Readiness of Teachers in the Face-To-Face Learning Modality

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Abstract

The transition back to face-to-face learning in the Philippines following the COVID-19 pandemic presents opportunities and challenges for the education sector. For this reason, this paper explored educators' readiness for face-to-face learning, considering various factors such as age, educational attainment, and experience. This descriptive paper gathered data from a stratified random sample of 135 respondents using a validated and reliable data-gathering instrument. Moreover, the data collection process was conducted with strict adherence to ethical research standards to ensure that the rights, confidentiality, and well-being of all participants were protected. The ensuing analysis showed that study participants, comprising both seasoned and younger educators, had commendable readiness levels across key domains, including content knowledge, pedagogy, classroom management, and psychological acuity. Seasoned educators demonstrated exceptionally high readiness, possibly attributed to their maturity, extensive experience, and robust academic foundation. The comparative analysis of teachers based on age revealed significant variations in preparedness, with age being a key influencer.

In contrast, differences based on educational attainment did not register as statistically significant, highlighting that age is more crucial in determining teacher readiness. Both seasoned and younger educators are well-prepared for teaching challenges, with seasoned educators potentially having a slight advantage due to their experience. Educational attainment may contribute to a greater understanding of and ability to address students' psychological needs. These findings hold implications for teacher education and professional development, suggesting tailored programs to enhance readiness in all domains.

Keywords: Education, teacher readiness, learning modality

Bio-Profile

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Introduction

Rationale

In the dynamic realm of education, teachers' readiness in the face-to-face learning modality stands as a cornerstone for ensuring the effectiveness of the learning process. This rationale delves into the need for an intervention plan to enhance teachers' readiness in Content Knowledge and Pedagogy, Classroom Management, and Psychological Preparedness.

The foundational competence of teachers lies in their ability to translate content knowledge into effective pedagogical practices seamlessly. An intervention plan is warranted to address potential gaps, ensuring teachers have the essential tools. Professional development workshops can offer insights into diverse teaching strategies, fostering literacy and numeracy skills, critical thinking, and alignment with curriculum requirements. By refining differentiated learning experiences, optimizing the use of teaching resources, and enhancing communication strategies, the intervention plan aims to elevate the readiness of teachers in content knowledge and pedagogy (Baily & Holmarsdottir, 2019).

Effective classroom management is pivotal for creating an environment conducive to learning. The intervention plan prioritizes refining teachers' abilities to maintain instructional smoothness, manage transitions seamlessly, and establish clear plans for introducing students to classroom rules. Teachers can foster engagement and create an organized and practical learning space through explicit procedures, addressing COVID-19-related issues, and maximizing classroom time. Collaborative planning sessions and professional development initiatives form integral components of the intervention plan, aiming to equip teachers with the skills necessary for effective Classroom Management (Oliver & Reschly, 2007).

Literature Review

Teachers' readiness to effectively engage in face-to-face learning has been a central focus of educational research, particularly in the aftermath of the COVID-19 pandemic. Teacher readiness encompasses various dimensions, including content knowledge, pedagogical strategies, classroom management skills, and emotional or psychological preparedness. In the words of Shulman (1987), effective teaching is rooted in integrating content knowledge and pedagogy, known as pedagogical content knowledge (PCK). This foundation is essential for teachers to transition smoothly back to physical classrooms, where real-time instruction and interpersonal interactions are reemphasized.

Several studies highlight that while many teachers possess strong subject-matter expertise, their readiness to adapt and implement in-person teaching strategies may vary depending on their access to professional development and institutional support. For example, Evertson and Weinstein (2006) stress the importance of classroom management as a key component of teacher preparedness, noting that the ability to foster a well-structured and engaging environment directly impacts student learning outcomes in face-to-face settings. Moreover, the Learning Policy Institute (Darling-Hammond et al., 2017) emphasizes that

sustained professional development is essential in equipping teachers with instructional strategies aligned to curriculum standards and the evolving needs of diverse learners.

Psychological and emotional readiness also plays a critical role in determining the effectiveness of teachers in face-to-face learning. Teachers returning to physical classrooms after prolonged remote learning, including increased student behavioral issues and learning gaps, face new challenges. Research by Jennings and Greenberg (2009) underscores the importance of social-emotional competence among teachers, linking it to better classroom climate, well-being, and instructional quality. Therefore, comprehensive intervention plans that support teachers' emotional resilience and stress management are essential for maintaining readiness in in-person settings.

In summary, teacher readiness for face-to-face instruction is a multidimensional construct that requires ongoing support through training, emotional wellness initiatives, and instructional resources. As education systems navigate the post-pandemic landscape, investing in targeted professional development, fostering pedagogical adaptability, and ensuring psychological support for educators will be crucial in strengthening the overall quality of classroom instruction. Future research could explore how readiness differs across grade levels, subject areas, and teaching experience to tailor support mechanisms better.

