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Faculty Readiness and Challenges in the Implementation of Distance Learning Education during the Covid 19 Pandemic

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ABSTRACT : This study aimed to determine the level of faculty readiness and identify the challenges encountered in the implementation of distance learning education during the COVID 19 pandemic.The researchers utilized the descriptive research design with a questionnaire as the main instrument in gathering datafrom the one hundred sixty (160) faculty who were conveniently selected. The study was also limited to determine the level of faculty readiness towards the availability of technological gadgets; technical aspects in the use of computers or software for online learning; competence in the development of instructional materials; emotional readiness; and commitment readiness. The researchers expect that upon completion of this study, the findings will be beneficial to the faculty, students, and the university as a whole.It will also determine the level of readiness and resilience of faculty towards the COVID 19 pandemic and educational changes. Further, it will provide insights and measures to keep abreast of the impact of using the new educational platform.The students shall continue their studies and be afforded to provide quality education without compromising their health and safety by studying at home.Moreover, the university can address the challenges encountered by the faculty and the administration can further provide measures on how to find an immediate solution to the pressing problems encountered by the faculty.
KEYWORDS: Faculty Readiness, Distance Learning, COVID 19 Pandemic, Higher Learning

I.　　INTRODUCTION

Distance learning is any form of remote education where the student is not physically present for the lesson. This is most useful today through the power of the Internet. With a variety, of course, types to choose from, there is a rise in flexible and affordable education options. As cited in viewsonic.com, there are several advantages of learning remotely over traditional teaching models. Distance learning has its share of challenges. Like all learning approaches, distance learning does have some problems and effects, especially in the areas of isolation, support, technology, and discipline. Despite its challenging situations, pursuing this alternative delivery mode of learning is a great solution amid the nation's health crisis facing nowadays.

Distance education is traditionally defined as, any educational or learning procedure in which the guide and the student are separated geographically. There is no interaction between students (as cited from Philippineseducation.info).

Online education is a steadily growing phenomenon in higher education today; online courses and programs offered by colleges and universities have increased by about 55% (Fletcher, 2004), thus distance education and related research have proliferated. Research in this has focused on instructional design, interaction, and their impact on student learning. The impact of learners' characteristics is an important area of this research. It is often advised to "know your audience" before teaching, and this is critical in online courses to teach more effectively. Previous distance education research suggests that certain learning characteristics such as personality, demography, motivation, and past experiences can account for the success of learners in online learning (Boyd, 2004; Halsne & Gatta, 2002; Qureshi, Morton, &Antosz, 2002). Therefore, instructors need to know more about differences in learners and how to effectively design and deliver instruction to their students. In this regard, online education may serve as a viable option to satisfy the unique learning needs of learners.

II.　　OBJECTIVES OF THE STUDY

This study aimed to determine the level of faculty readiness and challenges encountered in the implementation of distance learning in President Ramon Magsaysay State University.
Specifically, the study sought to provide answers to the following questions:
1. What is the profile of the faculty-respondents in terms of sex, age, civil status, subject specialization, highest educational attainment, work status, and length of years in the service?

2. How is the level of faculty readiness in the implementation of distance learning be described with regards to the dimensions on the availability of technological gadgets, technical aspects in the use of computer or software for online learning, competence in the development of instructional materials, emotional readiness, and commitment readiness?
3. What are the challenges experienced by the faculty in the implementation of distance learning?
4. Is there a significant difference on the assessment towards the challenges encountered by the faculty in higher learning in the implementation of distance learning when grouped according toprofilevariables?
5. Is there a significant difference in the dimensions towards the level of faculty readiness and the challenge encountered in the implementation of distance learning?

III. METHODOLOGY

The quantitative method with descriptive research design was used in this study with a questionnaire as the main instrument in data gathering. This study considered the use of descriptive research because it attempts to collect quantifiable information to be used for statistical analysis of the population. The study involved the faculty members of thePresident Ramon Magsaysay State University, Iba Campus.

