TEACHERS' KNOWLEDGE ON MODERN PEDAGOGY AND TEACHING READINESS

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ABSTRACT

This non – experimental research utilized descriptive survey research design to investigate the result of modern pedagogy and technology towards teachers' teaching readiness on the delivery of learning modalities of teachers in Pikit Cluster 1-A, PIkit, SGA, BARMM. The variables were analyzed using weighted mean and revealed positive significant correlation. Hypotheses of the study were tested using multiple linear regression technique. The variables revealed positive significant correlation, modified and validated with the Cronbach's reliability test value 0.892 conducted to the respondents. Simple random sampling was used to get 102 respondents. Results revealed that the respondents have a positive significant on the modern pedagogy and technology and teachers' teaching readiness. Further, a significant degree of relationship was observed between modern pedagogy and technology in terms of collaborative; context-based; experiential; modular-distance; and personalized learning and teachers' teaching readiness in terms of facilities; ICT-integration; and internet access. Furthermore, the teachers' knowledge on modern pedagogy and technology significantly influenced the teachers' teaching readiness in terms of ICT integration and internet access; otherwise, teachers' knowledge does not significantly influence the teachers' teaching readiness in terms of facilities. In conclusion, teachers were knowledgeable on modern pedagogy and technology in teaching. Furthermore, teachers were found to have teaching readiness. In addition, teaching readiness is highly dependent on the knowledge on modern pedagogy and technology among teachers.

Keyword: *- Modern pedagogy, technology, teachers' teaching readiness, delivery of learning modalities.*

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1. INTRODUCTION

Teaching and teaching methods have advanced considerably in the 21st century. The twentieth century pedagogy differs from the twenty-first century pedagogy. The evolution of national and global education has changed dramatically since the turn of the twenty-first century. The internalization of society and the incorporation of digital technology into education are the most notable trends. The current schoolboy generation is referred as "digital," "socially digital," and "generation Z" [1].

A high level of skill in one industry is no longer adequate for productive activity in the setting of modern society's globalization and information technology. As a result, the content and effects of teachers' professional activity in the twenty-first century face significant challenges. If the learning of a specific quantity of knowledge used to be the primary goal of education in the general education system, it is now the development of the ability to solve issues creatively [2].

The teachers must have some understanding of pedagogy as it applies to remote teaching to be effective as online teachers [3]. Communication, thinking, sentiments, influence, channels on others, social skills, and social conduct are all affected by digital technologies [4].

Though there were numerous studies conducted related to modern pedagogy and technology [5], however, each of these studies did not deal on the context of the present study. On the other hand, the DepEd Order No. 021 s. 2019 [8] and the study of Ghusko [9] (2015) dealt with the modern pedagogical technologies, but none of which present in the local contexts. Hence, the gap of the study.

Further, the COVID-19 pandemic has presented an opportunity for rethinking assumptions about education in general and higher education in particular. In the light of the general crisis the pandemic caused, educators from all grades and contexts experienced the necessity of rethinking their roles, the ways of supporting the students' learning tasks and the image of students as self-organizing learners, active citizens and autonomous social agents [10].

2. METHODOLOGY

This research employed descriptive statistics to analyze and interpret the data gathered. In the analysis of the results on the level of knowledge on Modern Pedagogy and Technology in terms of collaborative learning; context-based learning; experiential learning; modular-distance learning; and personalized learning; and teachers' teaching readiness such as facilities; ICT integration; and internet access, the researcher used a weighted mean. Correlation analysis is used in determining the relationship between modern pedagogy and technology and teachers' teaching readiness. Multiple regression analysis is used to analyze the influence of the study. The survey questionnaires were disseminated one hundred two (102) teachers from the nine (9) elementary schools within Pikit Cluster 1-A. Hypotheses of the study were tested using multiple linear regression technique.

3. RESULTS AND DISCUSSION

Table 1 presents the correlation matrix indicating the significant relationship between the teachers' knowledge on modern pedagogy and technology; and teachers' teaching readiness. As indicated in the result, a significant degree of relationship is observed between teachers' knowledge on modern pedagogy and technology in terms of collaborative, context – based, experiential, modular-distance, and personalized learning; and teachers' teaching readiness in terms of facilities, ICT integration and internet access. It revealed positive significant correlation which means that teachers' knowledge is very important for the teachers' teaching readiness, the more the teacher has knowledge, it is more ready to implement any program and activities may occur and manage by the teacher. Therefore, the hypothesis of the study is rejected.

