protocols. Constructed on the research outcomes, Locloc National High School teachers have high knowledge, proper attitudes, and sound practices when it comes to implementing and utilizing the online class modality in their school. Therefore, respondents have a high level of readiness about using online learning modalities for their students. For further improvement of teachers regarding the use of online learning modality, an Online Learning Modality Enhancement Program (Table 20) should be taken into consideration. Other divisions should adapt it for teacher readiness enhancement for online learning modality.

## ABSTRAK

Salah satu modalitas yang digunakan untuk melanjutkan pendidikan di Filipina selama pandemi COVID-19 adalah modalitas pembelajaran online. Pembelajaran daring akan dianggap berhasil jika guru yang menangani modalitas ini dibekali dengan pengetahuan dan sikap serta praktik daring yang tepat untuk pengajaran semacam ini. Untuk dianggap sebagai guru daring yang berpengaruh, kesiapan mereka terhadap modalitas harus tinggi. Kajian penelitian ini mendeskripsikan kesiapan guru sekolah menengah atas-responden Locloc National High School mengenai penggunaan modalitas pembelajaran daring dengan menilai pengetahuan, sikap, dan praktik dari tiga puluh enam guru-responden yang fokus pada penggunaan pembelajaran daring. Kuesioner online dikembangkan dan diberikan kepada setiap responden, dengan mengikuti pedoman dan protokol kesehatan yang ketat. Berdasarkan hasil penelitian, para guru Locloc National High School memiliki pengetahuan yang tinggi, sikap yang baik, dan praktik yang baik dalam menerapkan dan memanfaatkan modalitas kelas online di sekolahnya. Oleh karena itu, responden memiliki tingkat kesiapan yang tinggi dalam menggunakan modalitas pembelajaran daring bagi siswanya. Untuk perbaikan lebih lanjut bagi guru mengenai penggunaan modalitas pembelajaran daring, perlu dipertimbangkan Program Peningkatan Modalitas Pembelajaran Daring (Tabel 20). Divisi lain harus menyesuaikannya untuk peningkatan kesiapan guru untuk modalitas pembelajaran online.

## 1. Introduction

### 1.1 Research Background

COVID-19 has imposed a global moratorium on outdated confrontational education and knowledge, forcing 1.2 billion students to study outside their schools. As a consequence, education has experienced a sea change, resulting in academic advancements. Numerous educational techniques have been developed to improve education due to these advances, most notably the intensification of online learning, which

takes place from one's own home through digital platforms [1].

The phrase "online learning" refers to gaining information via the use of a computer. It may connect to the Internet through a public or private intranet, with expertise supplied via web-based applications like Firefox, Internet Explorer, and the World Wide Web [2]. Online education has been used as a method of instruction at several other global institutions [3]. E-learning is any education online or via an internet browser [4]. A researcher elaborated on the idea a year later, stating that it now includes everything created,

facilitated, or processed via digital methods only for the sake of education [5].

Readiness is a crucial input and component of the educational instruction process [6]. The student's preparedness determines whether or not their behavior changes. Numerous students enrolled in single or supplementary online progressions [7]. Thus, time management, self-guided learning, embracing internal sources of inspiration, knowledge of one's learning style, and interaction are all instances of preparation for online learning [8].

Few states in the United States, including Alabama, Florida, and Michigan, have made online education a requirement for graduation [9]. According to some supporters, technology offers more possibilities than just improving teaching quality, providing a learner's community to assist students in comprehending a dynamic figure of information [10], [11]. Such internet technology will help develop and maintain societies by the promotion of involved education representations rather than merely altering instruction distribution modalities [12], [13]. The teacher is important in the realm of online education. Thus, all of the needs of higher education will not be fulfilled by conservative education alone [14], [15]. Student involvement is essential for learning [16].

Teachers must be knowledgeable about their jobs and use the utmost actual tactics intended for enhancing students' knowledge experiences. The phrase "the teacher's position evolves in conventional settings to that of a guide by the side in an online environment" occurs often in online learning literature [17]. Teachers' role is to facilitate learners' self-discovery of knowledge. While such descriptions may give the impression that the teacher is nothing more than a non-expert yet encouraging cheerleader, this is not the case. [18]. Education enables institutions and schools to assist and extend their students' learning possibilities [19]. Additionally, by enabling mentors to impart knowledge to a fairly huge quantity of pupils online, regardless of location or period restrictions, technology may compensate for the limitations of traditional education [20].