Theoretical Underpinnings

Shulman's (1987) Theory of Pedagogical Content Knowledge (PCK) explains the theoretical foundation for understanding teacher readiness in the face-to-face learning. This theory posits that effective teaching is not solely based on mastery of subject content but on the teacher's ability to integrate that knowledge with appropriate pedagogical strategies tailored to students' needs. In face-to-face learning, PCK emphasizes adapting instructional methods, using real-time feedback, and creating meaningful interactions that promote active learning. Teachers with strong PCK are more likely to feel confident and competent when delivering lessons in person, as they can connect theory with practice and adjust their approaches based on classroom dynamics.

Additionally, Bandura's (1977) Social Cognitive Theory, particularly the concept of self-efficacy, underpins the psychological aspect of teacher readiness. Bandura argues that individuals' beliefs in their capabilities significantly influence how they approach tasks and challenges. In face-to-face teaching, teachers with high self-efficacy are more resilient, better at managing classroom behaviors, and more effective in delivering instruction. This theory supports the notion that readiness is technical, pedagogical, and psychological. Thus, a comprehensive view of teacher readiness must consider both their pedagogical competence (as per Shulman) and their self-perceived ability to perform effectively in real classroom settings (as per Bandura).

Objectives

This paper aimed to determine teachers' readiness level in the face-to-face learning modality in a District under a large-sized Division in Central Philippines for the school year 2022–2023. Specifically, it sought to determine (1) the level of teachers' readiness in the conduct

of face-to-face learning modality, (2) the level of readiness when teachers are grouped according to selected profile variables, and (3) whether there is a significant difference in the level of readiness when grouped and compared based on these profile variables.

Methodology

This paper utilized the descriptive research design in determining the level of readiness of teachers in the face-to-face learning modality in a district in a large-sized school division in the Central Philippines for the school year 2022-2023 as the basis for an intervention plan. This section includes the research design, subject-respondents, research instrument, data collection procedures, ethical considerations, data analysis, and statistical treatment.

Research Design

This paper utilized the descriptive research design in determining teachers' readiness levels in the face-to-face learning modality in a District under a large School Division in the Central Philippines during the School Year 2022-2023.

Respondents

The respondents of the study are 135 from the total population of 206. They were determined using the stratified random sampling technique.

Research Instrument

The researcher gathered data by administering the 30-item survey questionnaire to the 135 teacher sample respondents within the identified schools in the district. Items in the questions were classified into three components: pedagogical, classroom management, and psychological, with ten questions per component. Teachers' responses were interpreted according to the following guide: 5 (Always), 4 (often), 3 (Sometimes), 2 (rarely), and 1 (almost never).

Data Gathering Procedure

Established protocols were followed before the data-collection phase. The researcher framed the data-gathering instrument and submitted it to each panel member for approval. Thereafter, the researcher submitted it for validity and reliability testing. Upon clearance from the Public Schools District Supervisor and School Heads, the questionnaires were administered to the target respondents using Google Forms. The data were retrieved immediately by exporting it into Excel format from Google Drive.

Ethical Considerations

The researcher ensured the voluntary participation of the respondents in this study. Names were not included in the data, and each identity was not disclosed. They were assured of complete confidentiality of the data, with the researcher as the sole person who had data access. After the data were tabulated and analyzed, electronic data were discarded, and print-outs were shredded to prevent unauthorized access to the information.

Data Analysis and Statistical Treatment

Objective no. 1 used the descriptive analytical scheme and mean as statistical tools to determine teachers' readiness in face-to-face learning. Objective No. 2 likewise used the same analytical scheme and statistical tool to determine the level of teachers' readiness when grouped according to selected profile variables. Finally, objective no. 3 used the comparative analytical scheme and Mann-Whitney U test as statistical tools to determine if there is a significant difference in the teacher's level of readiness when grouped by the same profile variables.

Results and Discussion

This section presents the analyzed results of the data gathered from the respondents. It provides a detailed discussion on teachers' readiness in the face-to-face learning modality.

Readiness of Teachers in the Face-to-Face Learning Modality

This section presents an analysis of teachers' readiness for face-to-face learning modality.

Table 1
Readiness of Teachers in the Face-to-Face Learning Modality in Content Knowledge and Pedagogy

Item	Mean	Interpretation
Applying knowledge of content within and across curriculum teaching areas	4.50	Very High Level
Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	4.31	High Level
Applying a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	4.43	High Level
Managing classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments	4.33	High Level
Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	4.41	High Level

Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	4.50	Very High Level
Planning, managing, and implementing developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	4.28	High Level
Selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT, to address learning goals	4.23	High Level
Designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies consistent with curriculum requirements	4.40	High Level
Using effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	4.50	Very High Level
Overall Mean	**4.39**	**High Level**

Table 1 presents discussions on teachers' readiness level in the face-to-face learning modality in content knowledge and pedagogy with an overall mean of 4.39, interpreted to mean high. This result implies that teachers are well-prepared and confident in delivering subject matter effectively using appropriate teaching strategies. Shulman (1987) believes that these findings suggest better student outcomes. This shows they have a firm grasp of the curriculum, understand key concepts in their subject areas, and can apply varied pedagogical approaches to facilitate learning, engage students, and address diverse needs in a physical classroom setting. This high level of readiness suggests they can promote meaningful, practical, and student-centered learning experiences during face-to-face instruction.

