Research Article

READINESS ON E-LEARNING IN BUSINESS EDUCATION: A BASIS FOR A PROPOSED ENHANCEMENT PROGRAM

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ABSTRACT

E-learning has become essential to address the challenges posed by advances in information technology and its potential for broader knowledge access. Understanding stakeholder preparedness is crucial for the successful implementation and enhancement of E-learning programs. This study explores the readiness of students and teachers for E-learning in business education, aiming to develop programs that maximize its benefits. Respondents included selected senior high school students and teachers with business-related subjects, and the research employed a quantitative method using a survey-questionnaire. The findings revealed varied readiness levels, with students generally positive about E-learning due to its flexibility and interaction clarity, though they expressed concerns about resource access, such as laptops and internet connections. Teachers showed enthusiasm for integrating E-learning but had apprehensions about technological proficiency and resource availability. Despite the barriers identified, such as inconsistent technology integration, the study emphasizes the importance of tailored programs to address the specific needs of students and teachers. Recommendations include the adoption and utilization of the crafted proposed enhancement program by the researcher.

Keywords: E-learning, readiness, motivation, restraints, quality education.

INTRODUCTION

The Philippines' Basic Education System is at a crossroads, faced with many new demands and challenges. This was brought by the new typology set by the Department of Education (DepEd) and the implementation of distance learning to meet the guidelines set by the Inter-Agency Task Force for Infectious Diseases as Covid-19 disease arises. There are demands for curriculum revisions to meet the graduate learners' skills required in the fast-changing and global standard workforce needs.

Compounding current issues and challenges are the demands of a new and unique population of learners converging upon higher educational institutions. Generation Z, who are now entering Senior High School Programs, have learning expectations, styles, and needs different from past students. Thus, in order to improve teaching and learning, teachers and school administration should broaden their understanding of Generation Z, technology, and pedagogy.

The Sustainable Development Goal (SDG) 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." encompasses a broad range of targets to improve education worldwide. One of which is ensuring that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. The pandemic is only one of the challenges that pauses the education sector to achieve a continuous education and E-learning became a bridge to bring learning to each students' home. Nevertheless, even without the situation on the Covid 19, the usage of E-learning as a mode of learning has emerged because of pursuing to promote the 21st century skills, that is maximizing the use of technology for teaching instruction. With the new generation of students with a vast

time for gadgets and technology tools, E-learning could provide them personal space for learning and efficiency for technology use. Thus, it is important that the education sector is ready to deliver inclusive education in whatever circumstances that may arise and is flexible in the changing learning set-ups.

While many studies assess the readiness for E-learning, they typically focus on either students or teachers individually. This study uniquely examines the readiness of both students and teachers within the same context, providing a more comprehensive understanding of E-learning preparedness.

The researcher sought to assess whether Isabela National High School is ready to adopt E-learning as an avenue of teaching and learning process in Business Education. In the quest to improve teaching and learning, this study identified the profile of the respondents which includes the sex and program specialization for students while age, sex, educational attainment and trainings attended for teachers. The researcher determined the factors of motivation on E-learning readiness in terms of perceived effectiveness, self-efficacy, motivation, perceived usefulness and ease of use while for the factors that restrain the E-learning readiness were in terms of institutional/departmental factor, self (student/teacher) factor and faculty/facilitator-centered factor to assess the readiness of the Isabela National High School in adopting E-learning platforms in Business Education.

METHOD

The study followed a quantitative research design. The study utilized 260 students enrolled in Grade 12 Curriculum, across the Academic Track, namely: Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS) and Science, Technology, Engineering and Mathematics (STEM). The respondents were enrolled in their Business-related subject for the First Semester, S.Y. 2021-2022. The researcher utilized a simple random sampling

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technique to determine the respondents. Moreover, eight teachers teaching business-related subjects were utilized in the study.

The instrument utilized in this study is a survey questionnaire using Likert Scale. The scales and items used in the questionnaire was adopted from the research entitled "An Empirical Study to Explore the Adoption of E-Learning Social Media Platform in Taiwan: An Integrated Conceptual Adoption Framework Based on Technology Acceptance Model and Technology Threat Avoidance Theory" conducted by Mei-Hui Peng and Hsin-Ginn Hwang in 2021. Part 1 of the survey-questionnaire comprises the profile of the respondents and Part 2 is the assessment on the factors of motivation and factors that restrain E-learning readiness.

