Where Do I Begin? Early Years Educators' Online Teaching Readiness, A Phenomenology

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Abstract

The pandemic has brought a sudden shift in teaching and learning from traditional in-person to online modality. Understanding the lived experiences of a selected group of respondents, this qualitative phenomenological research uncovered the online teaching readiness of Preschool Teachers at the Philippine School Doha. The articulations, musings, and verbalizations of the respondents were gathered through a twenty-one semi-structured interview, analyzed via a dendogram, and classified according to similar themes. The reliability and validity of data were established through a member-checking procedure. The findings reveal that the respondents' online teaching readiness covers three significant forms: personal, relating to the teachers' perception, attitude, and disposition; institutional, relevant to the support coming from the school; and professional; the technical and pedagogical skills of the teachers. Indeed, these forms of readiness are meant to educate, inspire, and propel school administrators, teachers, and affiliate officials to create development programs relevant to teachers' online teaching preparedness.

Keywords: Online Teaching Readiness, Personal Readiness, Institutional Readiness, Professional Readiness

1. Introduction

The pandemic caused by the Coronavirus brought a sudden shift in the educational system. Early Years Education was not exempted from it. Learning institutions and teachers had no choice but to adapt to online learning. At this time, online teaching readiness was never a choice but a necessity. According to Suryanti et. al (2021), teachers play an important role in the success and failure of the online learning system; hence, it is imperative for them to be ready for the online modality to ensure successful teaching and continuous learning amidst the pandemic. Teachers have a great responsibility in the learning process whether online or traditional. According to Abualrob (2019); Etxebarria et al., (2012) as cited by Pitriani (2021), the teachers' readiness is the main concern, especially in implementing online learning and it entails a lot of training to be effective in the use of technology and become confident in sharing information and their teaching jobs. With this, the process runs well.

Indeed, readiness is vital in whatever aspect of life. Being ready is being equipped with skills to deal with what lies ahead and to learn from and contribute to what is happening. Having the key skills may not only be needed to survive but also to thrive for the next opportunity of learning (Blyth 2015). Hence, this research is conducted to explore and uncover the rich experiences of preschool teachers who have been teaching in the classroom for years and suddenly shifting online; that is to see their readiness in handling classes online.

This phenomenological study intends to understand preschool teachers on how they were able to survive and thrive in online teaching. This paper argues that preschool teachers, though knowledgeable and skilled in teaching young learners, surely had apprehensions on where and how to begin teaching online, hence should have the flexibility to adapt to every change that the learning system undertakes. Their lived experiences shared through their narratives have caused this research to distinguish the readiness of preschool teachers when it comes to online teaching and how they contribute to the development of the learners despite the changing learning environment.

2. Method

2.1. Research Design

Qualitative in orientation and phenomenological in design; this study aims to understand the essence of people. According to Bhandari (2022), qualitative research collects and analyzes non-numerical data to understand concepts, opinions, or experiences. It is used to gather valuable insights to generate new ideas for research. Phenomenology, as defined by Tenny, S., Brannan, J. M., & Brannan, G. D. (2022), is the study of the meaning of phenomena or the study of the particular; is essentially looking into the 'lived experiences of the participants and aims to examine their perspective and their behavior. For Creswell (2013) as cited by Chambers (2013), the fundamental goal of the phenomenological approach is to arrive at the description of a particular phenomenon.

Through this process, the researcher may establish the universal meaning of the event, situation, or experience and arrive at a more profound understanding of the phenomenon.

The phenomenological design is utilized in order to understand the unique experiences of the Philippine School Doha Preschool Teachers, as consequential evidence that plays around their readiness to teach online.

2.2 Locus and Participants

Eight Preschool Teachers from Philippine School Doha, a Filipino Community school in Qatar, participated in this research. They have served as teachers in the Preschool Department. Of the eight teachers, six teachers have been teaching in the mentioned school for more than five years while two are around three years in service. All of the participants are Master's Degree holders and have experienced teaching online to preschoolers for the first time in a pandemic. Small samples selected purposively were used in this study to focus in-depth and to find information-rich details, relevant to the phenomenon studied and to give strong and reliable support called for and by the research (Nikolopoulou, 2022).

