

# Seasoned Teachers' Digital Skills Readiness in the Online Learning of Selected Elementary Schools in Quezon Province

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## RESEARCH ARTICLE

### Abstract

The study aims to determine the digital skills readiness of seasoned teachers in online learning. This study also utilized descriptive quantitative research to determine the level of digital skills readiness of seasoned teachers. The study was conducted in selected schools in Quezon province via a Google Form. The thirty (30) respondents were chosen using purposive sampling because, based on the criteria, the teachers should have more than ten years of service. After the survey, the researchers recorded the gathered data and computed each variable's weighted mean. Based on the findings, seasoned teachers from selected schools in Quezon province differ in their digital skills readiness. Some seasoned teachers may need assistance depending on the nature of the work that requires technology. This study also recommends that seasoned teachers may continuously attend professional development activities to enhance their digital skills. Additionally, a related research study using a qualitative design to gather in-depth responses from the respondents is being recommended.

**Keywords:** Seasoned Teachers, Digital Skills Readiness, Online Learning

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## 1 INTRODUCTION

The Department of Education (DepEd) sought alternative ways to continue students' learning despite the coronavirus disease. The traditional learning approach sets off for online or blended learning (DepEd Order no. 018 s.2020). The Philippine government prohibited the classroom discussion setting from protecting the students from the danger of the virus and protecting their health (Article II, Section 15 of the 1987 Constitution). It includes implementing lockdown measures in the country due to pandemic outbreaks. Educational programs and activities throughout the public and private sectors are all disrupted due to safety protocol standards. The transition from face-to-face to an online learning approach results in many changes and difficulties since it is a new education system. Educational practitioners, such as teachers, have yet to be ready specifically for digital spaces (Kritz, 2020).

Seasoned teachers had limited exposure to using technological or digital resources as they were much more experienced in the classroom setting discussion. In the Philippines, Education still needs to prepare for online learning (Kritz, 2020). Whereas digital competence is the ability to use digital technologies critically, collaboratively, and creatively.

A person should also have the knowledge, skills, and attitude to be seen as competent in a domain (Tzafilkou et al.,2022, Terano, 2019, Marusic & Viskovic, 2018). The pandemic demands that digital technologies integrate into the current education system (Benson & Kolsaker, 2015). All teachers must adopt these digital competencies, especially since we are amid a pandemic wherein we implement a blended learning approach. Insufficient digital skills will affect the learning process if they cannot supply or fill the deficiency in the learning process. Teachers must broaden their knowledge of the digital technologies and instructional materials they can integrate. It is because it will help to facilitate effective teaching and to learn online (OECD,2020).

All the changes due to the pandemic have affected the teacher's role, considering the digital skills of seasoned teachers (Winter et al., 2021). According to Kini and Podolsky (2016), seasoned or experienced teachers are all teachers who have almost ten years of service. If they are incompetent, using technological resources might cause hindrances to their performance in performing online classes in the phase of the pandemic (Munastiwi & Puryono, 2021). Integrating and adapting technologies is a challenging and complex process for schools, especially when there needs to be more prior experience, attitudes, or perceptions of using ICTs to support teaching and learning (Dela Rosa, 2016).

Low ICT competencies, limited access to technological resources, lack of technical support and training, lack of experience in using a digital platform, and dependency on the traditional way of teaching are some of the barriers teachers experience in technology integration (Mercader & Gairín, 2020). Most conventional or seasoned teachers lack knowledge of using digital or technological resources (Ghavifek et al., 2016).

In the Philippines, the educational department and teachers have a short period to prepare themselves to conduct online classes. Although the Department of Education (DepEd) implemented multiple training programs, seminars, and conferences, it made it quite difficult for those teachers who needed to become more familiar with or new to the field of online classes (DepEd, 2020). This research aimed to determine the digital skills readiness of seasoned teachers in online learning and provides recommendations for policy making for our seasoned teachers.

