

Ready to go? Profiling Philippines high school teachers' readiness for blended learning in post COVID-19 era

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ABSTRACT

In post-COVID-19 era, education system around the world seems to experience a shifting from traditional in-class learning to online activities, or it can be a blended style which is the combination of both learning approaches. Hence, exploring teachers' and learners' readiness for the different model of learning activities is a must and becomes a worth inquiry. The present study is at the cutting edge of profiling high school teachers' readiness for blended teaching activities in Philippines at the time of post-COVID-19 era. A survey research design was adopted by involving 107 high school teachers in the city of Tupi, South Cotabato province, Philippine. This study provided an alluded picture that Philippines high school teachers are ready to conduct a blended learning system in post-pandemic era. This conclusion was drawn from the excellent results of survey items in four dimensions for blended teaching readiness model developed by Graham et al, comprising technical literacy, planning blended activities, facilitating student-student and teacher-student interaction, and managing the blended learning environment. The results indicate that a responsive, supportive, and relevant teacher professional development program should be developed in order to enhance teachers' readiness for blended learning in post-COVID-19 era, as well as improving Philippines future educational system. The results contribute to providing an alluded picture of Philippines high school teachers' readiness for blended learning in post global pandemic. Hence, school administrators can redesign teaching-learning policy accordingly to adapt to the current situation.

ARTICLE INFO

Keywords:

blended learning;
Philippines high schools;
teachers' readiness

Article History:

Received: 26 February
2022

Revised: 21 June 2022

Accepted: 22 June 2022

Published: 27 June 2022

How to Cite in APA Style:

Vergonia, B. & Mombas, S. E. (2022). Ready to go? Profiling Philippines high school teachers' readiness for blended learning in post COVID-19 era. *Journal of Educational Management and Instruction*, 2(1), 12-23.

Introduction

Today, the world has still been struggling for the recovery after the global pandemic caused by Coronavirus disease 2019 (COVID-19). The education system has been severely affected by the shifting from face-to-face classroom to distance learning, and there has been uncertainty in everything (Ciotti et al., 2020). Amidst the global pandemic, teachers and students have been trying to adapt to the new style of teaching-learning activities to ensure the continuity of education process. In Philippines, teaching-learning activities have been conducted in a distance education by using digital technologies in all education levels, ranging from elementary to higher education. Teachers are becoming learners by trying out new ways and styles to adapt to the online form of teaching-learning during the pandemic, which has hit the world from the beginning of 2020 and is still existing until today. However, as in the middle of 2021, the COVID-19 outbreak has decreased, and the world is starting to recover from the global pandemic.

Following the recovery, many countries have begun to design the most appropriate educational approach to adapt to the current situation. A blended learning is becoming very popular, and many countries adopt it. Blended learning is an educational methodology that was initiated over a decade ago used to facilitate teaching-learning activities by combining online with traditional classroom activities (face-to-face learning) (Dangwal, 2017; Hockly, 2018). It requires teachers and students to present physically in the classroom, with some learning activities and educational materials conducted in an online interaction across time and place using a range of digital technologies (Hrastinski, 2019; Nugroho et al., 2021). Blended learning has been widely used in professional trainings and education settings across the globe (Smith & Hill, 2019). Some studies have claimed that a lack of consensus on its conceptual framework makes blended learning a challenge for teachers to implement it (Banditvilai, 2016). Hence, to reach the effectiveness of blended learning is quite difficult due to many challenges that occur differently in every country in the world. However, as the emergence of COVID-19 pandemic and the increased popularity of digital learning, the concept of blended learning has been clearly defined as administering a blended education activity by combining face-to-face interaction with online activities in a holistic context of learning (Jost et al., 2021).

Currently, enormous opportunities and professional trainings on digital and blended learning are massively provided by most of educational institutions in around the world, including in Philippines, through seminars and workshops. The phase of digital learning during the COVID-19 lockdown in 2020 and 2021 has provided ample opportunities for teachers by making them learners who learn how to conduct a digital or blended classroom activity (Saboowala & Manghirmalani Mishra, 2021). The teachers who have joined these training programs, seminars, or webinars have not only obtained the knowledge of digital teaching as teachers but also had a learning experience of using the digital tools and practice them as the learners. The training programs and webinars are commonly conducted online during the outbreak; hence, the programs were made available for all teachers regardless their location, age, gender, and qualifications. By these programs, teachers should be well-equipped with knowledge and skills to conduct blended learning, and it seems they are ready to implement it after the global pandemic recovers (Sewang & Aswad, 2021). The global pandemic leaves no option for teachers and educational stakeholders than to adapt to blended learning approach as one of the best-fit pedagogies to be conducted when situation gets back to normal. Thus, exploring teachers' readiness for that 'holy cause' of ensuring the continuity of qualified education process becomes a crucial attribute that provides a significant impact on educational development of a country.

