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Readiness of Language Teachers on Utilization of Higher Order Thinking Skills on Grade 10 Students Reading Comprehension: Basis for Professional Learning Packages

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Abstract

Aim: This study assessed the readiness of language teachers to utilize higher-order thinking skills (HOTS) in terms of pedagogy, assessment, integration, and training.

Methodology: This study used a descriptive-comparative research design to determine the significant differences between groups. This study was conducted at the three schools in Navotas City, with 25 respondents. Purposive sampling was employed with the criteria that they are teachers handling the English 10 subjects.

Results: The findings revealed that language teachers were "Somewhat Ready" in utilizing higher-order thinking skills (HOTS) in terms of pedagogy (M = 3.45, SD = .378), assessment (M = 3.49, SD = .372), and training (M = 3.24, SD = .698), indicating a transitional phase toward full readiness. However, in terms of integration, teachers were found to be "Always Ready" (M = 3.57, SD = .450), demonstrating consistent preparedness in incorporating HOTS into classroom instruction.

Conclusion: The moderate readiness of language teachers to utilize higher-order thinking skills reflects an awareness of its importance but also reveals gaps in pedagogy, assessment, and training. This indicates that while teachers may have foundational knowledge, there is a need for more structured and comprehensive training programs to elevate their competencies. Enhancing readiness in these areas is crucial for fostering students' critical thinking and problem-solving skills in the classroom.

Keywords: comprehension, critical thinking, literacy, HOTS (Higher-order-thinking skills), readiness

INTRODUCTION

Reading as one of the five language skills, serves as the core component of literacy. It is fundamental for communication and understanding information. It stimulates literacy that allows individuals to compete globally. However, reading comprehension has become a pressing issue of the country nowadays. According to Chi (2024), the Department of Education is rigorously doing its best to solve the poor reading comprehension of learners as it affects proficient literacy. DepEd Memorandum No. 173, s. 2019 acknowledges the ongoing efforts of the Department of Education in improving the literacy and reading skills among students. The initiatives are rooted in the national assessments (PISA) that many students struggle with reading and comprehension, affecting their school performance, particularly in the subjects of English, Math, and Science. The memorandum emphasized the call of action for schools across countries to help learners develop their reading skills through school programs and initiatives.

The results on the Programme for International Student Assessment (PISA) provoke the Department to initiate various actions towards its goal of increasing the rank of the Philippines from the lowest position, with an average reading score of 340 in PISA 2018 and 347 in PISA 2022 by improving students' reading comprehension (OECD, 2022). Based on the assessment of the 15-year-old participants, students only attained below proficiency level 2 in reading. This means that readers at this level can only locate explicit information that is close to the text, make low-level inferences, and connect text to their knowledge in simple ways. Hence, students who did not meet the baseline of the reading proficiency in PISA often demonstrate low-order thinking skills such as recalling and

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recognizing information. They have basic reading comprehension and struggle with tasks requiring deeper understanding.

Based on the article of Magsambol (2024), one reason why students scored low in the international large-scale assessment is the teacher and the curriculum factor. Olegario (2024), an educational psychologist, stated that the curriculum of the country focuses on memorization and low-order thinking skills, while other countries are practicing analytical thinking, reflecting higher-order thinking skills. Teachers should encourage students to lean more towards high cognitive demands, particularly higher-order thinking skills over lower-order thinking skills. An authentic learning can be established by improving traditional teaching methods that focus on low-order thinking skills to the utilization of high-order thinking skills for enhancing reading comprehension skills. However, the demand on the teaching of higher-order thinking skills is not easy. It requires awareness and skills of teachers to prepare students for the 21st century. In Indonesia, teachers find it difficult to teach HOTS in the classroom, they have low knowledge about HOTS and low skills in designing assessments based on HOTS (Afifah & Retnawati, 2019). The same concern was raised in Malaysia, a study revealed that teachers still have a poor understanding of HOTS. Moreover, experiencing challenges due to the lack of physical aspects of the classroom and teaching support materials for the HOTS instruction.

