

## **Level of Readiness of English Teachers in Alabel to Implement the Smart-Ed Initiative in School Year 2024-2025: Basis for A Proposed Plan**

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### **Abstract**

This study assessed the readiness of English teachers in Alabel to implement the SMART-ED initiative for the school year 2024-2025. It focused on three dimensions: technological, pedagogical, and content knowledge, based on the TPACK framework, while also examining the relationship between these readiness levels and teachers' self-efficacy. Using a descriptive-correlational research design, the study surveyed 184 English teachers from 30 schools in Alabel not yet implementing the SMART-ED initiative. Data were collected via validated questionnaires and analyzed through statistical methods, including weighted means and correlation analysis. Results indicate that teachers are "Approaching Readiness" in technological aspects, "Ready" in pedagogical and content knowledge, and exhibit high self-efficacy. However, gaps were identified in technological readiness, such as limited resources and insufficient capacity to create electronic learning materials. The study found negligible to moderate correlations between readiness dimensions and self-efficacy. Based on these findings, a proposed plan, "Project LEARN," was developed to enhance readiness through targeted professional development, provision of technological resources, and collaborative learning activities. The study highlights the need for continuous teacher training and support systems to optimize SMART-ED implementation and foster technology-integrated learning environments.

*Keywords: Education, Teacher Readiness, Technology Integration, TPACK Framework, SMART-ED Initiative, Philippines*