Previous studies about teachers' readiness for blended learning have been conducted with various results. Ventayen et al. (2019) determined readiness and practices of Philippines teachers for Open and Distance education in terms of self-direction, learning preferences, study habits, and technological skills. The results showed that the majority of the teachers were ready for Open and Distance learning particularly in terms of technological knowledge and skills. A contrary finding has been found by Parks et al. (2016) that the majority of teachers in Southeastern United States who self-identify as blended educators fell within the emerging range for competency in blended instruction, showing that blended learning is socially desirable but not fully understood in its entirety. Moreover, precedent research on the teachers' readiness to use blended learning in education system has been focused on mastery of educational technology (Bruggeman et al., 2021), teaching language (Gaol & Hutagalung, 2020; Hashemi, 2021), and training pre-service teachers (Calderón et al., 2021; Yilmaz, 2017).

A number of attempts have been conducted to understand the transformative and innovative issues related to blended learning that have been carried out till today. The general finding shows that implementing blended learning in education context results

in improvement of students' success and motivation (Khairiyah & Fauzi, 2021; Lusa et al., 2021; Ma et al., 2021), as well as an improvement in students' relationship with learning community (Al Saud, 2021; Brenya & Wireko, 2021). The success and positive perspective of teachers toward blended learning activities are highly affected by institutional support at design, planning, and implementation (Ustun et al., 2021). It also emphasizes on the valuable experiences provided by institutions to their teachers to create and conduct blended learning activities.

As countries are recovering their education system from the global pandemic, exploring teachers' readiness for blended learning that will potentially gain its popularity in post-COVID-19 is crucial to do. It is as an effort to ensure the continuity of educational process in post-pandemic recovery. Hence, this study aims at profiling Philippines high school teachers' readiness for blended learning in post-COVID-19 era. To this end, survey research is employed by inviting a group of high school teachers in Tupi municipality Philippines. This study contributes to depicting the profile of Philippines high school teachers' readiness levels for blended learning activities in post-COVID-19 era. As for the practical implication, this study suggests Philippines government and educational stakeholders to continuously develop professional programs and trainings to enhance the teachers' knowledge, skills, and acquisition of digital and blended teaching literacy; hence, they will be one-hundred percent ready for the future digital and/or blended learning activities.

Method

Research Design

This study aims to describe the profile of high school teachers' readiness in Philippine for a blended learning activity in post-COVID-19 era. To reach the objective, a survey research design was adopted. Survey research is a collection of data obtained by asking a set of question to a person, individuals, or groups on paper or online (Chyung et al., 2017). It is a form of primary research used to collect opinion, beliefs, and feelings of the participants (Hollweck, 2015). It is the most appropriate design of research to fulfill the purpose of this study, which aims to portray the overall profile of teachers' readiness for blended learning in Tupi, South Cotabato province, Philippines.

Participants

The participants of this study were mainly high school teachers working at several schools at the city of Tupi, South Cotabato province, Philippines. They were conveniently selected upon invitation to fulfill the questionnaire. A convenient sampling is commonly used to collect market research data from a conveniently available pool of respondents which is incredibly prompt, uncomplicated, and economical (Schouten et al., 2017). Hence, every teacher has a similar chance to be chosen as the participant of this study, as long as he/she is teaching high school at Tupi municipality, including the first author who also became one of the participants. All the participants in this study were selected regardless of their age, sex, tribe, social rank, educational background, and teaching experience. Detail of the participants' demographic information is presented in Table 2.

Instruments and Data Collection

This study employed a single questionnaire to elicit the data about the participants' readiness for blended learning in post-COVID-19 era. The questionnaire consisted of three primary parts. The first part asked for the participants' consent by explaining the goal of the research and providing a guarantee that their data would only be used for the purpose of study. After providing their consents, the participants filled out demographic information such as age, gender, educational background, and length of teaching experience, which became the second part of the questionnaire. Moreover,

the third part elicited the participants' data about their readiness for blended learning. It comprised four dimensions of blended teaching readiness proposed by Graham et al, (2019), i.e. technical literacy (5 items), planning blended activities (5 items), facilitating student-student and teacher-student interaction (5 items), and managing the blended learning environment (5 items). Each item was measured using a four-point Likert scale ranging from 1 (not ready) to 4 (ready). The detailed items for the questionnaire are presented in Table 1.

