International Journal of English Learning and Applied Linguistics (IJELAL)
6(2), 2026, 97–113
ISSN: 2775-4359 (Online)
DOI: http://dx.doi.org/10.21111/ijelal.v4i2.15467

EXPLORING ENGLISH TEACHERS' ONLINE LEARNING READINESS POST-PANDEMIC: TECHNICAL AND PEDAGOGICAL PERSPECTIVE

Sri Astuti[1]*, Muhammad Fathur Rahman Khalik[2]

[1]Universitas Mercu Buana Yogyakartalj, Jl. Wates Km. 10, Sedayu - Bantul, Daerah Istimewa Yogyakarta, 55753, Indonesia
[2]Universitas Islam Mulia Yogyakarta, Jl. Wates Km. 9,5, Sedayu - Bantul, Daerah Istimewa Yogyakarta, 55753, Indonesia
[1]sri.astuti@mercubuana-yogya.ac.id

Abstract

The COVID-19 pandemic accelerated the shift to online learning, requiring teachers to adapt quickly to digital platforms. In the post-pandemic era, their readiness to sustain online teaching has become a critical issue in education. This study aims to examine the readiness of high school English teachers to implement online learning in the post-pandemic context, with particular attention to technical and pedagogical dimensions. Employing an explanatory sequential mixed-methods design, the quantitative data were collected from 39 teachers through a survey, followed by qualitative data obtained from semi-structured interviews with six teachers. The findings indicate that teachers demonstrated high level of both technical and pedagogical readiness, with no statistically significant differences observed based on gender. The interview results further revealed several factors supporting teacher readiness, including the perceived effectiveness of technology and teachers' knowledge and skills. Conversely, several hindering factors were also identified, such as lack of ICT infrastructure and technical problems, students' behavior, and negative perceptions of online learning. These findings underscore the importance of continuous training focused on digital pedagogy and the need for policy and infrastructure support to enhance teachers' readiness in facing post-pandemic learning transformation.

Keywords: English Language Learning, Online Learning, Post-Pandemic Education, Secondary Education, Teacher Readiness.

INTRODUCTION

Online learning, broadly defined as digitally mediated learning delivered via internet-based platforms, has been studied for decades (Mayer, 2019; Singh & Thurman, 2019). Its implementation expanded rapidly when the COVID-19 pandemic forced schools around the world to suddenly switch from face-to-face to online learning. This shift exposed critical challenges, including the readiness of infrastructure, the adaptability of the curriculum, and most importantly, teacher readiness (Firmansyah et al., 2021; Safitri et al., 2022). A considerable number of teachers encountered this sudden transition with limited preparation time, frequently lacking sufficient training and institutional support (Bozkurt & Sharma, 2020; Subekti, 2021; Tsegay et al., 2022). Although online learning was initially adopted as a temporary solution during the pandemic, many educational institutions have continued its implementation, particularly in blended learning models, even after the post-pandemic stabilization of education systems (Imran et al., 2023; Subiyantoro, 2024). This situation increases the importance of assessing

teachers' readiness for online learning, considering the potential for long-term inplementation.

In online learning, teachers' readiness holds a very important role, as well-prepared teachers tend to provide better learning materials, foster more interaction, and enhance students learning satisfaction (Al-Awidi & Aldhafeeri, 2017; Lim, 2023). It is particularly relevant in English learning contexts in which communication, interaction, and active engagement are the key to successful learning. However, many teachers, particularly those at the secondary level, found it difficult to create a productive learning environment that encouraged engagement and interaction during the pandemic (Farid et al., 2023; Luong, 2022). Therefore, in order to maximize their teaching practices, teachers must develop both technical and pedagogical competencies related to online learning. Technical competencies are the mastery of hardware and software to effectively manage online classes, while pedagogical competencies are the ability to create an appropriate online learning environment to maintain students' active participation (Albrahim, 2020; Archambault et al., 2022; Mehrotra et al., 2022; Pulham & Graham, 2018).

Guided by the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006), this study focuses on two key dimensions of readiness. First, technical readiness which refers to teachers' ability in utilizing digital technologies necessary for conducting online learning. Second, pedagogical readiness which relates to teachers' capacity to design, implement, and evaluate online learning effectively according to pedagogical principles. Although both dimensions are crucial in providing engaging online learning experience, many teachers tend to be strong in only one dimension. This condition may cause imbalance which could affect learning quality. For example, a study by Paliwal and Singh (2021) found higher technical readiness than pedagogical readiness among teachers, while Polat et al. (2022) identified gender-based differences.

Although more studies have been conducted on teacher readiness for online learning, most of them have focused on university level. A bibliometric analysis of 391 studies about teacher readiness for online learning, published between 2013 and 2022, showed that the term "higher education" was one of the ten most common keywords. In contrast, terms like "secondary education" or "high school" did not appear at all in the top keywords (Nasir et al., 2024). Furthermore, only a small number of studies have examined specifically at the readiness of high school English teachers for online learning after the pandemic. Existing studies often focuses on other areas, such as student readiness (Amoush et al., 2023; Reyes-Millán et al., 2023), general teacher populations (Tamondong et al., 2024), or the pandemic period (Yang & Xu, 2023). This creates a notable gap in understanding the readiness of high school English teachers, whose role is crucial in maintaining learning quality, especially now that online learning is no longer just a a temporary solution but has become a reguler part of education.