ICT-based education will be critical to the higher education reform. Universities must first establish if their students are psychologically and technically equipped before implementing e-learning. E-learning readiness refers to the extent to which a university or business can offer e-learning training to people who have no previous experience with e-learning [21]. Numerous studies have been conducted on readiness, but few have been conducted on readiness movements or shifts [22], [23]. Cognitive, emotional, and motivational strategies to interpretative interactions is known as engagement [24]. Awareness, perceptive effort, and the learners' consideration in an online environment influences commitment. Learning and

retention may increase. As a consequence, the learning experience as a whole is greater when students are actively engaged [25].

In the Philippines, DepEd Secretary Briones emphasized that the department's solution to Covid-19's educational issues is the primary education learning continuity plan. Education must continue regardless of present and future problems and difficulties. Variety of teaching and education technique are given by private primary education schools. The most practical option is online instruction, given the promotion of distance learning. However, some academic institutions are unprepared in adopting online education or financial resources.

In DepEd Order No. 8, section 2015, a critical component of program execution is classroom assessment which serves as the basis for assessing pupils' performance and growth. Flexible learning was implemented at Philippine Local Colleges and Universities [26]. It refers to a learning modality that can be full-online, blended learning, flipped classroom, and distance learning. A researcher denoted an apparent division between those who can and cannot afford the new education platform resources [27]. Researcher identified one main issue as the conduct of courses aside the closure order [28]. In research, it advocates for an 'adapt fast' approach to the pandemic's new standard for teaching and learning [29].

There is little difference in attaining products of learning as evaluated by marks or tests between confrontational and e-learning [30]. The study of Researcher suggested that school authorities may begin by addressing pupils' lack of digital abilities and developing initiatives to help them [31]. Researchers found comparable results that even if teachers are working from home, they must be available at all times for their students [32]. High level of collaboration between instructor and pupils is required in distance learning.

Concerns about technological infrastructure remains unsettled with regard to the issue of how readiness of schools [33]. Researcher emphasized that the teacher must considering the students' unique learning styles and address any learning problems that students may have [34]. They should be more creative to engage students in virtual learning, and have deep comprehension to accomplish projected knowledge purposes. A framework was developed for instructors' roles during a pandemic which emphasizes the teaching levels for effective learning and elucidating the anxieties and mysteries of immature learners [35].

The study purposes to ascertain instructors' preparedness to teach online courses via the use of a KAP (Knowledge, Attitudes, and Practices) survey. This research will assist the targeted division in finding data that will aid in the advancement of online teaching

abilities to provide more effective lessons. It is critical to assess teachers' abilities, attitudes, and behaviors to determine their readiness for online classes and for the division to successfully implement programs and memorandums about online courses that can continue to provide a high-quality education despite the pandemic. Outcomes of this study will act as springboard for future research into teachers' abilities, attitudes, and behaviors; (b) a means of identifying teachers' limitations and weaknesses when conducting online classes; (c) a means of developing multiple pieces of teacher training and workshops; and (d) a means of identifying teachers' needs for improving their online lessons.

## 1.2 Research Objective

The study purposes to ascertain instructors' preparedness to teach online courses via the use of a KAP (Knowledge, Attitudes, and Practices) survey. This research will assist the targeted division in finding data that will aid in the advancement of online teaching abilities to provide more effective lessons. It is critical to assess teachers' abilities, attitudes, and behaviors to determine their readiness for online classes and for the division to successfully implement programs and memorandums about online courses that can continue to provide a high-quality education despite the pandemic. Outcomes of this study will act as springboard for future research into teachers' abilities, attitudes, and behaviors; (b) a means of identifying teachers' limitations and weaknesses when conducting online classes; (c) a means of developing multiple pieces of teacher training and workshops; and (d) a means of identifying teachers' needs for improving their online lessons.

## 2. Research Method

The study employed a descriptive cross-sectional design to characterize a population or a subgroup within the population in terms of an outcome related to respondents' readiness by assessing their knowledge, attitudes, and practices (KAP) regarding the use of online learning modality in Locloc National High School. The descriptive method is convenient and may provide a great deal of information, particularly in education. KAP research may assist in identifying and analyzing gaps between present classroom methods and implementation and what will be required in the future to meet the demand for online learning, particularly during the pandemic [36].

A KAP survey is meant to be a representative survey of a target population; it aims to elicit what is known (knowledge), believed (attitude), and done (practiced) in the context of the topic of interest. Information is collected using semi structured or (structured questionnaires that are self-administered or administered by interviewers; both qualitative and quantitative data may be collected. KAP studies are

another method for evaluating instructors' online classroom instructions to add strategic interventions, planning, and software implementations to improve lesson delivery. The use and integration of both qualitative and quantitative approaches or collection of qualitative and quantitative data from different sources, such as quantitative test data along with qualitative interview data, to find out if findings from the two sources converge [37].