After its construction, the questionnaire was converted online using Google Forms as a free, familiar, and conventional platform in Philippines. The questionnaire was validated by two experts in research methodology from one of Philippines universities. It was further piloted to a group of university students to ensure the readability and practicality, as well as to guarantee that the items were clear and easy to understand. After several revisions given by the respondents in the pilot study, the online questionnaire was distributed to the prospective participants through Facebook and email, the most familiar instant messaging used by people in the country. The data collection was conducted from August 2021 to November 2021, and yielded 143 responses. However, only 107 responses were used for this study, since the other responses were considered error and were not completely finished.

Table 1. Questionnaire Items

Dimension	Item
Technical literacy	TL1 I am ready to master new online technologies for blended learning
	TL2 I am ready to successfully troubleshoot unfamiliar technological issues that often occur
	TL3 I am ready to use the tools commonly found in a learning management system, such as gradebook, announcements, content pages, and quizzes
	TL4 I am ready to use content-specific educational software such as science educational software and educational games
	TL5 I am ready to find quality online content resources which are relevant to students' learning needs.
Planning blended activities	PB1 I am ready to create activities that combine online and in-class components to help students develop important life skills
	PB2 I am ready to sequence activities of online and in-class learning in an easy-to-follow format
	PB3 I am ready to strategically combine online and in-class activities that enable students' ownership of the learning
	PB4 I am ready to incorporate existing online and offline educational materials into learning activities
	PB5 I am ready to create new online learning materials when relevant content is not available
Facilitating student-student and teacher-student interaction	FS1 I am ready to facilitate students' small-group discussion online (in addition to in-class)
	FS2 I am ready to facilitate students' small-group collaboration on projects online (in addition to in-class)
	FS3 I am ready to strengthen students' sense of belonging to the classroom community using online communication
	FS4 I am ready to strengthen caring relationships with students via online communication
	FS5 I am ready to ensure that students are comfortable communicating with me online and in-class

Dimension	Item	
Managing the blended learning environment	MB1	I am ready to configure the classroom space as needed to support the planned in-class and online classroom-based activities
	MB2	I am ready to develop strategies for organizing online learning materials such as online documents, hyperlinks, and resources
	MB3	I am ready to develop procedures for the online submission and management of student-created products
	MB4	I am ready to establish clear procedures to help students manage the use of individual and/or classroom devices
	MB5	I am ready to help students to manage their class-related online accounts and passwords

Data Analysis

The data obtained by the survey were analyzed by means of percentage and weighted mean. First, the participants' responses were tabulated using Google spreadsheet as the result of Google form, then it was downloaded in the form of Ms. Excel. Second, the percentage of each item from all dimensions was determined to depict the general picture of the teachers' readiness for blended learning. Third, the mean score of each dimension was further examined, that would be used as the main basis of conclusion drawing. The mean score was used to determine the criteria for concluding whether the teachers were ready or not for blended learning. The criteria were ranging as follows: 1.00–1.60 (not ready); 1.61–2.40 (slightly not ready); 2.41–3.20 (slightly ready); 3.21–4.00 (ready).

Results

This section presents the results of data analysis with regards to the Philippines high school teachers' readiness for blended learning after the COVID-19 era as the main issue of this research. Before scrutinizing the main issue, a set of demographic information about the participants is also presented. The mean score of each questionnaire item is tabulated with the assistance of Ms. Excel program. The presentation of this finding includes the four dimensions of teachers' readiness for blended learning, i.e. technical literacy, planning blended activities, Facilitating student-student and teacher-student interaction, and managing blended learning environment. In addition, the findings are summarized into overall levels of teachers' readiness to depict more general result.

