ASSESSMENT OF THE READINESS IN UTILIZING OPEN EDUCATIONAL RESOURCE-BASED LESSONS IN TEACHING ARALING PANLIPUNAN AMONG CLUSTER 3 TEACHERS IN DARAGA SOUTH DISTRICT

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ABSTRACT

In the Philippines, AralingPanlipunan (Social Studies) is an essential subject that contextualizes assessments to help students apply their learning to real-world situations, deepen their understanding of diverse cultures and historical contexts, and shape their perspective on the past, present, and future. The study intended to assess the readiness in utilizing Open Educational Resources-Based Lessons in teaching AralingPanlipunan. It focused on assessing the level of readiness concerning content, strategies, and assessment; identifying the factors that contributed to and the barriers that hindered teachers' readiness in using Open Educational Resource-Based Lessons in teaching AralingPanlipunan. An intervention plan was proposed to address the barriers identified in using OER-based lessons. The study employed a quantitative research design with a survey questionnaire as the research instrument, targeted 40 AralingPanlipunan teachers from Cluster Three of Daraga South District in Daraga, Albay, and analyzed the data using Likert scale, weighted mean, and frequency. Educators exhibited a positive trend toward adopting innovative practices and expressed a strong willingness to integrate OER, although they needed support to enhance their confidence in utilizing OER for content improvement and student self-assessment. Successful OER implementation relied heavily on access to technology, professional development, and administrative support, while teacher motivation and resources were secondary. The significant barriers, including insufficient technology, limited training opportunities, a preference for traditional teaching methods, and inadequate administrative backing, hindered the effective integration of OER. A proposed intervention strategy aimed to enhance educator readiness by improving technology infrastructure, providing targeted professional development, ensuring administrative support, and engaging the community.

KEYWORDS: - Assessment, readiness, Open Educational Resource-Based Lesson, AralingPanlipunan.

1. INTRODUCTION

The idea of Open Educational Resources (OER) has emerged as an influential concept in the current discourse on the digitization of education (Bozkurt et al., 2019; Zawacki-Richter et al., 2020). OER are learning materials, including textbooks, that are openly licensed and that permit no-cost access, use, adaptation, and redistribution with no or limited restrictions (Hewlett Foundation, 2020). International organizations such UNESCO and OECD as well national initiatives and strategy papers recommend their development. They are seen as a base for a more inclusive, open, sustainable education and world (UNESCO, 2019).

Education is crucial for a successful future as it helps children explore and utilize their potential. As we strive to provide equitable educational opportunities for all our students, OER presents us with a powerful means to bridge the gaps in access to quality educational materials. By utilizing OER, we can ensure that all educators and learners, regardless of their geographic location or socio-economic background, have equal access to high-quality resources in Social Studies.

Within the realm of Social Studies, OER offers a wealth of opportunities to engage students effectively, foster critical thinking, and cultivate global citizenship. By leveraging the diverse range of OER available, educators can access up-to-date content, multimedia resources, and interactive platforms that bring the world into their classrooms. This international context allows for cross-cultural understanding, the exploration of global issues, and the development of empathy and tolerance among students.

One promising approach that supports and promotes openness in learning is the use of Open Educational Resources (OERs). Open Educational Resources were first coined at UNESCO's 2002 Forum on Open Courseware, and was recently defined by UNESCO (2019) as "learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others." Specifically, the use of OERs can reduce education costs and make knowledge accessible for everyone, since learners and educators do not have to pay learning fees or for accessing learning and teaching materials, such as textbooks.

Tlili et al. (2019) presented how OER could be beneficial in rural education, where one of the biggest challenges is accessing good learning and teaching materials. For instance, several universities and organizations provided OER trainings and workshops so that educators acquire the needed competencies to develop their educational resources as OER (Huang et al., 2020). Additionally, more than half of the United States have considered OER legislation to enhance education and make it affordable by everyone, and it is expected that this trend will increase in the future UNESCO (2020) has recently launched the OER Dynamic Coalition, which aims to create

groups of international experts that can work on the OER recommendation. This initiative was supported by several Ministries of Education worldwide.

A number of large meta-analyses have shown that intervention studies utilizing technology have positive effects on students' motivation and learning (Fadda et al., 2022). Therefore, advocating that K–12 teachers implement OER has become necessary for personalized instruction in the United States.

Overall, it is expected that combining emerging technologies such as artificial intelligence (AI), Internet of Things (IoT) and blockchain in a harmonic balance could facilitate the efficient detection, selection, retrieval, and reuse of OER, and address issues of trust, as well. Emerging technologies have created new OER sustainability models that need further investigation (Tlili et al., 2023), taking also into consideration the instructional design models when developing OER (Tsang & Choi, 2020).