The research occurred between 2020 and 2021 at Locloc National High School in Palauig, Zambales, and concentrated on all junior high school teachers. The responders consisted of thirty-six (36) Junior High School teachers from Locloc National High School. Purposive sampling is used to choose respondents. The goal is to create a sample that can be rationally considered to be representative of the population. The element of teacher specialization is used to generate the targeted population composed of all JHS instructors at Locloc National High School in Palauig, Zambales. The total number of JHS instructors at Locloc National High School in Palauig City for the school year 2020-2021 is given in Table 1. According to Table 1, Locloc National High School has thirty-six junior high school teachers. Locloc National High School is a public secondary school that serves both junior and senior high school students.

Table 1. The participants of the study

Participants (Teachers)	Frequency	Percentage (%)
Locloc National High School	36	100
Total	36	100

The research used a modified questionnaire in the form of a checklist (Appendix C), which assisted as the main instrument for data collection. The study's questionnaire consists of five sections. The first segment is for demographic variables. This section included six questions on the respondent's age, gender, most excellent educational attainment, position, length of service, and attendance at numerous ICT-related seminars/training sessions. The second section assessed participants' understanding of the online medium. This section has twenty questions that will determine the knowledge about online learning. Each question has two options (True or False). A proper response earned one point, whereas an incorrect answer earned zero points. The third section of the survey questionnaire is dedicated to eliciting responses on views toward online learning modes. This section discusses the opinions of junior high mathematics instructors about online instruction and assessed using the Likert's Scale [38].

Twenty statements were included both positive and negative attitudes. The most optimistic mindset will get a score of 4, while the least bright will receive a score of 1. The fourth section is for determining JHS teachers' practices concerning online modality. This section has twenty questions. Every item is answered by always, usually, sometimes, or never (scored 5 for

always and 1 for never). All things that remain unanswered will be reduced to zero.

### 3. Result and Discussion

#### 3.1. Profile of the respondents

The teacher-respondents were composed of thirty-six (36) teachers from junior high school from Locloc National High School in Palauig, Zambales during the school year of 2020-2021. The distribution of age among participants can be seen on Table 2.

Table 2. Distribution of Age Among Participants

Age	Frequency	Percentage (%)
45-49	3	8.33
40-44	4	11.11
35-39	5	13.89
30-34	8	22.22
25-29	11	30.56
20-24	5	13.89

Based on Table 2, majority (30.56%) of the JHS teachers of Locloc National High School in Zambales are from ages 25-29 years of age. In the study of Johnson (2016), administrators favor younger teacher applicants because of definite attributions that these managers have for youth. Additional hypothesis also proposes that young candidates are chosen more than older candidates since the previous are generally less expensive to pay than the latter due to rate connected with previous education experience. But, based on studies, no statistically significant relationship between age and efficacy of teachers has been established [39], [40], [41].

The distribution of gender among participants can be seen on Table 3.

Table 3. Distribution of Age Among Participants

Gender	Frequency	Percentage (%)
Male	11	30.56
Female	25	69.44

Table 3 shows that majority (69.44%) of teachers at Locloc National High School are female. Colleges and academes could legitimately retain females from joining particular degree fields [42]. This successfully continued a force of women in the direction of a limited, women-dominated careers together with teaching. In 2014 alone, females produced a large percentage (80%) of the degrees in Education, producing a female-dominated contender lists for new positions and ranks in teaching.

Currently, females still overpower the professional instructions credited to following quantity of demographics, financial, radical and social influences: teacher necessity due to demographical influences, availability of instruction, merits, general service openings, likelihood of integration of expert and domestic labor, and lastly, the maternity and children

leave directives, etc [43]. Researchers considered that the education career will remain conquered by females for rather some time, and not signifying a societal matter [44]. Nevertheless, it might develop a problem if being an obligatory solution, an alternative exit for women which are assessed with a small figurative worth.

The distribution of educational attainment among participants can be seen on Table 4.

Table 4. Educational Attainment of Participants

Educational Attainment	Frequency	Percentage (%)
PhD/EdD Graduate	1	2.78
With units in PhD/EdD	3	8.33
MA/MS Graduate	2	5.56
With units in MA/MS	23	63.89
Bachelor's Degree	7	19.44

Based on Table 4, majority (63.89%) of the respondents have been taking up their master's degree. Various administrations use teaching as pointers of a individual's efficiency [45]. This can be implied that educational achievement or attainment can be associated as a determining aspect for hiring choices in the field of education [46].

The distribution of position or rank among participants can be seen on Table 5.

Table 5. Position or Rank Distribution of Participants

Position	Frequency	Percentage (%)
Proficient (T1 – T3)	35	97.22
Highly Proficient (MT1 – MT3)	1	2.78

In Table 5, a multitude (97.22%) of respondents are proficient teachers or with Teacher I to Teacher III teaching positions.