Result implies that teachers employ modular learning approach were mostly acquired information through internet based and ICT. Further, the teachers must strengthen their knowledge by attending such seminars, trainings or any program that may help them to be more skilled.

The teachers must have some understanding of pedagogy as it applies to remote teaching to be effective as online teachers. Some of the most effective pedagogical strategies specific to remote learning include induction, the formation of learning communities, the establishment of support networks for students and lecturers, and the development of appropriate security protocols [11]. The delivery of learning to the clientele was highly dependent on school readiness [12]. Furthermore, technology in teaching resulted to a better performance among learners [13]. On the contrary teachers' knowledge and competence were not related on learners' engagement [14].

Table 1**.** Correlation matrix showing the relationship of the teachers' knowledge and the teachers' teaching readiness.

Teachers' Knowledge		Facilities	ICT	Internet
Collaborative	Pearson R	-0.065	0.119	0.114
	Probability	0.562	0.288	0.306
Context – Based	Pearson R	-0.021	0.125	0.127
	Probability	0.848	0.264	0.255
Experiential	Pearson R	0.111	0.070	0.018
	Probability	0.322	0.535	0.872
Modular	Pearson R	0.118	**-0.303***	**-0.308***
	Probability	0.290	0.045	0.045
Personalized	Pearson R	0.090	0.041	0.044
	Probability	0.420	0.717	0.694

*Correlation is Significant at 0.05 level.

3. CONCLUSIONS

As this paper demonstrates the aims, methods and results of the study were attained. The research managed to determine the level of teachers' knowledge on modern pedagogy and technology, and teachers' teaching readiness. It has a high positive degree of teachers' knowledge on modern pedagogy and technology and teachers' teaching readiness. There is a significant relationship between teachers' knowledge on modern pedagogy and technology and teachers' teaching readiness. And teachers' knowledge on modern pedagogy and technology has a significant influence on teacher's readiness in terms of ICT integration and internet access while does not significantly influence in terms of facilities.

Significantly, the teachers' knowledge greatly influenced the effective implementation of modern pedagogy and technology towards teachers' teaching readiness. Findings reveal that aside from Pikit Cluster 1-A teachers, this study has certain significant implications for institutions, educators and students alike. Foremost, in order to implement modern pedagogy especially the integration of technology in teaching process, teachers need to have the basic ICT tools and access to applications and learning platforms.

Additionally, teachers also need to have the capacity to use the ICT tools effectively to offer lessons in such a mode. Subsequently, this study acknowledges the view that apart from teachers' readiness, students' readiness need also to be acknowledged and supported accordingly. There should not be room for myths and false impressions about students' capabilities and appropriate assessment and guidance should be provided. On similar note, administration has to see the availability of digital tools and have respective support structure in place as almost all ICT tools need electricity to operate and require high quality internet connection. It further revealed that teachers need support and guidance of the administration to be more receptive to ICT based pedagogy and practice.

Furthermore, the study revealed that teachers from Pikit Cluster 1-A managed to utilize the modern pedagogies and technologies required in the 21st century teaching and learning since it had become potent force in transforming the educational landscape the world over. A lot of people now have computers and can access internet and social media like Facebook on a daily basis. Having being exposed to these types of environment, students would also like to learn differently in a more technology oriented context.

4. REFERENCES

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BIOGRAPHY

It was on the 12th day of March 1991, when the author witnessed the light and beauty in this world. He is the 6th child among the Seven children of Abdulgani Tipas Salim and Guiamela Amulan Mohamad.

To fulfill his dreams and become successful in his chosen path, he enrolled at the University of Southern Mindanao, Kabacan, Cotabato with scholarship, Mag-PEACE (Maguindanao Program on Educational Assistance and Community Empowerment) where he was elected as president of that said scholarship, then, took up Bachelor of Arts in Islamic Studies Specialization in Elementary Education and graduated as Latin Honor (Cum Laude), Batch 2015.

He currently teaching at Edol Daud Elementary School, Gokotan, Pikit, Cotabato as Teacher I.

He, then, pursued his Masters' degree at Cotabato Foundation College Science and Technology-Graduate School, Doroluman, Arakan, Cotabato and took up Master of Arts in Education Major in Educational Administration.