Participants' Demographic Information

Table 2 depicts the detail demographic data about the participants joining this study. From the total 107 responses, the participants' age fulfilling the survey was dominated by those from 28 to 37 years old, which reached more than 70%. It is not surprising since teachers whose age from 28 to 37 are on the productive period, so that they are responsive to participate in this survey. In terms of gender, two third of the participants is male (66.35%), and female respondents are only its half (33.64%). As for the teaching experience, it is depicted that the participants joining this survey are dominated by those who have been teaching for 6 to 8 years with 38.31%, followed by 8 to 10 years (25.53%), 3 to 5 years (19.62%), less than 3 years (11.21%), and more than 10 years (5.60%), respectively. In other words, it can be said that they already had adequate teaching experiences in the context of high school education in Philippines. Last but not least, Table 2 also portrays the education degree earned by the participants, in which most participants (47.66%) possessed undergraduate degree, 40.18% already owned master's degree, and 12.14% hold a Ph. D degree.

Table 2. Participants' Demographic Data

Item	Frequency	Percentage
Age		
Less than 23	7	6.54%
23 – 27	19	17.75%
28 – 32	36	33.64%
33 – 37	39	36.44%
37 – 41	4	3.73%
More than 41	2	1.86%
Gender		
Male	71	66.35%
Female	36	33.64%
Teaching experience		
Less than 3 years	12	11.21%
3 – 5 years	21	19.62%
6 – 8 years	41	38.31%
8 – 10 years	27	25.23%
More than 10 years	6	5.60%
Education Degree		
Undergraduate	51	47.66%
Master's	43	40.18%
Ph.D	13	12.14%

Philippines High School Teachers' Readiness for Blended Learning

This section describes the most important finding in this study, which is Philippines high school teachers' readiness for blended learning in post-COVID-19 era. Table 3 presents the mean score of each item in the survey questionnaire that represents four dimensions of teachers' readiness for blended learning, i.e. technical literacy, planning blended activities, facilitating student-student and teacher-student interaction, and managing the blended learning environment. The detailed explanation of each dimension and the mean score of each item are elaborated in the following paragraphs.

About technical literacy, the participants earn high score in terms readiness to master new online technologies for conducting blended learning (mean score 3.66). It is supported by the teachers' readiness to troubleshoot unfamiliar technological issues that often occur during the online learning which yielded the mean score 3.25. Moreover, it is depicted that they are also ready to use technological tools commonly used in a learning management system such as gradebook, content pages, and quizzes (mean score 3.25). With regards to the readiness to use content-specific educational software, the participants acknowledged that they are slightly ready to do it (mean score 3.01). Similar score is provided by the participants when they respond to the statement of readiness to find quality online content resources which are relevant to students' learning needs (mean score 2.93), which is also the lowest mean score in the dimension of technical literacy.

As for the dimension of planning blended activities, all statements' mean scores are above 3, which represent high level of the teachers' readiness. They confessed that they are ready to create activities combining online and in-class processes to facilitate the students' learning (mean score 3.25). It is in line with their readiness to incorporate existing online and offline educational materials (mean score 3.26) and strategically combine online and offline activities to enhance students' motivation and keep students' ownership of the learning (3.22). In addition, the teachers are also ready to create an easy-t-follow format of learning activities (mean score 3.15) and create new online learning materials when relevant materials are not available (mean score 3.18). Overall,

it is summed up that the high school teachers are ready to create a well-planned blended learning activity in post-COVID-19 era.

Among the four dimensions of teachers' readiness for blended learning, facilitating student-student and teacher-student interaction yields the lowest mean score. The statement showing teachers' readiness to facilitate students' small-group discussion and collaboration on projects online and offline (FS1 & FS2) only reach 3.02 and 3.01 respectively. In addition, two item statements yield mean scores below 3 (FS3 & FS4), that scored by the teachers 2.80 and 2.54 respectively. The highest mean score is obtained by the stamen of the teachers' readiness ensure students' convenient in communicating with the teacher both online and offline (mean score 3.14). In general, it can be concluded that the teachers are slightly ready to facilitate student-student and teacher-student interaction during the blended learning in post-COVID-19 era.

With regards to the dimension of managing the blended learning environment, Philippines high school teachers performed the highest score over the other dimensions. They are ready to help students to manage class-related online accounts and passwords and establish clear procedures to help students carry out blended learning (mean score 3.59 and 3.40 respectively). They are the highest scores among other statements in the dimension, even in all items of all dimensions. Furthermore, they are also showing their firm readiness to develop strategies for organizing online learning materials and create procedures to manage student-created products (mean score 3.39 and 3.22 respectively). However, item MB1 earned the lowest score in this dimension, which is 2.64, indicating that the teachers slightly ready to configure the classroom space as needed to support the planned in-class and online learning-based activities.

