

Evaluating Educators' Attitudes, Skills Readiness, and Teaching Performance on the Online Distance Learning

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The purpose of this study was to evaluate teachers' attitude, skill readiness, and teaching performance towards online distance learning under the new normal setting. Using a descriptive research design, it performed multiple linear regression analysis to determine whether attitude and skill readiness could influence teaching performance. 43 teachers from pre-school to senior high school of Philippine International English School (PIES) of Kuwait were selected. On the teacher's attitude, respondents described all the four indicators: course design, course communication, time management and technical competence, as strongly important. They also perceived that they were highly competent when it comes to skill readiness in the implementation of online distance learning in all the four indicators. Teaching performance of the respondents was excellent, being knowledge worker and learning catalyst, specifically in terms of environmental and classroom management, and professional attitudes and qualities. They also performed excellent as a character shaper. Respondents' attitude and skill readiness, specifically in terms of course communication and technical competence respectively, influence teaching performance in the implementation of online distance learning.

Keywords: online distance learning, skill readiness, teachers' attitude, teaching performance

INTRODUCTION

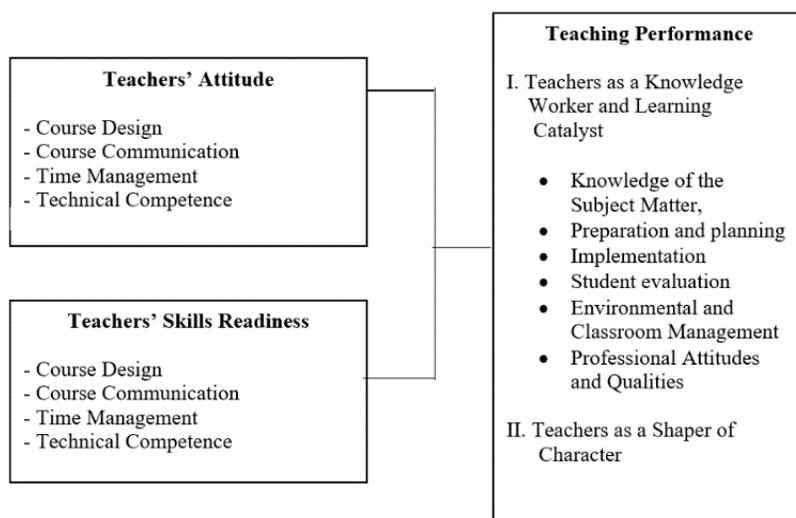
The appearance of COVID – 19 virus had resulted to immediate shifting from traditional classroom to remote learning with different modalities to choose from. The COVID-19 pandemic was pressuring many schools, colleges and universities to abruptly and comprehensively adopt remote learning with different modalities in preference to face-to-face classes in order to minimize the spread of the virus. Most of all it changed teaching and learning in remote means using the different modalities of learning which would continue the educational mission during the pandemic crisis (Brooks & Grajek, 2020; Collantes, et al., 2022; Habibi et al., 2023, Hadiyanto et al., 2023). However, technological developments require faculty members to consider new ways to prepare, organize, deliver, and to assess courses and learning materials for online teaching (Kuruçova et al., 2018; Pagliari, Batts, & McFadden, 2009; Sorcinelli & Austin, 2006; Mudra et al., 2021; Velasco, Ibarra, & Mukminin, 2022).). Bawane and Spector (2009) argue that the competencies required to teach online are not substantially different from those needed to teach face-to-face; it is assumed that a faculty member's past teaching experience serves as foundation to teaching online (Wray, Lowenthal, Bates, & Stevens, 2008). However, some researchers disagreed with this idea and explained that teaching in the online modality is different from teaching in the classroom and that the online faculty member's role is different from that of a faculty member teaching in the classroom (Ko & Rossen, 2017; Mukminin & Habibi, 2020; Wray et al., 2008).