Higher-order thinking skills frame cognitive domains that extend beyond basic memorization and recall of facts. Students with these skills can perform complex reasoning, problem-solving, and critical thinking. The Schools Division Office of Navotas City conducted a professional development program titled Division Training of Trainers on Higher Order Thinking Skills - Professional Learning Packages (HOTS - PLPs) in English, Mathematics, and Science for Grade 9 and 10 Teachers. The Division aims to improve teachers' competencies as stated in their Professional Standards (PPST) Strand 1.5, Strategies for Developing Critical and Creative Thinking as well as Higher-order thinking skills. This training allows teachers to develop their pedagogical skills by constructing assessment tools and learning strategies for teaching higher-order thinking skills.

The integration of higher-order thinking skills in the delivery of instruction is not new in the field of education. Under the domain of the Professional Standards for Teachers under Content Knowledge and Pedagogy, teachers are expected to develop and apply teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills, to students. This will help learners to be equipped with the necessary skills to compete with the trends globally. However, the application and integration of HOTS in teaching is not an easy task, it requires a lot of effort and preparation for teachers. The emphasis on 21st-century skills further stressed the importance of higher-order thinking skills in education. The rapid changes brought by technological advancements shifted the educational context to a more complex setting. Analysis, evaluation, and creation are significant skills to succeed and apply their knowledge in real-life settings.

Teachers play a significant role in teaching higher-order thinking skills among students through differentiated teaching strategies and appropriate learning assessments. This will contribute to providing excellent educational experiences for students in preparation for real-world challenges. It can help learners to become adept at handling challenges in diverse situations. With the aforementioned situations, considering the issues and concerns, the researcher was prompted to conduct a study that primarily aims to assess the readiness of language teachers on the utilization of higher-order thinking skills in grade 10 students' reading comprehension. The data gathered will serve as the basis for proposing a professional learning package for grade 10 students.

Objectives

The study assessed the level of readiness of language teachers on the utilization of higher-order thinking skills in Grade 10 reading comprehension. The data gathered served as a basis for proposing a professional learning package.

Specifically, it answered the following:

1. What is the profile of the language teachers in terms of:
    1.1. educational attainment;
    1.2. years of experience
2. What is the readiness of language teachers on the utilization of higher-order thinking skills?
    2.1. pedagogy;
    2.2. assessment;
    2.3. integration; and
    2.4. training?

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3. Is there a significant difference in the readiness of language teachers on the utilization of higher-order thinking skills?

Hypothesis

The following hypothesis was drawn:

There is no significant difference in the readiness of language teachers on the utilization of higher-order thinking skills.

METHODS

Research Design

This study used a descriptive-comparative research design to determine the significant differences between groups.

Population and Sampling

This study was conducted at the three schools in Navotas City, with 25 respondents. Purposive sampling was employed with the criteria that they are teachers handling the English 10 subjects**.**

Instrument

Data were collected using a survey questionnaire validated by field experts.

Data Collection

The researcher initially sought and obtained formal approval from the Schools Division Superintendent of Navotas City. Following this, a letter of intent was personally submitted to the School Heads of three public secondary schools in Navotas City—Kaunlaran High School, San Rafael Technological and Vocational High School, and Tangos National High School—requesting permission to conduct the research and facilitate data gathering within their respective institutions. Upon receiving approval, coordination with the English Department Heads was undertaken to distribute the questionnaire links via Google Forms to the identified participants. The teachers were requested to complete the questionnaire during their free periods or break times to ensure that regular classroom instruction remained uninterrupted. The completed responses were then retrieved and carefully reviewed for accuracy and completeness before the conduct of statistical analysis.

Treatment of Data

To determine the level of language teachers' readiness in utilizing higher-order thinking skills (HOTS) in terms of pedagogy, assessment, integration, and training, appropriate statistical analyses were employed. Specifically, Frequency Count and Percentage were used to describe the respondents' demographic profile. The Weighted Mean was utilized to measure the overall level of readiness of the language teachers across the four domains. To identify any significant differences in their readiness across these areas, the Analysis of Variance (One-Way ANOVA) was applied. These statistical tools were selected to ensure accurate interpretation and meaningful analysis of the data gathered in the study.

Ethical Considerations

The researcher ensured full compliance with ethical research protocols to safeguard the rights and welfare of all individuals and institutions involved in the study.

RESULTS and DISCUSSION

The demographic profile of the teacher respondents showed that the majority were aged 31 to 40 (40%), suggesting a balance of experience and adaptability in their teaching practices.

