Digital Transformation and Disruption of Higher Education

Shazia Aziz and Muhammad Asif Ikram Anjum

Faculty readiness in any context is a measure of the preparedness of faculty to teach in that context. This quantitative case study examines the higher education instructors’ perceptions of their readiness to teach online. It highlights how the sudden pandemic triggered transformation of higher education to the virtual modality has disrupted teaching at places like Pakistan where the educators were not ready enough for the transition since it involves more than switching to an online modality as Kaplan propounds (see chapter 1 of this volume). The urgency of the situation made teachers feel overwhelmed without necessary guidance and training. This chapter also offers recommendations on what can be done about the situation. The teacher-readiness questionnaire developed by Martin, Budhrani and Wang (2019) was adapted according to the context of the study. The data collected from 170 instructors were analysed statistically by employing descriptive statistics and MANOVA through SPSS. The findings of the survey have significant implications for instructors, heads of higher education institutions, higher education commission and policy makers in similar countries.