It takes 10,000 hours to be considered an expert in a particular field, sport, or skill [47]. But, the number of years performing a particular task does not always equal proficiency [48]. There are hundreds or thousands of K to 12 teachers who do extraordinary effort and accomplished the necessary number of years and hours of proficiency but, lack to do so in their performances within the classroom setting.

Focus Group Workshops conducted by the Department of Education across seventeen regions in the country orients about the outcome of the association of Results-Based Performance Management System (RPMS) with the Philippine Professional Standards for Teachers (PPST). The partakers in this training consequently endorsed the instantaneous orientation of the RPMS and PPST with two different teacher performance assessment instruments for Teacher I to III (Proficient Teachers) and Master Teacher I to IV (Highly Proficient Teachers).

The distribution of length of service among participants can be seen on Table 6.



Table 6. Length of Service of Participants

Length of Service	Frequency	Percentage (%)
0 to 5	12	33.33
6 to 10	15	41.67
11 to 15	6	16.67
16 to 20	1	2.78
21 to 25	1	2.78
26 to 30	1	2.78

According to Table 6, majority (41.67%) of the respondents have 6-10 years length of service to the Department of Education. Thus, it can be implied that most of the teachers are new, considering the lesser number gap between teachers with 0-5 years in service.

According to research, the relations of the years of experience and excellence in teaching from studies employ secondary dealings [49]. Experience as a expectation of excellence is not strongly concluded in the outcomes of the study. The research of two researchers demonstrated that years of experience lead to enhanced performance [50]. Nevertheless, the relations between experience and performance could be recognized by inspecting teachers' authentic classroom interactions. Furthermore, a significant pointer quality of teaching assumed that student interactions are the focal indicator of teachers' impact on students.

The distribution of number of ICT seminars attended among participants can be seen on Table 7.

Table 7. Number of ICT Seminars Attended by Respondents

Number of ICT Seminars Attended	Frequency	Percentage (%)
0	9	25.00
1	1	2.78
2	5	13.89
3	5	13.89
4	2	5.56

Based on Table 7, majority (38.89%) of the respondents have attended five or more ICT seminars in the last three years which means they are equipped with appropriate knowledge when it comes to conducting online classes. It also suggested that the respondents are already practicing the use platforms and digital tools in maximizing the teaching and learning process in an online classroom.

ICT usage for education during the pandemic and beyond is a realism for which teachers and students must be better equipped. A strong objective of students' educational readiness lets them adapt to new ICT familiarity referred to as digital skills; which are the viewpoint of the innovative educational training [51]. These are the ICT tools that help to embrace the new educational system. Integration of this tools enables the assimilation of new methods to teaching and assessing students, thus, detecting their development. These can change preparation and administration in education [52].

The competitiveness and modernization capacity of organizations are the electronic skills that the contemporary world initiate [53]. The digital

characteristic combined with the modern skills is still not adequately distinct even if these are considered vital skills [54]. Through implementation and incorporation of ICT, innovative instructive styles are thinkable. This delivers advanced direction skills such as resolving intricate practical problems, refining awareness and discernment of information [55]. Additional teachers and students' opportunities to work better in a globalized digital age proposed an acceptance and addition of ICTs into their classroom [56]. A study discovered a substantial connection among ICT integration and digital skills that are well-matched with computer-generated education amidst pandemic [57].

### 3.2. Knowledge on the Use of Online Learning Modality among JHS Teachers

This chapter includes the knowledge of JHS teachers of Locloc National High School regarding the usage of online learning modality in terms of ICT tools, online classroom management, online activities and assessments. For knowledge of respondents regarding ICT tools in online class can be seen on Table 8.

Table 8. Knowledge of Respondents regarding ICT Tools in Online Class

No	ICT Tools in online class	Answer	f	%
1	I can log multiple accounts in Zoom.	True	31	86.11
2	I know that there are no restrictions in the number of participants in google meet	True	31	86.11
3	I know that google form files can be converted to google spreadsheets	True	34	94.44
4	I can upload my presentations for my whole class in google classroom.	True	36	100.00
5	I cannot share Canva presentations to google classroom.	False	27	75.00

Based on Table 8, thirty-one (31) of the respondents got the correct answer that they can log multiple account in zooms and know that there are no restrictions in the number of participants in google meet respectively. Thirty-four (34) answered correctly that google form files can be converted to google spreadsheets and thirty-six (36) know that they can upload presentations for their whole class in google classroom. However, only seventy-five percent (75%) of the respondents (27) answered false in statement five, which is the correct answer regarding the ability to share Canva presentations to Microsoft teams.