A survey questionnaire is the main instrument to be used in gathering data followed by unstructured interviews and observation techniques to the respondents. A researcher-made checklist type of questionnaire is developed based on related literature and to suit and provide answers to the research questions. The survey questionnaire for faculty-respondent is composed of four (3) parts. Part One (1) deals with the profile of the faculty-respondents limited to sex, age, civil status, subject taught highest educational attainment, work status and length of years in teaching experience. Part Two (2) gathers information on the level of faculty' readiness on the implementation of distance learning in terms of use and availability ontechnological devices, internet connectivity, and type of distance learning used, it also covers the level of faculty' readiness on the implementation of distance learning in terms of commitment and emotional readiness and Part Three (3) deals with the challenges encountered/experienced by the faculty in the implementation of distance learning. The survey instrument was validated by Subject Matter Experts (SMEs). The comments and suggestions were incorporated in the final draft and was undergone reliability testing using the Cronbach Alpha.

Results and Discussion
1. Profile of the Teacher-Respondents

Table 1 shows the frequency and percentage distribution on the profile of the teacher-respondents with regards to sex, age, civil status, subject specialization, highest educational attainment, length of years in the service, and work status respectively. The majority of the respondents are males with 90 or equivalent to 56.30%; while females with only 70 or 43.80%. The table demonstrates the dominance of male teachers in the university. This is accounted on the predominance of faculty in the College of Industrial Technology, College of Information Technology, and College of Architecture and Engineering.Compared to the College of Education, College of Arts and Sciences and the College of Tourism and Hotel Management which are predominated by female faculty.

Table 1
Profile of the Teacher-Respondents

Profile Variables		Frequency	Percent
Sex	Male	90	56.30
	Female	70	43.80
	Total	160	100.00
Age Mean=35.28 years old	21-25	22	13.80
	26-30	42	26.30
	31-35	15	9.40
	36-40	27	16.90
	41-45	30	18.80
	46-50	24	15.00
	Total	160	100.00
Civil Status	Single	54	33.80
	Married	94	58.80
	Widow	12	7.50
	Total	160	100.00
Highest Educational Attainment	BS Degree	62	38.80
	BS Degree with Masters unit	26	16.30
	MS degree	33	20.60
	MS degree with doctoral units	20	12.50
	Doctorate Degree	19	11.90

	Total	160	100.00
Length of Years in service Mean=10.06 years	1-5	69	43.10
	6-10	30	18.80
	11-15	22	13.80
	16-20	11	6.90
	21-25	21	13.10
	26-30	7	4.40
	Total	160	100.00
Work Statius	Regular	121	75.60
	Contract of Service	39	24.40
	Total	160	100.00

Most of the respondents were from the age group of 26-30 years old with 42 or 26.30%. This result could be associated with the entry of 129 faculty members who were hired in 2017 as per DBM priority for SUCs.This clearly illustrates that the teacher respondents were in their early adulthood which ranges from 20-40 years old.

The majority of the teacher-respondents are married with 94 or 58.80%. The data further demonstrate that the teacher-respondents were financially, emotionally, and psychologically ready to settle for marriage and ready to handle marital problems and responsibility.

Most of the teacher-respondents have attained BS degrees with 62 or 38.80% and 19.

Most of the teacher-respondents had been in the teaching services for 1-5 years with 69 or 43.10%. This is a manifestation that faculty members in the university comprised the young bloods which can be attributed to the entry of 129 faculty members hired in 2017 as per DBM priority for SUCs. The computed mean years in the service was 10.06 or 10 years. This further illustrates that the faculty and satisfied and happy in their professional career. According to some who had been interviewed, they will not leave the teaching profession and stay in the job until the age of their retirement.