Table 2

Readiness of Teachers in the Face-to-Face Learning Modality in Classroom Management

Item	Mean	Interpretation
Maintaining smoothness of instruction and avoiding making breaks within the activity flow	4.33	High Level
Managing the transition from one activity to another, from the subject or lesson to recess, and giving clear signals.	4.47	High Level
Start the year right with a clear, specific plan for introducing the student to classroom rules.	4.61	Very High Level
Setting a few class rules for the students to follow.	4.55	Very High Level

Organizing supplies and materials for activities that occur frequently in the most readily available accessible place must be governed by the most straightforward procedure.	4.31	High Level
Specifying space for every learner for their mobility leads to developing the learner's behavior.	4.37	High Level
Making good use of all classroom time.	4.61	Very High Level
Teaching starts at the beginning of the period and ends on time.	4.43	High Level
Establishing routine procedures.	4.59	Very High Level
. Setting explicit procedures for getting materials from and returning them to designated classroom locations.	4.56	Very High Level
Overall Mean	**4.48**	**High Level**

Table 2 summarizes the result of the analysis of teachers' readiness level in the face-to-face learning modality in classroom management with an overall mean of 4.48, interpreted to mean high. To Marzano, Marzano, and Pickering (2003), this finding shows that teachers feel well-prepared to maintain discipline, create a positive learning environment, and manage classroom activities effectively.

Contrastingly, a study by Natividad and Natividad (2020) found that elementary school teachers in the Philippines reported a lack of preparedness in classroom organization when transitioning to blended distance learning. This finding suggests that teachers may need additional support in this area, regardless of the learning modality.

Table 3
Readiness of Teachers in the Face-to-Face Learning Modality in Psychological Aspect

Item	Mean	Interpretation
Getting back to in-person classes despite the sustained risk of COVID-19 infection.	4.48	High Level
Dealing with student learning attitude after modular distance learning.	4.42	High Level

Optimizing instructional efforts towards learning recovery.	4.36	High Level
Exerting extra efforts in developing basic competencies.	4.54	Very High Level
Choosing appropriate learning strategies to address delayed student development due to modular distance learning.	4.36	High Level
Address parents' hesitant attitude towards in-person classes.	4.58	Very High Level
Implementing a firm routine of activities that maximize health safety.	4.37	High Level
Dealing with possible issues of COVID-19 infection in school.	4.39	High Level
Adhering to the guidelines of reopening in-person classes despite students' and parents' resistance.	4.41	High Level
. Dealing with parents' queries relative to learner progress and health.	4.56	Very High Level
Overall Mean	**4.45**	**High Level**

Table 3 summarizes the analysis of teachers' readiness level in the face-to-face learning modality in classroom management with an overall mean of 4.45, interpreted to mean high. Evertson and Weinstein (2006) interpret this to mean that teachers feel confident and capable of managing student behavior, organizing classroom activities, maintaining discipline, and fostering a positive and productive learning environment during in-person instruction.

Readiness of Teachers in the Face-to-Face Learning Modality when Grouped according to the Aforementioned Profile Variables

This section examines teacher readiness in the face-to-face learning modality when grouped according to the variables above. The focus is on understanding how specific factors influence teachers' preparedness as they navigate the challenges of returning to traditional classroom settings. By categorizing teachers based on these variables, we aim to provide a detailed analysis that captures the diverse dynamics influencing their readiness levels. This approach allows for a nuanced exploration of how teachers respond to varying circumstances, contributing to a comprehensive understanding of their overall preparedness for in-person instruction.