2.3. Data Collection and Ethical Consideration

The process of gathering the data needed for this study was through a two-part instrument. The first part was the robotfoto which was defined (Kelchtermans & Ballet, 2002) as cited by De Guzman, A. et. al. (2009), as the personal data sheets of the research respondents, which include their vital personal and professional information. The second part was a twenty-one-item semi-structured interview consisting of open-ended questions that explored the readiness of Preschool Teachers for online teaching during the pandemic. The researcher sought permission to conduct interviews and a letter of intent was sent to the target participants. With the permission and signed consent of the participants, a 45 - minute audio and videotaped interview was conducted. The responses of the respondents were assured to be treated with the utmost confidentiality.

2.4. Data Analysis

To fully understand the phenomenon, reveal new knowledge, and provide meaningful insights from the study, the researcher conducted a thorough analysis following Colaizzi's process for phenomenological data analysis (Bian et al., 2018). The respondents' descriptions of their experiences through the transcripts are read in order to acquire a sense of the whole or the interviewees' ideas or opinions. The researcher transformed the meaning unit from the language of the interviewees (emic) to the language of the researcher (etic). Significant statements are extracted and the meanings are formulated and organized into categories, clusters of themes, and themes through a dendogram. Themes are integrated into an exhaustive description. The essential structure of the phenomenon is formulated. Finally, the informants will evaluate the result of the analysis to ensure its validity. (Wirihana, et. al., 2018)
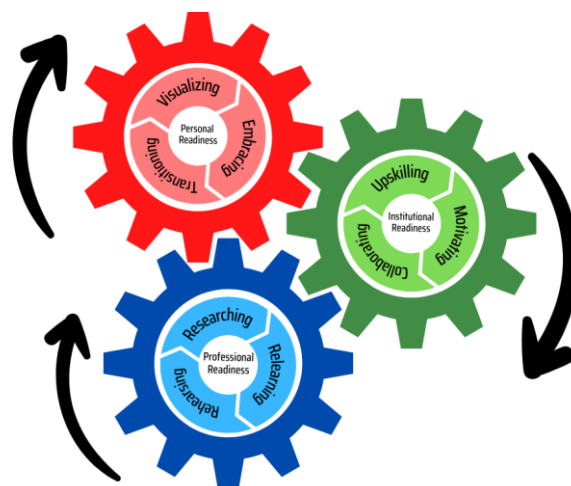
3. Findings

Figure 1.   The PIPs of Preschool Teachers' Online Teaching Readiness

This figure shows the interconnectedness of the three forms of readiness in online teaching as revealed from the musings, verbalizations, and articulations of the respondents. It shows how the three forms work together towards the attainment of effective teaching and learning from personal, institutional, and professional readiness.

As online teaching begins, preschool teachers have become concerned about their readiness to teach younger children virtually. With the schools adopting the online modality of learning, early years educators brace themselves in transforming traditional in person classes into virtual one. Looking deeply into the lives of these early years educators; Preschool Teachers in Philippine School Doha, despite the uncertainty that they have felt in facing a sudden change in the teaching-learning system, they perceive that online teaching is no longer a choice but a necessity. This phenomenological study has revealed the undertakings of the early years teachers in relation to their preparedness for online teaching. This encompasses their personal readiness, institutional readiness, and their professional readiness. These have become their guide in continuing the early years education virtually.

3.1. Personal Readiness

Online teaching entails the teachers' personal readiness. The first to be prepared for the online teaching tasks must be the teachers themselves. They must be ready for the new thing that has come their way in a limited time. Being ready within is a primary act to be fully ready for the changes that the learning system has gone through.

Preschool Teachers in Philippine School Doha have acknowledged the preparation that they need to do to fulfill their duties to continuously educate the youngest members of the academic system who are the preschoolers. Consequently, they begin with personal readiness through visualizing, embracing, and transitioning.