Teaching and learning as a process always recognizes the convergence of resources and strategies. Therefore, understanding and learning both are indispensable. The teachers are mandated to continuously develop themselves to better serve the learners and it is also embedded in the philosophy on Developing Employees toward Education and Service Excellence. To ensure that future teachers possess adequate technical skills, standards and recommendations have been developed regarding the content of teacher education program. Rather than simply focusing on basic technological skills, the main emphasis has been on the knowledge and skills associated with the pedagogical use of technology (Erstad et al., 2021). Moreover, technology can provide many opportunities to develop novel methods to improve the quality of teacher education, such as the development of new methods for conducting research in the field of teacher education.

In the Philippines, AralingPanlipunan (Social Studies) is a crucial subject that aims to promote contextualizing and localizing assessments, allowing students to apply what they have learned in the actual world (Navalta, 2021). Through AralingPanlipunan, pupils grow in their understanding of knowledge of the world, including other cultures and their worth in various eras, locations, and circumstances. Additionally, they develop a perspective on their surroundings and how it is developing (Lao-at, 2019). AralingPanlipunan (AP) is our backdoor to the past, our current course in the present, and our front door to the future.

Academic success depends on interest, which is a potent motivating factor that drives learning, directs academic and professional paths, and energizes learning (Tashlanovna, 2022). Unfortunately, most students regard AralingPanlipunan, or social studies, to be uninteresting (Crisolo & Camposano, 2021). This is mostly due to the subject's emphasis on history, economics, and politics, as well as government, the Constitution, and society.

Several studies highlight the difficulties in engaging students with AralingPanlipunan, as traits like interest, motivation, and discipline are crucial for positive learning outcomes (herpratiwi& Ahmad, 2022). Despite its potential relevance, students often perceive the subject dull, primarily due to the reliance on traditional teaching methods like lectures (Derraco&Derraco 2022). This has led to

misbehaviour, lack of motivation and poor task completion, with only 17.6% of elementary students expressing a liking for the subject (Kelly, 2021). Although students recognize its importance, they find it less engaging compared to other subjects (Lorbis, 2019). Given these challenges, there is an urgent need for educators and policymakers to develop innovative pedagogies that cater to the demands of 21st-century learning to enhance student interest and engagement in AralingPanlipunan.

This research is anchored in the principles of the Philippine Republic Act No. 10533, known as the "Enhanced Basic Education Act of 2013," which emphasizes the integration of technology and innovative teaching methodologies. Furthermore, DepEd Order No. 8, s. 2015 (Policy Guidelines on the Implementation of the K-12 Curriculum) supports the use of alternative learning resources, including digital tools and resources like OER, to ensure the effective delivery of the K-12 curriculum. DepEd has recognized the role of technology in education and the potential of OER in providing high-quality, freely available resources for both teachers and students.

Open Educational Resource-Based Lessons in AralingPanlipunan for grades one to six represent a significant advancement tailored to the unique cultural and historical background of the Philippines. Developed by selected teachers from Albay Division and validated by educational experts, these resources include exemplars, PowerPoint lessons, and video lessons designed to provide engaging learning experiences. Each lesson incorporates interactive activities that promote digital literacy and active participation among students. Despite their introduction and implementation over the past year, there remains a notable gap in the effective utilization of these resources, posing challenges to educational quality in the Daraga South District.

Understanding the readiness of Cluster 3 teachers to integrate OER-based lessons is critical for improving educational practices. This research aims to provide insights that align with national educational objectives while addressing the pressing need to elevate the quality of AralingPanlipunan instruction. Ultimately, the findings will contribute to targeted professional development initiatives and policy recommendations that can enhance the educational landscape in Daraga South District, ensuring that all learners have equitable access to the benefits of OER-driven education.

2. FRAMEWORK

The theoretical framework is considered the foundation of the research study, which offers a path to be followed throughout the study. This study was guided with the Kirkpatrick Model, unified theory of acceptance and use of technology (UTAUT) and Self-efficacy Theory.