The way that teachers and students teach and learn are confronted by revolutionized education by the introduction of ICT tools into their online classrooms. Since the features of ICT are fundamentally evolving every minute, electronic devices are provided to meet the requirements of the educational progression. Diversity ICT roles can support teachers in their instruction. Learners are well benefited to apply the

tools in their learning progression due the richness of information particularly during the pandemic. Hence, it is vital for teachers to be familiar in the different tools and platforms that they can use in their online classes.

The access of knowledge and modern advances is extremely important in the embracement and integration of ICT. In many developing countries, the thematic certainty about deficiency of accessibility and provision of information for the incorporation of ICT is a problem that overpowers in many of their classrooms [58]. The appearance of the global pandemic has produced the extreme use or surge of new technologies [59]. Due to the persistent need to convey information, technological tools are used nowadays in a lofty way. A rise in the application of cybernetic platforms and networks to spread data can also be observed. Also, the required hardware, software, or even web access is not applicable to all students [60].

As for knowledge of respondents regarding online classroom management, can be seen on Table 9.

Table 9. Knowledge of Respondents regarding Online Classroom Management

No	Online classroom management	Answer	f	%
1	I know that rules and regulations inside the classroom is the same in an online classroom setting.	True	26	72.22
2	In online classroom, both teachers and students can discuss the rules and the consequences of breaking them.	True	32	88.89
3	Teacher-centered classroom management is the best when it comes to online classes.	True	27	75.00
4	I know that google forms attendance can be a best way to check attendance in an online class	True	33	91.67
5	In checking the attendance, I know that cameras are not basis for logging in an online class.	True	15	41.67

Table 9 displays the knowledge of JHS teachers of Locloc National High School in the aspect of online classroom management. In statement 1 to 4, majority of the respondents have answered correctly with regards to knowing that: rules and regulations inside the classroom is the same in an online classroom setting, both teachers and students can discuss the rules and the consequences of breaking them in an online classroom, teacher-centered classroom management is the best when it comes to online classes and google forms attendance can be a best way to check attendance in an online class. However, only fifteen (15) of the respondents (41.67%) got the correct answer about statement 5 which states that cameras are not basis for checking attendance in an online class. Most students do not have cameras, or they have low internet connections to use video cameras.

In cooperative learning activities where individual differences amongst cohorts is a difficult method. Online setting has fewer concentration on the lesson

distribution while more consideration to the task content [61]. The assumption that students will both know and be able to work collaboratively is the superficial general application regardless of learning style. Teachers ought to be well-adjusted and must take into reflections the state of the learner's ICT capabilities and accessibility.

Effective classroom supervision handle student misconduct and make the most of instructional time needed by teachers. Three vital distance learning interactions are noted with three progressions: (a) learner with content, (b) learner with teacher, and (c) learner with fellow learner [62]. Each type of contact should be facilitated by online teachers as distance learners may experience remoteness, defeat, and concern with lack of communication and interaction.

Development of goals and objectives are likewise significant components as online class learners must comprehend what is anticipated of them. Technological access, course administration, course website, and teacher variables are also considered as serious factors [62]. Online classroom management also proposes the need for student-centered online management skills. Students will feel empowered and will respect and adhere to the rules made. They will also feel that the penalties and punishments for breaking the rules are just and well deserved [63].

As for knowledge of respondents regarding online activities, can be seen on Table 10.

Table 10. Knowledge of Respondents regarding Online Activities

No	Online Activities	Answer	F	%
1	I know that online activities also focus on student-centered instructions.	True	35	97.22
2	I know that student-centered instruction makes students to talk.	True	35	97.22
3	I know that students are more interested in online learning activities when they can interact with one another and participate actively.	True	34	94.44
4	In an online class, all activities should be done inside the online classroom.	False	20	55.56
5	I can give an activity and let the students leave the classroom to be with their groups.	True	29	80.56

In Table 10, majority of the teacher-respondents (97.22%, 94.44%, 55.56% and 80.56%) answered correctly. The respondents know that: online activities also focus on student-centered instructions, student-centered instruction makes students to talk, students are more interested in online learning activities when they can interact with one another and participate actively, and that they can give an activity and let the students leave the classroom to be with their groups and 55.56% know that not all activities can be done inside the online classrooms.

Students should also be given to experience student-centered learning even in an online classroom. They can do the given activities or task outside the online classroom and through different platforms such as online group chats or virtual messaging in whatever platform that they choose. Student-centered education puts students' interests first, recognizing student voice as dominant to the learning experience. In a student-centered online learning environment, students select what they will learn, how they will learn, and how they will evaluate their learnings [64].

