ONLINE CLASS READINESS OF INSTRUCTORS TEACHING INFORMATION TECHNOLOGY SUBJECTS IN LOCAL COMMUNITY COLLEGE

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Abstract – *This research study is referenced in the Philippines that happened during pandemic times where teaching and learning process in the Tertiary Education level in the Local Community Colleges that is funded by the Local Government Unit is put to test particularly the readiness of Instructors to conduct Online Class for the first time. The objective of this study is to seek answer on Instructors' competency in teaching I.T subjects according to their Technical, Administrative and Pedagogical capabilities. As for the administration of this research, a questionnaire is used to collect data to its targeted population; The manner of choosing the population was based on purposive sampling technique since participants were targeted to be I.T instructors in a local community College. Result shows that the instructors capability in teaching IT subjects in terms of their technical competency which determines the instructors knowledge in complete basic computer operations, Administrative Competency, which will determine the respondent's knowledge on the use of communication tools and Pedagogical Competency which will likewise determine the instructors ability to Attend the unique challenges of asynchronous and synchronous learning. Furthermore after determining the mean of all means and SD, figures revealed that instructors got a Very High capability of holding an Online Class during this pandemic.*

Keywords – *administrative competencies, local community college, technical competencies, online class readiness, pedagogical competency*

INTRODUCTION

On March 2020, the Philippines National Government declared Total lockdown of People's movement brought about by the COVID 19 pandemic. It includes all businesses, Religious and Education sectors in all levels particularly in the Public Higher Educational Institution managed by the Local Government unit.

With the declaration and implementation of National Inter-Agency Task Force of COVID 19 or Bayanihan Law, The locally funded Educational Tertiary Education located at the southern side of Negros Occidental particularly here in Bago City is just on the Midterm period wherein classes were all suspended to observe the mandated National Government Executive order.

This locally funded tertiary education here in Bago City, Negros Occidental, has been in existence since 1980 with four degree programs that is running under the directive of Commission on Higher Education. These four degree programs were Teacher Education program, Bachelor of Arts program Major in History and English, BS Criminal Justice Education, and **BS Information System**. It is 21 kilometers South of Bacolod City being the Capital City of Negros Occidental,

During this time of pandemic great challenges on the delivery of teaching and learning process where teachers as the main assets of the academe, plays a very important role for they are the one responsible in building the knowledge. According to Dr. Bandalaria (Dela Pena-Bandalaria, 2009) of University of the Philippines, Open University, defined distance education as the online delivery of instructional content as well as associated support services to students in the absence of physical, this shows that online delivery of instruction thru online class can be considered as a primary way of teaching and learning, and is therefore the immediate solution to the existing problem.

Since most of the tertiary educational institution is on the traditional way of delivering classes it is indeed faculty readiness for online teaching is put to test. Faculty readiness for online teaching is critical because it is a shifting of teaching methodology and strategy from traditional to new normal which is through online.

There were issues that should be addressed in the delivery of these online classes. To mention, one issue is the readiness of the teachers on the usage of an LMS platform as vehicle to communicate with the students, but the question is, does the institution capable for the setup of its own LMS resources or simply utilize the usage of a free online LMS platform currently available in the web?

The success of an institutions online classes during this pandemic period where face to face is not allowed depends on the teachers competencies and capabilities to use LMS platform and available resources.

This study has been formulated simply to answer concerns pertaining to the delivery of this mentioned Online Class. Result of this study could be used to provide suggestions and recommendations to lessen the problem that hinders the successful delivery of this online class during the new normal.

OBJECTIVES OF THE STUDY:

Specifically, it seeks to answer the following questions:

1. What is the extend of the online class readiness of the instructors teaching Information Technology subjects as perceived by themselves according to the following competencies and as a whole:
   a. Technical Competencies
   b. Administrative Competencies
   c. Pedagogical Competencies

MATERIALS AND METHODS

The researcher of this study uses questionnaire as an instrument to gather data among its respondents since during the time that this study happened the entire community as well as the whole world is experiencing the pandemic brought about by COVID 19.

Questionnaires provide an easy and efficient way of obtaining large amounts of information from a large sample of people.

Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical and during this time face to face encounter with respondents are strongly discouraged.

In relation to sampling size, the researcher uses purposive sampling technique since this study was only focused on a specific specialization of teachers which happens to be the I.T instructors only.