Table 4

Readiness of Teachers in the Face-to-Face Learning Modality in Content Knowledge and Pedagogy when Grouped According to Age

Categories	Younger		Older	
	Mean	**Interpretation**	**Mean**	**Interpretation**
Applying knowledge of content within and across curriculum teaching areas	4.39	High Level	4.59	Very High Level
Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	4.21	High Level	4.41	High Level
Applying a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	4.33	High Level	4.52	Very High Level
Managing classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments	4.08	High Level	4.58	Very High Level
Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	4.29	High Level	4.52	Very High Level
Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	4.24	High Level	4.74	Very High Level
Planning, managing, and implementing developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	4.15	High Level	4.41	High Level
Selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT, to address learning goals	4.20	High Level	4.26	High Level
Designing, selecting, organizing, and using diagnostic, formative, and	4.35	High Level	4.45	High Level

summative assessment strategies consistent with curriculum requirements				
Using effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	4.35	High Level	4.65	Very High Level
Overall Mean	**4.26**	**High Level**	**4.51**	**Very High Level**

Table 4 provides a comparative analysis of teacher readiness in the face-to-face learning modality, focusing on content knowledge and pedagogy when teachers are grouped according to age categories. The overall mean for younger teachers is 4.26, indicating a high level of readiness, while older teachers exhibit a higher overall mean of 4.51, categorized as a very high level. This suggests that, on average, older teachers demonstrate a slightly higher preparedness in content knowledge and pedagogical practices than their younger counterparts.

The implications of this comparison are twofold. Firstly, it may indicate that older teachers' experience and accumulated expertise contribute to a more advanced level of readiness in handling the complexities of face-to-face teaching. Secondly, it highlights the commendable readiness of younger teachers, although slightly lower on average, showcasing their competence and preparation in content knowledge and pedagogy.

Upon examining specific sub-items, a salient pattern emerges. Younger teachers score lower in areas such as "Managing classroom structure to engage learners" (4.08) and "Planning, managing, and implementing developmentally sequenced teaching and learning processes" (4.15) compared to their older counterparts who score 4.58 and 4.41, respectively. The implications suggest that younger teachers might benefit from additional support or professional development in effectively structuring classroom activities and managing teaching and learning processes.

A related study by Wang, Zhang, and Xu (2022) found that older teachers in China were more likely to use a variety of teaching strategies, including differentiated instruction and hands-on activities, than younger teachers. The study also found that older teachers were more likely to have a positive attitude towards teaching and were more confident in their abilities.

Table 5
Readiness of Teachers in the Face-to-Face Learning Modality in Classroom Management when Grouped According to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation

Maintaining smoothness of instruction and avoiding making breaks within the activity flow	4.23	High Level	4.42	High Level
Managing the transition from one activity to another, from the subject or lesson to recess, and giving clear signals.	4.41	High Level	4.54	Very High Level
Starting the year right with a clear, specific plan for introducing the student to classroom rules.	4.50	Very High Level	4.72	Very High Level
Setting a few class rules for the students to follow.	4.35	High Level	4.74	Very High Level
Organizing supplies and materials for activities that occur frequently in the most readily available accessible place must be governed by the most straightforward procedure.	4.20	High Level	4.42	High Level
Specifying space for every learner for their mobility leads to developing learner's behavior.	4.33	High Level	4.41	High Level
Making good use of all classroom time.	4.61	Very High Level	4.61	Very High Level
Starting teaching at the beginning of the period and ending on time.	4.24	High Level	4.61	Very High Level
Establishing routine procedures.	4.41	High Level	4.75	Very High Level
. Setting explicit procedures for getting materials from and	4.38	High Level	4.72	Very High Level

returning them to designated
classroom locations.

Overall Mean	**4.37**	**High Level**	**4.59**	**Very High Level**

Table 5 analyses teacher readiness in the face-to-face learning modality, explicitly focusing on classroom management, categorized by age groups. The overall mean for younger teachers is 4.37, reflecting a high level of readiness. In comparison, older teachers demonstrate a higher overall mean of 4.59, indicating a very high level of preparedness in this domain.

The implications of the findings from Table 7 suggest that age plays a role in influencing teacher readiness, particularly in classroom management. While both younger and older teachers exhibit a high level of preparedness, the slightly higher mean for older teachers implies that their experience may contribute to a more advanced level of preparedness in effectively managing the intricacies of the classroom. Despite their commendable readiness, younger teachers may benefit from targeted support and professional development, especially in areas such as introducing classroom rules and maximizing instructional time.

Upon closer examination of the sub-items in Table 7, it is evident that younger teachers scored lower in specific areas such as "Starting the year right with a clear, specific plan for introducing the student to classroom rules" (4.50) and "Making good use of all classroom time" (4.61) compared to their older counterparts, who scored 4.72 and 4.61, respectively. These findings pinpoint specific aspects of classroom management where younger teachers may need additional support and guidance to enhance their readiness.

A related study by Marzano (2014) found that experienced teachers were more likely to use effective classroom management strategies, such as having clear rules and expectations, providing positive reinforcement, and managing transitions effectively, than less experienced teachers. The study also found that experienced teachers were more likely to have a favorable classroom climate.