Answering authentic problems benefits understanding of students regarding their learning significance and application. The exhibition of an authentic problem around which the education will be centered is initiated with problem solving which can assist as catalysts of investigation, data collection and notional impressions and affairs, economic values, customs, practices and philosophy. Circumstances for learners to control their learning progression and involvement are what the online learning atmosphere delivers. Well-equipped learners for the activities and as well as their effort through the activities themselves is a necessity for teachers to facilitate. The teacher's role is to facilitate this development. Nevertheless, teachers can have the role of motivational supporters.

As for knowledge of respondents regarding online assessment, can be seen on Table 11.

Table 11. Knowledge of Respondents regarding Online Assessment

No	Online Assessments	Answer	F	%
1.	I can create my own online assessments in the form of diagnostic, standardized tests, quizzes, oral question, or draft work	True	36	100.00
2.	I can create a multiple-choice type of exam can be done through google forms where you can automatically see the scores.	True	36	100.00
3.	I can post an assessment in the google classroom is an effective way to assess students' learnings.	True	34	94.44
4.	I can create a practical assessment through video demonstrations of students coupled with discussions.	True	36	100.00
5.	I can create an assessment using test papers only to prevent leakage of answers.	False	25	69.44

Based on Table 11, all (100%) of the respondents answered correctly. The different forms of assessment and creation of multiple-choice type of exam through google forms where they can automatically see the scores are known by the respondents. They are also aware that Google Classroom assessments are efficient ways to assess students' learnings. They also know that can create a practical assessment through video demonstrations of students coupled with discussions

and they are also aware that it is an incorrect notion to create an assessment using test papers only for the prevention of answer leakage.

To discourse the difficulties of academic deceitfulness is one of the challenges in online classrooms. Both opportunistic and intentional cheating are what the schools are worried about. A great deal of thoughts and hard work on the portion of the teaching faculty is entailed through handling academic honesty. There are numerous approaches to lessen online academic dishonesty [65]. Endorse online teachers to practice very small testing windows during high-stakes evaluation [66]. Eventually, the only conclusive way to control dishonesty is to have monitored online examinations.

Fascinatingly, a research deliberate the progress resolution to the proctoring issue via the use of The Remote Proctor as one [67]. For monitoring proceedings in the testing environment, The Remote Proctor is a camera and microphone system. Offering extensive exam reviews that summarize each vital inquiries, situations, or class topic is a way to alleviate the damage from this type of conduct [68]. The students will be better equipped if students have worked through these questions. Hence, students who duplicated the info from former exams will have little benefit.

### 3.3. Attitudes on the Use of Online Learning Modality among JHS Teachers

This chapter pertains to the attitudes of JHS teachers of Locloc National High School regarding online learning modality. Attitudes can be distinguished as highly positive, positive-negative, and highly negative towards open-mindedness, online communication with students, versatility and confidence/convenience in using the online learning modality. For attitudes on the use of online learning modality in terms of open-mindedness can be seen on Table 12.

Table 12. Attitudes on the Use of Online Learning Modality in Terms of Open-Mindedness

No	Open-mindedness	WX	DR
1	I can be considerate if students are late for the class as long as they inform me the reason.	3.69	SA
2	I can utilize several online platforms and applications for my class.	3.64	SA
3	I send my presentations, video lessons and module using google classrooms.	3.50	SA
4	I let my students work alone for me to better assess them individually in an online class.	3.42	SA
5	All late students can still enter my class.	3.08	A
Overall		3.47	SA

In Table 12, majority of the teacher-respondents strongly-agreed that they are open-minded when it comes to giving considerations to students when it comes to being late, utilizing several platforms and applications, sending of presentations, video lessons and module using google classrooms, and students'

solo works or activity. Interventions and effective use of resources in the classroom to advance learners' mental well-being are greatly impacted by teachers' attitudes [69], [70]. The students' exhaustion, pressure, accomplishments, socio-demonstrative outcomes and temperaments are also affected [70], [71]. An anticipated personality characteristic in teachers is what open-mindedness is all about [72].

Open-mindedness was measured as a discerning disposition, and approaches to produce distinguishing behavioral predispositions and strategies [73]. Distinct transformations in belief and decision foundation are examples of open-minded thinking dispositions [74]. 'Black and white' thinking are characters of personalities with fewer open-minded rational dispositions. Such teachers' attributions are imperative in an online classroom environment [75].

For attitudes on the use of online learning modality in terms of online communication can be seen on Table 13.