RESULTS

1. Assessment of Students on Motivation Factors on E-learning Readiness

Perceived Effectiveness

Table 1 presents the mean and descriptive rating of respondents' perceptions for online software applications. As assessed by the respondents "The use of online software applications allows me to know more about people" got a mean of 3.83 with a descriptive rating of "Agree". Respondents, on average, agreed that online software applications enable them to gain more knowledge about people. Followed by "The use of online software applications has improved my effectiveness in social messaging and communication with others" having a mean of 3.92 and descriptive rating of "Agree". While "Online software applications make it easier for me to search for information" received a mean of 4.32 with a descriptive rating of agree. Lastly, "online software applications can enhance my search for relevant interests and information more efficiently" gained a mean of 4.21 with a descriptive rating of "Agree".

In summary, respondents generally have positive perceptions of online software applications, agreeing that they are beneficial for gaining knowledge about people, improving communication, simplifying information search, and enhancing efficiency in finding relevant interests and information. The overall mean of 4.07 with a descriptive rating of "Agree", indicates that respondents, on average, agree with the statements related to the positive impact and effectiveness of online software applications in various aspects of their lives.

Table 1. Perceived Effectiveness of Students on Software Applications

Items	Mean Rating	Description
1. The use of online software applications allows me to know more about people.	3.83	Agree
2. The use of online software applications has improved my effectiveness in social messaging and communication with others.	3.92	Agree
3. Online software applications make it easier for me to search for information.	4.32	Agree
4. Online software applications can enhance my search for relevant interests and information more efficiently.	4.21	Agree
Overall	**4.07**	**Agree**

Self-Efficacy

Table 2 presents the weighted mean distribution on the self-efficacy for three specific software applications: e-Classroom, Zoom Meet, and Google Classrooms. The highest mean was observed for the statements expressing a belief in applying acquired knowledge from online software applications with a mean of 3.90 with a descriptive rating of "Agree", and the confidence in operating them according to instruction manuals received a mean of 3.90 with a descriptive rating of "Agree". Following closely were statements reflecting satisfaction with software usage gained a mean of 3.79, with a descriptive rating of "Agree" and a belief in using online software applications for work garnered a mean of 3.79, interpreted as "Agree". Respondents also exhibited a strong inclination to continue using online software applications even without explicit instruction, as indicated by a mean of 3.64, which is also categorized as "Agree". Furthermore, respondents expressed confidence in handling online software applications in their daily lives, garnering a mean of 3.68 with a descriptive rating of "Agree". The willingness to provide new ideas based on the interaction with online software applications received a mean of 3.68, also falling under the "Agree" category. The results suggest an overall positive sentiment among respondents, reflecting confidence, satisfaction, and a proactive approach towards online software applications. The result shows a grand mean of 3.77 with a descriptive rating of "Agree", respondents demonstrated a generally positive attitude towards online software applications.

Table 2. Self-Efficacy of Students on Software Applications

Items	Mean	Description
1. I can operate the online software application according to the instruction manual.	3.90	Agree
2. Even if no one can teach me how to use an online software application, I will continue to use it.	3.64	Agree
3. I am confident in handling online software applications in my daily life.	3.68	Agree
4. I am satisfied with using the online software applications.	3.79	Agree
5. I always believe in using online software applications to get my work done.	3.79	Agree
6. I like to apply what I have learned from online software applications.	3.90	Agree
7. I like to provide new ideas based on the interaction of online software applications.	3.68	Agree
Overall	**3.77**	**Agree**

Motivation to Use E-Learning

Table 3 displays the weighted mean distribution on the motivation to use e-learning for software applications. The statement "I will always use the learning application in the future" garnered the highest mean at 3.78, indicating a strong agreement among respondents. Following closely were statements expressing an intention to use the e-learning application with a mean of 3.73, also "Agree" and recommending its usage to others earned a mean of 3.71, with a descriptive rating of "Agree". Despite this overall positive sentiment, a statement indicating a neutral stance emerged with the lowest mean of 3.32. This statement conveyed an uncertainty regarding the adoption of the learning application in the college or university environment, suggesting a lack of strong agreement or disagreement. In summary, the results suggest an overall favorable attitude towards the e-learning application, with a notable consensus on its use in the future, recommendation to others, and a relatively neutral stance concerning its adoption in the college or university setting. The results shows a

grand mean of 3.63, with a descriptive rating of "Agree", respondents exhibited a positive inclination towards the e-learning application.