## **2 METHODOLOGY**

### **2.1 Research Design**

The researchers utilized a quantitative method. This method is used to gather and interpret numerical data. It is used to identify patterns, draw conclusions, and generalize the result of a phenomenon (Bhandari, 2021). On the other hand, the researchers employed a descriptive research design to gain an accurate and systematic insight and understanding of the population, situation, or phenomenon. Furthermore, this design answers the questions of what, when, where, and how questions (McCombes, 2019).

### **2.2 Respondents**

The respondents of the study were comprised of 30 seasoned teachers from different schools in Quezon Province. Seasoned teachers are experienced teachers who have been in the teaching profession for a long time. Because of their abilities, expertise, and years of experience, they are considered seasoned teachers (Dela Pena et al.,2022). Furthermore, the selection of respondents is based on the criteria. First, the researcher chose teachers who had served more than ten years. Second, the researchers chose those who are experienced and seasonal in the traditional method of teaching and learning. Subsequently, purposive sampling is judgmental, selective, or subjective (Crossman, 2020).

### **2.3 Instrumentation**

The researchers utilized the Teachers' ICT Skills Scale (TICTS) by (Türel, Özdemir & Varol,2017). This standardized questionnaire is an 18-item based on a five-point Likert-type scale. It was used

to measure the digital skills readiness of the respondents in terms of basic hardware operations, personal ICT usage, and use of ICT for teaching.

## 2.4 Data Gathering Procedure

To attain the research objectives, the researchers followed a sequence of procedures. First, the researchers made a letter requesting permission to conduct the study among selected seasoned teachers through Google Forms. The Google Form is an alternative way of showing data during the phase of a pandemic. The availability of the respondent is highly considered. The data gathered was secured and confidential for research purposes only as per the guidelines of Republic Act No. 10173, also known as the Data Privacy Act. Lastly, the data gathered will probably be the presentation, interpretation, and analysis.

## 2.5 Results and Discussions

### 2.6 Seasoned Teacher's Digital Skills Readiness in terms of Basic Hardware Operations

Data on seasoned teachers' digital skills readiness regarding basic hardware operations are presented in Table 1. Based on the data, most teachers are skilled in turning on and off the laptop and computer without assistance (4.53), followed by statements 5 and 7 that seasoned teachers are familiar with using television, monitor, and projectors in the learning process.

They can operate printers on their own (4.1). The second to most minor hardware skills of the seasoned teacher is solving technical issues on their computer independently (2.97), and they have limited knowledge about various shortcut keyboards (3.1). Statement number 3 got the least among the seasoned teachers' computer operation skills: repairing and replacing their faulty computer parts (2.77). The average weighted mean of the responses in digital readiness of seasoned elementary teachers regarding essential hardware operation is 3.65.

Teachers must have various competencies in information and communication technologies. It involves how to operate and solve physical parts of computers (assembling, installing, setting up, maintaining, and solving problems of personal computers) (Abdulrahman et al., 2020). Moreover, Ghavifekr and Athirah (2015) emphasized that well-equipped teachers in preparing ICT tools and facilities can lead to technology-based teaching and learning success. Based on the findings, the seasoned teachers are ready to utilize basic hardware operations. Hence, seasoned teachers still need to upgrade themselves in terms of basic hardware operations.

**Table 1. Mean Distribution of Seasoned Elementary Teachers' Digital Skills Readiness in terms of Basic Computer Operation**

Statement	Weighted mean	Description	Rank
1. I can turn on and off my laptop or computers without an assistance	4.53	Highly ready	1
2. I can install any computer hardware or device (keyboards, digital cameras, printers, etc.) into my PCs.	3.87	Ready	4
3. I can repair and replace any faulty computer parts independently.	2.77	Moderate ready	10
4. My typing skills are good.	3.77	Ready	6
5. I am familiar with using televisions, monitors, and projectors in learning.	4.1	Ready	2.5
6. I can connect the machine (printer, wires, or cables) to the computer network.	3.83	Ready	5
7. I can operate a printer on my own.	4.1	Ready	2.5