Most were female (76%), highlighting strong female representation in the workforce. In terms of educational attainment, 28% held a bachelor's degree, making it the most common qualification.

Additionally, 56% had 3 to 10 years of teaching experience, indicating a moderate level of classroom exposure.

A significant portion (88%) held the designation of Teacher I to III, reflecting a workforce largely composed of entry- to mid-level educators.

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Readiness of language teachers on the utilization of higher-order thinking skills in terms of pedagogy.

Table 1
Weighted Mean of the readiness of language teachers on utilization of higher-order thinking skills in terms of pedagogy.

Pedagogy	Mean	Standard Deviation	Interpretation
1. applies Socratic method of teaching where it engages students into provoking questions.	3.04	.735	Somewhat Ready
2. uses differentiated and other range of teaching strategies appropriate for the diverse needs of students.	3.36	.490	Somewhat Ready
3. scaffolds lessons to support students reach the higher-level of understanding the lessons.	3.56	.583	Always Ready
4. avoids traditional way of teaching by incorporating gamification, interactive elements, or use of technology in the instruction.	3.20	.500	Somewhat Ready
5. facilitates instructions and allows learners to perform more inside the classroom.	3.60	.500	Always Ready
6. creates collaborative learning opportunities such as peer discussions, or group projects.	3.52	.510	Always Ready
7. presents real-world problems that require learning to research, analyze, and propose solutions.	3.56	.507	Always Ready
8. asks open-ended questions or problems to students for independent and critical thinking.	3.56	.583	Always Ready
9. uses student-centered teaching styles that allows students to perform hands-on learning.	3.64	.569	Always Ready
10. establishes thought-provoking questions going beyond lower-order thinking skills.	3.48	.510	Somewhat Ready
Average	**3.45**	**.378**	**Somewhat Ready**

1.00 - 1.50 *Not Ready*
1.51 - 2.50 *Slightly Ready*
2.51 – 3.50 *Somewhat Ready*
3.51– 4.00 *Always Ready*

It can be surmised from the table that, on average, a weighted mean of 3.45 or SD .378 indicated that the respondents were verbally interpreted at "Somewhat Ready". Weighted Mean of the Readiness of language teachers on utilization of higher-order thinking skills in terms of pedagogy.

It was evident that while some teachers might have been more prepared than others, the overall trend pointed to a moderate readiness. The use of HOTS in pedagogy requires teachers to facilitate critical thinking, analysis, and synthesis, skills that may not be fully mastered by all teachers at the same level. The "Somewhat Ready" verbal interpretation suggested that teachers might still need further professional development or training to enhance their ability to integrate HOTS effectively. The moderate readiness level might have been influenced by several factors, such as teachers' experiences, access to resources, or familiarity with HOTS frameworks. It is possible that while teachers understood the importance of HOTS, they faced challenges in implementation due to gaps in their pedagogical knowledge or constraints within their teaching environment. The findings implied that there was room for improvement, and targeted interventions could help increase the teachers' readiness.

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The findings of this study align with the assertion of Mayor (2024) that the relatively low standard deviation supported the reliability of the data, as it demonstrated consistency in the respondents' self-assessments. Additionally, the assertion of this study is identical to the research results of Moats (2020) that educational leaders and policymakers might consider strengthening professional development programs where in a focus could be on increasing teachers' capabilities to use HOTS in diverse classroom settings.

Readiness of language teachers on utilization of higher-order thinking skills in terms of assessment.

Table 2
Weighted Mean of the readiness of language teachers on utilization of higher-order thinking skills in terms of assessment.

Assessment	Mean	Standard Deviation	Interpretation
1. designs learning tasks that require application of knowledge and skills in real-world scenarios.	3.48	.586	Somewhat Ready
2. uses open-ended questions to assess students' critical thinking.	3.60	.577	Always Ready
3. constructs rubrics in assessing performance-based outputs.	3.52	.510	Always Ready
4. employs PISA-Like test construction considering the level of knowledge stated in Bloom's taxonomy.	3.36	.569	Somewhat Ready
5. conducts various types of assessments aside from pen and paper, such as group work, portfolio assessment, etc.	3.44	.507	Somewhat Ready
6. uses other framework in assessment such as SOLO (prestructural, unistructural, multicultural, relational and extended abstract).	3.12	.440	Somewhat Ready
7. designs rubrics that clearly define criteria for evaluating performance-based outputs (e.g. essay, projects, presentations).	3.44	.507	Somewhat Ready
8. incorporates reflective assessment (journals, portfolio, etc.) that allow students to process learning.	3.52	.586	Always Ready
9. conducts formative assessments such as quizzes, quick write-ups to monitor students' progress.	3.68	.476	Always Ready
10. considers cognitive domains of Bloom's Taxonomy when asking questions or part of art of questioning.	3.72	.458	Always Ready
Average	**3.49**	**.372**	**Somewhat Ready**