When asked about how they see themselves in teaching online, early years educators distinguish that online teaching, unlike the traditional teaching methods, is done virtually and with no physical presence, as two respondents averred, *"The online modality of teaching is handling the class online."*[R1] *instead of face to face."*[R3] When it comes to picturing out the scenario of online teaching, teachers manifest their understanding of the online teaching modality as a process done virtually as two respondents describe it as, *teaching virtually*[R8] *and having interaction not physically."*[R5]

Furthermore, teachers presuppose that the online modality of teaching is translating lessons to new learning using computers and modern technologies as mentioned by two teachers saying, *"It is using the internet and having the lessons and the learning process through it* [R4] *and translating lessons to the new learning modality with use of the computer."* [R6]

Truly, having the ability to visualize the scenario and endeavors during the shift from face-to-face to online learning is fundamental in the teachers' personal readiness. With this, they can imagine what it looks like to teach online and what is to be used as they undergo the changes in the teaching and learning process.

Cognizant of the online teaching scenario, teachers also have their emotional struggles with the new way of teaching. They have faced fear and anxiety about what is going to happen as online teaching begins. As affirmed by the statements of the two respondents.

"I was hesitant and was asking myself if I would still be the same the way I taught the children face to face; whether I would be an effective teacher online." [R1]
"At first, I was hesitant and had many questions. I was asking if I could handle it because, from the start, I have been teaching face-to-face. It was my first time dealing with online teaching so I was scared."[R6]

Being neophytes of online learning, it is understandable that the teachers will have mixed emotions in facing a new mode of teaching as one respondent expressed, *"I felt nervous and excited at the same time because it would be my first time online."*[R8]

Furthermore, aside from being first-timers, they lack confidence because of the presence of parents and guardians while teaching. As five teachers revealed;

"I was not confident and it was a struggle because it was my first time teaching online. Not only the pupils were present online but also the parents. "[R3]
"I was 50 - 70 % ready because I did not know what would happen and what would be the reaction or impression of the parents and students because many would be observing me. A lot of eyes would be on me. "[R1]
"I was not so confident because I was anxious about the use of technology and because of the presence of the parents. "[R7]
"I could not say 100%. Knowing that it would not only be the children who would be with us, but it would also be like having a teaching demonstration every day. "[R5]
"I was 90% confident because we prepared a lot to face the children and the parents" [R8]

In spite of the emotional struggles and lack of confidence, teachers slowly learn to accept the reality of teaching online. This leads to embracing the online modality of teaching and being able to deal with it. This is stated by two teachers.

"I was very confident because I think I was the first teacher who had the guts, courage, charisma, and confidence to have come up with online teaching prior to the opening of the school through Facebook Live. Due to the positive feedback by my family, colleagues, friends, and parents all over the world, I could say that I was prepared."[R2]
"I already felt 100% confident because we may face our class be it online or be in face to face, we always make sure that we give our 100% and there's no more time to be shy, once you're there, the show now will start and the show must go on until the end of the day or of the lesson. So I can say, It's always 100%, it should be. "[R4]

Relative to embracing is transitioning. Teachers will still adapt and be able to do their jobs as part of their commitment to teaching as the three respondents mentioned:

"I thought of it as a proposal and not actually from school. It is considered a worldwide demand to have the online modality of teaching."[R2]

"I considered it as a challenge, and it seemed that we could not do anything about it. We had to adapt, and it was for us in order to keep our job."(R3)

"As a teacher, regardless of what we are, who also teaches by heart and mind, you would really be committed and happy. "(R2)

Indeed, teachers of the early years have a great challenge in online teaching knowing that these learners are the youngest and are still in their foundation years. They have to be visualizing the process of teaching online and be able to move to the embracing and transitioning period in order to have personal readiness.

3.2. Institutional Readiness

The educational institution plays an important role in the online teaching preparedness of the teacher. Hence, preschool teachers' online teaching readiness is directly linked to institutional readiness. This involves upskilling, motivating, and collaborating.