8. I can solve technical issues in my computers without an assistance	2.97	Moderate ready	9
9. I am familiar with the different USB port	3.47	Ready	7
10. I know the different keyboard shortcut keys	3.1	Moderate ready	8
<b>AVERAGE WEIGHTED MEAN</b>	<b>3.65</b>	<b>READY</b>	

## 2.7 Seasoned Teachers' Digital Skills in terms of Personal ICT Usage

Data on seasoned teachers' digital skills readiness regarding personal ICT usage is presented in Table 2. The findings further reveal that most seasoned teachers need an expert to guide them in purchasing a quality computer that can be utilized in some technological work (3.8). Second to the highest was statement number 7, wherein seasoned teachers know how to use social media to send and communicate with various persons without assistance (3.67).

However, the minor response implies that teachers need more time to be ready to create a simple website (2.6) and need to be more skilled and proficient in photo and video editing (2.87). The average weighted mean of the responses using personal ICT is 3.19. The abovementioned findings denote that some seasoned teachers need to be more skilled in personal ICT usage.

In this case, some seasoned teachers' digital skills still need help manipulating their personal computers, such as using social media to communicate with students and photo and video editing. Training is required to capacitate teachers in operating their computers (Mirzajani et al.,2015). With this regard, learning action cells (LAC) sessions are necessary for schools to aid teachers in being skillful in ICT (Santos,2021). It is important to note the usage of ICT integration as how teachers employ technology to accomplish essential work more efficiently and how this use might maintain a competitive edge in these tasks (Gilakjani,2017).

**Table 2. Mean Distribution of Seasoned Elementary Teachers' Digital Skills Readiness in terms of Personal ICT Usage**

Statement	Weighted mean	Description	Rank
1. I watch online instructional videos to learn how to utilize software applications (google meet, Microsoft, Excel, PPT, Zoom, etc.)	3.5	Ready	3
2. I am proficient in picture and video editing.	2.87	Moderate ready	11
3. I can easily save and recover my files.	3.1	Moderate ready	8
4. I used to take an online course to improve my computer skills.	2.9	Moderate ready	10
5. I need a technical expert to guide me in purchasing a computer.	3.8	Ready	1
6. I can quickly locate reliable sources using a search engine to improve my digital abilities.	3.2	Moderate ready	6
7. I understand how to use social media to send and communicate with others without assistance.	3.67	Ready	2
8. I can independently use different computer applications (Windows and web).	3.3	Moderate ready	4
9. I can create a simple website on my own.	2.6	Less ready	12
10. I spend much time using computer applications (Windows and web applications) due to unfamiliarity	3.23	Moderate ready	5
11. I can adapt to using online platforms without someone teaching me	2.97	Moderate ready	9

12. I can be able to distinguish appropriate tools that can help in digital skills improvements	3.13	Moderate ready	7
<b>AVERAGE WEIGHTED MEAN</b>	<b>3.19</b>	<b>MODERATELY READY</b>	

## 2.8 Seasoned Teachers' Digital Skills Readiness in terms of Use of ICT for Teaching

Data on seasoned teachers' digital skills readiness in terms of the use of ICT for teaching is presented in Table 3. Based on the findings, most teachers are ready to utilize social media to communicate to know the progress of their students (4.13). Followed by seasoned teachers who can use slide presentations to discuss the lesson online (3.7). Conversely, the second to the minor response was statement number 10, wherein they need more background in utilizing Google Forms to administer an online exam (2.83). The seasoned teacher must be more skilled to make an instructional video blog with a minor distribution (2.73).

The average weighted mean of the responses in digital readiness using ICT for teaching is 3.37. It depicts that the teachers are moderately ready. Moreover, Ghavifekr et al.(2016) study mentioned that one of the biggest problems of seasoned teachers in using ICT tools is needing more ICT competencies. Thus, it can be surmised that administrators should continuously provide skills training for teachers to utilize ICT for teaching. It makes sense that ICT for teaching digital skills improves the educational operation, planning, and organizing in the utilization of technology in the new setting (Jiménez & Gijón, 2016). The findings and the abovementioned studies denote that not all seasoned teachers are ready to utilize ICT for teaching.