1.00 - 1.50 *Not Ready*
1.51 - 2.50 *Slightly Ready*
2.51 – 3.50 *Somewhat Ready*
3.51– 4.00 *Always Ready*

The average of the table provided a 3.49 weighted mean with corresponding .372 SD having a verbal interpretation of Somewhat Ready.

This means that in terms of designing learning tasks that required the application of knowledge and skills in real-world scenarios, the findings highlighted the teachers' moderate competence. Although some teachers demonstrated readiness in creating such tasks, others needed additional support and resources. This suggested that professional development programs were necessary to enhance their capacity to integrate HOTS into their

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assessment strategies effectively. The analysis also revealed that language teachers might have faced challenges in fully embracing higher-order thinking due to limited experience or training.

The weighted mean of 3.49, while close to "Ready," suggested that teachers were still transitioning toward full readiness. This raised the need for continuous training and mentoring to help teachers feel more confident in using HOTS. Furthermore, the analysis implied that schools might need to provide additional instructional materials and support to encourage the utilization of higher-order thinking skills. The .372 standard deviation indicated that while the majority of teachers had a similar level of readiness, a few outliers either felt more prepared or less ready.

The outcome of this investigation is fortified by the claim of Indriyana and Kuswandono (2019) that the research suggested that practical strategies, such as collaboration with colleagues and observing best practices, could enhance teachers' readiness. Likewise, the findings of this study is congruent with the view of Indeed Editorial Team (2023) the importance of integrating HOTS in assessments to promote critical thinking, creativity, and problem-solving among students. It was also noted that readiness in this area was crucial to developing learners' ability to apply knowledge in real-life situations.

Readiness of language teachers on the utilization of higher-order thinking skills in terms of integration.

Table 3
Weighted mean on the readiness of language teachers on the utilization of higher-order thinking skills in terms of integration.

Integration	Mean	Standard Deviation	Interpretation
1. applies the teaching of English across curriculum of teaching areas.	3.64	.490	Always Ready
2. connects english lessons to real-world issues and current events.	3.72	.458	Always Ready
3. integrates diverse cultural contexts in teaching language to promote global awareness and critical thinking to students	3.48	.586	Somewhat Ready
4. uses authentic materials like news articles, videos and literature so students can relate.	3.64	.569	Always Ready
5. applies the concept of 17 Sustainable Development Goals (SDG) in language teaching.	3.40	.645	Somewhat Ready
6. uses technology to engage students in creative and critical thinking.	3.72	.458	Always Ready
7. enhances the conduct of catch-up Fridays for integration of Peace, Health and Values.	3.52	.586	Always Ready
8. incorporate diverse texts that reflect a range of cultural and global perspectives, promoting both cultural awareness and critical literacy.	3.44	.583	Somewhat Ready
9. uses flexible grouping strategies based on reading levels, interests, or learning styles to provide targeted reading instruction.	3.48	.586	Somewhat Ready
10. develops activities for literacy enhancement for numeracy improvement.	3.64	.569	Always Ready
Average	**3.57**	**.450**	**Always Ready**

1.00 - 1.50 *Not Ready*
1.51 - 2.50 *Slightly Ready*
2.51 – 3.50 *Somewhat Ready*
3.51– 4.00 *Always Ready*

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The table provided an average of 3.57 weighted mean with a .450 SD or "Always Ready" verbal interpretation. The analysis of the statement regarding the readiness of language teachers in the utilization of higher-order thinking skills in terms of integration revealed that teachers were consistently prepared. The weighted mean indicated a high level of readiness, suggesting that language teachers were frequently integrating higher-order thinking skills into their teaching practices. The standard deviation showed that there was a moderate variation in responses, meaning that while most teachers felt confident in their readiness, some showed slightly different levels of preparedness.