2. Assessment towards Level of Readiness on the Implementation of Distance Learning

Table 2
Responses Towards Implementation of Distance Learning

	Dimensions	OWM	QI	Rank
1	Level of Readiness on the Use and Availability of technological Gadgets	3.39	Highly Ready	1
2	Level of Readiness on Internet Connectivity	3.19	Ready	3
3	Preference on the type of distance learning to be used	3.23	Ready	2
	Grand Mean	**3.27**	**Highly Ready**	

Table 2 shows the Assessment towards Level of Readiness on the Implementation of Distance Learning at to Use and Availability of technological Gadgets.

2.1 Use and Availability of technological Gadgets

The teacher-respondents were "Highly Ready" on the use of a laptop with a high mean value of 3.61. The computed overall weighted mean on the level of readiness on the implementation of distance learning as to the use and availability of technological gadgets was 3.39 with the qualitative interpretation of "Highly Ready". Gleaned from the data on the high readiness on the use of a laptop forclassroom instruction. Before the COVID-19 pandemic, the majority of the teachers had availed of laptops for instructional purposes. They use the supplementary gadget for PowerPoint presentations instead of writing on the board. They considered the use of a laptop as powerful help in presenting the lesson for 3 to 5 classes with the same subject.

2.2 Internet Connectivity

The teacher-respondents assessed "Highly Ready" on the use of cable internet at home with an overall weighted mean of 3.38. The computed overall weighted mean on the level of readiness on the implementation of distance learning as to internet connectivity was 3.19 with the qualitative interpretation of "Ready". The installation of the cable internet at home is imperative for teachers. The majority of the teachers are taking up their masters or doctoral education whereby reaction papers and assignments are usually sent thru e-mail and messenger and internet connectivity is very essential. There are network or service providers whereby offer internet connectivity with television cable for a lower price. Today, there are several internet providers such as Globe, Smart, PLDT, Converge, Ditto, and Asian Vision.

2.3 Preference on the type of distance learning to be used

The teacher- respondents assessed "Highly Ready" on the use of modularapproach with a weighted mean of 3.59. The computed overall weighted mean on the responses towards preference on the type of distance learning to be used was 3.23 with the qualitative interpretation of "Ready". The data indicates the high readiness of teachers in the use of modular learning platforms. This could be ascribed to their attendance at training and seminars on the development and construction of modules. They had instructed on the principles and technical aspects in the development and construction of modules including the assessment or evaluation of students' progress and development.

The table shows the summary table on the responses towards implementation of Distance Learning. The teacher-respondents assessed "Highly Ready" on the use and Availability of technological Gadgets manifested on the high overall mean value of 3.39. The computed overall weighted mean on the responses towards dimensions on the implementation of distance learning was 3.27 with the qualitative interpretation of "Highly Ready".

3. Determinants on the Readiness of the implementation of Distance Learning

Table 3
Perception towards Determinants of Readiness on the
Implementation of Distance Learning

		WM	QI	Rank
1	Personal Motivation and Value-based	3.17	Ready	1
2	Cognitive and Operational	3.14	Ready	2
3	Emotional and Volitional	2.94	Ready	3
	Grand Mean	3.08	Ready	

3.1 Personal Motivation and Value-based

The teacher-respondents assessed "Highly Ready" on to commit willingness in spending more time in designing teaching materials to fit the needs of the online environment manifested on the computed high mean value of 3.26. The computed overall weighted mean on the responses towards determinants of readiness on the implementation of distance learning as to personal motivation and value-based was 3.17 with the qualitative interpretation of "Ready".

The data manifest their readiness for spending more time in designing teaching materials to fit the needs of the online environment. Teaching online requires technical aspects as to the knowledge on the setting of the system for google classroom, zoom, Edmodo, and other platforms. The instructional materials are to be sent to the students be it in the form of PowerPoint or the entire module itself.