The Kirkpatrick Model has been widely used since Donald Kirkpatrick first published the model in the 1950s and has been revised and updated 3 times since its introduction. In 2016, it was updated into what is called the New World Kirkpatrick Model, which emphasized how important it is to make training relevant to people's everyday jobs. It can be adapted and used as a theory of assessment for evaluating the readiness and effectiveness of teachers utilizing open educational resources (OER) in their teaching. The Kirkpatrick model consists of 4 levels: Reaction, learning, behavior, and results. Using the Kirkpatrick Model, educators and educational institutions can

systematically assess the readiness and effectiveness of teachers in utilizing OER, identify areas for improvement, and make data-driven decisions to enhance teaching practices and student outcomes. Integrating the unified theory of acceptance and use of technology (UTAUT) is a technology acceptance model formulated by Venkatesh et al., 2003 in "User acceptance of information technology: Toward a unified view". The UTAUT aims to explain user intentions to use an information system and subsequent usage behavior. UTAUT can help identify factors influencing readiness, such as performance expectancy (expected benefits of using OER), effort expectancy (ease of use), social influence (peer support), and facilitating conditions (availability of resources and training).

Moreover, self-efficacy is an individual's belief in their capacity to act in the ways necessary to reach specific goals. The concept was originally proposed by the psychologist Albert Bandura. The following quote from Bandura provides a brief synopsis of perceived self-efficacy. "We find that people's beliefs about their efficacy affect the sorts of choices they make in very significant ways. In particular, it affects their levels of motivation and perseverance in the face of obstacles. Most success requires persistent effort, so low self-efficacy becomes a self-limiting process. In order to succeed, people need a sense of self-efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life" (Bandura, 1977). Self-efficacy affects every area of human endeavor. By determining the beliefs, a person holds regarding their power to affect situations, self-efficacy strongly influences both the power a person must face challenges competently and the choices a person is most likely to make. It suggests that individuals' beliefs in their own capabilities influence their motivation and behavior. In this framework, the readiness of teachers to use OER can be assessed based on their self-efficacy beliefs in utilizing OER effectively in teaching AralingPanlipunan.

Regarding the ideas, Nidea's Theory of Open Educational Resource-Based Lessons (2024) posits that the effective integration of Open Educational Resources (OER) into teaching practices is fundamentally driven by a teacher's readiness, shaped by their self-efficacy beliefs, perceptions of the technology's usefulness, and supportive conditions within their environment. Leveraging the Kirkpatrick Model's four levels—Reaction, Learning, Behavior, and Results—this theory provides a structured approach for evaluating teachers' engagement with OER, emphasizing the importance of aligning training with practical job relevance. By incorporating the Unified Theory of Acceptance and Use of Technology (UTAUT), Nidea's theory highlights key factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions that influence teachers' intentions to adopt and effectively use OER. Ultimately, this framework aims to foster a culture of continuous improvement and collaboration among educators in the use of OER, thereby enhancing educational practices and improving student outcomes in subjects such as AralingPanlipunan.

In conclusion, Nidea's Theory of Open Educational Resource-Based Lessons (2024) presents a comprehensive framework that emphasizes the critical role of teacher readiness in effectively integrating OER into educational practices. By synthesizing the principles of the Kirkpatrick Model, the Unified Theory of Acceptance and Use of Technology (UTAUT), and Self-Efficacy Theory, this approach not only highlights the importance of assessing teachers' engagement and

satisfaction with OER but also identifies the factors that influence their adoption and utilization of these resources. The integration of performance expectancy, effort expectancy, social influence, and facilitating conditions ensures that the learning environment is conducive to innovation and collaboration. Ultimately, this theory fosters a dynamic educational culture aimed at continuous improvement, thereby enhancing teaching methodologies and maximizing student learning outcomes, particularly in subjects like AralingPanlipunan. As educators embrace this framework, they can better meet the diverse needs of their students and adapt to the evolving landscape of education.

The CIPP model, developed in the 1960s by Daniel Stufflebeam, was strategically employed in the research to assess the Readiness in Utilizing Open Educational Resource-Based Lessons in Teaching AralingPanlipunan among Cluster 3 Teachers in Daraga South District. This model is thought to be a decision-oriented model that systematically gathers information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness, or to plan for the future of a program. The focus is on continuous improvement by concentrating on four areas of a program: the overall goals or mission Context Evaluation); the plans and resources (Input Evaluation); the activities or components (Process Evaluation); and the outcomes or objectives (Product Evaluation).

In the context of the Philippine Republic Act No. 10533, known as the "Enhanced Basic Education Act of 2013," which emphasizes the integration of technology and innovative teaching methodologies. Furthermore, DepEd Order No. 8, s. 2015 (Policy Guidelines on the Implementation of the K-12 Curriculum) supports the use of alternative learning resources, including digital tools and resources like OER, to ensure the effective delivery of the K-12 curriculum. DepEd has recognized the role of technology in education and the potential of OER in providing high-quality, freely available resources for both teachers and students.