In addition, since teaching in the online modality is different from teaching in the classroom, faculty competencies to teach online require them to adjust their attitudes towards technology and teaching. Therefore, it is essential to find out teachers' attitude based on the importance of the various competencies for their online teaching. Attitude refers to the viewpoint a person has about something and its personal relevance to them (Krosnick & Petty, 1995; Mukminin et al., 2019; Yulianti & Mukminin, 2021; Widana et al., 2023). The general objective of the study was to assess teacher's attitude, skill readiness and teaching performance in teaching online distance learning under the new normal setting. Specifically, the study aimed to determine the teachers' attitude toward the implementation of online distance learning in terms of course design, course communication, time management; and technical competence; to determine the teachers' skills readiness toward the implementation of online distance learning in terms of course design, course communication, time management; and technical competence; to describe the teaching performance of the teachers toward the implementation of online distance learning as knowledge worker and learning catalyst and shaper of character; to find out if attitude and skill readiness of teachers toward the implementation of online distance learning influence their teaching performance.

METHODOLOGY

The study was anchored on Connectivist theory. As cited by Siemens (2005), it is for the digital age, where individuals learn and work in a networked environment. Supported by Kop and Hill (2008), connectivism is a theoretical framework for understanding learning. Siemens (2005) states, “a community is the clustering of similar areas of interest that allows for interaction, sharing, dialoguing, and thinking together.” As teachers face the latest trend in teaching due to – Covid 19, the experience in online distance is an invaluable and challenging part of the learning process with the use of technology, incorporating real-world, and hands-on knowledge. Fortunately, Connectivism gave teachers the skills and acquired attitudes to incorporate social media networks, community forums, video sharing platforms, and a variety of other online tools to make your ODL courses collaborative, interactive, and experience-rich. Thus, teachers’ attitude and skill readiness in the implementation of ODL will be effective if the result of teaching performance are evaluated.

FIGURE 1
THE PARADIGM OF THE STUDY



Respondents

The respondents of the study were 43 teachers from pre-school to senior high school of Philippine International English School (PIES) of Kuwait for the School Year 2020-2021. Most of the respondents were females (65.12%) and only 15 (34.88%) were males with 22, (51.16%) master’s degree holders while only 2 or 4.65% were doctoral degree holders, and 22 or 51.16% who were bachelor’s degree holder.

Data Collection and Analysis

The researchers used a survey questionnaire which was basically adopted from Faculty Readiness to Teach Online (FRTO) developed by Martin, Budhrani, and Wang (2019). This served as the main data gathering tool for this study. It focused on the teachers’ attitude and skill readiness towards the implementation of online distance learning. The indicative statements/indicators of the teachers’ skills readiness and attitudes on the implementation of online distance learning were determined in terms of course design, course communication, time management and technical competence. Moreover, for online teaching performance, the Performance Appraisal Data of the teachers was used in this study. The said appraisal was developed by the school principal with the cooperation of the vice-principals and subject coordinators.

The performance appraisal of PIES is categorized into two: first is the “Teachers as a Knowledge Worker and learning catalyst”, and the second is “Teacher as a Shaper of Character”. For content validation for Faculty Readiness to Teach Online (FRTO), the instrument was reviewed by three experts in instructional technology and three additional faculty who teach online. Descriptive statistics such as frequency counts, percentages, standard deviation and mean were used in describing the perceived teachers’ attitude, the teachers’ skill readiness toward the implementation of online distance learning, and the teaching performance of the respondents. Multiple Linear Regression was used to find out if the attitude and skill readiness of teachers influence their teaching performance toward the implementation of online distance learning. Multiple Linear Regression is used when two or more independent variable is examined if it can predict the dependent variable. This allowed establishing the casual relationship.

RESULTS AND DISCUSSION

Teachers’ Attitude Towards the Implementation of ODL

Table 1 shows teachers’ attitude towards the implementation of the online distance learning with an overall mean of 4.63 and described as “strongly important” by the respondents. The results also show that course design (\bar{x} =4.57, SD=0.32), was considered “strongly important”. It implies the respondents have positive attitude towards the implementation of online distance learning. These results coincided with the study of Ko and Rossen, 2017, which stated that a well-designed and effective orientations prepare students to do well in the course. It also similar to the finding of the study of Ali and Leeds (2009) which discussed that the value of orientation in online learning settings where the retention of students is lower than face-to-face courses.