3.2 Cognitive and Operation

The teacher-respondents assessed "Ready" on demonstrating high competence in the preparation of modules and other instructional materials for distance learning and exhibits extraordinary mental preparedness on the development of instructional material on distance learning with ease and comfort manifested on the equal high mean value of 3.21.

The computed overall weighted mean on the responses towards determinants of readiness on the implementation of distance learning as to cognitive and operation was 3.14 with the qualitative interpretation of "Ready".

The readiness as assessed by the faculty-respondents is accounted on the training given to them as preparation in the construction of modules, and other instructional materials for distance learning. The university had afforded them training on the technical aspects, body content, assessment principles underlying the construction of modules.

3.3 Emotional and Volitional

The teacher-respondents assessed "Ready" on the preference on the use of distance learning for fear of infection from dreadful coronavirus COVID-19 manifested on the high mean value of 3.15. The computed overall weighted mean on the responses towards determinants of readiness on the implementation of distance learning as to emotional and volitional was 2.94 with the qualitative interpretation of "Ready". The widely spread news on the severe adverse effects of the COVID-19 Pandemic where many people died in the world had caused trauma and fear among the faculty. Fear for the possibility of being infected during face-to-face classes. They were made aware of the infection or contamination by droplets thereby adhere to the IATF health protocols to practice social distancing, wearing of face masks and shields in going out. The faculty in the higher learning assessed "Ready" on all determinants where the personal motivation and value-based obtained an

overall weighted mean of 3.17. The computed overall grand mean on the assessment towards Determinants of Readiness on the Implementation of Distance Learning was 3.08 with the qualitative interpretation of "Ready".

4   Perception towards Challenges Encountered by the faculty in higher learning in the implementation of Distance Learning

Table 4 shows the perception towards Problems Encountered by the faculty in higher learning in the implementation respondents assessed "Agree" on the problems towards distribution and retrieval of student activity manifested on the high mean value of 2.88. The indicator towards lack of support in the development of modules as bond paper, ink, and other supplies and materials with mean of 2.62 and ranked 15th. The computed overall weighted mean on the responses towards challenges encountered by the faculty in higher learning in the implementation of distance learning was 2.76 with the qualitative interpretation of "Agree".

As perceived by the faculty-respondents on the challenges encountered with regards to the distribution and retrieval of the modules and other learning materials of the students.During the distribution and retrieval, when not properly implemented on the health rules and protocols, there is a high risk of contamination of the virus. In many cases where there are asymptomatic people. They are a positive carrier of the virus yet there is no physical manifestation Distance Learning. In addition, HEIs shall ensure that health and safety protocols are always maintained and shall also establish means to remind students, teachers and other school personnel of the health and safety protocols through the display of reminders in conspicuous areas within the school premises (CMO No. 4. s 2020).

Table 4
Challenges Encountered by the Faculty in Higher Learning
in the Implementation of Distance Learning

Problems Encountered by the faculty in higher learning in the implementation of Distance Learning	WM	QI	Rank
1 Poor internet connectivity in school	2.74	Agree	9
2 Poor internet connectivity at home	2.78	Agree	7
3 Payment on Internet Connection subscription at home	2.84	Agree	3
4 Lack of training on the application of software programs in the use of different learning platforms such as Edmodo, zoom, google class, etc.	2.68	Agree	13
5 Financial constraints in the purchase of technological gadgets.	2.71	Agree	10.5
6 Lack of experience in the development of modules and other instructional materials	2.63	Agree	14
7 Lack of support in the development of modules as bond paper, ink, and other supplies and materials.	2.62	Agree	15
8 Lack of training and seminars on modular development, course syllabi recalibration, and the like.	2.69	Agree	12
9 Too much subject preparation and development of instructional materials	2.81	Agree	6
10 The school provides desktops, tablets, and laptops for instructional purposes.	2.83	Agree	4
11 Distribution and retrieval of student activity	2.88	Agree	1
12 Complexity on the evaluation or assessment of student progress	2.82	Agree	5
13 Heterogeneous or mixture of student capability using distance learning	2.87	Agree	2
14 The lack of time given to develop modules and other instructional materials.	2.71	Agree	10.5
15 The lack of training on the assessment of student progress and development.	2.76	Agree	8
Overall Weighted Mean	2.76	Agree	

Test of Differences on the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Personal Motivation and Value-based

Table 5 shows the Analysis of Variance to test differences on the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Personal Motivation and Value-based when grouped according to profile variables.