Table 6
Readiness of Teachers in the Face-to-Face Learning Modality in Psychological when Grouped According to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
Getting back to in-person classes despite the sustained risk of COVID-19 infection.	4.29	High Level	4.67	Very High Level

Dealing with student learning attitude after the modular distance learning.	4.36	High Level	4.48	High Level
Optimizing instructional efforts towards learning recovery.	4.39	High Level	4.32	High Level
Exerting extra efforts in developing basic competencies.	4.68	Very High Level	4.41	High Level
Choosing appropriate learning strategies to address delayed student development due to modular distance learning.	4.20	High Level	4.52	Very High Level
Address parents' hesitant attitude towards in-person classes.	4.68	Very High Level	4.48	High Level
Implementing a firm routine of activities that maximize health safety.	4.21	High Level	4.52	Very High Level
Dealing with possible issues of Covid 19 infection in school.	4.32	High Level	4.46	High Level
Adhering to the guidelines of reopening in-person classes despite students' and parents' resistance.	4.27	High Level	4.55	Very High Level
Dealing with parents' queries relative to learner progress and health.	4.47	High Level	4.65	Very High Level
Overall Mean	**4.39**	**High Level**	**4.51**	**Very High Level**

Table 6 analyzes teacher readiness in the face-to-face learning modality, focusing on the psychological aspects, and categorizes teachers according to age groups. The overall mean for younger teachers is 4.39, indicating a high level of readiness, while older teachers exhibit a slightly higher overall mean of 4.51, categorized as a very high level. This suggests that both age groups demonstrate a commendable level of readiness in addressing the psychological challenges

associated with the return to traditional classrooms. However, older teachers, on average, exhibit a slightly higher level of preparedness in these psychological aspects.

The implications of the findings suggest that age may play a role in influencing teachers' psychological readiness for in-person classes. While both age groups show high levels of readiness, the nuanced difference in overall mean scores implies that older teachers may bring additional experience or coping mechanisms to address the psychological challenges associated with returning to face-to-face learning. Younger teachers, while highly ready, might benefit from targeted support or professional development to enhance their psychological preparedness.

Upon closer examination of the sub-items in Table 8, salient differences emerge. Notably, younger teachers scored lower in items such as "Exerting extra efforts in developing basic competencies" (4.68) and "Choosing appropriate learning strategies to address delayed student development" (4.20) compared to their older counterparts, who scored 4.41 and 4.52, respectively. These findings suggest that younger teachers may need additional support in exerting extra efforts to develop basic competencies and in choosing appropriate strategies to address delayed student development.

A related study by Lee, Lim, and Oh (2022) found that experienced teachers in South Korea were more likely to have a positive attitude toward teaching and were more confident in their ability to manage the stress of teaching during the COVID-19 pandemic than less experienced teachers. The study also found that experienced teachers were likelier to have supportive colleagues and school leaders.

Table 7

Readiness of Teachers in the Face-to-Face Learning Modality in Content Knowledge and Pedagogy When Grouped According to Educational Attainment

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
Applying knowledge of content within and across curriculum teaching areas	4.38	High Level	4.79	Very High Level
Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	4.35	High Level	4.21	High Level
Applying a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	4.41	High Level	4.47	High Level

Managing classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments	4.30	High Level	4.42	High Level
Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	4.39	High Level	4.45	High Level
Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	4.44	High Level	4.63	Very High Level
Planning, managing, and implementing developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	4.20	High Level	4.50	Very High Level
Selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT, to address learning goals	4.22	High Level	4.26	High Level
Designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies consistent with curriculum requirements	4.38	High Level	4.45	High Level

. Using effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	4.46	High Level	4.61	Very High Level
Overall Mean	**4.35**	**High Level**	**4.48**	**High Level**

Table 7 provides an analysis of teacher readiness in the face-to-face learning modality, explicitly focusing on content knowledge and pedagogy, categorized by teachers' educational attainment. The overall mean for younger teachers is 4.35, indicating a high level of readiness, while older teachers exhibit a slightly higher overall mean of 4.48, also categorized as a high level. This suggests that, on average, teachers with higher educational attainment demonstrate a slightly elevated level of preparedness in content knowledge and pedagogical practices.

The implications of this comparison highlight the potential impact of higher educational attainment on teacher readiness. While both groups exhibit high levels of readiness, the slightly higher overall mean for teachers with higher educational attainment suggests that advanced education may contribute to a more refined understanding and application of content knowledge and pedagogical strategies. However, it is crucial to note that both groups are well-prepared, indicating that education, regardless of the highest attainment level, plays a significant role in fostering teacher readiness.

Examining specific sub-items in Table 9, it is evident that teachers with higher educational attainment scored notably higher in items such as "Applying knowledge of content within and across curriculum teaching areas" (4.79) and "Planning, managing and implementing developmentally sequenced teaching and learning processes" (4.50) compared to their counterparts with a mean of 4.38 and 4.20, respectively. These findings suggest that teachers with higher educational attainment may possess a more advanced understanding of content knowledge application and teaching processes, emphasizing the potential benefits of advanced education for teacher readiness.