This study aims to fill this gap by examining the online learning readiness of high school English teachers in the post-pandemic era. It focuses specifically on their technical and pedagogical readiness, as well as the factors that influence these two areas of readiness. The following research questions guide this investigation:

RQ1. What is the level of online learning readiness among high school English teachers in terms of technical and pedagogical dimensions?

RQ2. Are there significant differences in teachers' online learning readiness (technical and pedagogical) based on gender?

RQ3. What factors influence high school English teachers' readiness to implement online learning?

Through this investigation, the study adds to the expanding literature on online learning by shifting focus from emergency remote teaching as a temporary solution toward sustainable educational approaches within subject-specific contexts.

METHOD

Research Design

This study employed an explanatory sequential mixed method design to answer the research questions. In the first phase, quantitative data was gathered by giving a questionnaire to all English teachers working at public senior high schools and vocational high schools in Soppeng, South Sulawesi. It was then followed by qualitative data collection through interviews with selected teachers to gain a deeper understanding of the factors influencing teachers' readiness for online learning.

Research Subjects

The initial target population for this study were 51 English teachers from public senior high schools and vocational high schools in Soppeng, South Sulawesi. Their names were obtained from the head of the local English Subject Teacher Forum (MGMP) for Senior and Vocational High Schools. However, out of the total population, only 39 teachers participated in the first phase of the study. This decrease in sample size was due to the voluntary nature of the participation, as only these 39 teachers willing to fill out the questionnaire.

Subsequently, for the qualitative phase, six teachers were purposively selected. The selection criteria were established to ensure optimal variation and depth of the findings. First, gender balance was considered to capture diverse perspectives from both male and female teachers. Second, the participants were selected based on their teaching experience, categotized into three levels, less than 5 years, 5 to 10 years, and more than 15 years. Third, their educational level, either a Bachelor's or Master's degree, were also considered in the selection process.

Data Collection Techniques and Tools

Quantitative data were collected using a two-part questionnaire administered via Google Forms. The first part gathered demographic information, including teachers' gender. The second part was adapted from Al-Awidi and Aldhafeeri (2017) and consisted of 31 items using a four-point Likert scale to assess teachers' readiness for online learning. Of these 16 items measured technical readiness and 15 items measured pedagogical readiness. Content and face validity of the questionnaire were established through expert judgement from a lecturer affiliated with a reputable public university in

Yogyakarta. Reliability testing using Cronbach's Alpha showed coefficients of 0.935 for technical readiness and 0.907 for pedagogical readiness, both indicating high internal consistency.

Qualitative data were collected through semi-structured, open-ended interviews. The interview was designed based on Al-Awidi and Aldhafeeri (2017) confluence factors framework, which examines both positive and negative influences on teachers' readiness. The interview procedures followed Cohen et al. (2017), including a pilot test with three teachers to ensure clarity and relevance.

Data Analysis Techniques

Quantitative data were analyzed using descriptive statistics and independent samples t-test. Descriptive statistics, including means and standard deviations, were used to summarize the overall levels of teachers' technical and pedagogical readiness for online learning. To interpret the level of readiness, the mean scores were categorized using the class interval formula as suggested by Bluman (2014):

$$Width = \frac{highest\ value - lowest\ value}{number\ of\ classes}$$

Given a 4-point Likert scale with a highest score of 4.00, a lowest score of 1.00, and three intended categories (low, moderate, and high), the interval length was determined to be 1.00. Consequently, scores from 1.00–2.00 were classified as low, 2.01–3.00 as moderate, and 3.01–4.00 as high readiness. Moreover, independent samples t-test was employed to examine whether there were statistically significant differences in technical and pedagogical readiness based on gender, with this variable serving as the independent variables and the two readiness dimensions as the dependent variables.

Qualitative data were analyzed using the framework developed by Miles et al. (2014), which involves data condensation, data display, and drawing and verifying conclusions. The qualitative findings were used to complement and further explain patterns observed in the qualitative data.

FINDINGS

Quantitative Results

In the quantitative phase, data were gathered via a survey completed by 39 English teachers, constituting a 76.4% response rate out of the 51 teachers initially targeted. Of the 39 teachers, 29 are female and 10 are male. This phase aimed to assess English teachers' readiness to implement online learning based on two primary dimensions: technical readiness and pedagogical readiness. In addition, it examines whether teachers' readiness differs significantly by gender.

Teachers' Online Learning Readiness

The first research question examined the extent of English teachers' readiness to implement online learning, focusing on technical and pedagogical dimensions.

Descriptive statistics revealed variation in how confident teachers felt across specific skills within each dimension.