TABLE 1
TEACHERS’ ATTITUDE TOWARDS THE IMPLEMENTATION OF ODL

PARAMETERS	MEAN	SD	DESCRIPTION
1. Course Design	4.57	0.32	Strongly Important
2. Course Communication	4.71	0.33	Strongly Important
3. Time Management	4.63	0.39	Strongly Important
4. Technical Competence	4.59	0.37	Strongly Important
Over-all Mean	4.63	0.37	Strongly Important

Legend:

1.00 – 1.79 Not Important

1.80 – 2.59 Less Important

2.60 – 3.39 Moderately Important

3.40 – 4.19 Important

4.20 – 5.00 Strongly Important

Table 1 also shows that course communication (\bar{x} =4.71, SD=.33) as “strongly important” by the respondents. This implies a positive attitude on responding to students’ inquiry and compliance in communicating academic integrity policies. It also shows positive attitude of teachers toward sending emails/announcement especially the expectations of students’ behavior during online class. The result was similar with the findings of Martin, Budhrani, and Wang (2019) where it was noted that responding to student questions and providing feedback were competencies that faculty rated as very important in online course communication. According to Sheridan and Kelly, 2010, providing timely responses is critical in online learning as it facilitates the learning process. They discuss the value students attribute to timely feedback on their questions and problems.

Time management was also described as “strongly important” (\bar{x} =4.63, SD=0.39) by the respondents. The result coincides with the finding of study conducted by Martin, Budhrani, and Wang (2019) which it was stated that scheduling time to design the course prior to delivery was one of the competencies that

faculty rated as very important in time management. Unlike face-to-face teaching, where faculty can design instructional material week by week, in an online course, the online faculty member is expected to have the course designed before the start of the semester. Hence, it is essential for faculty to realize the time that goes into designing the course and that they should have some time available before the course is offered.

Technical management ($\bar{x}=4.59$, $SD=0.37$) on the other hand was described as “strongly important”. Navigating the course through the Learning Management System is considered important in terms of technical competence such as complete basic computer operations.

The results coincide with the study of Martin, Budhrani, and Wang (2019) which claimed that their study showed that faculty rated navigating the learning management system, and basic computer operations as two very important technical competencies. Online faculty are expected to be proficient with basic computer operations, such as creating and editing documents and managing files and folders, since these make up a major portion of design and facilitation of an online course and are related to learning outcomes (Gaboy et al., 2020; Keramati, Afshari-Mofrad, & Kamrani, 2011).

Teachers’ Skill Readiness Towards the Implementation of ODL

Table 2 shows that respondents perceived themselves as highly competent ($\bar{x} = 4.56$) in terms of course design. Their perceived skill readiness in planning instructions with course objectives, instructional strategies, activities, and assessments that aligns to objectives reveals that they are confident to teach online. This finding reflects that teachers’ skill readiness toward giving assignment during online distance learning is the skills which the respondents is not given attention in the training, school-based training and other seminars attended. The results are also in accordance to the study conducted by Martin, Budhrani, and Wang (2019) in which “Organize instructional materials into modules or units” rated as one of the highest by their respondents. Researchers have found that course design factors, such as organizing instructional materials into modules or units, are an essential aspect of success factors in distance education (Menchaca & Bekele, 2008).