**Table 3. Mean Distribution of Seasoned Elementary Teachers in terms Use of ICT for Teaching**

Statement	Weighted mean	Description	Rank
1. I create and utilize slides to offer my online lesson easily.	3.7	Ready	2
2. I understand how to independently send files and activities in Google Classroom.	3.47	Ready	5.5
3. I quickly learned to utilize Zoom and Google Meet without assistance.	3.33	Moderate ready	10
4. I understand how to make an instructional video blog independently.	2.73	Moderate ready	17
5. I utilize social services knowledgeably to communicate with pupils to educate them	3.5	Ready	4
6. I can share online educational resources with my pupils using online platforms.	3.47	Ready	5.5
7. I understand how to utilize Excel without an assistance	3.37	Moderate ready	9
8. I understand how the software works when performing educational tasks without someone assisting me.	3.23	Moderate ready	14.5
9. I can include animation in my videos and PowerPoint presentations without assistance.	3.27	Moderate ready	11.3
10. I can utilize Google Forms to administer the online exam.	2.83	Moderate ready	16
I prepared using different Microsoft office (Word, Powerpoint, Excel) without assistance.	3.43	Ready	7.5
I can use social media to communicate with parents and students to know their progress.	4.13	Ready	1

I can adapt and use online platforms in new forms of learning effectively.	3.6	Ready	3
I prepared to have a high and low internet connection.	3.43	Ready	7.5
I can present a video presentation on google meet with sound without assistance.	3.27	Moderate ready	11.3
I determine multiple ICT software to motivate my class online.	3.23	Moderate ready	14.5
I can effectively use search engines ethically in the learning process.	3.27	Moderate ready	11.3
<b>AVERAGE WEIGHTED MEAN</b>	<b>3.37</b>	<b>MODERATE READY</b>	

## 2.9 Strengths and Contributions of this Research

The COVID-19 problem highlighted the importance of teachers having digital abilities to educate online effectively. Teachers must be able to exploit, utilize, and apply digital technologies in all aspects of Education (Perifanou et al., 2021). Some research in the Philippines needs to specifically discuss the digital readiness skills of seasoned teachers in Quezon province. Thus, this research sheds light on how policymakers and administrators in Quezon province can support seasoned teachers.

## 3 CONCLUSION AND RECOMMENDATIONS FOR POLICYMAKING

Although research has revealed that some teachers have had online learning, teachers play a crucial part in its efficient delivery (Pozas et al., 2022). The findings show that seasoned teachers are ready to operate basic hardware operations, moderately prepared to apply and seek personal ICT usage, and somewhat ready to use ICT for teaching. The digital skills readiness of seasoned teachers can be considered an integral part of the new normal. It implies that the seasoned teachers are quite ready. Thus, the following recommendations are suggested, Although the result indicates ready and moderately ready, teachers must maintain and supplement it with new skills and experience in utilizing digital resources to be fully prepared and equipped in distance learning. Moreover, Administrators should constantly capacitate teachers in utilizing technology due to the ever-changing educational landscape.

The Department of Education should prioritize long-term implementation to meet the rising demand for distance learning and technological adaptation. The State universities and colleges in the Philippines should also assist DepEd schools in promoting learning through an extension project, as the presence of technology can only be utilized with the knowledge and acceptance of technology in Online Education. It also concludes that the study's findings are capable enough to consider the digital readiness of the seasoned teacher. It will highly benefit educators, students, and the educational system, especially since we are conducting online learning.

## 4 LIMITATIONS AND AREAS FOR FUTURE RESEARCH

This research was only conducted in Quezon province, making it extremely difficult to provide valuable results. It is strongly recommended to gather more respondents nationwide for the study. Moreover, this research is limited to seasoned teachers. Hence, this research on the younger generation of teachers is suggested to identify their digital readiness skills. Furthermore, this study utilized only quantitative data analysis. It is recommended that future research use qualitative data analysis and a variety of methods to achieve significant results.

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