Table 3. Motivation of the Students on the Use of Software Applications

Items	Mean	Description
1. I think I will use the e-learning application.	3.73	Agree
2. I recommend using the e-learning application to others.	3.71	Agree
3. I will always use learning application in the future.	3.78	Agree
4. Whatsoever the environments, I do not intend to adopt learning application when it becomes available in my college / university.	3.32	Neutral
Overall	**3.63**	**Agree**

Perceived Usefulness

Table 4 presents the weighted mean distribution on the Motivation to Perceived Usefulness for Software Applications, specifically focusing on the assessment on the usefulness of the system in the learning context. The highest mean was associated with the statement "I would find the system useful in my learning," with a mean of 3.98, indicating strong agreement among respondents. Following closely were statements highlighting the belief that using the system would enable quicker task accomplishment (mean of 3.93), improve learning performance (mean of 3.87), and make learning easier (mean of 3.88), all falling under the category of "Agree". Additionally, respondents expressed agreement that using the system would enhance their effectiveness in the learning process, as indicated by a mean of 3.81. The statement "Using the system in my learning would increase my productivity" received a mean of 3.70, further contributing to the positive perception of the software applications' usefulness. In summary, the results suggest an overall consensus among respondents regarding the positive impact and utility of the software applications in the learning environment.

With an overall mean of 3.86, categorized as "Agree", respondents demonstrated a consistent positive perception regarding the perceived usefulness of the software applications in their learning.

Table 4. Perceived Usefulness of Students on Software Applications

Items	Mean	Description
1. Using the system in my learning would enable me to accomplish tasks more quickly.	3.93	Agree
.2. Using the system would improve my learning ability performance.	3.87	Agree
3. Using the system in my learning would increase my productivity.	3.70	Agree
4. Using the system would enhance my effectiveness on the learning process.	3.81	Agree
5. Using the system would make it easier to do my learning.	3.88	Agree
6. I would find the system useful in my learning.	3.98	Agree
Overall	**3.86**	**Agree**

Perceieved Ease of Use

In Table 5, the weighted mean distribution on the Perceived Ease of Use for Software Applications is presented, focusing on respondents' perceptions regarding the ease of using the system.

Garnered an overall mean of 3.84, indicating a rating of "Agree", respondents expressed a positive perception of the ease of use associated with the software applications. The highest mean was observed for the statement "Learning to operate the system would be easy for me," with a mean of 3.81, signifying a strong agreement among respondents. Additionally, respondents found it easy to get the system to perform desired tasks (mean of 3.65), indicating a positive attitude towards the system's functionality. Interactions with the system were perceived as clear and understandable, as reflected in a mean of 3.79. Respondents also viewed the system as flexible and easy to interact with, as indicated by a mean of 3.75. The statement "It would be easy for me to become skillful at using the system" received a mean of 3.68, further contributing to the positive perception of the system's usability. In summary, the results suggest an overall agreement among respondents regarding the perceived ease of use for the software applications, emphasizing factors such as ease of learning, flexibility, and clarity in interactions.

Table 5. Perceived Ease of Students on Software Applications

Items	Mean	Description
1. Learning to operate the system would be easy for me.	3.81	Agree
2. I would find it easy to get the system to do what I want it to do.	3.65	Agree
3. My interaction with the system would be clear and understandable.	3.79	Agree
4. I would find the system to be flexible to interact with.	3.75	Agree
5. It would be easy for me to become skillful at using the system.	3.68	Agree
6. I would find the system easy to use.	3.73	Agree
Overall	**3.84**	**Agree**

2. Assessment of Teachers on Motivation Factors on E-learning Readiness

Perceived Effectiveness

Table 6 presents the Weighted Mean Distribution on the Perceived Effectiveness for Software Applications, focusing on the assessment on effectiveness of e-Classroom, Zoom Meet, and Google Classrooms. The results show an overall mean of 4.69, categorizing their sentiment as "Strongly Agree". The use of online software applications enriches their understanding of individuals earned the highest mean of 4.50, with a description of "Strongly Agree". Additionally, respondents unanimously express a belief in the substantial improvement of their effectiveness in social messaging and communication through e-Classroom, Zoom Meet, and Google Classrooms, with a mean of 4.75 and a descriptive rating of "Strongly Agree".

The unanimity extends to a mean of 4.75 ("Strongly Agree") for statements emphasizing the facilitation of efficient information retrieval, indicating that these applications make the search process notably easier. Respondents also unanimously agree, with a mean of 4.75 and a descriptive rating of "Strongly Agree", that these software applications play a pivotal role in enhancing their search for relevant interests and information with high efficiency. In conclusion, the Weighted Mean Distribution underscores a robust and unanimous consensus among respondents, emphasizing their strong belief in the exceptional effectiveness of e-Classroom, Zoom Meet, and Google Classrooms, supported by the highest "Strongly Agree" descriptive ratings.