Technical Readiness

High school English teachers responded to 16 items related to technical readiness. Overall, teachers demonstrated a high level of technical readiness, with most items falling within the high readiness category. As shown in Table 1, the item mean scores ranged from 2.28 to 3.44, indicating that none of the items fell within the low readiness level. In total, 13 out of 16 items fell within the high readiness category, while 3 items were rated as moderate. The highest-rated item was about the use of mobile device with internet access (M = 3.436, SD = 0.552). Conversely, the lowest mean score was recorded for items related to creating wikis or websites (M = 2.282, SD = 0.647).

Table 1. Descriptive Statistics for Technical Readiness Items

Item	Aspect	Mean	SD	Category
TR1	Availability of mobile device with internet access	3.436	0.552	High
TR2	Ability to use email	3.308	0.614	High
TR3	Ability to use word processing	3.282	0.647	High
TR4	Ability to download and upload	3.282	0.647	High
TR5	Ability to use presentation software	3.359	0.628	High
TR6	Ability to create a blog	2.641	0.707	Moderate
TR7	Ability to create wikis or web sites.	2.282	0.647	Moderate
TR8	Ability to use social media for teaching	3.410	0.498	High
TR9	Familiarity with learning management systems	3.308	0.569	High
TR10	Ability to convert printed content into digital format	3.231	0.627	High
TR11	Ability to design online quizzes	3.077	0.623	High
TR12	Ability to use online discussions	3.205	0.615	High
TR13	Ability to use online chat	3.359	0.537	High
TR14	Ability to publish lessons and activities online	2.821	0.756	Moderate
TR15	Ability to use learning management system to support teaching	3.051	0.605	High
TR16	Ability to developing e-learning activities	3.051	0.560	High

Pedagogical Readiness

High school English teachers pedagogical readiness was measured through 15 items. The analysis revealed generally high levels of readiness, with item means ranging from 2.718 to 3.359 (Table 2). Based on the classification, all items fell within either the moderate or high readiness categories, meaning that no items were rated in the low readiness. Out of 15 items, 12 were classified as high readiness, while 3 items were categorized as moderate. The highest-rated items (M = 3.359) were about ability to use technology to support teaching methods and encourage students to bring life experiences into the classroom. Meanwhile, the lowest-rated item was about belief in high-quality learning without face-to-face.

Table 2. Descriptive Statistics for Pedagogical Readiness Items

Item	Aspect	Mean	SD	Category
PR1	Ability to use technology to support teaching methods	3.359	0.486	High
PR2	Familiarity with integrating technology into curriculum	3.128	0.522	High
PR3	Belief in digital curriculum rigor	3.128	0.522	High
PR4	Belief in high-quality learning without face-to-face	2.718	0.647	Moderate
PR5	Support in student interaction and collaboration	3.179	0.389	High
PR6	Recognition of community building in digital curriculum	3.205	0.469	High
PR7	Ability to encourage students to bring life experiences into the classroom	3.359	0.486	High
PR8	Feeling comfortable communicating online	3.026	0.584	High
PR9	Ability to manage time well in a technology-enriched classroom	3.051	0.510	High
PR10	Flexibility in dealing with students issues	3.077	0.580	High
PR11	Ability to plan and organize technology-based teaching	2.974	0.428	Moderate
PR12	Ability to manage and control students' learning in a technology-enriched classroom	3.026	0.486	High
PR13	Ability to encourage students to discuss with their peers during online class	2.923	0.532	Moderate
PR14	Ability to encourage students to participate actively in questions and answers sessions	3.256	0.498	High
PR15	Ability to provide online quizzes in a technology-enriched classroom	3.026	0.628	High

Differences Based on Gender

To answer the second research question which examined whether teachers' technical and pedagogical readiness differed by gender, independent samples t-test were conducted for each dimension scores. Each analysis was preceded by assumption testing for normality and homogeneity of variance.

Descriptive analysis indicated that male teachers reported slightly higher average scores than female teachers in both dimensions of readiness. As shown in Table 3, male teachers scored a mean of 3.188 (SD = 0.430) for technical readiness and 3.146 (SD = 0.356) for pedagogical readiness, compared to female teachers who scored 3.113 (SD = 0.440) and 3.078 (SD = 0.338), respectively.

Table 3. Descriptive Statistics of Readiness by Gender

	Group	N	Mean	SD	SE	Coefficient of Variation
Technical	Female	29	3.113	0.440	0.082	0.141
	Male	10	3.188	0.430	0.136	0.135
Pedagogical	Female	29	3.078	0.338	0.063	0.110
	Male	10	3.146	0.356	0.113	0.113

Prior to conducting independent samples t-test, assumption checks were carried out. Normality of the scores was tested using the Shapiro-Wilk test. The results showed that the distribution of technical readiness scores was not significantly different from normal for female ($p = 0.332$) and male teachers ($p = 0.224$). However, for pedagogical readiness, the results indicated a violation of normality, with significant p-values for both female ($p = 0.006$) and male teachers ($p = 0.035$), suggesting non-normal distribution. Furthermore, homogeneity of variance was assessed using Levene's Test. The assumption was met for both technical ($p = 0.891$) and pedagogical readiness ($p = 0.969$), indicating equal variances across gender groups. Although the normality assumption for pedagogical readiness was violated, the independent samples t-test is robust to modest violations of normality, particularly when the assumption of homogeneity of variances is met. Therefore, the independent samples t-test was still used.