A related study by Wang and Lin (2023) found that experienced teachers in China were more likely to have a deep understanding of the subject matter and to use a variety of teaching strategies than less experienced teachers. The study also found that experienced teachers were more likely to be able to plan and implement practical lessons.

Table 8
Readiness of Teachers in the Face-to-Face Learning Modality in Classroom Management When Grouped According to Educational Attainment

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation

Maintaining smoothness of instruction and avoiding making breaks within the activity flow	4.31	High Level	4.37	High Level
Managing the transition from one activity to another, from the subject or lesson to recess, and giving clear signals.	4.43	High Level	4.58	Very High Level
Starting the year right with a clear, specific plan for introducing the student to classroom rules.	4.66	Very High Level	4.50	Very High Level
Setting a few class rules for the students to follow.	4.64	Very High Level	4.32	High Level
Organizing supplies and materials for activities that occur frequently in the most readily available accessible place must be governed by the simplest procedure.	4.29	High Level	4.37	High Level
Specifying space for every learner for his/her mobility leads to the development of the learner's behavior.	4.38	High Level	4.34	High Level
Making good use of all classroom time.	4.57	Very High Level	4.71	Very High Level
Starting teaching at the beginning of the period and ending on time.	4.42	High Level	4.45	High Level
Establishing routine procedures.	4.60	Very High Level	4.55	Very High Level
. Setting explicit procedures for getting materials from and returning them to designated classroom locations.	4.56	Very High Level	4.55	Very High Level

Overall Mean	**4.49**	**High Level**	**4.47**	**High Level**

Table 8 presents an analysis of teacher readiness in the face-to-face learning modality, specifically in the area of classroom management, categorized by the educational attainment of teachers. The overall mean for younger teachers is 4.49, indicating a high level of readiness, while older teachers exhibit a slightly lower overall mean of 4.47, also categorized as a high level. This suggests that, on average, there is a comparable level of preparedness in classroom management between younger and older teachers, irrespective of their educational attainment.

The implications of these findings suggest that, in the context of classroom management, age may have a more substantial impact on readiness than educational attainment. While both groups demonstrate high levels of preparedness, the minimal difference in overall means implies that age-related factors may play a more prominent role in influencing teachers' preparedness in classroom management compared to their educational attainment. This underlines the significance of considering age-related variables when addressing readiness in specific domains.

Upon examining specific sub-items in Table 10, it is notable that younger teachers scored higher in items such as "Starting the year right with a clear, specific plan for introducing the student to classroom rules" (4.66) and "Making good use of all classroom time" (4.57) compared to their older counterparts, who scored 4.50 and 4.71, respectively. These findings suggest that younger teachers may exhibit a slightly higher level of preparedness in initiating the school year with clear plans and making effective use of classroom time.

A related study by Hattie (2019) found that teacher experience was one of the most important factors influencing student achievement. The study also found that teachers with higher educational attainment levels were more likely to use effective teaching practices.

Table 9

Readiness of Teachers in the Face-to-Face Learning Modality in Psychological When Grouped According to Educational Attainment

Categories	Younger		Older	
	Mean	Interpretation	**Mean**	Interpretation
Getting back to in-person classes despite the sustained risk of COVID-19 infection.	4.52	Very High Level	4.39	High Level
Dealing with student learning attitude after the modular distance learning.	4.39	High Level	4.50	Very High Level
Optimizing instructional efforts towards learning recovery.	4.30	High Level	4.50	Very High Level

Exerting extra efforts in developing basic competencies.	4.48	High Level	4.68	Very High Level
Choosing appropriate learning strategies to address delayed student development due to modular distance learning.	4.32	High Level	4.47	High Level
Address parents' hesitant attitude towards in-person classes.	4.55	Very High Level	4.66	Very High Level
Implementing a firm routine of activities that maximize health safety.	4.43	High Level	4.21	High Level
Dealing with possible issues of COVID-19 infection in school.	4.30	High Level	4.63	Very High Level
Adhering to the guidelines of reopening in-person classes despite students' and parents' resistance.	4.38	High Level	4.50	Very High Level
Dealing with parents' queries relative to learner progress and health.	4.62	Very High Level	4.42	High Level
Overall Mean	**4.43**	**High Level**	**4.50**	**Very High Level**

Table 9 presents an analysis of teacher readiness in the face-to-face learning modality, specifically in classroom management, categorized by teachers' educational attainment. The overall mean for younger teachers is 4.49, indicating a high level of readiness, while older teachers exhibit a slightly lower overall mean of 4.47, also categorized as a high level. This suggests that, on average, there is a comparable level of preparedness in classroom management between younger and older teachers, irrespective of their educational attainment.