Table 6. Perceived Effectiveness of Teachers on Software Applications

Items	Mean	Description
1. The use of online software applications allows me to know more about people.	4.50	Strongly Agree
2. The use of online software applications has improved my effectiveness in social messaging and communication with others.	4.75	Strongly Agree
3. Online software applications make it easier for me to search for information.	4.75	Strongly Agree
4. Online software applications can enhance my search for relevant interests and information more efficiently.	4.75	Strongly Agree
Overall	**4.69**	**Strongly Agree**

Self-Efficacy

Table 7 outlines the Weighted Mean Distribution on Self-Efficacy for Software Applications, specifically focusing on e-Classroom, Zoom Meet, and Google Classrooms. The respondents' assessment reveals an overall mean of 4.43, indicating a collective sentiment of "Agree". Examining individual statements, respondents express agreement with operating online software applications according to instruction manuals, as reflected by a mean of 4.38 and a descriptive rating of "Agree". Similarly, respondents affirm their self-efficacy by asserting that even without external instruction, they would continue using online software applications, garnering a mean of 4.25 and a descriptive rating of "Agree". Furthermore, respondents indicate confidence in handling online software applications in their daily lives (mean of 4.25, "Agree"), satisfaction with using online software applications (mean of 4.38, "Agree"), and a consistent belief in using these applications to accomplish their work (mean of 4.25, "Agree"). The standout features in this self-efficacy assessment are the statements "I like to apply what I have learned from online software applications" and "I like to provide new ideas based on the interaction of online software applications," both receiving a high mean of 4.75 and a descriptive rating of "Strongly Agree".

In conclusion, the Weighted Mean Distribution portrays an overall agreement among respondents regarding their self-efficacy with e-Classroom, Zoom Meet, and Google Classrooms. The highest mean scores are associated with statements reflecting a strong inclination to apply learned concepts and contribute new ideas, reinforcing the positive and confident stance towards these software applications.

Table 7. Self-efficacy of Teachers on Software Applications

Items	Mean	Description
1. I can operate the online software application according to the instruction manual.	4.38	Agree
2. Even if no one can teach me how to use an online software application, I will continue to use it.	4.25	Agree
3. I am confident in handling online software applications in my daily life.	4.25	Agree
4. I am satisfied with using the online software applications.	4.38	Agree
5. I always believe in using online software applications to get my work done.	4.25	Agree
6. I like to apply what I have learned from online software applications.	4.75	Strongly Agree
7. I like to provide new ideas based on the interaction of online software applications.	4.75	Strongly Agree
Overall	**4.43**	**Agree**

Motivation to Use E-Learning

Table 8 provides the assessment of teachers using the Weighted Mean Distribution on the Motivation to Use E-learning for Software Applications, specifically targeting respondents' motivation to engage with e-learning applications. The overall mean of 4.43 indicates a collective sentiment categorized as "Agree".

Exploring individual statements, respondents express a strong agreement (Mean: 4.75, "Strongly Agree") that they will use the e-learning application. This inclination towards utilization extends to a similar high mean and a "Strongly Agree" descriptive rating for the statement "I recommend using the e-learning application to others." The respondents exhibit a particularly high motivation for future engagement, with a mean of 4.88 and a "Strongly Agree" rating for the statement "I will always use the learning application in the future." This statement underscores a robust commitment and enthusiasm for continued use. However, a noteworthy observation emerges with a mean of 3.38 and an overall descriptive rating of "Agree" for the statement "Whatsoever the environments, I do not intend to adopt the learning application when it becomes available in my college/university." This statement suggests a nuanced perspective, indicating agreement but not strong agreement, regarding the intention to adopt the learning application in certain environments.

In summary, the Weighted Mean Distribution illustrates an overall agreement among respondents regarding their motivation to use e-learning applications. While there is strong enthusiasm and commitment expressed for current and future use, the nuanced response to the adoption of these applications in specific environments adds a layer of complexity to the overall motivation assessment.

Table 8. Motivation of Teachers to Use E-learning Software Applications

Items	Mean	Description
1. I think I will use the e-learning application.	4.75	Strongly Agree
2. I recommend using the e-learning application to others.	4.75	Strongly Agree
3. I will always use learning application in the future.	4.88	Strongly Agree
4. Whatsoever the environments, I do not intend to adopt learning application when it becomes available in my college / university.	3.38	Agree
Overall	**4.44**	**Agree**

Perceived Usefulness

Table 9 presents the Weighted Mean Distribution on the Motivation to Perceived Usefulness for Software Applications, focusing on respondents' motivation and assessment regarding the usefulness of the system in teaching. The overall mean of 4.65 indicates a robust collective sentiment categorized as "Strongly Agree".

Analyzing individual statements, respondents express a resounding agreement with statements related to the perceived usefulness of the system in teaching. Specifically, with a mean of 4.75 and a "Strongly Agree" descriptive rating, respondents strongly affirm that using the system in their teaching would enable them to accomplish tasks more quickly. Similarly, statements emphasizing improvement in teaching ability performance (Mean: 4.63, "Strongly Agree"), increased productivity (Mean: 4.63, "Strongly Agree"), enhanced effectiveness in the teaching process (Mean: 4.63, "Strongly Agree"), and ease in teaching tasks (Mean: 4.63, "Strongly Agree") all contribute to the

strong consensus on the perceived usefulness of the system. The collective affirmation of finding the system useful in teaching (Mean: 4.63, "Strongly Agree") further reinforces the respondents' positive perceptions.