The input stage involves assessing the level of readiness in utilizing Open Educational Resource-Based Lessons in teaching AralingPanlipunan among Cluster 3 teachers in Daraga South District along: content, strategies and assessment. It also incorporates identifying the factors that contribute to the readiness of teachers in utilizing Open Educational Resource-Based Lessons in teaching AralingPanlipunan and identifying the barriers that contribute to the readiness of teachers in utilizing Open Educational Resource-Based Lessons in teaching AralingPanlipunan.

Moving to the process phase, seeking permission to the Schools Division Superintendent of Albay Division, Supervisor and School Heads of Daraga through a letter to conduct a survey. Then, distribute the survey questionnaire to the respondents and gather their answer. This all-encompassing strategy guarantees that the study obtains a thorough picture of the teachers' level of readiness in utilizing Open Educational Resource -Based Lessons in AralingPanlipunan. The collected data is then subjected to rigorous analysis and interpretation to uncover the notable gap in the effective integration of OER-based lessons, posing a challenge to the quality of education in the district.

Finally, the product stage involves the findings to doable recommendations. This entails proposing an intervention plan that could center on the efficiency of focused professional development courses, mentorship programs, and resource distribution to remove obstacles and improve teachers' readiness to use open educational resources (OER) for AralingPanlipunan.

The study's aim to offer insights that can lead specific professional development programs and policy recommendations is guided by this conceptual framework, which will ultimately help to improve the Daraga South District's educational environment. Succeed in an increasingly digital learning environment.

3. OBJECTIVES

The objective of this study is to assess the readiness of teachers in utilizing Open Educational Resource-Based Lessons specifically for teaching AralingPanlipunan within the Cluster 3 schools of the Daraga South District. To achieve this, the research focuses on several key areas: first, Assess the level of readiness in utilizing Open Educational Resource-Based Lessons in teaching AralingPanlipunan among Cluster 3 teachers in Daraga South District along content, strategies and assessment. Second, the study seeks identify the factors that contribute to the readiness of teachers in utilizing Open Educational Resource-Based Lessons in teaching AralingPanlipunan. Third, it plans to identify the barriers that hinder the readiness of teachers in utilizing Open Educational Resource-Based Lessons in teaching AralingPanlipunan and the study intends to propose an intervention plan designed to address and overcome these challenges, thereby fostering a more effective integration of Open Educational Resource-Based Lessons in the AralingPanlipunan curriculum.

4. METHODOLOGY

The methodology employed in this study was a quantitative research design focused on assessing the readiness of teachers in utilizing Open Educational Resource (OER) Based Lessons for teaching AralingPanlipunan within five elementary schools of Cluster 3 in Daraga South District, Albay. The participants comprised 40 teachers engaged directly in teaching this subject at Anislag, Maopi, Namantao, Canarom, and San Vicente Pequeño Elementary Schools. Data were gathered through a carefully constructed survey questionnaire that evaluated teachers' self-reported readiness, identified factors facilitating or hindering this readiness, and introduced a proposed intervention plan. The instrument was validated by experts prior to distribution, ensuring reliability, and the study adhered to ethical protocols including informed consent and clearance from the Ethics Review Board.

To analyze the collected data, statistical techniques such as the Likert scale for measuring readiness levels and frequency counts for identifying contributing factors and barriers were utilized. The responses were quantified to enable a comprehensive understanding of the teachers' perspectives, with total enumeration sampling used to ensure the inclusion of all relevant participants. This methodological approach aimed not only to measure readiness levels but also to inform potential strategies for enhancing OER adoption in teaching AralingPanlipunan, thereby fostering educational improvement within the targeted community.

5. RESULTS AND DISCUSSION

This section deals with the presentation, interpretation, and analysis of the data based on the gathered data using a survey questionnaire. It focused on the Readiness in Utilizing Open Educational Resource-Based Lessons. The treated data is presented in tabular form, and the information gathered has been thoroughly evaluated and analyzed.

1.Level of Readiness in Utilizing Open Educational Resource- Based Lessons in Teaching AralingPanlipunan among Cluster 3 Teachers of Daraga South District along Content, Strategies and Assessment

a.Content

The readiness of educators in Cluster 3 of the Daraga South District to utilize Open Educational Resource (OER)-Based Lessons in teaching AralingPanlipunan is reflected in their varying confidence levels across key indicators. The top indicator, which measures the use of OER to improve lesson relevance and accuracy, received an average weighted mean (AWM) of 3.56, categorized as "Very Much Ready" (VMR). Teachers also demonstrated a high willingness to adapt their instructional methods, with an AWM of 3.54. However, the lowest confidence was noted in using OER specifically to enhance lesson content, which received an AWM of 3.45, categorized as "Ready" (R). Overall, the average readiness rating of 3.52 suggests a strong inclination among educators to embrace OER, highlighting a need for professional development and support in effectively integrating these resources into their lessons.