These findings suggest that, in the context of classroom management, age may have a more substantial impact on readiness than educational attainment. While both groups demonstrate high readiness levels, the minimal difference in overall means implies that age-related factors may play a more prominent role in influencing teachers' preparedness in classroom management compared to their educational attainment. This underlines the significance of considering age-related variables when addressing readiness in specific domains.

Upon examining specific sub-items in Table 10, it is notable that younger teachers scored higher in items such as "Starting the year right with a clear, specific plan for introducing the student to classroom rules" (4.66) and "Making good use of all classroom time" (4.57) compared to their older counterparts, who scored 4.50 and 4.71, respectively. These findings suggest that younger teachers may exhibit a slightly higher level of preparedness in initiating the school year with clear plans and effectively using classroom time.

A related study by Lee, Lim, and Oh (2022) found that experienced teachers in South Korea were more likely to have a positive attitude toward teaching and were more confident in their ability to manage the stress of teaching during the COVID-19 pandemic than less experienced teachers. The study also found that experienced teachers were likelier to have supportive colleagues and school leaders.

Difference in the Readiness of Teachers in the Face-to-Face Learning Modality when Grouped according to the Aforementioned Profile Variables

This section presents a comparative analysis of the readiness of teachers in the face-to-face learning modality. The study groups and compares teachers based on specific profile variables like age, educational attainment, and psychological aspects. The aim is to discern any variations in teacher readiness across these categories, shedding light on the factors influencing their preparedness for traditional classroom settings. This exploration of readiness levels in diverse dimensions contributes to a comprehensive understanding of the complex nature of teacher readiness and its implications for effective face-to-face instruction.

Table 10
Difference in the Readiness of Teachers in the Face to Face Learning Modality in Content Knowledge and Pedagogy When Grouped According to the Aforementioned Profile Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	66	52.38	1246.00	.000		Significant
	Older	69	82.94				
Educational attainment	Lower	97	64.87	1539.00	.133	0.05	Not Significant
	Higher	38	76.00				

Table 10 reports the outcomes of a Mann-Whitney U test investigating differences in teacher readiness for face-to-face learning concerning content knowledge and pedagogy, categorized by two variables: "Age" and "Educational attainment." The significance level (alpha) is set at 0.05 to determine statistical significance.

For the variable "Age," the Mann-Whitney U test indicates a noteworthy difference in mean ranks between younger and older teachers (U = 1246.00, p = .000). This suggests a significant

variation in readiness levels for face-to-face learning in content knowledge and pedagogy between the two age groups, leading to the rejection of the null hypothesis.

In contrast, examining "Educational attainment," the Mann-Whitney U test does not reveal a significant difference in mean ranks between teachers with lower and higher educational attainment (U = 1539.00, p = .133). Consequently, the null hypothesis is accepted, indicating no statistically significant difference in readiness for face-to-face learning in terms of content knowledge and pedagogy based on educational attainment.

The observed significant difference in readiness levels between younger and older teachers emphasizes the need for tailored professional development initiatives to address the unique challenges and strengths associated with different age groups.

The lack of a significant difference based on the educational attainment implies that, concerning content knowledge and pedagogy, both lower and higher educational attainment levels contribute similarly to teacher readiness. Policymakers and educational institutions may need to consider additional factors beyond formal education to enhance overall teacher preparedness.

A related study by Wang and Lin (2023) found that experienced teachers in China were more likely to have a deep understanding of subject matter and to use a variety of teaching strategies than less experienced teachers. The study also found that experienced teachers were more likely to be able to plan and implement effective lessons. Additionally, Wang and Lin (2023) support the findings of the current study, suggesting that older teachers are generally more prepared for teaching in the areas of content knowledge and pedagogy than younger teachers. This is likely due to their greater experience and skill.

Table 11

Difference in the Readiness of Teachers in the Face-to-Face Learning Modality in Classroom Management When Grouped According to the Aforementioned Profile Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	66	56.25	1501.50	.001		Significant
	Older	69	79.24				
						0.05	
Educational attainment	Lower	97	68.15	1828.50	.943		Not Significant
	Higher	38	67.62				

Table 11 provides insights into the readiness of teachers in face-to-face learning, particularly in the domain of classroom management. The analysis is organized around two key variables: "Age" and "Educational attainment." To determine statistical significance, the alpha level is set at 0.05.

Regarding "Age," the Mann-Whitney U test reveals a notable discrepancy in mean ranks between younger and older teachers, with a p-value of .001. The rejection of the null hypothesis indicates a significant difference in classroom management readiness between the two age groups.

In contrast, for the variable "Educational attainment," no significant difference in mean ranks is observed between teachers with lower and higher educational attainment (p = .943). Consequently, the null hypothesis is accepted, suggesting no substantial difference in classroom management readiness based on educational attainment.

The significant difference in classroom management readiness between younger and older teachers implies the need for age-sensitive approaches in professional development programs. Recognizing age-related dynamics can enhance the effectiveness of interventions in this critical aspect of teaching.