TABLE 2
TEACHERS’ SKILLS READINESS TOWARDS THE IMPLEMENTATION OF ODL

PARAMETERS	MEAN	SD	DESCRIPTION
1. Course Design	4.56	0.37	Highly Competent
2. Course Communication	4.65	0.40	Highly Competent
3. Time Management	4.57	0.47	Highly Competent
4. Technical Competence	4.46	0.51	Highly Competent
Over-all Mean	4.57	0.38	Highly Competent

Legend:

1.00 – 1.79 Not Competent

1.80 – 2.59 Less Competent

2.60 – 3.39 Moderately Competent

3.40 – 4.19 Competent

4.20 – 5.00 Highly Competent

The respondents also believed that they are highly competent in terms of course communication ($\bar{x}=4.65$). Sending announcements/email reminders to course participants.” is considered the most as communicating expectations about student behavior (e.g., netiquette)” and responding to student questions promptly.

The result was quite similar with the finding of study Martin, Budhrani, and Wang (2019) where it was noted that sending announcements/email reminders to course participants was the competencies that faculty rated as highly competent in online course communication but, on the contrary, using email to communicate with the learners which was one of the highest in their study, in this study it the lowest rated by the respondents. Communication in online classes takes place in different ways, and email and sending announcements through the learning management system are common ways that faculty communicate with

their online students (Eskey & Schulte, 2010). Also, respondents viewed themselves as highly competent in terms of time management, ($\bar{x}=4.57$). This implies of their high competency in using facilitation strategies to manage time spent on course, allocating time to learn about new strategies or tools and scheduling weekly hours to facilitate the online course. These results corresponded with the study of Varvel (2007), which stated that competent faculty have adequate time-manage skill so that lifestyle commitments do not interfere with the ability to instruct the course.

The respondents also viewed themselves highly competent in terms of technical management ($\bar{x}=4.57$). This implies that the respondents are highly competent in terms of navigating the courses in the learning management system, accessing online for help or assistance and completing the basic computer operations. This coincided with the result of the study conducted by Martin, Budhrani, and Wang (2019), claimed that their study similarly showed that faculty rated navigating the learning management system and basic computer operations as the highest ability.

Teaching Performance of Teachers

Teaching Performance as a Knowledge Worker and Learning Catalyst

As a knowledge worker and learning catalyst, the respondents were described as excellent ($\bar{x}=4.72$, $SD=0.40$) in terms of knowledge of the subject matter, preparation and planning, implementation, student evaluation, environment and classroom management and professional attitude and qualities.

TABLE 3
TEACHING PERFORMANCE AS KNOWLEDGE WORKER AND LEARNING CATALYST

PARAMETERS	MEAN	SD	DESCRIPTION
1. Knowledge of the Subject Matter	4.67	0.47	Above Average
2. Preparation and Planning	4.60	0.42	Above Average
3. Implementation	4.64	0.43	Above Average
4. Student Evaluation	4.64	0.39	Above Average
5. Environmental and Classroom Management	4.81	0.39	Excellent
6. Professional Attitude and Qualities	4.78	0.31	Excellent
Over-all Mean	4.72	0.40	Excellent

Legend:

2.99 and below Below Average

3.00 – 3.99 Average

4.00 – 4.69 Above Average

4.70 – 5.00 Excellent

Table 3 also show that preparation and planning ($\bar{x}=4.60$, $SD=0.42$) was described as “above average”. The respondents believed that teachers tend to be better than the expected performance in terms of preparation and planning. In connection with the study of Nawi et al. (2015) the findings show that the use of applications on mobile phones can help teachers smoothen the lesson preparation. In addition, the use of mobile technology also gives satisfaction to the teachers in enhancing their knowledge in the field of teaching.

The results described implementation ($\bar{x}=4.64$, $SD=0.43$) and student evaluations ($\bar{x}=4.64$, $SD=0.39$) as above average. This probably indicates that high quality implementation of educational approaches in the delivery of instruction during the process of teaching (implementation) may have a significant impact on improving teaching performance and as well as students’ outcomes. It also revealed that teachers’ student evaluation performance elevated from the normal expectations as one of their responsibilities. Teacher-respondents do the tasks well in keeping accurate records and returning students’ papers as feedback and using the data for improving instructions.

Results on implementation coincides with the study of Vaughan and Albers (2017) that the importance of the quality of the implementation in affecting learning gains, rather than the program itself.