An independent sample t-test showed no significant difference in technical readiness between female and male teachers ($p = 0.643$). Similarly, no significant difference was found in pedagogical readiness based on gender ($p = 0.589$). The results are summarized in Table 4.

Table 4. Independent Samples T-Test of Readiness by Gender

	t	df	p
Technical	-0.467	37	0.643
Pedagogical	-0.544	37	0.589

Qualitative Results

In the qualitative phase, six teachers were purposely selected to reflect variation in demographic characteristics. Table 5 summarizes their demographic characteristics. This phase sought to address the third research question by investigating the contextual factors influencing teachers' online learning readiness. Semi-structured interviews were held in Bahasa Indonesia to ensure clarity and accommodate participants' availability. The resulting data were then organized into two primary categories. The first category addresses factors supporting teachers' readiness to adopt online learning. The second category covers factors hindering teachers' readiness to implement online learning.

Table 5. Demographic Information of Interview Participants

Pseudonym	Gender	Education Level	Teaching Experience
Teacher A	Female	Bachelor's degree	5 - 10 years
Teacher B	Female	Bachelor's degree	5 - 10 years
Teacher C	Female	Bachelor's degree	< 5 years
Teacher D	Male	Master's degree	> 15 years
Teacher E	Male	Master's degree	> 15 years
Teacher F	Female	Master's degree	> 15 years

Factors Supporting Teachers' Readiness to Implement Online Learning

This first group of themes reflects the factors that supported teachers in implementing online learning. These included both internal competencies and external perceptions that strengthened their confidence and ability to teach online.

Perceived Effectiveness of Digital Technology

After the pandemic, many high school English teachers expressed a greater recognition of how digital technology can support teaching and learning. Their prolonged experience with online instruction during the crisis made them more aware of the advantages technology can bring, not only in emergencies but also in regular classroom practice. Several participants described digital tools as crucial to maintaining learning continuity. For instance, Teacher D stated, "Digital technology helps keep the learning process going." Teachers also indicated that the internet had become a regular and convenient source of teaching materials. Rather than depending solely on printed textbooks, they frequently used online resources to supplement and diversify their teaching. This change suggests a growing adoption of blended learning, where online resources are used alongside traditional methods. Teacher D commented, "I more often utilize sources from the internet as additional references in addition to the textbooks that students have." In addition, teachers found digital content more engaging for students. Videos and interactive media were seen as more appealing than conventional textbooks. As Teacher B explained, "Technology is an interesting source of information for students, for example, conversation videos from YouTube, compared to the available textbooks."

These responses show that teachers' readiness for online learning is partly driven by their perception of technology as an effective teaching tool. This perspective has grown stronger after the pandemic.

Teacher Knowledge and Skills

Teachers' readiness for online learning in the post-pandemic era is significantly shaped by their prior experience and adaptive teaching strategies. From a technical standpoint, teachers with pre-pandemic experience in educational technology reported higher confidence levels. They also experienced a smoother transition, with one teacher remarking, "I was quite confident because I had been using it even before the pandemic. So I did not face many obstacles." Importantly, these digital skills remain relevant and are now an integral part of classroom teaching and learning activities. From a pedagogical perspective, the study found that teachers expanded their teaching methods. This growth was evident in their use of multimedia to support student learning. For instance, images and videos were frequently used to introduce new topics, as Teacher D confirmed: "... I usually introduce the lesson with image or video clips related to the topic." Moreover, to ensure active participation and monitor progress in an online environment, participants implemented systematic delivery methods. These included structured reviews and quizzes. Teacher C described this routine in detail: "During the apperception, I usually do questions and answers about the previous material, ... the closing is usually with a quiz if there is time." Overall, the findings indicate that the challenges of pandemic era teaching fostered a dual development. It not only strengthened teachers' technical readiness but also encouraged the creation of new pedagogical strategies. As a result of this combined growth, teachers now perceive themselves as more prepared and confident to integrate digital tools into their teaching practices in the long term.

Factors Hindering Teachers' Readiness to Implement Online Learning

The second set of themes relates to the obstacles that prevented teachers from effectively implementing and maintaining online learning. These challenges included various issues, from limitations in the surrounding environment to difficulties related to teaching methods and student motivation.

Lack of ICT Infrastructure and Technical Problems

Data from teacher interviews highlight a critical post-pandemic reality. Inadequate infrastructure is a major barrier to effective online learning. Although teaching practices have evolved since the pandemic, this problem endures, especially in rural and remote areas. Teachers reported persistent challenges with both internet access and device availability. These technical issues have caused a series of difficulties, which have affected not only how teachers deliver the material but also how students interact with it. The nature of the connectivity issue was explained by Teacher E: "… the internet connection here is not very good, especially for those who live far from urban areas." This unreliable access often leads to student absences and disrupts smooth communication. Consequently, maintaining consistent participation and achieving reliable learning outcomes becomes a difficult task. The situation is worsened by a lack of hardware. As Teacher E noted, the link between infrastructure and attendance is direct: "… Some students could not attend because they could not connect to the internet."