There is no significant difference in the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Personal Motivation and Value-based when grouped according to sex, age, civil status, length of years in the service and work status profile variables respectively manifested on

the computed P-values of 0.452, 0.120, 0.783, 0.676 and 0.871 which are higher than 0.05 Alpha Level of significance, hence the Null hypothesis is accepted. On the other hand, the computed P-value of 0.042 is lower than 0.05 Alpha Level of Significances, hence the Null hypothesis is rejected, hence there is a significant difference when grouped according to highest educational attainment.

Table 5
Test of Differences on the Assessment TowardsDeterminants on the Readiness on the Implementation of Distance Learning as to Personal Motivation and
Value-based when GroupedAccording to Profile Variables

Sources of Variations		SS	Df	MS	Sig.	Decision
Sex	Between Groups	.230	1	.230	.452	Accept Ho Not Significant
	Within Groups	63.973	158	.405		
	Total	64.204	159			
Age	Between Groups	3.510	5	.702	.120	Accept Ho Not Significant
	Within Groups	60.694	154	.394		
	Total	64.204	159			
Civil Status	Between Groups	.200	2	.100	.783	Accept Ho Not Significant
	Within Groups	64.004	157	.408		
	Total	64.204	159			
Highest Educational Attainment	Between Groups	3.946	4	.987	.042	Reject Ho Significant
	Within Groups	60.258	155	.389		
	Total	64.204	159			
Length of Years in Service	Between Groups	1.290	5	.258	.676	Accept Ho Not Significant
	Within Groups	62.914	154	.409		
	Total	64.204	159			
Work Status	Between Groups	.291	3	.097	.871	Accept Ho Not Significant
	Within Groups	63.913	156	.410		
	Total	64.204	159			

The data manifest on the disagreement of opinion towards Personal Motivation and Value-based when grouped according to highest educational attainment profile variables. Motivation is the most important factor for effective learning according to Rogers (2001). Motivation is therefore important for all students, whether studying on traditional face-to-face courses or at a distance (Rovai et al., 2007, and Whiting et al., 2008). Faculty are both role models and knowledge givers for pupils in the conservative way of education. When the physical interaction between them is missing, then pupils tend to lose personal interaction with their faculty, and thereby the mental buildup of pupils may get hampered. Most of the pupils prefer to learn when their educators are physically present in the classroom. In distance learning, pupils are not required to attain classroom in person. They are isolated and hence they don't get the same sort of interaction with other classmates. Besides, the faculty will also not be able to interact with their pupils directly; therefore, they can't motivate them as they do in the classroom. In the traditional way of learning, the pupils get the opportunity to thrive in an environment that gives them the challenge to perform in a group (as cited from scholarship-positions.com).

4.2 **Cognitive and Operation**
Table 6 shows the Analysis of Variance to test differences on the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Cognitive and Operation when grouped according to profile variables.