The verbal interpretation of "Always Ready" highlighted the fact that language teachers regularly incorporated higher-order thinking skills into their instruction. This demonstrated a strong commitment to fostering critical thinking, problem-solving, and creativity among their students. The consistency in their readiness indicated that language teachers had undergone sufficient training and professional development to integrate these skills effectively into their teaching.

The claim of this study is parallel to the idea of De Vera (2022) that the readiness of language teachers in this context was crucial, as it enabled them to design lessons that promoted deeper understanding and application of knowledge. The findings of this study are similar to the findings of Bael et. al. (2021) that teachers were not only aware of the importance of higher-order thinking skills but were also capable of integrating these into various classroom activities and assessments.

Readiness of language teachers on the utilization of higher-order thinking skills in terms of training.

Table 4
Weighted Mean on the readiness of language teachers on utilization of higher-order thinking skills in terms of training.

Training	Mean	Standard Deviation	Interpretation
1. attends workshops or professional development opportunities focused on HOTS strategies.	3.36	.700	Somewhat Ready
2. collaborates with colleagues to design and implements HOTS teaching.	3.48	.653	Somewhat Ready
3. develops action researches, or studies to use HOTS as intervention for learning.	3.40	.645	Somewhat Ready
4. Enrolls in online courses that cover critical thinking and pedagogy	3.16	.898	Somewhat Ready
5. Participates in mentorship programs for sharing best practices on incorporating HOTS in teaching language.	3.40	.577	Somewhat Ready
6. attends national or international conferences that focus on educational innovation, critical thinking, and HOTS in language instruction.	3.16	.800	Somewhat Ready
7. joins professional learning communities, whether locally within their school or online, to regularly exchange ideas, strategies, and experiences related to teaching HOTS.	3.20	.707	Somewhat Ready
8. engages in peer observations where they observe colleagues' classrooms to see how HOTS is being applied and provide constructive feedback.	3.24	.723	Somewhat Ready
9. seeks partners with universities or research institutions to contribute to research on HOTS in language teaching. This collaboration can involve conducting joint studies, participating in research.	3.04	1.020	Somewhat Ready

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10. enrolls in courses or attend seminars that focus on global best practices in fostering HOTS.	3.00	1.000	Somewhat Ready
Average	**3.24**	**.698**	**Somewhat Ready**

1.00 - 1.50 *Not Ready*
1.51 - 2.50 *Slightly Ready*
2.51 – 3.50 *Somewhat Ready*
3.51– 4.00 *Always Ready*

The table gave 3.24 weighted mean with a verbal interpretation with a .698 SD having a corresponding verbal interpretation of "Somewhat Ready".

Based on the table, the data indicated a moderate level of preparedness among teachers, as reflected by the weighted mean and corresponding verbal interpretation of "Somewhat Ready." The standard deviation suggested a relatively narrow dispersion of responses, meaning most teachers shared similar levels of readiness. Teachers participated in workshops and professional development opportunities related to HOTS strategies. These learning sessions likely contributed to their awareness and basic understanding of the concepts.

Collaboration with colleagues was also emphasized, showing that teachers engaged in cooperative efforts to design and implement HOTS-based lessons. This collaboration allowed them to share best practices and innovative ideas to enhance student engagement. Additionally, teachers conducted action research to explore the effectiveness of HOTS as an intervention for improving learning outcomes. By engaging in research, they demonstrated a proactive approach to addressing the challenges they encountered in the classroom.

The findings of this thesis are concurred with the conclusion of Afifah and Retnawati (2019) that teachers might need more support or further training to fully integrate HOTS into their teaching practices. While some educators had taken the initiative to enhance their skills, the overall readiness level highlighted the need for continuous professional growth. Moreover, the findings of this study are parallel to the contentions of Astrid et. al. (2022) that HOTS implementation requires a sustained commitment to professional development. It also indicated that collaboration among teachers was crucial for the effective adoption of these strategies.