Furthermore, even when a network is available, a student's inability to obtain a proper device like a smartphone presents another significant obstacle. Teacher A captured this dual problem succinctly: "The challenge is that some students do not have mobile phones and the network in their area is inadequate." In essence, these qualitative accounts underscore the ongoing digital divide. Despite teachers' best efforts to adapt, structural limitations such as inadequate internet connectivity and limited device access remain powerful forces hindering the equitable delivery of online learning.

Students' Behavior

Student behavior continued to be a significant challenge affecting the success of online learning. Teachers pointed out that limited visibility and the absence of physical presence made it difficult to monitor whether students were truly engaged, especially those with low motivation. Unlike in face-to-face classes, where teachers can read students' expressions and body language, the online setting offered fewer opportunities for such observation. One teacher shared his thought:

> *Maybe it is related to student motivation. Those who lack motivation often ignore their confusion. As teachers, I cannot monitor that during online learning. In offline classes, when students are not paying attention or seem confused, I can observe their behavior in the classroom. (Teacher E)*

Teachers also expressed concern about the lack of accountability when students chose to turn off their cameras during online sessions. This made it very difficult to confirm whether students were actively participating or paying attention. Teacher E elaborated, "During online learning, many students turned off their cameras, which made it even harder to monitor them. With the cameras off, I had no idea what they were doing." In some instances, students would simply log in for attendance and then disengage from the lesson entirely. This behavior highlighted the limitations of online learning in promoting student discipline and responsibility. As Teacher F stated, "Students still need to be supervised. Some of them just mark their attendance and then leave." These responses illustrate how online learning continues to reduce teachers' ability to manage classroom dynamics and student behavior, elements that are crucial for maintaining the quality of instruction.

Negative Perception of Online Learning

Although online learning served as an essential solution during the pandemic, many teachers expressed a desire to return to traditional face-to-face instruction in the post-pandemic era. While some acknowledged that digital platforms are useful, they still considered in-person teaching to be more effective, particularly when it comes to encouraging interaction and handling classroom dynamics. Teacher E shared, "I am more comfortable with offline learning. Online is not a problem, but if possible, offline is better." Teachers also highlighted the importance of direct contact with students. They explained that face-to-face settings allow them to quickly notice and respond to learning difficulties, something that is much harder to do in online environments. Teacher C explained, "Because I can interact directly with students, I can immediately recognize their problems and respond to them directly. In online learning, it is harder to monitor student attendance and participation." Most importantly, teachers pointed out that online

learning made it particularly difficult to develop students' English language skills. They noted that speaking practice and immediate feedback, both essential for language acquisition, were very limited in online formats. Teacher F stated, "Sometimes I struggle to teach, because as we know that language needs to be spoken and practiced a lot, which is very limited when it is only online." These views suggest that teachers consider online learning to be less effective than face-to-face instruction for language teaching. This is mainly because language learning requires active interaction, spoken communication, and the ability to respond to students' needs right away.

DISCUSSION

This study aimed to investigate teachers' readiness for online learning, both technically and pedagogically, by addressing three research questions through an explanatory sequential mixed method design. The integration of quantitative and qualitative data provides a comprehensive understanding, not only of teachers' readiness levels but also of the factors influencing them.

Quantitative results revealed that post-pandemic online learning readiness among high school English teachers in Soppeng, South Sulawesi, both technical and pedagogical, was relatively high. This finding suggests that teachers in this context possess sufficient readiness to meet the growing demands of online learning, which is increasingly being implemented in today's education system, unlike during the pandemic when teachers still had moderate readiness levels (Al-Awidi & Aldhafeeri, 2017; Panol et al., 2020). The high readiness level may be attributed to the experience gained during the pandemic, as prior experience is one of the key factors shaping readiness (Scherer et al., 2021). However, this relationship may be curvilinear, where readiness initially increases with early experience but could decline if not supported by further competency development (Scherer et al., 2023).

The study found high levels of teacher readiness for online learning, covering both technical readiness and pedagogical readiness. Interestingly, this readiness was not significantly differentiated by gender. This finding is consistent with Lidinillah et al. (2021), who reported that gender does not affect teachers' readiness for online learning. A compelling explanation lies in the universal impact of the pandemic crisis. It forced all teachers, male and female, into the same situation as they all had to prepare for and engage in online instruction, which naturally levelled the playing field for skill acquisition. However, this outcome diverges from the research of Polat et al. (2022), who found that male teachers had higher technical readiness while female teachers scored better in pedagogical readiness. The timing of the research may be key here. Polat et al.'s study took place early in the pandemic. At that moment, with very little preparation time, any pre-existing gender differences likely became more visible. In contrast, this study was conducted later. By then, teachers had already navigated numerous online classes and gained significant experience. This accumulated practical knowledge and confidence likely helped to smooth over the initial, gender-based disparities in readiness that other researchers observed.