Table 6
Analysis of Variance to test differences on the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Cognitive and Operation when grouped according to profile variables

Sources of Variations		SS	Df	MS	Sig.	Decision
Sex	Between Groups	.157	1	.157	.560	Accept Ho Not Significant
	Within Groups	72.691	158	.460		
	Total	72.848	159			
Age	Between Groups	4.858	5	.972	.057	Accept Ho Not Significant
	Within Groups	67.989	154	.441		
	Total	72.848	159			
Civil Status	Between Groups	.051	2	.025	.947	Accept Ho

		SS	Df	MS	Sig.	Decision
	Within Groups	72.797	157	.464		Not Significant
	Total	72.848	159			
Highest Educational Attainment	Between Groups	3.969	4	.992	.068	Accept Ho
	Within Groups	68.878	155	.444		Not Significant
	Total	72.848	159			
Length of Years in Service	Between Groups	1.211	5	.242	.760	Accept Ho
	Within Groups	71.637	154	.465		Not Significant
	Total	72.848	159			
Work Status	Between Groups	.263	3	.088	.904	Accept Ho
	Within Groups	72.585	156	.465		Not Significant
	Total	72.848	159			

There is no significant difference on the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Cognitive and Operation when grouped according to sex, age, civil status, length of years in the service, highest educational attainment, and work status profile variables respectively manifested on the computed P-values of 0.560, 0.057, 0.947, 0.068, 0.760 and 0.904 which all are higher than 0.05 Alpha Level of significance, hence the Null hypothesis is accepted.

The data simply implies the parallelism of opinion towards cognitive and operation as determinants on the readiness for the implementation of distance learning.

Cognitivism has been considered a reaction to the "rigid" emphasis by behaviorists on predictive stimulus and response (Harasim, 2012,). Cognitive theorists promoted the concept that the mind has an important role in learning and sought to focus on what happens between the occurrence of environmental stimulus and student response. They saw the cognitive processes of the mind, such as motivation and imagination, as critical elements of learning that bridge environmental stimuli and student responses.

Behaviorists repeatedly studied learning activities to deconstruct and define the elements of learning. Benjamin Bloom (1956) was among the early psychologists to establish a taxonomy of learning that related to the development of intellectual skills and to stress the importance of problem-solving as a higher-order skill. Bloom's (1956) Taxonomy of educational objectives handbook: Cognitive domains remain a foundational text and essential reading within the educational community. Bloom's taxonomy is based on six key elements (see Figure 1) as follows: • Creating: Putting elements together to form a coherent or functional whole, and reorganizing elements into a new pattern or structure through generating, planning, or producing. • Evaluating: Making judgments based on criteria and standards through checking and critiquing. • Analyzing: Breaking material into constituent parts and determining how the parts relate to one another and an overall structure or purpose through differentiating, organizing, and attributing.

4.3 Emotional and Volitional

Table 7 shows the Analysis of Variance to test differences on the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Emotional and Volitional when grouped according to profile variables.

There is no significant difference on the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Emotional and Volitional when grouped according to sex, age, civil status, length of years in the service, highest educational attainment, and work status profile variables respectively manifested on the computed P-values of 0.178, 0.710, 0.228, 0.542, 0.491 and 0.665 which all are higher than 0.05 Alpha Level of significance, hence the Null hypothesis is accepted.

Table 7
Analysis of Variance to test differences on the assessment towards determinants on the Readiness on the implementation of Distance Learning as to Emotional and
Volitional when grouped according to profile variables

Sources of Variations		SS	Df	MS	Sig.	Decision
Sex	Between Groups	.511	1	.511	.178	Accept Ho
	Within Groups	44.176	158	.280		Not Significant
	Total	44.688	159			
Age	Between Groups	.835	5	.167	.710	Accept Ho
	Within Groups	43.853	154	.285		Not Significant
	Total	44.688	159			
Civil Status	Between Groups	.833	2	.416	.228	Accept Ho
	Within Groups	43.855	157	.279		Not Significant
	Total	44.688	159			
Highest Educational	Between Groups	.878	4	.220	.542	Accept Ho

Attainment	Within Groups	43.809	155	.283		Not Significant
	Total	44.688	159			
Length of Years in Service	Between Groups	1.253	5	.251	.491	Accept Ho Not Significant
	Within Groups	43.435	154	.282		
	Total	44.688	159			
Work Status	Between Groups	.447	3	.149	.665	Accept Ho Not Significant
	Within Groups	44.240	156	.284		
	Total	44.688	159			