In summary, the Weighted Mean Distribution underscores a robust and unanimous consensus among respondents regarding their motivation and perceived usefulness of the system in teaching. The high overall mean of 4.65, coupled with "Strongly Agree" ratings across individual statements, reflects a strong belief in the efficacy and positive impact of the software applications on teaching tasks and processes.

Table 9. Perceived Usefulness of Teachers on Software Applications

Items	Mean	Description
1. Using the system in my teaching would enable me to accomplish tasks more quickly.	4.75	Strongly Agree
2. Using the system would improve my teaching ability performance.	4.63	Strongly Agree
3. Using the system in my teaching would increase my productivity.	4.63	Strongly Agree
4. Using the system would enhance my effectiveness on the teaching process.	4.63	Strongly Agree
5. Using the system would make it easier to do my teaching.	4.63	Strongly Agree
6. I would find the system useful in my teaching.	4.63	Strongly Agree
Overall	**4.65**	**Strongly Agree**

Perceived Ease of Use

Table 10 provides an overview of the Weighted Mean Distribution on the Perceived Ease of Use for Software Applications, focusing on respondents' perceptions of the ease of use for the system. The overall mean of 4.35 indicates a collective sentiment categorized as "Agree". Examining individual statements, respondents express agreement (Mean: 4.38, "Agree") with the ease of learning to operate the system. Similarly, respondents find it agreeable (Mean: 4.38, "Agree") that they would find it easy to get the system to do what they want. The perceived clarity and understandability of respondents' interactions with the system also receive an agreeable mean of 4.38, contributing to the overall positive sentiment. However, a slightly lower mean of 4.25 and an "Agree" rating is associated with the statement expressing that respondents would find the system to be flexible to interact with. Furthermore, respondents agree (Mean: 4.38, "Agree") that it would be easy for them to become skillful at using the system, and they find the system generally easy to use (Mean: 4.38, "Agree").

In summary, the Weighted Mean Distribution highlights an overall agreement among respondents regarding the perceived ease of use for the software applications. While the majority of statements receive a high mean and an "Agree" rating, the slightly lower mean for system flexibility indicates a nuanced perspective on this particular aspect of usability.

Table 10. Perceived Ease of Use of Teachers on Software Applications

Items	Mean	Description
1. Learning to operate the system would be easy for me.	4.38	Agree
2. I would find it easy to get the system to do what I want it to do.	4.38	Agree
3. My interaction with the system would be clear and understandable.	4.38	Agree
4. I would find the system to be flexible to interact with.	4.25	Agree
5. It would be easy for me to become skillful at using the system.	4.38	Agree
6. I would find the system easy to use.	4.38	Agree
Overall	**4.35**	**Agree**

3. Assessment of Students on the Restraining Factors on E-learning Readiness

Institutional/ Departmental Factors

Table 11 outlines the Weighted Mean Distribution on Institutional/Departmental Factors in the context of students, specifically focusing on the absence of essential resources. The overall mean of 2.93 indicates a collective sentiment categorized as "Serious."

Exploring individual statements, respondents express a concerningly low mean of 2.80 and a "Serious" rating regarding the absence of software. This suggests that the lack of necessary software is perceived as a significant and serious issue affecting students. Similarly, the absence of an Internet connection is considered a substantial concern, with a mean of 3.15 and a "Serious" rating. This indicates that respondents view the lack of Internet connectivity as a serious factor impacting students' access to online resources and tools. Respondents also highlight the absence of computers or handheld devices, giving it a mean of 2.93 and a "Serious" rating. This underscores the perceived significance of having access to computing devices for effective learning. Furthermore, the absence of a sound system inside the classroom is considered a matter of concern, with a mean of 2.83 and a "Serious" rating. This suggests that respondents believe a functional sound system is important for an optimal learning environment.

In summary, the Weighted Mean Distribution underscores a collective concern among respondents regarding institutional/departmental factors impacting students, particularly the absence of software, Internet connection, computers/handheld devices, and a sound system. The overall mean of 2.93, coupled with "Serious" ratings across individual statements, reflects a shared belief in the significance of addressing these factors for an enhanced learning experience.