Upskilling is vital in the readiness of the teachers in the online modality of teaching. It helps the teachers become more adept with technology, teaching strategies, and instructional materials and be able to meet the needs of their students as far as online learning is concerned. Three respondents vividly recalled:

The school conducted formal training on how to use technological tools and platforms like Zoom, LMS, Google Meet, Google Classroom, and the like. Our department was also able to come up with intensive training conducted by the IT Specialists in our Department. (R2)

The support the school gave us was by training us how to use zoom, how to use Google Classroom and even our own department. (R4)

The school gave all-out support to the teachers and provided different training and programs even from the Philippines. It also provided desktops. (R8)

Motivating the teachers is also a factor that has helped the teachers become ready for their teaching endeavors. The encouragement and support coming from their administrators and colleagues have contributed to their positive disposition toward online teaching. One teacher mentioned, *"We had the IT who could help us. I felt encouraged knowing that there were people who would help us and they were really accommodating. "(R7)*

Three respondents even shared how the support that the school has provided has made them more ready.

"They cheered me up and believed that I could do it." (R1)

" The training really made me happy because it would be hard for me without those training sessions." (R3)

"I felt so happy although it was challenging, the school was always there. The school asked the teachers if they were ready." (R8)

Being skilled and motivated is not enough without teamwork and collaboration. By collaborating with one another the tasks become easier and learning is more evident.

Hence, teachers become more productive and creative as they learn from one another.

Since there is collaboration, each has a role to play and everyone is involved in every undertaking of the school in the new normal way of teaching. One teacher expressed how teamwork has become a source of happiness as averred in the statement, *"Well, I felt so happy because there was teamwork." (R4)*

One respondent expressed gratitude by the statement, *"I really appreciated the support, especially as the IT In-Charge of the Department. I also had a lot of things to do and if you were not supportive and we were not helping one another. I would not know what to do."(R5)*

Another teacher expressed happiness by vehemently saying, *"I was honored and very glad also to hear from the school who were very supportive to us, teachers, on how to go with the online teachings as well as with my colleagues because they were so supportive, and they were with us through the end of the school year. "(R6)*

In any shift in the mode of learning, institutional readiness is also an important part of the process because it is where the teaching-learning process takes place. The decision always comes from the governing body of the school; therefore, whatever change is implemented, it must prepare first the teaching force that will carry out the task. There should be upskilling, motivating, and collaborating to provide effective learning to the students.

3.3. Professional Readiness

Teachers have the responsibility to abide by the vows of effective teaching. Aside from being ready personally and being equipped with technological skills with support from the institution, professional readiness is also part of the journey.

The teachers are not dependent on what they know personally and what the school has provided during the training. This professional readiness involves the acts of researching, relearning, and rehearsing.

Researching is finding ways and information. It is an important tool by which and which one as a teacher enriches his or her forte. In addition, it is a way to become more ready for online learning. The teacher explores and discovers ways to make online learning an easy task and not something to be feared of. By all means, teachers seek information from fellow educators who are more knowledgeable and with experience. Such are the statements of two respondents;

"I did some research and asked some pieces of advice from some colleagues who were more experienced."[R1]

"I did research on how to teach online. Then I also asked some of my acquaintances who were able to teach online already. [R5]

In the same manner, relearning is done by the teachers in order to expand their horizons and be able to become more updated with the contemporary means of teaching. One teacher revealed, *"I tried to learn more about the use of computers."*[R6]

More than the technological advances, teachers also include in their professional readiness likewise connotes effectiveness when it comes to classroom management and preparation of instructional materials. As two teachers averred:

"We had a lot of training on how to deal with the kids online, module preparation."[R8]
"The training we had was a great help most especially on the module making. That included the ways on how to teach pupils online."[R3]

Eventually, once the teachers have already equipped themselves with pertinent information and necessary materials for online teaching, they have to get ready for the real scenario through rehearsing. Confirmatory statements related to this are highlighted by the revelations of two teachers.

"I also armed myself with confidence by keeping myself animated, and practiced using all the computers and gadgets from the TV to the camera."[R2]
"At first, my colleagues in Ezdan, we even tried to practice how we were. We tried to re-enact how we would do the online class, how we were going to make our voice because we cannot just talk and practice."[R4]

It is indeed interesting to note how the early year educators have prepared professionally to adapt to the latest innovations in teaching and be able to meet the needs of the learners amidst the present-day situation. Their experiences will pave the way for other early-year educators on how researching, relearning, and rehearsing contribute to their overall online teaching readiness.