Table 13. Attitudes on the Use of Online Learning Modality in Terms of Online Communication

No	Online Communication	WX	DR
1	I always post assignments of my students to the group chats with the parents.	3.50	SA
2	I ask students about their expectations of the subject and the teacher	3.42	SA
3	I always know my students' reasons of absences in class.	3.19	A
4	I am comfortable of using the Facebook messenger in communicating with students	2.86	A
5	I conduct online meetings and "kamustahan" for my students and their parents	3.56	SA
Overall		3.31	SA

Based on Table 13, majority of respondents strongly agreed (SA) that they always post assignments of my students to the group chats with the parents, ask students about their expectations of the subject and the teacher, and conduct online meetings and "kamustahan" for students and their parents. The respondents agreed (A) they always know my students' reasons of absences in class and they feel comfortable in using the Facebook messenger in communicating with students. Therefore, majority of the respondents strongly agreed (SA) that they have positive attitudes when it comes to online communication.

In online education, communication is extremely essential. The primary contact for most online students is through their teachers; therefore, communication training is essential. Human communication is complex but valuable in students' contribution and retention [76]. Faculty can reach out to students through advancements in technology. Therefore, building upon communication and provision of faculty as effective virtual correspondents is necessary via professional development and training.

Blended curricula can also be recommended to use this training since faculty communicate with students

regularly in an electronic manner. Understanding of human communication is a beginning of an effective communication in online education. For all instructors, training is essential to engage students to be active participants. It is imperative there is an integration of diverse communication skills in online courses. Teachers should be able to examine their own style of communication that can greatly assist in their professional growth as online educators.

For attitudes on the use of online learning modality in terms of versatility can be seen on Table 14.

Table 14. Attitudes on the Use of Online Learning Modality in Terms of Versatility

No	Versality	WX	DR
1	I teach more than three other subjects outside my comfort zone using the online modality	3.17	A
2	I can think of one or two online activities just by looking at the topic	3.25	SA
3	I can manage students in lower sections and give the same number of activities	3.25	SA
4	I am able to change my methods and strategies in an online classroom if I realized that it is not effective for my learners	3.33	SA
5	I give more than one activity (aside from activity proper) per lesson	3.31	SA
Overall		3.26	SA

In Table 14, majority of the teacher-respondents strongly agreed that they: can think of one or two online activities just by looking at the topic, can manage students in lower sections and give the same number of activities, are able to change methods and strategies in an online classroom if I realized that it is not effective for learners and give more than one activity (aside from activity proper) per lesson. They also agreed that they teach more than three other subjects outside their comfort zone using the online modality. Hence, majority of the respondents have positive attitudes when it comes to versatility towards the online class modality.

If the purpose of the teacher is construed by the students, a good learning takes place. Occasionally, interpretation of the learner is greater than the aim of the teacher. In recognizing and inspiring the intelligence of the learner, the teacher ought to be noble-minded enough. A sincere love of a teacher for his or her learners makes noble-mindedness possible. This affection of love for the student should be expressive, and if correctly practiced, intention of the teacher and understandings of students can flawlessly match each other. In teaching, the teacher should derive out of outdated principles and traditions and must not be pedagogical towards the students.

A collaborative technique where he/she springs more importance to the capacity and interest of the students must be implemented. A student-centered method in teaching should also be applied where student's needs are reserved at the focus of the entire teaching progression. Teachers become overlooked and



underrated if he/she is not well-experienced in being advanced, resourceful and imaginative. Teaching is not simple but an honorable career molding life. A teacher is required to arm himself in advance [77].

The student becomes more accountable for his learning development the minute a teacher becomes versatile in nature in which unwillingness and reluctance sheds away. Instead of being dull and power-driven, the learning becomes energetic. An independent student can be positively autonomous with a teacher's supervision. Versatile teachers stride along with the students instead of following or leading them. A feeling of respect and accountability is given to the student once this interaction is established [78].

For attitudes on the use of online learning modality in terms of convenience and confidence can be seen on Table 15.

Table 15. Attitudes on the Use of Online Learning Modality in Terms of Convenience and Confidence

No	Convenience and Confidence	WX	DR
1	I am excited to give new online activities that makes students discuss their own point of views	3.33	SA
2	I do not let students report topics to be discussed if I am not comfortable in discussing it	2.58	A
3	I find ways for students to ask questions regarding the lesson	2.67	A
4	I feel motivated to teach using different interactive online activities.	3.17	A
5	I teach my subjects using the online modality with full confidence	3.08	A
Overall		2.97	A

Based on Table 15, majority of the teacher-respondents agreed (A) that they: do not let students report topics to be discussed they are not comfortable in discussing it, find ways for students to ask questions regarding the lesson, feel motivated to teach using different interactive online activities and teach their subjects using the online modality with full confidence. The respondents also strongly agreed (SA) that they are excited to give new online activities that makes students discuss their own point of views. Thus, the respondents have positive attitudes when it comes to confidence and convenience in using the online class modality.