Table 3. Mean Score of Each Questionnaire Item

Dimension	Item	Response								Mean Score
		NR		SNR		SR		R		
		n	Score	n	Score	n	Score	n	Score	
Technical literacy	TL1	0	0	5	10	26	78	76	304	3.66
	TL2	7	7	10	20	39	117	51	204	3.25
	TL3	1	1	12	24	53	159	41	164	3.25
	TL4	6	6	25	50	37	111	39	156	3.01
	TL5	9	9	28	56	31	93	39	156	2.93
Planning blended activities	PB1	3	3	17	34	41	123	47	188	3.25
	PB2	2	2	24	48	36	108	45	180	3.15
	PB3	3	3	17	34	40	120	47	188	3.22
	PB4	1	1	17	34	42	126	47	188	3.26
	PB5	4	4	17	34	41	123	45	180	3.18
Facilitating student-student and teacher-student interaction	FS1	3	3	27	54	41	123	36	144	3.02
	FS2	6	6	25	50	37	111	39	156	3.01
	FS3	8	8	34	68	36	108	29	116	2.80
	FS4	14	14	39	78	36	108	18	72	2.54
	FS5	3	3	26	52	31	93	47	188	3.14
Managing the blended learning environment	MB1	10	10	42	84	31	93	24	96	2.64
	MB2	0	0	14	28	37	111	56	224	3.39
	MB3	2	2	19	38	39	117	47	188	3.22
	MB4	1	1	16	32	29	87	61	244	3.40
	MB5	0	0	9	18	25	75	73	292	3.59

Notes: n (number of responses); NR (Not Ready); SNR (Slightly Not Ready); SR (Slightly Ready); R (Ready)

To sum up the findings revealing Philippines teachers' readiness for blended learning, Table 4 presents summary of the teachers' readiness level according to the classification of mean score of each dimension. It is shown that the teachers are ready

for blended learning as seen from three out of four dimensions proposed by Graham et al. (2019), while one dimension indicates that they are slightly ready. The findings of this study uncover that the Philippines high school teachers are ready for blended learning in terms of technical literacy (3.22), planning blended activities (3.21), and managing the blended learning environment (3.24). However, with regards to facilitating student-student and teacher-student interaction, the teachers are slightly ready (2.90).

Table 4. Teachers' Readiness Level

Dimension	Mean	Readiness Level
Technical literacy	3.22	Ready
Planning blended activities	3.21	Ready
Facilitating student-student and teacher-student interaction	2.90	Slightly ready
Managing the blended learning environment	3.24	Ready

Discussion

This study yields such findings that Philippines high school teachers are ready for the potential of blended learning in post-COVID-19 era. Although not shown in all dimensions, the teachers' responses to the survey indicate that they are quite ready in terms of technical literacy, planning blended activities, and managing the blended learning environment. It is represented by the high mean scores indicating the readiness level which are 3.22, 3.21, and 3.24 respectively. These mean scores exceed the threshold of 3.20 as the minimum core showing teachers' readiness for blended learning according to the indicators proposed by Graham et al. (2019). The finding further reveals that Philippines high school teachers are slightly ready for blended learning in terms of facilitating student-student and teacher-student interaction. It is quite unique since this becomes the only dimension that yields 'slightly ready' instead of 'ready' that shows by the other dimensions of teachers' readiness for blended learning scrutinized in this study.

First of all, the teachers are ready for blended learning in terms of technical literacy. This finding indicates that Philippines high school teachers have adequate knowledge and skills to master the emerging online technologies and overcome potential challenges related to unfamiliarity issues that often occur. Not only are the teachers ready to master several new technological tools, but they also ready to use some features found in a learning management system, so that they are able to find and create quality content resources which are relevant to the students' learning needs. This finding is consistent with the result of Ventayen et al. (2019) that senior high school teachers in Philippines are ready to conduct blended learning, particularly related to technological literacy and acquisition of digital learning tools. This finding is not shocking due to the fact that universities in Philippines had pioneered the offering of Open and Distance education on February 23, 1995 (Resurreccion, 2018; Ventayen et al., 2019). Since then, they developed student independent study through a virtual classroom, text, and teleconferencing (Alvarez Jr, 2020). Hence, in today's era of advanced development of information communication and technology (ICT), Philippines teachers are well-equipped with adequate knowledge and skills about technology in education, and of course they are ready for blended learning in post-COVID-19 era.