RESULTS AND DISCUSSION

Respondents of this study has been evaluated according to three areas of concerns namely **Technical competency**(*which determines knowledge in basic computer operations*), **Administrative competency** (*which determines the respondents capability on the use of communication tools)*, and **Pedagogical competency** *(which determines the respondents capability to Attend unique challenges of student needs in both synchronous and asynchronous learning modalities).*

The following are the result of the study based on instrument (questionnaire) that has been collected and tabulated:

In terms of Technical competency of the instructors where they (1) Can complete basic computer operations including creating and manipulating documents, managing files and folders, and working with multiple windows,(2) Can log into the Learning Management System (LMS) and access the class, (3) Can navigate the course space in the Learning Management System (LMS) to

locate critical class elements such as the syllabus, lessons, gradebook, course mail, or other features, (4) Can set up the class gradebook and manage student grades in the Learning Management System (LMS), such as set a grading scale, use points/percentages, and submit final grades,(5) Can use course communication systems in the Learning Management System (LMS) such as email, chat, web conferencing, discussion forums, or announcements,(6) Can manage the course roster in the Learning Management System (LMS) to set up and manage teams/groups, and add instructors, teaching assistants, or outside guests with appropriate passwords and rights, (7) Can manage student submissions in the Learning Management System (LMS) using tools such as a dropbox,(8) Can create and manage course files and folders within the Learning Management System (LMS).

Detailed Result is shown below at table 1 where mean and standard deviation values were reflected:

Table 1(Technical Competency)

Statement	Mean	S.D.	Description	Interpretation
1	3.86	0.38	VH	Expert and can teach others.
2	4.00	0.00	VH	Expert and can teach others.
3	3.86	0.38	VH	Expert and can teach others.
4	3.71	0.49	VH	Expert and can teach others.
5	3.86	0.38	VH	Expert and can teach others.
6	3.86	0.38	VH	Expert and can teach others.
7	3.86	0.38	VH	Expert and can teach others.
8	3.86	0.38	VH	Expert and can teach others.

Legend: VH-Very High

As shown in the table above, result shows that technical competency of the respondents / instructors revealed that in all areas evaluated they get an average mean of 3.85 representing Very High Technical Capability and can be Interpreted as Expert

shown in table 5 and is capable of teaching other instructors from other department.

In relation to Instructors Administrative competencies where they (1) can actively participate in the course through a variety of communication tools, (2)They are able to communicate to students when assignments and exams will be graded and returned per assignment/quiz/exam,(3)Can provide a comprehensive syllabus that adheres to my institution's policies. The syllabus includes a course examination policy, a basis for grades, an academic integrity policy, and a disability access statement,(4) Can mediate course-related student conflicts in accordance with my institution's policies,(5) Can revise course content and instructional materials based on student feedback,(6) Can obtain technical assistance and support for either myself or my students at the appropriate time,(7) Can communicate my expectations about student behavior in my course (i.e., netiquette),(8) Can communicate and monitor compliance regarding institutional academic integrity policies,(9) Can securely report grades to students and input final grades into the University's grading system as required, (10) Can notify students through a variety of communication tools when I am unavailable to participate in course-related activities.

Detailed Result is shown below at table 2 where mean and standard deviation values were reflected:

Table 2 (Administrative Competency)

Statement	Mean	S.D.	Description	Interpretation
1	3.86	0.38	VH	Expert and can teach others.
2	3.86	0.38	VH	Expert and can teach others.
3	3.57	0.53	VH	Expert and can teach others.
4	3.57	0.53	VH	Expert and can teach others.
5	3.57	0.53	VH	Expert and can teach others.
6	3.71	0.49	VH	Expert and
7	3.71	0.49	VH	Expert and can teach others.
8	3.71	0.49	VH	Expert and can teach others.
9	4.00	0.00	VH	Expert and can teach others.
10	3.86	0.38	VH	Expert and can teach others.

Legend: VH-Very High

As shown in the table above, result shows that in Administrative competency of the respondents / instructors revealed that in all areas evaluated they get an average mean of 3.74 representing Very High Administrative Capability and can be Interpreted as Expert shown in table 5 and is capable of teaching other instructors from other department.