Implementation strategies such as training and ongoing teacher support are important to consider in efforts to encourage positive student outcomes.

The results also correspond with the study of Maxim and Five (1997), stated the need to become as good as possibly can in making observations and in recording it in order to get to know the individual learners. Using these observations and records, teachers can then build on the strengths of the learners, deal effectively with their needs, and extend their learning. Teachers can create classrooms that value individuals, the classroom community, and the learning environment.

Environmental and classroom management on the other hand was described as excellent ($\bar{x}=4.64$, $SD=0.39$). This implies that teacher-respondents' abilities to organize the online distance class and manage their students' behaviors are prerequisites to effective environmental and classroom management. Teachers who are skilled of managing their virtual classroom effectively would reassure better educational outcome in the implementation of ODL just like face-to-face class. Furthermore, the finding is supported by Oliver and Reschly (2007) who suggested that teachers' ability to organize and manage students' behaviors would result in positive educational outcomes.

Professional attitude and qualities ($\bar{x}=4.78$, $SD=0.31$) was also described as "excellent". This means that the teachers were excellent in terms of personal grooming and teachers' personality and character. This also implies that teachers were friendly and cheerful with refined in speech and behavior and commanding the respect of his/her students, among others. The findings also support the idea of Murphy (2004) that what must be underlined is the fact that the teachers themselves cite personality traits as being a dominant contributing factor to their effectiveness. Certain traits, such as their commitment to their duties, their love for their students, patience and a sense of humor coincide with their findings.

Teaching Performance as Shaper of Character

Table 4 shows that the teaching performance as shaper of character ($\bar{x}=4.84$, $SD=0.39$) was described "excellent". This infers that teachers were evaluated excellently in terms of shaping the character of the students. They excellently treat sensitive situations/ issues with discretion and tact, (does not put anybody to a disadvantage ($\bar{x}=4.88$, $SD=0.32$), and they integrate and practice values in the discharge of the teaching vocation" ($\bar{x}=4.88$, $SD=0.39$).

TABLE 4
TEACHING PERFORMANCE AS SHAPER OF CHARACTER

PARAMETERS	MEAN	SD	DESCRIPTION
1. Uses reason in improving discipline, setting requirements, giving reminders and exhortations, exacting obedience to school rules, etc.	4.79	0.47	Excellent
2. Treats all the students with compassion, firmness, and fairness.	4.86	0.35	Excellent
3. Animates students in assemblies, programs, and other school activities.	4.72	0.50	Excellent
4. Reinforces positive behavior through giving of praises or commendation.	4.86	0.47	Excellent
5. Maintains a warm and friendly relationship with all in the educative community.	4.93	0.26	Excellent
6. Treat sensitive situations/ issues with discretion and tact, (does not put anybody to a disadvantage).	4.88	0.32	Excellent

PARAMETERS	MEAN	SD	DESCRIPTION
7. Convinces students to relate with one another according to the PIESan family spirit.	4.86	0.35	Excellent
8. Integrates and practices values in the discharge of his/her teaching vocation.	4.88	0.39	Excellent
9. Checks and uses the Student Diary (or other means) to communicate with parents matters that promote the welfare of the students.	4.81	0.45	Excellent
Over all Mean	4.84	0.39	Excellent

Legend:

2.99 and below *Below Average*

3.00 – 3.99 *Average*

4.00 – 4.69 *Above Average*

4.70 – 5.00 *Excellent*

This shows that teachers are outstanding in terms of how teachers treat sensitive situations/issues discretely and sensitivity. They were appraised with high regard of integrity and values practices in performing teachers' mission and vision. All other statements were described as "Excellent". This implies that teachers are performing the duties and responsibilities as teachers as shaper of character. As concluded by Ouma (2019), building institutional capacity for distance education should be a driver to transform learner support challenges into opportunities for enhanced service delivery. This also conforms to the claims of Duarte (2015) that schooling and teacher formation, is understood as a mechanism that shapes knowing, as a way that a society learns to produce knowledge and perspectives. Mercado and Ibarra (2020) also emphasized the importance of developing ICT integration skills among pre-service teachers in actual classroom set-up to make them more prepared and skilled in utilizing technological skills and knowledge in their lessons.