This study found that teachers' perception of technology effectiveness was a significant factor in supporting their online learning readiness. This supports previous findings (Rafiee & Abbasian-Naghneh, 2021; Zuo et al., 2024) that positive technology perceptions contribute to readiness for technology integration. As the Technology

Acceptance Model (TAM) suggests, when teachers perceive a technology as useful and easy to use, they are more likely to adopt it (Davis, 1989; Scherer et al., 2019). Furthermore, the study also identified teacher knowledge and skills as another important supporting factor. This result is in line with Zainudin and Bakar (2023), who found that both technical readiness and pedagogical readiness are associated with teachers' level of expertise and understanding.

Conversely, lack of ICT infrastructure and technical problems represent common obstacles in online learning implementation, particularly in non-urban areas. This aligns with previous studies documenting similar challenges not only in Indonesia but also in other countries (Aditya, 2021; Kulal & Nayak, 2020; Zgheib et al., 2023). Online learning heavily depends on supporting infrastructure, such as digital devices and internet access. Limitation on these infrastructures can lead to technical difficulties that disrupt online learning. Additionally, problematic student behavior emerged as another barrier to teachers' readiness. In this study, teachers reported various disruptive behaviors during online classes, including passive participation, turning off cameras, and leaving classes prematurely, findings that were consistent with prior studies (Baysal & Ocak, 2021; Noviyanti, 2021). Such behavior complicates teachers' tasks, potentially increasing stress levels and reducing their confidence in online teaching effectiveness. Furthermore, these behavioral issues can contribute to teachers' negative perceptions of online learning, constituting another hindering factor identified in this study. According to the TAM (Davis, 1989; Scherer et al., 2019), perceptions of usefulness significantly influence adoption readiness. When teachers develop unfavorable perceptions, in this context, toward online learning, their readiness to utilize this mode of instruction correspondingly decreases.

The findings of this study carry important implications for post-pandemic education, as online learning continues to be a key component of modern teaching. The high level of technical readiness and pedagogical readiness among English teachers shows that they are well-positioned to teach effectively in online settings. Moving forward, training programs should aim to enhance teachers' digital pedagogy skills, particularly in creating interactive content and managing engaging online classes. The fact that readiness levels did not differ by gender also implies that such programs can be implemented universally, promoting equality in professional development opportunities. However, various obstacles remain, such as inadequate infrastructure, recurring technical issues, difficult student behavior, and persistent negative perceptions of online learning. These issues point to the need for comprehensive policy measures that go beyond providing technology. Training in virtual classroom management and efforts to improve teachers' attitudes toward online learning should also be prioritized. Conceptually, the study reinforces the idea that teacher readiness in the post-pandemic context is shaped by both personal competence and the quality of the surrounding support system.

When interpreting the results of this study, several limitations need to be taken into account. First, the sample was relatively small, comprising 39 of the 51 English teachers in Soppeng, South Sulawesi. Because the sample was drawn from a single area, the results may not be representative of teachers in other regions with different demographic profiles or levels of educational infrastructure. Second, the data were gathered using surveys and interviews, both of which depend on participants' personal views. As a result, the responses may have been affected by individual bias or a tendency to give socially

acceptable answers. Furthermore, the study did not include direct classroom observations of how teachers actually conduct online teaching. This limits the ability to capture real-world behavior related to readiness. To address these gaps, future research should involve larger and more diverse samples from multiple regions. It would also benefit from including observational methods or longitudinal designs to provide a more thorough and objective picture of teachers' technical readiness and pedagogical readiness for online learning.

Overall, this research confirms that high school English teachers in Soppeng, South Sulawesi, possess high levels of technical readiness and pedagogical readiness for online learning, with no notable differences based on gender. These findings point to the importance of sustaining and further developing teacher competencies to keep pace with the demands of post-pandemic education. By shedding light on both the supportive and limiting factors affecting readiness, the study provides a basis for better decision-making in teacher training and educational policy. In addition, it encourages future research to examine teacher readiness in other educational settings and levels, using broader and more diverse methodological tools.

CONCLUSION

The primary objective of this study was to explore the readiness of high school English teachers for online learning after the pandemic, with particular attention to technical readiness and pedagogical readiness. Through an explanatory sequential mixed-method approach, the study found that teachers possessed a high level of readiness in both dimensions, and that gender did not significantly influence these results. This outcome suggests that the mandatory shift to online teaching during the pandemic has contributed to developing teacher competencies and minimizing earlier gender disparities in readiness.

Qualitative findings identified two main supporting factors: teachers' perception of technology effectiveness and their knowledge and skills. Meanwhile, the main obstacles were limited ICT infrastructure, technical problems, student behavior, and negative perceptions of online learning. These results point to the conclusion that readiness depends not only on what teachers know and can do, but also on the broader support systems in place.

As online learning continues to play an important role in education today, this study highlights the need for ongoing professional development that goes beyond basic technical training. Such programs should also address digital pedagogy and strategies for managing online classrooms. While the findings are based on self-reported data, they offer a valuable starting point for future research. Subsequent studies are encouraged to include a wider range of regions and to adopt observational or longitudinal methods to gain a more objective and comprehensive understanding of teacher readiness in various educational settings.