On the other hand, the lack of a significant difference based on educational attainment underscores the idea that formal education alone may not be the sole determinant of classroom management readiness. Policymakers and educators should consider a broader range of factors when devising strategies to improve classroom management preparedness.

The study conducted by Hattie in 2019 highlighted the significance of teacher experience as a crucial factor influencing student achievement. It further indicated that teachers with higher levels of educational attainment were more prone to adopting effective teaching practices. These findings align with the current study, reinforcing the notion that older teachers generally exhibit greater preparedness for face-to-face classroom management. However, Hattie's study also emphasized that educators with higher educational attainment levels tend to employ effective teaching strategies, potentially contributing to enhanced classroom management practices.

Table 12

Difference in the Readiness of Teachers in the Face-to-Face Learning Modality in Psychological Aspect When Grouped According to the Aforementioned Profile Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	66	60.87	1806.50	.037		Significant
	Older	69	74.82				
Educational attainment	Lower	97	66.86	1732.00	.584	0.05	Not Significant
	Higher	38	70.92				

Table 12 outlines the outcomes of a Mann-Whitney U test investigating the disparities in teacher readiness for face-to-face learning, specifically focusing on psychological aspects. Two key variables, "Age" and "Educational attainment," are considered in the analysis, with an alpha level of 0.05.

In terms of "Age," a significant difference emerges in mean ranks between younger and older teachers (U = 1806.50, p = .037), leading to the rejection of the null hypothesis. This implies a noteworthy divergence in psychological readiness for face-to-face learning between the two age groups. Conversely, for "Educational attainment," the Mann-Whitney U test indicates no significant difference in mean ranks between teachers with lower and higher educational attainment (U = 1732.00, p = .584), resulting in the acceptance of the null hypothesis. Therefore,

no substantial difference is found in the readiness for face-to-face learning concerning psychological aspects based on the educational attainment.

The significant difference observed in psychological readiness emphasizes the necessity of age-sensitive approaches in professional development programs and support systems. Recognizing the distinct needs and challenges faced by different age groups is crucial in addressing the psychological aspects of face-to-face teaching effectively.

Contrastingly, the lack of a significant difference based on educational attainment suggests that, in terms of psychological readiness, both lower and higher educational attainment levels contribute similarly. This underscores the need to explore factors beyond formal education to comprehensively address the psychological aspects of teacher preparedness.

The study conducted by Lee, Lim, and Oh (2022) in South Korea revealed that experienced teachers exhibited a more positive attitude towards teaching and greater confidence in managing the stress of teaching during the COVID-19 pandemic compared to less experienced teachers. Additionally, the study found that experienced teachers were more likely to have supportive colleagues and school leaders. These findings align with the current study, suggesting that older teachers generally demonstrate greater preparedness for the psychological challenges of face-to-face teaching during the COVID-19 pandemic than their younger counterparts. This heightened readiness is attributed to the older teachers' accumulated experience, confidence, and the support system they enjoy, as indicated by the study by Lee, Lim, and Oh (2022).

Conclusion

The extensive experience and foundational qualifications of older teachers equip them to navigate the complexities of face-to-face learning environments effectively. This demonstrates the critical role that practical exposure plays in shaping professional competence and enhancing their ability to address the demands of teaching. As a result, older teachers are often better positioned to manage classroom challenges and implement effective pedagogical strategies.

The high overall readiness of teachers reflects their adaptability and dedication to their roles. However, persistent challenges such as addressing delayed student development and managing pandemic-related concerns limit their capacity to fully support learners. These barriers emphasize the need for continuous effort to bridge gaps that affect teaching dynamics and student outcomes.

The superior readiness demonstrated by older teachers highlights the importance of professional experience in refining teaching practices. Their ability to handle complex classroom structures, address delayed student development, and manage parental resistance indicates how experiential learning shapes their effectiveness. Conversely, younger teachers face gaps that may affect their overall performance, underscoring the impact of experience on readiness.

While higher educational attainment contributes to improved strategic approaches and problem-solving capabilities, it does not solely determine teacher readiness. This reveals that teaching effectiveness is influenced by a combination of factors, including hands-on experience and contextual adaptability. Formal education alone is insufficient to comprehensively prepare teachers for the demands of face-to-face learning environments.

Lastly, the significant influence of age on teacher readiness underscores the pivotal role of professional maturity and experiential learning. In contrast, educational attainment, while

beneficial, plays a less substantial role in determining overall readiness. This highlights the multifaceted nature of teaching effectiveness, where experience and adaptability are essential components.

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Conflict of Interest

The researcher declares no conflict of interest related to the conduct, authorship, or publication of this study. All procedures were carried out with academic integrity and without any financial, personal, or professional influence that could have affected the outcomes or interpretations of the research.

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