Influence of Attitude and Skill Readiness With Their Teaching Performance

Table 5 shows results of multiple linear regression analysis to determine whether attitude and skill readiness of teachers toward the implementation of online distance learning influence their teaching performance. Results show that the model is significant, $R^2 = 0.731$, Adjusted $R^2 = 0.671$, $F(8,36) = 12.243$, $p < 0.01$, which indicates that the regression model is significant, or that the model fits the data. The coefficient of determination $R^2 = 0.731$ means that about 73.10% of the variance in the teaching performance is explained or accounted for by the combined independent variables.

TABLE 5
MULTIPLE LINEAR REGRESSION PREDICTING THE TEACHER
RESPONDENTS' PERFORMANCE

Model	Unstandardized		Standardized	t-value	p-value
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant	.676	.416		1.625	.113
Teachers' Attitude					
Course Design	.259	.274	.254	.947	.350
Course Communication	.629	.340	.633	1.848*	.043
Time Management	-.088	.295	-.089	-.297	.768
Technical Competence	.181	.252	.181	.716	.478

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
Constant	.676	.416		1.625	.113
Teachers' Skills Readiness					
Course Design	-.079	.345	-.079	-.230	.819
Course Communication	.210	.469	.216	.449	.656
Time Management	.002	.277	.002	.008	.994
Technical Competence	.262	.190	.280	1.380*	.047

$R^2 = 0.731$, $Adjusted R^2 = 0.671$, $F_{(8,36)} = 12.243$, $p < 0.01$

Specifically, in terms of teachers' attitude, course communication ($t = 1.848$, $p < 0.05$) is a positive predictor of teacher performance. It implies that the teachers who consider course communication may perceived it important to have higher teaching performance. This result of the present research study is also supported by Loss (2000) as they concluded that good communication skills strengthen the relationship among the students and teachers by improving the level of understanding among teacher and students. Likewise, in terms of teacher' skills readiness, technical competence ($t = -1.380$, $p < 0.05$) negatively predicts teacher performance. It indicates that teachers who consider technical competence important be likely to have higher teaching performance. This supports the significance of teacher training in institutions offering online distance learning. As emphasized by Ouma (2019), the adequacy of faculty support from the university management is among the many concerns that should be addressed in learning institutions to fully hone teachers equipped with high technical competence and effective teaching performance.

CONCLUSION AND RECOMMENDATION

Based on the results of the study, the following conclusions were drawn. Teachers have intense positive attitude towards the implementation of online distance learning. The result reflected that teachers perceived all of the four categories of the competence of online distance learning which include course design, course communication, time management and technical management as strongly important. Teachers perceived that they were highly competent when it comes to skill readiness in the implementation of online distance learning. The high competence of teachers was revealed in all of the four categories of the competence of online distance learning which include course design, course communication, time management and technical management. Teachers were in the excellent performance as both knowledge worker and learning catalyst. Teachers were rated as excellent in student evaluation, environmental and classroom management, and in professional attitudes and qualities. Teachers' attitude and skill readiness, specifically in terms of course communication and technical competence respectively, are predictors of teaching performance in the implementation of online distance learning.

The following recommendations are also offered: Future researches must be explored that focus on motivation of student to participate in online learning process and pedagogy, benefits, and significance. This can help teachers to sustain their teaching performance or better in their online lessons. Future Research should also examine faculty perceptions with a large sample size since this study is limited in one school only. School administrators should provide support for the faculty to prepare for online teaching because it is important for the faculty to be prepared in all four areas of online teaching: course design, course communication, time management, and technical for the present situation and in facing education for the 21st century. As the result of the rating for performance appraisal is high, the school must continue to sustain programs for professional development of teachers in response to the modifications and trends in the educational system which demands online distance learning.

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