The data simply implies the similarity and likeness of opinion towards emotional and volitional as determinants on the readiness for the implementation of distance learning. According to Zaryczny (2020) on the socio-emotional impact of distance learning has suggested some practical steps we can take to support our children's social-emotional health through this time. (1) As much as possible, establish a predictable routine and rhythm for your days; (2) Prioritize spending quality time each day with your children to increase their sense of security; (3) Provide a regular opportunity for your children to connect with family members and friends by video, phone, or handwritten letters; (4) Spend time outside, and get regular exercise; (5) Encourage children to develop goals to work towards during their time at home. Maybe they want to learn a new skill like making friendship bracelets, or set a goal to support a family member by writing them a letter once per week; (6) Give your child something fun to look forward to. Schedule a game night, develop a menu for a special meal to cook together, or plan a pretend trip to an exotic location; and (7) Encourage children to keep a journal or blog to record their thoughts and feelings. (The Social-Emotional Impact of Distance Learning | Learning Without Tears (lwtears.com)

5   **Test of Differences on the assessment towards challenges encountered by the faculty in higher learning in the implementation of Distance Learning**

Table 8 shows the Analysis of Variance to test differences on the assessment towards problems encountered by the faculty in higher learning in the implementation of
Distance Learning when grouped according to profile variables.

Table 8
Analysis of Variance to test differences on the assessment towards challenges encountered by the faculty in higher learning in the implementation of Distance Learning when grouped according to profile variables

Sources of Variations		SS	df	MS	Sig.	Decision
Sex	Between Groups	.034	1	.034	.580	Accept Ho Not Significant
	Within Groups	17.464	158	.111		
	Total	17.498	159			
Age	Between Groups	.307	5	.061	.738	Accept Ho Not Significant
	Within Groups	17.191	154	.112		
	Total	17.498	159			
Civil Status	Between Groups	.049	2	.024	.804	Accept Ho Not Significant
	Within Groups	17.449	157	.111		
	Total	17.498	159			
Highest Educational Attainment	Between Groups	.913	4	.228	.079	Accept Ho Not Significant
	Within Groups	16.585	155	.107		
	Total	17.498	159			
Length of Years in Service	Between Groups	.783	5	.157	.212	Accept Ho Not Significant
	Within Groups	16.715	154	.109		
	Total	17.498	159			
Work Status	Between Groups	.040	3	.013	.948	Accept Ho Not Significant
	Within Groups	17.457	156	.112		
	Total	17.498	159			

There is no significant difference in the assessment towards challenges encountered by the faculty in higher learning in the implementation of Distance Learning when grouped according to sex, age, civil status, length of years in the service, highest educational attainment and work status profile variables respectively manifested on the computed P-values of 0.580, 0.738, 0.804, 0.079, 0.212 and 0.948 which all are higher than 0.05 Alpha Level of significance, hence the Null hypothesis is accepted.The data demonstrate the respondent's equality of perceived challenges encountered by the faculty in higher learning in the implementation of Distance Learning. This further implies that all of them regardless of profile encountered the challenges.

In the advent of new learning schemes, online teaching is being introduced. Distance education is defined as the online delivery of instructional content as well as associated support services to students in the absence of physical (Dela Pena-Bandalaria, M. M., 2009). This suggests that online teaching modality can be considered as the main method of teaching and learning.Changing learner needs is among the issues influencing the increase in online teaching and learning. (Willis, E., Tucker, G., & Gunn, C. (2003). The use of computers can increase the capacity of the students to learn and study on their self-paced mode of learning (Courts, B. and Tucker J. (2012). Computers and the like have some attributes that, when used correctly, can enable student learning. Teachers play inevitable roles in integrating technology in schools. Hence, their readiness towards technology integration must be considered during the shift to digital curriculum Cuban, L. (2001). Readiness is a complex word to ponder therefore should be given importance. This involves numerous considerations for an individual to be regarded as ready. Readiness, as a whole, comprises the enthusiasm of the mind, heart, and the physical body – the intellectual, emotional, and psychomotor domains, respectively. (Schaffer, 2004).