Table 11. Institutional/Department Factors that Restrains the Readiness on E-learning

Items	Mean	Description
1. Absence of software	2.80	Serious
2. Absence of Internet Connection	3.15	Serious
3. Absence of Computers/Handheld Computers	2.93	Serious
4. Absence of sound system inside the class room	2.83	Serious
Overall	**2.93**	**Serious**

Self/Student Factors

Table 12 presents the Weighted Mean Distribution on Self/Student Factors, emphasizing various aspects related to individual students. The overall mean of 2.71 indicates a collective sentiment categorized as "Serious," highlighting concerns regarding self/student factors. Examining individual statements, respondents express significant

concern (Mean: 2.64, "Serious") about the unavailability of personal e-mail addresses and irregular use of personal e-mail accounts. This suggests that respondents perceive these factors as serious obstacles to effective student engagement and communication. Similarly, the absence of any account on networking sites and irregular use of such accounts are considered serious issues, with means of 2.67 and 2.64, respectively. Respondents highlight the absence of personal computing devices, including computers, iPads, and other handheld devices, with a mean of 2.85 and a "Serious" rating. This emphasizes the importance of personal devices in the context of learning. Furthermore, respondents express concern about the lack of knowledge in using E-learning platforms, giving it a mean of 2.82 and a "Serious" rating. This suggests that respondents view proficiency in using E-learning platforms as crucial for effective student engagement.

In summary, the Weighted Mean Distribution underscores a collective concern among respondents regarding self/student factors that may impede effective learning. The overall mean of 2.71, coupled with "Serious" ratings across individual statements, reflects a shared belief in the significance of addressing these factors to enhance students' readiness and capability to engage in E-learning platforms.

Table 12. Self/Student Factors that Restrains the Readiness on E-learning

Items	Mean	Description
1. Unavailability of personal e-mail address.	2.64	Serious
2. Irregular use of personal e-mail account.	2.65	Serious
3. Unavailability of any account on any networking sites.	2.67	Serious
4. Irregular use of any networking sites account.	2.64	Serious
5. Absence of personal computer, ipad and other handheld computers.	2.85	Serious
6. Lack of knowledge in using E-learning platforms.	2.82	Serious
Overall	**2.71**	**Serious**

Faculty/Facilitator-Centered Factors

Table 13 details the Weighted Mean Distribution on Faculty/Facilitator-Centered Factors, shedding light on various aspects related to instructors or facilitators. The overall mean of 2.72 indicates a collective sentiment categorized as "Serious," pointing to significant concerns regarding faculty/facilitator-centered factors.

Breaking down individual statements, respondents express serious concern (Mean: 2.65, "Serious") about the faculty/facilitator's ability to produce artistic and creative presentations. This suggests a perceived gap in the delivery of engaging and innovative instructional content. Similarly, the faculty/facilitator's failure to produce informative presentations is considered a serious issue, with a mean of 2.78 and a "Serious" rating. This indicates a collective perception that the clarity and informativeness of instructional materials are crucial components of effective teaching. Concerns extend to communication methods, as the faculty/facilitator's failure to send communications through emails or networking sites accounts is rated as serious, with a mean of 2.64. Moreover, the failure to deliver relevant multimedia content, such as videos, images, and portfolios against the subject matter, is considered a significant issue, with a mean of 2.75 and a "Serious" rating. Respondents express serious concern (Mean: 2.73, "Serious") about the faculty/facilitator's lack of knowledge in operating technological equipment, emphasizing the importance of technological proficiency in facilitating effective learning experiences. The faculty/facilitator's failure to consistently integrate technology-

driven strategies in the learning process is another serious concern, with a mean of 2.81 and a "Serious" rating.

In summary, the Weighted Mean Distribution underscores a collective concern among respondents regarding faculty/facilitator-centered factors that may impact the quality of instruction and the use of technology in the learning process. The overall mean of 2.72, coupled with "Serious" ratings across individual statements, reflects a shared belief in the significance of addressing these factors to enhance the overall quality of the learning experience.

Table 13. Faculty/Facilitator-Centered Factors that Restrains the Readiness on E-learning

Items	Mean	Description
1. Fails to produce artistic and creative presentations.	2.65	Serious
2. Fails to produce informative presentations.	2.78	Serious
3. Fails to send communication thru emails/networking sites account.	2.64	Serious
4. Fails to deliver relevant videos, images, portfolio against the subject matter.	2.75	Serious
5. Lack of knowledge in operating technological equipment.	2.73	Serious
6. Fails to consistently integrate the technology-driven strategies in the learning process.	2.81	Serious
Overall	**2.72**	**Serious**

4. Assessment of Teachers on the Restraining Factors on E-learning Readiness

Institutional/ Departmental Factors

Table 14 outlines the Weighted Mean Distribution on Institutional/Departmental Factors specifically focusing on teachers, highlighting aspects related to the absence of essential resources. The overall mean of 3.32 indicates a collective assessment categorized as "Serious."