On the other hand talking about instructors Pedagogical competency where they (1) Can attend to the unique challenges of distance learning where learners are separated by time and geographic proximity, and interactions are primarily asynchronous in nature,(2) They are familiar with the unique learning needs and situations of both traditional age and adult learners, providing an educational experience that is appropriate for both,(3) Can achieve mastery of the teaching and learning environment by becoming familiar with all course materials, as well as the structure and organization of the course environment.(4) Can respond to student inquiries within 12-24 hours to guide students towards a positive learning outcome, (5) Can provide detailed feedback on assignments and exams through facilitation, guidance, directed learning, and progress assessment,(6)Can communicate as needed with students about course progress and changes via email, course announcements, etc.,(7)Can promote and encourage a safe, inviting, and mutually respectful learning environment by communicating with students in a positive

tone and by following and promoting Netiquette guidelines,(8)Can continuously monitor and manage student progress by using course statistics or reports to identify students who are not accessing course materials, participating in learning activities, etc., and reach out to encourage engagement,(9)Can communicate course goals and outcomes using the syllabus and course announcements at the beginning of the course,(10) Can establish presence in the course on a regular basis via course announcements, assignments, emails, online office hours, and various other methods,(11) Can provide a departmental-accepted statement of accessibility in the course syllabus and, throughout the course, demonstrate sensitivity to disabilities and diversities, including aspects of cultural, cognitive, emotional, and physical differences.

Table 3 below shows the mean and standard deviation values and interpretation:

Table 3(Pedagogical Competency)

Statement	Mean	S.D.	Description	Interpretation
1	3.71	0.49	VH	Expert and can teach others.
2	3.71	0.49	VH	Expert and can teach others.
3	3.57	0.79	VH	Expert and can teach others.
4	3.57	0.53	VH	Expert and can teach others.
5	3.57	0.53	VH	Expert and can teach others.
6	4.00	0.00	VH	Expert and can teach others.
7	3.86	0.38	VH	Expert and can teach others.
8	3.71	0.49	VH	Expert and can teach others.
9	3.86	0.38	VH	Expert and can teach others.
10	4.00	0.00	VH	Expert and can teach others.
11	3.57	0.53	VH	Expert and can teach others.

Legend: VH-Very High

As shown in the table above, result shows that in Pedagogical competency of the respondents / instructors revealed that in all areas evaluated they get an average mean of 3.73 representing Very High Pedagogical

Capability and can be Interpreted as Expert shown in table 5 and is capable of teaching other instructors from other department.

The result summary came out on the three aspects that were evaluated shows Very High degree of capability when we talk about online class readiness of instructors teaching I.T subjects for a local community college in terms of three areas Technical, Administrative and Pedagogical Competencies of instructors that were involved as shown in the summary table 4 below.

Table 4. Summary Table

Competency/ies	Grand Mean (Mean of all Means)	S.D.	Description	Interpretation
Technical	3.86	0.25	Very High	Instructors teaching IT subjects are expert and can teach others.
Administrative	3.74	0.40	Very High	Instructors teaching IT subjects are expert and can teach others.
Pedagogical	3.74	0.35	Very High	Instructors teaching IT subjects are expert and can teach others.

TABLE 5. SCALE TABLE

Scale	Mean Range	Description	Interpretation
4	3.26 – 4.00	Very High	Instructors teaching IT subjects are expert and can teach others.
3	2.51 – 3.25	High	Instructors teaching IT subjects can do this successfully.
2	1.76 – 2.50	Low	Instructors teaching IT subjects can do this and had mixed success.
1	1.00 – 1.75	Very Low	Instructors teaching IT subjects never do this.

CONCLUSION AND RECOMMENDATION

Tables from 1 to 3 clearly indicates that instructors from local community college teaching I.T subjects are ready for online class since results reflected from summary tables at table 4, where the grand average mean for Technical , Administrative, and Pedagogical Competencies of instructors involved in the survey were rated 4 which ranges from 3.26-4.00 and is interpreted VH(Very High) as shown in table 5. This result has been likewise manifested by Randy Joy M. Ventayen in his study entitled Teachers' Readiness in Online Teaching Environment: A Case of Department of Education Teachers in Pangasinan State University, Open University Systems,"Where majority of the respondents are ready for online teaching".(Ventayen, 2019) It is therefore recommended that the I.T instructors should be the one to spearhead an online class preparation of an institution during this pandemic times and beyond.

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