Second, this study shows that Philippines high school teachers are ready for blended learning as seen from the dimension of planning blended activities both online and offline. This finding implies that they are ready to create learning activities by combining online and in-class instructions to help students develop their life skills. In addition, they also possess the ability to create new online learning materials, and

incorporate existing them into face-to-face learning activities. This finding supports the result of Alammery et al. (2014) which found that twenty-first century teachers hold the knowledge and skills of designing creative and innovative learning activities using various digital and technological platforms. The recent literature describes that blended learning is designed in various different ways, ranging from adding extra online learning activities to integrating digital platforms in face-to-face classroom activities (Singh, 2021; Siripongdee et al., 2021). It requires teachers to implement a well-designed blended learning activity which is able to assist the efficacy of students' learning process, motivation, and engagement (Bahri et al., 2021). In this case, Philippines high school teachers are in a step forward for the blended learning mode in post-COVID-19 era as they show good readiness level in terms of planning blended activities.

Third, this study portrays that Philippines high school teachers are ready to manage the blended learning environment in post-COVID-19 era. It can be interpreted that the teachers have competency to develop strategies for organizing online and offline learning materials. They are also good at designing procedures for the online management of student-created projects as well as establishing clear procedures to help students manage the use of individual and classroom devices. This finding is similar to the result of Abbacan-Tuguic (2021) that professional teachers tend to possess the ability to manage classroom activities both online and offline. The most crucial part of blended classroom management is to keep students' motivation and engagement particularly when learning activities are conducted in an online mode. If teachers are unable to motivate the students, they may not even show up for class. Since Philippines education system has acknowledged the crucial role of technology in teaching-learning process, its result could be seen today represented by good ability of teachers to manage blended learning classroom environment. One of the crucial parts of designing the blended learning is preparing and testing the practicality of technology beforehand. Philippines teachers have already owned this ability; hence, they show high level of readiness in managing the blended learning activities, especially in post-COVID-19 era.

A little bit different finding is depicted in this study with regards to the dimension of facilitating student-student and teacher-student interaction. While the other dimensions show high degree of readiness level, it only reaches the mean score 2.90, which means that Philippines high school teachers are slightly ready to facilitate interaction among the classroom stakeholders. It might due to the difficulty encountered by teachers in taking a full control of students' involvement and engagement in the classroom activities. This finding is in line with what have been found by Hashemi (2021) and Krishan et al. (2020) that the most significant challenge in conducting a distance learning from the perspective of teachers is controlling the students' attitudes toward learning and facilitating an active communication and collaboration among the students. A similar finding is also found by Nartiningrum and Nugroho (2020) and Siddiquei and Kathpal (2021) stating that managing an online classroom activities particularly facilitating discussion among students is quite difficult than face-to-face interaction. In this regard, teachers will slightly be able to strengthen caring relationships among students and facilitate students' small-group collaboration on learning projects. It may be a serious problem that should immediately be solved by education stakeholders. Hence, this study suggests that teacher professional development programs and trainings related to how to facilitate students' collaboration in blended learning should be massively conducted across different levels and opportunities.

Conclusion

The in-hand study aims to profile Philippines high school teachers' readiness for blended learning in post-COVID-19 era. Survey research using an online questionnaire is conducted to reach the objective. The items of questionnaire are adapted from the dimensions of teachers' readiness for blended learning developed by Graham et al.

(2019) comprising technical literacy, planning blended activities, facilitating student-student and teacher-student interaction, and managing blended learning environment. The findings reveal that Philippines high school teachers are ready for blended learning in terms of technical literacy, planning blended activities, and managing blended classroom environment. A little bit different finding is shown that they are slightly ready for blended learning as seen from the dimension of facilitating student-student and teacher-student interaction. Although they are slightly ready for it, the overall finding implies that they are possessing high degree of readiness level for the implementation of blended learning activities in post-COVID-19 era.

The findings contribute to providing an alluded profile of Philippines high school teachers' readiness in preparing the potential of blended learning activities in post-COVID-19 era. Practically, this study suggests Philippines government and educational stakeholders to continuously develop professional programs and trainings to enhance the teachers' knowledge, skills, and acquisition of digital and blended teaching literacy; hence, they will be one-hundred percent ready for the future digital and/or blended learning activities. In terms of limitation, this study only depicts the profile of high school teachers in a municipality in Philippines. Therefore, future research projects are strongly suggested to portray the other teachers in across levels of education such as elementary and universities. Future studies are also encouraged to explore the profile of teachers' readiness from other regions in Philippines to enrich the literature as well as validate the results of this study.

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