The shifting landscape of education, particularly spurred by the COVID-19 pandemic, has highlighted the critical need for Open Educational Resources (OER) in both K-12 and higher education. The research conducted by Cox and Trotter (2022) focuses on the institutional readiness to adopt OER, probing content quality, accessibility, and pedagogical alignment within curricula. Their findings align with Hegarty and O'Rourke (2019), who reported that, while educators expressed readiness to adopt OER, many faced challenges with integration due to concerns surrounding the quality and relevance of these resources. This sets a necessary backdrop for discussing institutional approaches and the broader educational framework which supports OER adoption.

Further insights from Sandarayake (2019) in Sri Lanka reinforce the necessity of integrating OER into academic institutions. By evaluating learner perceptions and emphasizing the non-copyrighted nature of OER, the study advocates for these resources as viable solutions for students and faculty who face barriers to traditional educational materials. Collectively, these discussions underpin a critical argument: OER serves not only as an enhancement to educational content but also as a cornerstone for universal access to quality education, as articulated by Zhan and Huang (2020) during a time when the pandemic precipitated unprecedented educational challenges.

UNESCO's release of the handbook "Guidance on Open Educational Practices during School Closures" further emphasizes this urgency, detailing strategies for utilizing OER amid disruptions caused by COVID-19. Grounded in the Ljubljana OER Action Plan, the handbook suggests a multi-faceted approach—including capacity building and promoting international cooperation—to capitalize on OER's potential. The experiences from educational institutions, such as the

Universidad Internacional de La Rioja (UNIR) in Spain, exemplify the practical application of open educational practices, which utilize OER to enhance language acquisition and provide diverse learning opportunities across various contexts.

Moreover, the literature highlights a paradigm shift in educational practices, recognizing the evolving educational ecology of OER as fundamentally rooted in participation, inclusion, and equity, as emphasized by Blyth and Thoms (2021). This philosophy is critical as educational systems grapple with the learning loss exacerbated by the pandemic, stressing the importance of sharing and disseminating open teaching materials. The surge in online teaching necessitates the greater adoption of OER, as reported by Van Allen et al. (2020), with teachers articulating a pressing need for open resources to personalize instruction in an increasingly digital landscape.

In the UK, the Open University's platforms, such as Open Learn and Open Learn Create, provide essential OER access to millions of learners. Their ongoing challenges with usability stress the need for robust support systems to enhance the effectiveness of these resources. Additionally, the findings of Wiley, Peters, and Murphy (2020) illustrate the positive impact that OER has on content delivery and quality in higher education. Their mixed-methods approach reveals that OER can significantly enhance the educational experience through accessible and customizable materials; advocating for wider OER adoption could lead to improved outcomes in learner engagement and content relevance.

In summary, the collective insights from these studies reinforce the notion that OER plays a vital role in bridging educational gaps, particularly in times of crisis. Continued collaboration and concerted efforts to integrate and support OER will be essential for fostering resilient educational systems and ensuring equitable access to quality learning opportunities for all.

Related to this finding, Self-efficacy theory which focuses on an individual's belief in their ability to succeed is linked to the readiness of educators to utilize Open Educational Resource (OER)-Based Lessons in AralingPanlipunan. Educators with high self-efficacy are more inclined to adopt OER, believing they can effectively integrate these resources into their teaching. This confidence boosts their engagement with OER, encourages adaptation in instructional methods, and improves their readiness to enhance student learning outcomes. Fostering self-efficacy, educators can better overcome challenges in OER adoption and achieve greater success in their teaching efforts.

b. Strategies

The readiness of Cluster 3 teachers in the Daraga South District to utilize Open Educational Resource (OER)-based lessons in teaching AralingPanlipunan is essential for fostering effective educational practices. According to the data from Table 1.b, educators show a strong preference for teaching strategies such as Differentiated Instruction (AWM of 3.94), Game-Based Learning (AWM of 3.76), and teaching with Current Events (AWM of 3.70), all rated as "Very Much Ready" (VMR). These strategies emphasize personalized, engaging learning experiences tailored to diverse student needs, reflecting contemporary educational goals aimed at fostering critical thinking and collaborative skills. While approaches like simulations and historical debates received lower

readiness scores, the overall average rating of 3.53 indicates a generally positive endorsement for the effectiveness of these strategies.