Analyzing individual statements, respondents express concern (Mean: 3.13, "Serious") about the absence of necessary software. While serious, this concern is slightly less pronounced compared to other factors. The absence of an Internet connection is considered a very serious issue, with a mean of 3.50 and a "Very Serious" rating. This indicates that respondents view the lack of Internet connectivity as a significant impediment to effective teaching. Similarly, the absence of computers or handheld devices is also regarded as very serious, with a mean of 3.63 and a "Very Serious" rating. This underscores the perceived importance of having access to computing devices for effective teaching. Concerns about the absence of a sound system inside the classroom are expressed, with a mean of 3.00 and a "Serious" rating.

In summary, the Weighted Mean Distribution indicates a collective concern among respondents, specifically teachers, regarding institutional/departmental factors. The overall mean of 3.32, coupled with "Serious" and "Very Serious" ratings across individual statements, reflects a shared belief in the significance of addressing these factors to enhance the overall teaching experience.

Table 14. Institutional/Departmental Factors that affect teachers that Restrains in the Readiness on E-learning

Items	Mean	Description
1. Absence of software.	3.13	Serious
2. Absence of Internet Connection.	3.50	Very Serious
3. Absence of Computers/Handheld Computers.	3.63	Very Serious
4. Absence of sound system inside the class room.	3.00	Serious
Overall	**3.32**	**Serious**

Self/Teacher Factors

Table 15 presents the Weighted Mean Distribution on Self/Teacher Factors, focusing on various aspects related to individual students. The overall mean of 2.35 indicates a collective assessment categorized as "Slightly Serious," suggesting moderate concern regarding self/teacher factors.

Examining individual statements, respondents express slight seriousness (Mean: 2.25, "Slightly Serious") about the unavailability of personal e-mail addresses and irregular use of personal e-mail accounts. This suggests that while there is some concern, it is not perceived as a highly critical issue. The absence of any account on networking sites is considered slightly serious, with a mean of 1.88 and a "Slightly Serious" rating. This indicates a moderate level of concern about students not having any presence on networking sites. Similarly, the irregular use of networking sites accounts is viewed as slightly serious, with a mean of 2.38. This suggests a mild concern about students' inconsistent use of networking sites for educational purposes. The absence of personal computing devices, including computers, iPads, and other handheld devices, is rated as serious, with a mean of 2.75 and a "Serious" rating. This underscores the perceived importance of personal devices for effective learning. Concerns are also expressed about the lack of knowledge in using E-learning platforms, with a mean of 2.63 and a "Serious" rating.

In summary, the Weighted Mean Distribution reflects a moderate level of concern among respondents regarding self/student factors. The overall mean of 2.35, coupled with "Slightly Serious" and "Serious" ratings across individual statements, indicates a balanced perspective on the importance of addressing these factors for enhancing students' readiness and capability to engage in E-learning platforms.

Table 15. Self/Teacher Factors that Restrains the Readiness on E-learning

Items	Mean	Description
1. Unavailability of personal e-mail address.	2.25	Slightly Serious
2. Irregular use of personal e-mail account.	2.25	Slightly Serious
3. Unavailability of any account on any networking sites.	1.88	Slightly Serious
4. Irregular use of any networking sites account.	2.38	Slightly Serious
5. Absence of personal computer, ipad and other handheld computers.	2.75	Serious
6. Lack of knowledge in using E-learning platforms.	2.63	Serious
Overall	**2.35**	**Slightly Serious**

Faculty/Facilitator-Centered Factors

Table 16 details the Weighted Mean Distribution on Faculty/Facilitator-Centered Factors, shedding light on various aspects related to instructors or facilitators. The overall mean of 2.81 indicates a collective sentiment categorized as "Serious," pointing to significant concerns regarding faculty/facilitator-centered factors.

Breaking down individual statements, respondents express serious concern (Mean: 2.88, "Serious") about the faculty/facilitator's ability to produce artistic and creative presentations. This suggests a perceived gap in the delivery of engaging and innovative instructional content. Similarly, the faculty/facilitator's failure to produce informative presentations is considered a serious issue, with a mean of 2.88 and a "Serious" rating. This indicates a collective assessment that the clarity and in formativeness of instructional materials are crucial components of effective teaching. Concerns extend to communication methods, as the faculty/facilitator's failure to send communications through emails or networking sites accounts is rated as serious, with a mean of 2.63. Moreover, the failure to deliver relevant multimedia content, such as videos, images, and portfolios against the subject matter, is considered a significant issue, with a mean of 2.75 and a "Serious" rating. Respondents express serious concern (Mean: 2.88, "Serious") about the faculty/facilitator's lack of knowledge in operating technological equipment, emphasizing the importance of technological proficiency in facilitating effective learning experiences. The faculty/facilitator's failure to consistently integrate technology-driven strategies in the learning process is another serious concern, with a mean of 2.88 and a "Serious" rating.