4. Discussion

4.1. Personal Readiness

Readiness plays a vital role in the success of the shift from face-to-face to online teaching. According to Martin, et. al (2019), readiness refers to the state of faculty preparation to teach online. Phan and Dang (2017) emphasize also that the change from conventional teaching to online requires good preparation for faculty to adapt to the paradigm shift. Therefore, educators must adapt to the novel way of teaching their pupils. Individually, readiness is explored in relation to teachers' perceptions of their own confidence to teach in an online space referred to as personal readiness (Tschannen-Moran et al., 2016). For the preschool teachers of Philippine School Doha, their personal readiness is grounded through these realities and they have done it by visualizing, followed by embracing, and transitioning.

Visualizing is the ability of the teachers to foresee and imagine the situation and events in the class if changes occur most especially in the modality of teaching. Relevant to personal readiness, teachers have their preconceived ideas about online teaching.
This means they can imagine the scenario based on their limited knowledge but with a lack of experience. The preschool teachers have perceived how they are going to teach online. McAllister and Graham (2016) have discussed that in many cases, teachers do not possess knowledge about online pedagogies because it is not included in most of the teachers' training programs. Furthermore, this process of visualizing mostly involves their cognitive aspect. For instance, teachers establish in their minds what they have previously known regarding the processes of teaching online to be prepared for it.

Interestingly, as the teachers foresee their future endeavors, they have felt a lack of confidence and preparedness for online teaching. Seemingly, the preschool teachers have imagined how it would be teaching the children virtually with apprehensions due to the novelty of the platform used and limited time.

Based on the research examined by Downing and Dyment (2013) on teachers' readiness and preparation, it was found that faculty new to online teaching felt a lack of readiness for online teaching and manifested the need for technical and pedagogical support and time-management strategies. In addition, Lichoro (2015) found that faculty members do not feel adequately prepared to teach online. Therefore, they feel that they are not confident in handling classes online. Tsegay, et. al. (2022) discussed in their study that many of the participants highlighted their lack of knowledge and training in online teaching and learning and its delivery methodologies.

With these, teachers initially have negative feelings (Nikolopoulou, 2022). This perceived lack of competence and confidence has contributed to the feeling of hesitation and anxiety among the teachers.

However, due to the passion for work and the drive to deliver continuity through quality online teaching, preschool teachers still believe that they have the task to do and must meet the demands of time. Consequently, they are to accept and be willing to support the novelty of teaching. Teachers are embracing the new normal of teaching. There is optimism despite the lack of readiness. Cutri, et. al (2020) assert that the construct of optimism might be productively considered as part of the affective domains of faculty online readiness. Consequently, the preschool teachers can embrace the new ways of teaching due to their positive disposition and willingness to adapt to online teaching. They slowly learn to conform to the ways of online teaching.

Relatively, teachers undergo transitioning. The pivot in the paradigm of teaching is considered a great challenge. When transitioning to online teaching, teachers must reassess the design of the course with the learning goals and interaction among students and teachers in mind (Barrett 2011; Savenye et al. 2001). Amidst the prompt change of teaching to online due to the pandemic, the teachers cannot do anything about it. Instead of having a pessimistic point of view regarding the rapid transitioning. These are exemplified by the teachers' willingness to revise their teaching for online delivery and their hope that their teaching online would be successful. During this stage of transitioning, the mindset and attitudes of teachers affect their readiness to teach online. (Cutri, et. al, 2020)

Summarily, the early years educators of Philippine School Doha have done their part in adapting online learning in response to the Covid 19 Pandemic. Although they have hesitations at first due to the abrupt change and the feeling of the lack of know-how when it comes to online teaching, they still pursue to continue educating the youngest learners in the academic world. They are still optimistic about the future. The personal readiness of a teacher lies on how he or she visualizes or perceives how online teaching will be. Having the optimism toward the new modality of teaching, teachers can prepare within themselves from the point of visualizing, to embracing, and finally transitioning from traditional teaching to online.