REFERENCES

Aditya, D. S. (2021). Embarking digital learning due to COVID-19: Are teachers ready? *Journal of Technology and Science Education*, *11*(1), 104. https://doi.org/10.3926/jotse.1109

Al-Awidi, H. M., & Aldhafeeri, F. M. (2017). Teachers' readiness to implement digital curriculum in Kuwaiti schools. *Journal of Information Technology Education: Research, 16*, 105–126. https://doi.org/10.28945/3685

Albrahim, F. A. (2020). Online teaching skills and competencies. *The Turkish Online Journal of Educational Technology*, *19*(1), 9–20.

Amoush, K. H., Mizher, R. A., & Alzoubi, M. F. (2023). Exploring English major students' readiness and its influence on the students' motivation for online English courses. *Journal of Language Teaching and Research*, *15*(1), 55–64. https://doi.org/10.17507/jltr.1501.07

Archambault, L., Leary, H., & Rice, K. (2022). Pillars of online pedagogy: A framework for teaching in online learning environments. *Educational Psychologist, 57*(3), 178–191. https://doi.org/10.1080/00461520.2022.2051513

Baysal, E. A., & Ocak, G. (2021). Teachers' views on student misbehaviors during online courses. *Problems of Education in the 21st Century*, *79*(3), 343–359. https://doi.org/10.33225/pec/21.79.343

Bluman, A. G. (2014). *Elementary Statistics: A Step by Step Approach* (9th ed). McGraw-Hill Companies, Inc.

Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education, 15*(1), i–vi. https://doi.org/https://doi.org/10.5281/zenodo.3778083

Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education* (8th Ed). Routledge. https://doi.org/10.4324/9781315456539

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, *13*(3), 319. https://doi.org/10.2307/249008

Farid, M. F., Parveen, S., & Iqbal, A. (2023). Problems faced and coping strategies during online teaching by EFL teachers at secondary level. *Global Educational Studies Review*, *VIII*(II), 580–588. https://doi.org/10.31703/gesr.2023(VIII-II).52

Firmansyah, R., Putri, D. M., Wicaksono, M. G. S., Putri, S. F., Widianto, A. A., & Palil, M. R. (2021). Educational transformation: An evaluation of online learning due to COVID-19. *International Journal of Emerging Technologies in Learning (IJET)*, *16*(07), 61. https://doi.org/10.3991/ijet.v16i07.21201

Imran, R., Fatima, A., Elbayoumi Salem, I., & Allil, K. (2023). Teaching and learning delivery modes in higher education: Looking back to move forward post-COVID-19 era. *The International Journal of Management Education*, *21*(2), 100805. https://doi.org/10.1016/j.ijme.2023.100805

Kulal, A., & Nayak, A. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *Asian Association of Open Universities Journal*, *15*(3), 285–296. https://doi.org/10.1108/AAOUJ-07-2020-0047

Lidinillah, D. A. M., Robandi, B., Wahyudin, W., & Dianasari, D. (2021). Elementary teachers's readiness to implement online learning during the COVID-19 pandemic.

Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran, *11*(2). https://doi.org/10.25273/pe.v11i2.9607

Lim, J. (2023). Impact of instructors' online teaching readiness on satisfaction in the emergency online teaching context. *Education and Information Technologies*, *28*(4), 4109–4126. https://doi.org/10.1007/s10639-022-11241-y

Luong, M. C. (2022). English teachers challenges in teaching online at Sao Bac Dau center. *ICTE Conference Proceedings*, *1*, 29–44. https://doi.org/10.54855/ictep.13

Mayer, R. E. (2019). Thirty years of research on online learning. *Applied Cognitive Psychology*, *33*(2), 152–159. https://doi.org/10.1002/acp.3482

Mehrotra, R., Verma, R. M., Devi, M., & Jakhar, R. S. (2022). Online teaching skills and competencies. *World Journal of English Language*, *12*(3), 187. https://doi.org/10.5430/wjel.v12n3p187

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd Ed). SAGE.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record: The Voice of Scholarship in Education*, *108*(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Nasir, F. D. M., Ghazali, N., & Wah, Y. B. (2024). Examining the trends of research on educators' readiness in online teaching & learning (2013-2022): A bibliometric analysis. *International Journal of Evaluation and Research in Education (IJERE)*, *13*(6), 3935. https://doi.org/10.11591/ijere.v13i6.27113

Noviyanti, S. D. (2021). An analysis of students misbehaviour in distance learning. *Loquen: English Studies Journal*, *14*(1), 31. https://doi.org/10.32678/loquen.v14i1.4242

Paliwal, M., & Singh, A. (2021). Teacher readiness for online teaching-learning during COVID − 19 outbreak: A study of Indian institutions of higher education. *Interactive Technology and Smart Education*, *18*(3), 403–421. https://doi.org/10.1108/ITSE-07-2020-0118

Panol, R. F., Caballes, D. G., & Vasquez, A. G. (2020). Teachers' readiness level on online teaching: Embracing distance learning modality. *Software Engineering And Technology*, *12*(4), 75–81. https://www.ciitresearch.org/dl/index.php/set/article/view/SE042020004.