The extensive body of literature on Open Educational Resources (OER) reveals a compelling alignment with differentiated instruction and various learning strategies that can enhance educational outcomes in diverse classroom settings. A growing body of literature indicates that OER has significant potential to support personalized learning experiences by offering diverse materials tailored to different learning needs and styles. For instance, Santos and Garcia (2022) and McCormick et al. (2019) emphasize how OER can provide customizable content that allows educators to modify instruction and assessments to better meet individual student requirements. This adaptability is crucial for fostering an inclusive environment, especially within the context of differentiated instruction.

Furthermore, studies on game-based learning show that integrating OER into interactive educational environments can significantly improve student engagement and motivation. Research by Tuzun and Yalcin (2021) and Thompson and Edwards (2022) highlights how game-based approaches, bolstered by OER, lead to enhanced student motivation and academic performance. These findings suggest that educators in the Daraga South District can utilize OER to incorporate game mechanics into the AralingPanlipunan curriculum, making learning more interactive and enjoyable.

Collaboration and peer tutoring are further emphasized as effective strategies supported by OER. Insights from Richards and Turner (2019) demonstrate how OER facilitates peer tutoring by providing accessible resources that enhance collaborative learning experiences. This aligns well with the objectives of the cluster of teachers in Daraga South District, as fostering a collaborative learning environment can significantly enhance student outcomes in AralingPanlipunan through shared knowledge and support among peers.

Moreover, studies on graphic organizers by Sammons and Smith (2020) and Carter and Powell (2020) confirm their effectiveness in supporting comprehension and retention when used alongside OER. By integrating graphic organizers into their lessons, teachers can help students visually structure complex historical content, thereby enhancing their understanding of AralingPanlipunan topics and facilitating deeper learning.

The incorporation of current events into the curriculum using OER, as noted by Davis and Smith (2021), reflects another vital strategy that enables teachers to make historical and social concepts more relevant to students. This relevance can enhance critical thinking and discussion among students, skills that are crucial for engaging in AralingPanlipunan effectively.

Lastly, the findings from Kim and Chen's (2023) comprehensive review on multisensory learning indicate that employing diverse learning modalities, supported by OER, can significantly improve overall educational effectiveness. This is particularly pertinent for the assessment of the level of readiness among Cluster 3 teachers in utilizing OER-based lessons, as it suggests an inclusive approach that caters to various learning preferences.

Self-efficacy theory plays a vital role in shaping educators' readiness to implement Open Educational Resource (OER)-Based Lessons in AralingPanlipunan. When teachers feel confident in their ability to use OER, they are more inclined to embrace innovative teaching strategies like collaborative learning and technology integration. For example, using project-based learning with OER can boost educators' confidence and skill in utilizing these resources. Furthermore, professional development workshops centered on OER can enhance teachers' self-efficacy by providing them with essential skills and knowledge, ultimately leading to improved teaching methods and enhanced student engagement and learning outcomes.

c. Assessment

The level of readiness among Cluster 3 teachers in the Daraga South District to utilize Open Educational Resource (OER)-based lessons for teaching AralingPanlipunan was investigated, particularly in the context of enhancement of educational practices and assessment methodologies. The educators' readiness to integrate OER into their curricula is generally positive, with an average score of 3.28 across all indicators. The highest score was found in leveraging OER for student self-assessment and reflection, indicating a strong recognition of the value of OER in promoting student agency and reflection. However, lower scores in areas such as generating summative assessment materials and facilitating ongoing diagnostic assessments revealed critical gaps that must be addressed.

OER and Open Educational Practices (OEP) have significant implications for assessment practices in various educational contexts. Studies by Tlili et al. (2020) and Zhang et al. (2020) emphasize the active governmental and institutional initiatives in China to promote OER adoption, alongside the necessity for inclusivity in educational resources. Fitzgerald and Hall (2021) demonstrate how OER can reshape assessment methodologies, revealing both opportunities and challenges that educators face when integrating these resources into teaching practices. Adams et al. (2021) also show that OER positively impacts student learning outcomes, highlighting improvements in performance, engagement, and satisfaction. The Kirkpatrick Model offers a systematic approach to evaluate educators' readiness for integrating Open Educational Resource (OER)-Based Lessons in AralingPanlipunan, assessing their reactions, understanding, teaching practices, and student learning outcomes.

2. Factors that contribute to the readiness of teachers in utilizing Open Educational Resource-Based Lessons in teaching AralingPanlipunan

The readiness of teachers in Cluster 3 of the Daraga South District to utilize Open Educational Resource (OER)-based lessons for teaching AralingPanlipunan is influenced by multiple interrelated factors. Key contributors include teachers' attitudes toward OER, their perceived self-efficacy in integrating these resources, the availability of technological resources, institutional support, and the overall classroom environment. A positive attitude and self-efficacy can significantly enhance a teacher's likelihood of adopting OER, indicating that confidence in their ability to utilize technology effectively is crucial for successful integration. Ongoing professional development and access to training programs also play an essential role in building the competencies required to maximize the benefits of OER.