Most JHS teachers of Locloc National High School were confident teaching their subjects based on the interviews done by the researcher. However, some of them admitted that they let their students report topics that they do not want to discuss. Most teachers think that reporting is also a student-centered method in online classes.

The interviews conducted with a limited teachers exposed that they are not so confident to practice some structures and supportive application of online class [79]. Hence, the teachers' self-confidence in their capability on directing online classes has to be

considered before full execution of online learning strategy in the circumstances of the pandemic. Many teachers would have still questioned their ability if courses were built in a proactive manner with and professional development, but the "sink-or-swim" approach caused by the immediate response to the emerging pandemic would make almost anyone question his or her abilities [80].

Another potential reason for the decrease in teaching confidence in the online environment might be directly connected to a deficiency of engagement of leaners. Schools are discovering that some students do not participate in the online environment and finish their required tasks. As teacher confidence and awareness of self-worth frequently associates to student engagement and education, a deficiency of engagement could lessen teacher confidence. While engaging online teaching will help with this issue, teachers are required to understand it is a team effort.

### 3.4. Practices on the Use of Online Learning Modality among JHS Teachers

For practices on the use of online learning modality in terms of innovativeness can be seen on Table 16.

Table 16. Practices on the Use of Online Learning Modality in Terms of Innovativeness

No	Innovativeness	WX	DR
1	I give online group activities	4.22	A
2	I have activities that encourage students to speak up and discuss their thoughts	4.36	A
3	My activities depend on what section I handle	4.31	A
4	I let students report and act as teachers	3.89	U
5	I use different online platforms and apps to make lessons more understandable	4.25	A
Overall		4.21	A

Based on Table 16, majority of the respondents always (A) do the following practices: give online group activities, have activities that encourage students to speak up and discuss their thoughts, their activities depend on what section they handle, and use different online platforms and apps to make their lessons more understandable. They also usually (U) let students report and act as teachers. Thus, the respondents have good practices when it comes to being innovative in an online learning modality.

To progress approaches in improving student involvement and shape a sense of community, facilitating an engaging online development is a requirement for teachers [81]. Thus, priming to cooperative learning and evolving relationships, nurturing educator feedback for facilitating independent interaction and self-directed practical learning. In total, teachers' requirement to improve and inspire complex-reasoning skills while supporting students in evolving a sense of reflective self and an individual and specialized character that ultimately interprets into improved confidence.

All educational disciplines assume learners to explain content to job-related settings. In today's student population, facilitating an online class involves an educator to be innovative and creative to have an impactful online attendance. In an online learning environment, allowing a safe, nonjudgmental setting whereby opinions, perspectives, and individual and professional experiences are stimulated in keeping students considerably engaged and inspired while providing the compulsory course content is demanded from every faculty. An educator-facilitated, active, and student-centered learning procedure must be displayed whereby students are held responsible for their active contribution and self-directed learning.

For practices of online learning modality regarding performance tasks can be seen on Table 16.

Table 16. Practices of Online Learning Modality Regarding Performance Tasks

No	Performance Tasks	WX	DR
1	I let students create their own rubrics for our performance activities	3.69	U
2	I let students assess other students' performance based on the agreed rubrics	3.81	U
3	I let students discuss their comments and suggestions	4.39	A
4	I give performance tasks which can be performed individually or by group.	4.31	A
5	I based my scores and ratings on my own rubrics	3.08	So
Overall		3.86	A

In Table 17, most of the respondents always let students discuss their comments and suggestions and give performance tasks which can be performed individually or by group. They also usually (U) let students create their own rubrics for our performance activities and assess other students' performance based on the agreed rubrics. However, the respondents sometimes (So) based their students' scores and ratings on their own rubrics which is good since teachers should not always base their scores on their own.

#### 4. Conclusion

The majority of JHS teacher-respondents were young adult teachers between the ages of 25 and 29, female, presently employed in MA/MS units, incompetent positions, with six to ten years of experience, and who had attended five or more ICT training in the preceding three years. Most respondents had a high level of understanding of online learning, including the ICT tools used in online courses, classroom management, online activities, and online evaluations. Most respondents had favorable views about online learning in openness, online communication, flexibility, and confidence/convenience. Most respondents have excellent practices in terms of innovativeness, performance tasks, classroom management, and ICT integration in the online classroom when it comes to online learning. When JHS instructors are classified according to their age and most significant educational

attainment, there are substantial differences in their knowledge, attitudes, and behaviors regarding the usage of online learning mode; therefore, the null hypothesis is rejected. In terms of service duration, there are substantial differences in the attitudes and behaviors of JHS instructors towards the use of online learning, but no differences in knowledge. When JHS instructors are classified according to their gender and position, there are no significant differences in their knowledge, attitudes, and behaviors regarding the use of online learning.

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