In summary, the Weighted Mean Distribution underscores a collective concern among respondents regarding faculty/facilitator-centered factors that may impact the quality of instruction and the use of technology in the learning process. The overall mean of 2.88, coupled with "Serious" ratings across individual statements, reflects a shared belief in the significance of addressing these factors to enhance the overall quality of the learning experience.

Table 16. Faculty/Facilitator-Centered Factors that Restrains the Readiness on E-learning

Items	Mean	Description
1. Fails to produce artistic and creative presentations.	2.88	Serious
2. Fails to produce informative presentations.	2.88	Serious
3. Fails to send communication thru emails/networking sites account.	2.63	Serious
4. Fails to deliver relevant videos, images, portfolio against the subject matter.	2.75	Serious
5. Lack of knowledge in operating technological equipment.	2.88	Serious
6. Fails to consistently integrate the technology-driven strategies in the learning process.	2.88	Serious
Overall	**2.81**	**Serious**

DISCUSSION

The data analysis reveals that in students assessment on online software applications it is highly motivating and effective across various aspects of their lives. They generally exhibit a positive attitude towards these tools, demonstrating confidence and satisfaction in navigating and using them. Additionally, students show a strong motivation to use e-learning applications, recognizing their importance and intending to continue using them in the future. The perceived usefulness of these applications is consistently positive, with students acknowledging their beneficial impact on their studies. Lastly, the ease of use of these software applications is positively perceived, highlighting their flexibility, clear interactions, and ease of learning.

In students' perceptions of the factors restraining the readiness for e-learning, institutional and departmental factors highlight the shared belief that addressing issues such as the lack of software, internet connection, handheld computers, and sound systems is crucial for enhancing the learning experience. Regarding self/student factors, students express significant concern about effective engagement, communication, and proficiency in using e-learning platforms. Meanwhile, faculty/facilitator-centered factors imply a collective concern among the respondents about the potential impact on the quality of instruction and the use of technology in the learning process.

Similarly, the teachers' assessment of the effectiveness of software applications suggests that these tools significantly enhance their effectiveness in social messaging and communication through platforms like E-Classroom, Zoom Meet, Google Classrooms, and other learning software. Regarding self-efficacy, teachers show a strong inclination to apply learned concepts and contribute new ideas, reflecting a positive and confident attitude towards using software applications. Furthermore, there is strong enthusiasm and commitment to the current and future use of e-learning, though responses indicate some complexity regarding the adoption of software applications in specific environments. Teachers also strongly believe in the usefulness and positive impact of these applications on teaching tasks and processes. Lastly, while the perceived ease of use is generally positive, indicating clarity and understandability in interacting with the system, there is a slightly lower mean concerning system flexibility.

In teachers' perceptions of the factors restraining the readiness for e-learning, institutional and departmental factors highlight concerns about the lack of internet connection and handheld computers, which could significantly impact effective teaching. Regarding self/teacher factors, there is a moderate level of concern, particularly about the absence of personal computers and the need for better knowledge in using e-learning platforms. Lastly, faculty/facilitator-centered factors emphasize a collective concern about the ability to create artistic, creative, and informative presentations, deliver relevant tools, and consistently use technology in teaching. These factors must be addressed to ensure a meaningful learning experience for students.

CONCLUSION

From the results of the study, both students and teachers view online software applications as highly motivating and effective for various aspects of their lives and teaching processes. Students demonstrate a positive attitude, confidence, and satisfaction in using these tools, with strong motivation to continue using e-learning applications due to their perceived usefulness and ease of use. Teachers find that software applications significantly enhance their effectiveness in social messaging and communication, showing a strong inclination to apply learned concepts and contribute new ideas confidently. They display enthusiasm and commitment to e-learning, despite complexities in adopting these tools in specific environments. Teachers recognize the positive impact of these applications on teaching tasks and processes, though they note slightly lower satisfaction with system flexibility.

However, students also identify significant concerns related to the readiness for e-learning, particularly the availability of necessary resources such as software, internet connection, handheld computers, and sound systems. They also emphasize the need for effective engagement, communication, and proficiency in using e-learning platforms. Teachers share moderate concerns about personal resources and proficiency with e-learning platforms. Faculty-

centered factors highlight the need to create engaging and informative presentations and consistently integrate technology into teaching. To enhance the readiness and effectiveness of e-learning in Business Education, it is crucial to address these concerns. Thus, a proposed enhancement program crafted by the researcher is hoped to scaffold on E-learning readiness among schools.

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