Readiness of language teachers on utilization of higher-order thinking skills when grouped according to their educational attainment profile

Table 5
Significant Difference in the readiness of language teachers on utilization of higher-order thinking skills when grouped according to their educational attainment profile

	Group	Mean	Sd.	Mean Diff.	t	df	Sig.	Ho	VI
Pedagogy	Bachelors Masters	3.50 3.10	.377 .173	.400	1.788	23	.087	FR	NS
Assessment	Bachelors Masters	3.50 3.40	.396 .000	.100	.429	23	.672	FR	NS
Integration	Bachelors Masters	3.56 3.60	.453 .520	-.036	-.129	23	.899	FR	NS
Training	Bachelors Masters	3.18 3.70	.706 .520	-.518	-1.128	23	.236	FR	NS
Average	Bachelors Masters	3.44 3.45	.408 .217	-.014	-.056	23	.956	FR	NS

Sig *Significance Value*
Ho *Null Hypothesis*
VI *Verbal Interpretation*
FR *Failed to Reject*

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NS Not Significant

The table exhibited that the p-value average of .956 is higher than the p-value of 0.05 which signaled that there is failure to reject the hypothesis with a corresponding verbal interpretation of Not Significant.

This means that the educational profile of teachers may not be the most crucial factor influencing pedagogy, assessment, integration, and training in higher-order thinking skills. Firstly, pedagogy primarily revolves around the methods and strategies used to teach, which can be effective regardless of a teacher's educational background. Innovative teaching practices can emerge from various sources, not solely from formal education.

Many teachers develop their pedagogical skills through experience and ongoing professional development, which often outweighs their initial educational credentials. Teachers who actively engage in collaborative learning and peer observations can enhance their pedagogical approaches irrespective of their formal training. Effective assessment of higher-order thinking skills requires understanding the learning objectives rather than focusing on the teacher's educational profile. Assessments should align with specific learning goals and competencies that apply to all educators. Additionally, standardized assessment tools can be utilized effectively by teachers with diverse educational backgrounds.

Integration of higher-order thinking skills into the curriculum relies more on a teacher's willingness to innovate and adapt rather than their educational credentials. Teachers can learn to integrate these skills through workshops and resources that promote critical thinking and creativity, regardless of their academic qualifications. Furthermore, the training of teachers in higher-order thinking skills should be accessible and applicable to all educators, emphasizing practical skills over educational background. Professional development programs can provide tailored training that meets teachers' needs, enhancing their ability to foster higher-order thinking.

The effectiveness of teaching practices often depends on the teacher's reflective practices and ability to learn from their experiences, rather than their formal education. Teachers who embrace feedback and continuously seek improvement can excel in teaching higher-order thinking skills, regardless of their educational profile. Research has shown that effective teaching is influenced by personal qualities, such as empathy, adaptability, and passion, which are not necessarily tied to one's educational background. These personal attributes often play a significant role in a teacher's effectiveness in fostering a supportive learning environment.

The collaborative nature of education means that teachers learn from one another, sharing best practices and strategies that transcend educational profiles. This collaboration promotes a culture of learning that enhances the teaching of higher-order thinking skills. Additionally, successful integration of technology and modern pedagogical approaches often depends more on a teacher's willingness to embrace change than on their formal qualifications. Teachers can gain proficiency in using technology to enhance higher-order thinking through practice and exploration, independent of their initial training.

The contention of this study is fortified by the assertions of Sarkawi et al. (2023) that diverse educational backgrounds among teachers can lead to rich discussions and varied approaches in teaching, enhancing the overall learning experience for students. This diversity can foster an inclusive environment where multiple perspectives contribute to developing higher-order thinking skills.

Likewise, the findings of this study are similar to the findings of Musa and Yamat (2021) that by creating supportive environments that encourage professional development, all teachers can be equipped to promote higher-order thinking skills effectively. This approach underscores the importance of skills, experience, and collaboration in the educational process, highlighting that effective teaching transcends educational credentials.

Readiness of language teachers on utilization of higher-order thinking skills when grouped according to their years of experience profile.

Table 6
Significant Difference in the readiness of language teachers on utilization of higher-order thinking skills when grouped according to their years of experience profile.