The factors in a hierarchy of importance, revealing that access to technology resources ranks as the foremost factor contributing to readiness, followed closely by the availability of training and institutional support. The findings highlight the necessity for educational institutions to ensure that teachers are equipped with both technology and appropriate training to foster a culture that encourages exploration of innovative teaching methodologies. Furthermore, while personal motivation is important, it tends to be more impactful when supported by a conducive external environment, such as supportive leadership and an enabling institutional culture. This suggests a need for holistic resource allocation that recognizes the interconnectedness of these factors.

The examination of Open Educational Resources (OER) and Open Educational Practices (OEP) highlights significant insights into the current landscape and readiness for their integration, particularly concerning assessment practices in various educational contexts. Studies by Tlili et al. (2020) and Zhang et al. (2020) emphasize the active governmental and institutional initiatives in China to promote OER adoption, alongside the necessity for inclusivity in educational resources, indicating that equitable access is essential for all learners, including those with disabilities. Fitzgerald and Hall (2021) delve into how OER can reshape assessment methodologies, revealing both opportunities and challenges that educators face when integrating these resources into teaching practices. Additionally, research by Adams et al. (2021) demonstrates that OER positively impacts student learning outcomes, highlighting improvements in performance, engagement, and satisfaction, thus suggesting that effective implementation can lead to more significant academic success.

Conversely, Kumar and Möller (2022) stress the importance of institutional readiness for incorporating OER, focusing on assessment practices as a critical element in the overall preparedness of educational institutions. They identify factors such as policy frameworks, faculty readiness, and resource availability as determinants that influence successful integration. Collectively, these studies advocate for robust training and support mechanisms to improve teachers' self-efficacy in using OER, as well as to create environments conducive to OEP. In linking these findings to the assessment of the readiness level to utilize Open Educational Resource-Based Lessons in teaching AralingPanlipunan among Cluster 3 teachers in Daraga South District, it becomes vital to evaluate not only the teachers' familiarity with OER but also the institutional readiness, including the availability of resources and support for effective assessment practices.

The Kirkpatrick Model offers a systematic approach to evaluate educators' readiness for integrating Open Educational Resource (OER)-Based Lessons in AralingPanlipunan. Educators start by assessing their reactions to OER, identifying concerns or motivations, followed by evaluating their understanding of these resources for effective implementation. The model then examines changes in teaching practices and evaluates student learning outcomes. Overall, it measures readiness for adopting OER and encourages continuous enhancement of teaching strategies.

3. Barriers that hinder the readiness of teachers in utilizing Open Educational Resource-Based Lessons in teaching AralingPanlipunan

The readiness of teachers to utilize Open Educational Resource (OER)-based lessons for teaching AralingPanlipunan is significantly hindered by various barriers. Key obstacles include a lack of

awareness and understanding of OER, insufficient ICT skills, and low motivation due to feelings of support lessens or overwhelm. Table 3 categorizes these barriers, highlighting insufficient access to technology as the most critical issue, followed by limited access to training and professional development. The absence of school administration support and poor digital skills among teachers further exacerbate the challenges, impeding the transition from traditional teaching methods to resource-based approaches. Addressing these barriers requires a comprehensive understanding of both institutional limitations and individual dispositions.

The implications of these barriers point to a need for substantial changes in educational policy and practice. The top barrier identified—insufficient technology—calls for significant investment in technological infrastructure to provide teachers with the essential tools needed for effective OER implementation. Additionally, the necessity for enhanced professional development underscores the importance of ongoing training tailored to equip educators with the necessary skills to navigate OER platforms confidently. Support from school administration is crucial, as educational leaders need to foster an environment that encourages innovation, experimentation, and collaboration among teachers. Personal barriers, such as low digital skills and a reluctance to change, highlight the importance of targeted interventions in enhancing educators' readiness to embrace OER.

The reviewed literature provides a broader context for understanding the barriers to OER adoption, emphasizing environmental, local, and personal factors. Studies by Tang (2020) and Kimmons (2016) reveal that a lack of institutional support and inadequate technological infrastructure significantly impede teachers' readiness to integrate OER. Other researchers, such as Granić and Marangunić (2019) and de los Arcos et al. (2016), emphasize the importance of teachers' perceptions of technology and their understanding of OER to fully harness its potential for educational improvement. The Unified Theory of Acceptance and Use of Technology (UTAUT) and self-efficacy theory further illustrate how negative expectations and low confidence can obstruct the acceptance and use of OER-based lessons. Overall, these insights highlight the necessity of multifaceted interventions aimed at overcoming these barriers to promote OER integration in educational practices.