6 Test of Relationships between the level of readiness and the challenges encountered in the implementation of distance learning

Table 9 shows the Pearson Product Moment Coefficient of Correlation to test the relationship between the level of readiness and the challenges encountered in the implementation of distance learning.

Table 9

Pearson Product Moment Coefficient of Correlation to test the relationship between the level of readiness and the challenges encountered in the implementation of distance learning

Sources of Correlations		Problems Encountered	Level of Readiness
Problems Encountered	Pearson Correlation	1	0.311[**]
	Sig. (2-tailed)		.000
	N	160	160
Level of Readiness	Pearson Correlation	0.311[**]	1
	Sig. (2-tailed)	.000	
	N	160	160
**. Correlation is significant at the 0.01 level (2-tailed).			

There is a slight or little relationship between the level of readiness and the challenges encountered in the implementation of distance learning manifested on the computed Pearson rvalue of 0.311**. The computed Significant P-value of 0.000 is lower than 0.05 alpha Level of Significant, therefore the null hypothesis is rejected hence there is a significant relationship. Behavior is vital to student online learning experience. Teachers need to be equipped with all the competencies suited for online teaching. These competencies include skills and knowledge in the use of digital tools in all curriculum domains and making students' learning extend beyond the classroom (Bonanno (2011). But because of the sudden changes in the learning delivery modalities in the educational system, teachers may not be ready to fully engage and integrate technology. Likewise, teachers and students may not have adequate knowledge and skills to utilize technology to support online learning. Teachers stated that they have high technical skills in using technology for personal use, but they feel that they do not have the knowledge and skills to integrate technology into the curriculum. (Al-Awidi&Aldhafeeri (2017).

IV.   CONCLUSIONS AND RECOMMENDATIONS

Based on the summary of the investigations conducted, the researchers have concluded that the faculty in the higher learning institution is a typical male in his early adulthood, married, graduates of BS degree with master units, and had been in the field of teaching for a decade. The faculty in the higher learning assessed "Highly Ready" on the use and availability of technological gadgets while "Ready" on the use of internet connectivity and preference on the type of distance learning to be used as dimensions on the level of readiness on the implementation of distance learning.The faculty in higher learning assessed "Ready" on personal motivation and value-based, cognitive and operational, and emotion and volitional as determinants of the readiness on the implementation of distance learning.The faculty-respondents were "Agree" on the indicators towards challenges encountered in the implementation of distance learning. There is a significant difference in the assessment towards personal motivation and value-based when grouped according to highest educational attainment while there are no significant differences on cognitive and operational and emotion and volitional when grouped according to all profile variables. There is no significant difference in the assessment towards challenges encountered by faculty in higher learning on the implementation of distance learning. There is a slight or weak relationship between the level of readiness and the challenges encountered by the faculty in higher learning in the implementation of distance learning.

Based from the conclusions, the researchers advanced the following recommendations: an Action Plan for Teachers is proposed to effectively implement Distance Learning Education; the higher learning institution should prioritize the purchase of technological gadgets and internet connectivity with high Mbps and definitions including monthly subscriptions; the faculty is encouraged to be provided with adequate training on module construction recognizing the nature and the capabilities of the individual learner; the faculty should be given continuous reminders to observe strictly on the IATF health protocols as to wearing of face mask and shield and social physical distancing in dealing with the students and co-workers; the higher learning institution is encouraged to make plans on the procurement and purchases of supplies and materials relevant to the construction and development of modules in order not to be delayed in the distribution and be received by the student-client on time; and to conduct a similar study to validate and confirm the findings obtained in this study.

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