4.2. Institutional Readiness

Readiness for online teaching implies the involvement of the school in preparing teachers for this new modality. They need the support of the school. Furthermore, it is not solely on teachers because the academic institution is where learning takes place. The learning environment has a great role in guiding teachers to successful online teaching. Studies show that the success of online teaching can also be affected by the institutional characteristics and the support it gives to the teachers in the readiness to teach online (Almpanis 2015; Bao, 2020). The Preschool Teachers of Philippine School Doha have revealed in this study that the school has a great influence on their readiness for online teaching. This is observed through upskilling, motivating, and collaborating.

Interestingly, preschool teachers in this study recognize the extensive support from the school when it comes to upskilling. They have considered the different training provided as one of the key factors that have contributed to their success in online teaching. Since the preschool teachers have prior knowledge of online learning yet mostly with insufficient experience, the act of the school in upskilling them has a great impact on their readiness. Upskilling refers to the improvement of an individual's skill set, making employees more effective (Valamis, 2022). This upskilling the teachers' skills in terms of the use of technology and other online teaching-related tools has provided an opportunity for them to become more ready for the change in the teaching and learning system which is purely online.

Undoubtedly, a skilled teacher is more motivated. This leads to the motivating aspect of institutional readiness. The study conducted by Deci and Ryan (2015) about self - determination theory, which is defined as a macro theory of human motivation, it specifically suggests that both employees' performance and their well-being are affected by the types of motivation they have for their job activities. Furthermore, it is also stated in the study by Deci, et. al. (2015) cited by Win, C. C. (2022), that when individuals understand the worth and purpose of their jobs, feel ownership and autonomy in carrying them out, and receive clear feedback and support, they will become more motivated to work. Similarly, the preschool teachers at Philippine School Doha speak of this motivating factor in terms of the encouragement given by the school and by expressing their happiness on how the school has helped them. This can be related to the belief in self - determination theory that helps people stay motivated and can direct and predict their performance (Jeno et. al., 2017). Consequently, teachers have become more confident to teach their students online due to the motivation they have received from the school.

The success of the shift in the modality of teaching also depends on the perception and experiences of the teachers in terms of collaborating with their colleagues and the people from the learning institution. Collaborating in the workplace such as the learning institution is essential to meet the goals of the organization. Teachers work with their colleagues for them to improve their instruction, show support to the needs of the pupils, and grow professionally. Collaborative activities are a key part of teachers' non-teaching working time ("Professional collaboration as a key support for teachers working in challenging environments," 2020, p. 3)

This is revealed to have a positive effect on the preschool teachers at Philippine School Doha. They have considered collaborating with their colleagues as a factor in being effective and efficient during online teaching. They have become ready because of the support coming from their colleagues especially when it comes to the use of online learning tools. This is shown through the collaborative efforts done by the preschool teachers, which begin even prior to the time that online teaching is implemented in the school as a response to the Covid 19 Pandemic. Undoubtedly, the team of teachers has helped the teachers themselves become online teaching ready. It is due to the willingness to work with others and the acceptance of one's weaknesses and limitations in the use of technology that has brought teachers to collaborate in the workplace although virtually. Seemingly, the readiness of teachers to teach online has become greater due to the confidence led by the feeling of being with others who are already adept at online teaching.

Indeed, preschool teachers' readiness is also affected by the support coming from the institution where they are working. It has a great impact on how they will be able to fulfill their tasks as teachers knowing that they have the youngest learners as their pupils. With the upskilling provided, teachers can equip themselves with the necessary skills for online teaching. Motivating themselves through their colleagues' encouraging acts and words makes them prepared psychologically and emotionally and collaborating with fellow educators makes it easier for them to conduct online teaching. With this, the institution must consider the continuous involvement in the process of helping the teachers in their readiness in whatever endeavors they will have in the academe.

4.3. Professional Readiness

For educational communities, teachers and school leaders are considered "professionals". This is mainly the reason why teachers need to have professional readiness when it comes to new teaching modalities such as online teaching. Researchers have found that teachers who received professional support and technical training could easily adapt their teaching strategies and skills to online environments more effectively (Schrum et al. 2005). In the case of the preschool teachers at Philippine School Doha, they have acted to have this professional readiness by researching, relearning, and rehearsing.