Polat, E., Hopcan, S., & Yahşi, Ö. (2022). Are K–12 teachers ready for e-learning? *The International Review of Research in Open and Distributed Learning*, *23*(2), 214–241. https://doi.org/10.19173/irrodl.v23i2.6082

Pulham, E., & Graham, C. R. (2018). Comparing K-12 online and blended teaching competencies: A literature review. *Distance Education*, *39*(3), 411–432. https://doi.org/10.1080/01587919.2018.1476840

Rafiee, M., & Abbasian-Naghneh, S. (2021). E-learning: development of a model to assess the acceptance and readiness of technology among language learners.

Computer Assisted Language Learning, *34*(5–6), 730–750. https://doi.org/10.1080/09588221.2019.1640255

Reyes-Millán, M., Villareal-Rodríguez, M., Murrieta-Flores, M. E., Bedolla-Cornejo, L., Vázquez-Villegas, P., & Membrillo-Hernández, J. (2023). Evaluation of online learning readiness in the new distance learning normality. *Heliyon*, *9*(11), e22070. https://doi.org/10.1016/j.heliyon.2023.e22070

Safitri, I., Chastanti, I., Rohana, R., Hasibuan, L. R., Irmayanti, I., Sujarwo, S., & Nasution, H. F. (2022). Teachers' readiness in the implementation of online learning during COVID-19 pandemic. *International Journal of Evaluation and Research in Education (IJERE)*, *11*(3), 1082. https://doi.org/10.11591/ijere.v11i3.22463

Scherer, R., Howard, S. K., Tondeur, J., & Siddiq, F. (2021). Profiling teachers' readiness for online teaching and learning in higher education: Who's ready? *Computers in Human Behavior*, *118*, 106675. https://doi.org/10.1016/j.chb.2020.106675

Scherer, R., Siddiq, F., Howard, S. K., & Tondeur, J. (2023). The more experienced, the better prepared? New evidence on the relation between teachers' experience and their readiness for online teaching and learning. *Computers in Human Behavior*, *139*, 107530. https://doi.org/10.1016/j.chb.2022.107530

Scherer, R., Siddiq, F., & Tondeur, J. (2019). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachers' adoption of digital technology in education. *Computers & Education*, *128*, 13–35. https://doi.org/10.1016/j.compedu.2018.09.009

Shadlou, F., & Kashef, S. H. (2025). Examining the role of flipped classroom approach on English teachers' perceptions and challenges. *International Journal of Practical and Pedagogical Issues in English Education*, *3*(1), 75–97. https://doi.org/10.22034/ijpie.2025.490040.1067

Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, *33*(4), 289–306. https://doi.org/10.1080/08923647.2019.1663082

Subekti, A. S. (2021). COVID-19 triggered online learning implementation: Pre-service English teachers' beliefs. *Metathesis: Journal of English Language, Literature, and Teaching*, *4*(3), 232. https://doi.org/10.31002/metathesis.v4i3.2591

Subiyantoro, S. (2024). Transformative online learning post-pandemic: Challenges, opportunities, and future trends. *Jurnal Pekommas*, *9*(1), 29–39. https://doi.org/10.56873/jpkm.v9i1.5233

Tamondong, M. C., Gaboy, R. G., Mukminin, A., Collantes, L. M., Delos Santos, M. R. H. M., Ibanez, E. C., & Quicho, R. F. (2024). Evaluating educators' attitudes, skills readiness, and teaching performance on the online distance learning. *Journal of Higher Education Theory and Practice*, *23*(19). https://doi.org/10.33423/jhetp.v23i19.6706

Tsegay, S. M., Ashraf, M. A., Perveen, S., & Zegergish, M. Z. (2022). Online teaching during COVID-19 pandemic: Teachers' experiences from a Chinese university. *Sustainability*, *14*(1), 568. https://doi.org/10.3390/su14010568

Yang, C., & Xu, D. (2023). Predicting student and instructor e-readiness and promoting e-learning success in online EFL class during the COVID-19 pandemic: A case from China. *PLOS ONE*, *18*(5), e0284334. https://doi.org/10.1371/journal.pone.0284334

Zainudin, M. M., & Bakar, K. A. (2023). Online teaching readiness of early childhood education teachers. *International Journal of Academic Research in Progressive Education and Development*, *12*(1). https://doi.org/10.6007/IJARPED/v12-i1/16299

Zgheib, G., Al Daia, R., & Serhan, M. (2023). A contextual approach for exploring faculty readiness to teach online. *Heliyon*, *9*(10), e20491. https://doi.org/10.1016/j.heliyon.2023.e20491

Zohrabi, M., & Ahmadpour, F. (2025). Exploring the relationship between Iranian EFL pre-service teachers' autonomy and sense of preparedness to teach. *International Journal of Practical and Pedagogical Issues in English Education*, *3*(3), 75–97. https://doi.org/https://doi.org/10.22034/ijpie.2025.519072.1099

Zuo, M., Yan, Y., Ma, Y., & Luo, H. (2024). Modeling the factors that influence schoolteachers' work engagement and continuance intention when teaching online. *Education and Information Technologies*, *29*(8), 9091–9119. https://doi.org/10.1007/s10639-023-12186-6