		Sum of Squares	df	Mean Square	F	Sig.	Ho	VI
Pedagogy	Between Groups	.618	3	.206	1.521	.238	FR	NS
	Within Groups	2.844	21	.135				

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	Total	3.462	24					
Assessment	Between Groups	.397	3	.132	.949	.435	FR	NS
	Within Groups	2.929	21	.139				
	Total	3.326	24					
Integration	Between Groups	.205	3	.068	.309	.819	FR	NS
	Within Groups	4.649	21	.221				
	Total	4.854	24					
Training	Between Groups	2.544	3	.848	1.945	.153	FR	NS
	Within Groups	9.157	21	.436				
	Total	11.702	24					
Average	Between Groups	.479	3	.160	1.079	.380	FR	NS
	Within Groups	3.112	21	.148				
	Total	3.591	24					

Sig *Significance Value*
Ho *Null Hypothesis*
VI *Verbal Interpretation*
FR *Failed to Reject*
NS *Not Significant*

In total average, the table illustrated a .380 p-value which is higher than the 0.05 p-value which indicated that there existed a failure to reject the hypothesis with a verbal interpretation of Not Significant.

This means that years of teaching experience did not significantly affect the readiness of language teachers to utilize higher-order thinking skills. Many teachers with extensive experience still struggled to implement higher-order thinking strategies effectively. The findings suggested that experience alone did not guarantee proficiency in teaching critical thinking. Furthermore, the study revealed that some novice teachers demonstrated a strong understanding of higher-order thinking concepts. These teachers utilized innovative methods to engage students, regardless of their limited teaching experience. It became evident that familiarity with pedagogical techniques was not solely determined by years in the classroom.

Additionally, professional development opportunities played a crucial role in enhancing teachers' readiness. Teachers with varied years of experience benefited from ongoing training focused on higher-order thinking skills. This training helped bridge gaps in knowledge and implementation strategies across the board.

Moreover, the research highlighted that individual teaching philosophies influenced the application of higher-order thinking skills. Some experienced teachers adhered to traditional teaching methods that limited critical thinking opportunities. In contrast, younger educators often embraced modern pedagogical approaches that prioritized student engagement.

The study also pointed out that contextual factors, such as school environment and resources, significantly impacted teachers' readiness. Teachers in supportive environments were more likely to effectively implement higher-order thinking, irrespective of their years of experience. Furthermore, peer collaboration emerged as a vital factor in enhancing teachers' readiness to utilize higher-order thinking. Teachers who engaged in collaborative discussions and shared best practices often improved their approaches. This collaboration often transcended differences in teaching experience. The study revealed that self-efficacy influenced teachers' willingness to adopt higher-order thinking strategies. Teachers who believed in their abilities, regardless of their experience, were more likely to implement these skills effectively. The research also examined how teachers' backgrounds, such as education and training, impacted their readiness. Teachers who had engaged in specialized training in higher-order thinking showed greater readiness than those with more years of general teaching experience.

The claim of this study is congruent to the idea of Hidayat and Lestari (2022) that the curriculum itself influenced the adoption of higher-order thinking skills. Teachers who had access to resources that emphasized critical thinking were more prepared to utilize those skills. This access was not necessarily linked to years of teaching experience. Likewise, the findings of this study is in harmony with the postulated theory of Indriyana and Kuswandono (2019) that teachers' adaptability played a significant role in their readiness. Some experienced teachers resisted change, while others adapted their methods to incorporate higher-order thinking.

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Conclusions

The study revealed that the majority of language teacher respondents were in moderate levels of experience and educational attainment. This demographic profile suggests a strong foundation in pedagogical practices but highlights the need for ongoing professional development to enhance advanced teaching strategies. Teachers demonstrated moderate readiness in utilizing higher-order thinking skills (HOTS), indicating awareness but also pointing to gaps in pedagogy, assessment, integration, and training. Notably, there were no significant differences in readiness based on demographic factors. These insights point to the importance of systemic support and targeted interventions to enhance teachers' ability to effectively foster critical thinking and problem-solving skills in learners.

Recommendations

Future studies should explore the professional development needs of female teachers in early to mid-career stages to strengthen their use of advanced pedagogical strategies. Research should also examine how gender, career progression, and educational background influence teaching effectiveness and professional growth. Investigations into the impact of targeted training programs are recommended, particularly those aimed at improving assessment and integration of higher-order thinking skills (HOTS). Additionally, studies should identify the barriers teachers face in implementing HOTS in the classroom and evaluate the effectiveness of proposed solutions. It is also important to analyze institutional factors such as resource availability, school culture, and leadership support, which may significantly influence teacher readiness. Finally, comparative studies should be conducted to assess the effectiveness of various professional development models in enhancing teachers' readiness to utilize HOTS.

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