Teachers find ways to be more ready professionally. They seek knowledge from fellow teachers and other resources to adapt to the change in the teaching profession. From the context of readiness for online teaching, it is more on inquiry and gathering of information on how it is done. More so, listening to the experiences of others with experiences of teaching online and applying them to the current situation. Moreover, Wilson (2000) claims that a gap in knowledge triggers the process of seeking information. Seeking is a purposive process in which an individual seeks information to satisfy some goal (Wilson, 2000). Likewise, preschool teachers seek information through personal research and soliciting from fellow educators to reach the goal of being ready for online teaching. This behavior has a great impact on the professional readiness of teachers.

As teachers seek information about online teaching modality, they also find the need to enhance their prior knowledge and skills in relation to online teaching. Merely learning new information is insufficient, however, because old information, habits, and processes will continue to affect work, unlearning and relearning are just important (Martin, 2022). Online teaching is not learning something new but unlearning what you already know (Pandey, S, 2020). Like the experiences of the preschool teachers of PSD, they must unlearn and relearn about online teaching since the school needs it and it is the call of the hour.

Correspondingly, online teaching readiness implies a lot of preparation not only for the pedagogies but also for the actual teaching itself especially if it is done online. As early years educators, it is imperative for the preschool teachers to provide appropriate interactions and hands – on activities, which promote participation and learning although virtual (Kim, 2020). Furthermore, young learners' attention be into consideration in teaching online. Hence, teaching online calls for rehearsing.

The operational definition of rehearsing in this study is that teachers practice before teaching online. Rehearsing is an opportunity for teachers to think out on how the online teaching may transpire and analyze the strategies for effective and productive learning. Therefore, it is the call of the teacher to be ready prior to the actual teaching. This is applied by the PSD preschool teachers as revealed in this study. The teacher rehearses in the classroom and acts as director, prepares classes, organizes the students, and decides what happens, when, and how ("classroom as rehearsal space," 2020).

Overall, it is inspiring to note how preschool teachers through their resourcefulness and flexibility can thrive in the advent of online teaching modality for early years education. This only reveals that learning is a lifelong process and even teachers undergo the same process of seeking for new knowledge, further enhance teaching skills, and be more professionally ready.

5. Conclusion

This qualitative research explored the rich experiences of the Preschool Teachers of Philippine School Doha and discovered how they were able to survive and thrive in the novel kind of teaching and learning caused by the sudden paradigm shift in teaching modality during the pandemic.

The analysis of the phenomenological data using a general inductive approach has surfaced the distinguishing teachers' forms of online teaching readiness categorized into personal, institutional, and professional. The teachers' individual and collective experiences reveal that they have the adaptability and flexibility to any change in the teaching and learning system.

Indeed, readiness is vital to any learning endeavor be it traditional or online. Undeniably, the changing environment in education is unpredictable and it entails the readiness of educators to be adaptable and flexible for the continuity of learning. Moreover, when transitioning from one learning modality to another, readiness is essential in the sense that it sets direction and guides a teacher's course of action.

The significant impact that the teachers' forms of online teaching readiness as epitomized by the preschool teachers at Philippine School Doha presents the implications that affect not only their personal life but also the entire academic community. Being ready for any changes entails proper and sufficient equipping.

Despite the possibility that the results of this study highlight just certain forms of online teaching readiness, it is still assumed that there are more to explore and discover which are not evident in this study. Hence, this research may serve as a basis for further study specifically for teachers' online teaching readiness. Quantitative researchers may develop a study on the degree of impact of readiness on teachers' performance in teaching from traditional to online through an objective and validated instrument. Moreover, this study indicates notable evidence that requires future school leaders, affiliate school officials, and educators to create supportive faculty development programs that focus on developing readiness. Concepts of personal, institutional, and professional should be properly disseminated to learning institutions to further develop the readiness of the teachers. School administrators should continue to provide programs and training to boost the readiness of the teachers whether traditional or online. Leaders of schools and learning institutions alike should embrace the dynamism of readiness, discover, and adapt it as a guide for the betterment of the teaching and learning system, be it traditional or virtual. No pandemic nor any unpredictable circumstance can prevent a teacher from moving forward.

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