4. Intervention plan as a response to the barriers in the use of Open Educational Resource-Based Lessons

The intervention plan outlined for the "Assessment of the Readiness in Utilizing Open Educational Resource-Based Lessons in Teaching AralingPanlipunan Among Cluster 3 Teachers in Daraga South District" serves as a targeted response to the barriers encountered in the effective implementation of OER. Recognizing that many teachers face challenges such as insufficient technological resources, lack of training, and inadequate support, this comprehensive program aims to build both the capacity and readiness of teachers to integrate OER into their teaching practices.

Firstly, the plan addresses the technological infrastructure in schools—a critical barrier to accessing OER. By committing to improve this infrastructure, including ensuring adequate internet access and modern devices, teachers will be empowered to utilize OER more effectively. This initiative fosters an environment where educators are equipped not only with resources but also with the necessary digital skills to enhance their teaching strategies.

In addition, the plan includes various professional development workshops and training sessions targeted at improving teachers' competencies in using OER. These sessions are designed to cover essential topics such as best practices for OER integration, the use of digital tools for resource creation, and innovative teaching methodologies. This targeted training aims to overcome the barriers posed by limited knowledge and comfort with traditional teaching methods, encouraging educators to embrace new, effective pedagogical practices. Furthermore, the program emphasizes collaborative efforts among teachers to share experiences and resources, thus building a supportive professional community that can collectively navigate challenges.

Moreover, administrative support is a critical aspect of the intervention plan. By engaging school administrators in the training process, the program aims to cultivate a supportive climate where OER adoption is encouraged at all levels. Administrators will learn how to assist teachers in accessing and utilizing OER, promoting policies that nurture creativity and resourcefulness. This alignment between teachers and administrators is vital for fostering a cohesive approach towards educational improvement.

Lastly, the plan's awareness campaigns aim to extend the benefits of OER beyond the classroom to include parents and the community. By increasing awareness of OER's advantages, stakeholders can collaborate to support and motivate both teachers and students in engaging with these resources. Such community involvement is crucial to sustaining the momentum generated by the intervention and ensuring long-term success.

In conclusion, the intervention program intricately weaves together strategies that address various barriers to effectively using Open Educational Resources in teaching AralingPanlipunan. By enhancing technological access, improving teacher training, strengthening administrative support, and fostering community engagement, the program aims to create a robust framework that not only overcomes challenges but also promotes a sustainable culture of innovation in education.

6. CONCLUSION

Based on the findings of the study on the readiness of Cluster 3 schools in Daraga South District to utilize Open Educational Resource-Based Lesson (OER) in teaching AralingPanlipunan following conclusions were made:

1. The readiness levels for integrating Open Educational Resources (OER) in AralingPanlipunan teaching among educators in Cluster 3 of Daraga South District show a positive trend towards adopting innovative instructional practices. Teachers demonstrate a strong willingness to use OER to improve lesson relevance and accuracy, embracing effective strategies like Differentiated Instruction, Game-Based Learning, and current events. However, areas for development exist, particularly in building teachers' confidence in utilizing OER to enhance lesson content and foster student self-assessment. While educators are prepared to implement OER in assessments, the lower scores in self-assessment highlight opportunities to promote greater student agency in their learning processes.
2. The successful utilization of OER in teaching AralingPanlipunan depends heavily on the availability of technology, access to professional development, and strong administrative support. While teacher motivation and the availability of appropriate resources are also important, they are secondary to these primary factors.

3. The successful implementation of Open Educational Resource-Based Lessons in teaching AralingPanlipunan is significantly hindered by several key barriers. The most critical issues are the insufficient availability of technology and limited access to training and seminars, both of which are essential for effective OER integration. Additionally, comfort with traditional teaching methods and reluctance to embrace new approaches contribute to the challenge. Administrative support is also lacking, further impeding progress. While less significant, the lack of interest and poor digital skills among teachers also impact the readiness to utilize OER.

4. The proposed intervention strategy for improving readiness to use Open Educational Resource-Based Lessons in teaching AralingPanlipunan takes a comprehensive and strategic approach to addressing significant barriers faced by educators in the Daraga South District. This initiative aims to provide a supportive framework that empowers teachers and enriches the learning environment by focusing on enhancing technology infrastructure, providing targeted professional development, ensuring strong administrative support, and involving the larger community.

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