Teachers' Readiness, Teaching and Research Competence in the New Normal: Implications to Educational Policy

Ruby D. Catalan, Guimaras State University, Philippines
Cathy B. Basa, Pili National High School, Philippines

Abstract

This descriptive-correlation research was conducted to determine the levels of readiness, teaching and research competence of teachers in the Schools Division of Iloilo as they adapt to the new normal. There were 380 public secondary junior and senior high school teachers who were surveyed using an adapted and modified questionnaire. They were categorized into age, sex, educational attainment, teaching experience, position, school classification and congressional district. The data were analyzed using frequency count, percentage, mean, standard deviation, t-test for two independent samples, One-way Analysis of Variance and the Pearson's r with significance level set at .05 alpha. Results revealed that the teachers as an entire group have very high level of readiness in terms of safety protocol and high level of readiness in terms of duties and responsibilities, and ICT skills. They showed a very satisfactory level of overall teaching competence. Further results revealed that they had a satisfactory level of research competence. The age, position, school size and location were determinants of the level of teacher readiness, teaching and research competence. Courses of actions were recommended to DepEd officials, curriculum makers, school administrators, teachers, parents, learners, community and future researchers. Furthermore, policy implications drawn from the results were laid out to address some of the salient findings of the study.

Keywords: Teacher Readiness, Teaching Competence, Research Competence

Introduction

The COVID-19 pandemic has brought extraordinary challenges and has affected the educational sectors, worldwide. Every country is presently implementing plans and procedures on how to contain the virus, however, the infections are still continually risin In the educational context, to sustain and provide quality education despite lockdown and community quarantine, the new normal should be taken into consideration in the planning and implementation of the "new normal educational policy" (Tria, 2020).

Section 3 of Presidential proclamation No. 929 s. 2020, mandates all government agencies to render full assistance and cooperation to mobilize the necessary resources to undertake, critical, necessary and appropriate disaster response aid and measures to curtail and eliminate the threat of COVID-19. Thus, the Department of Education took initiatives to mitigate the impact of the pandemic in our educational programming by designing different learning modalities to ensure that quality education still be delivered across the country while strictly following the health and safety protocols set by the Department of Health to safeguard public health. These demand that schools make significant effort to implement the Basic Education Learning Continuity Plan (BE - LCP) stipulated in DepEd Order 012, s. 2020 to ensure that students' learning progresses even amidst disasters such as natural calamities, storms and pandemics in line with the DepEd Order 018, s. 2020, following the Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Continuity Plan.

Today, quality of teaching determines the quality of education. The teacher's personal qualities, attitudes, commitment and dedication towards teaching profession, educational qualification and professional training play a vital role in modern education. Achievement of effective education can be brought about by the efforts of a team of high quality and competent teachers. The role of the teacher is pivotal in arousing enthusiasm and inspiring a person for learning and sharpening one's intelligence and wisdom (Aktharsha &S engottuvel, 2015).

At the same time, teachers are catalysts of national development. With them, the nation is able to produce and develop learners, who may lead the country to development and progress. Enhancing teachers' quality and upholding quality teaching standards, therefore, should be given utmost importance for the long term and sustainable nation building (Gepila, 2019).

Statement of the Problem

Therefore, the ultimate goal of this research study is to assess the current situation and state of readiness and competence of teachers in teaching and conducting researches amidst the pandemic. In which, the result could serve as the basis for the formulation of an educational policy that is appropriate, applicable and timely as the nation adjust to the setting of the new normal. The development of policy out of this context could further improve the quality of teaching and learning process not only in one's locality but also across the country while adapting to the challenges brought about by the worldwide pandemic. The success of the schools in sustaining its programs and ensuring the delivery of quality education despite the critical conditions lies in the hands of an effective and highly competent teachers as facilitators of learning in the new normal.

This study determined the readiness, teaching and research competence of Secondary Teachers in the Schools Division of Iloilo, Philippines for the School Year 2020-2021 as bases for an educational policy in the new normal. Specifically, it determined the level of readiness of teachers in the new normal in terms of safety protocol, duties and responsibilities and ICT skills; level of teaching competence in the new normal in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting; and level of research competence in the new normal in terms of the ability to plan and conduct research, knowledge of research methodologies and capacity to prepare a manuscript for publication. Significant differences of these variables were determined when the teachers were classified according to age, sex, educational attainment, teaching experience, position, school classification and congressional district. The final output of the study was the formulated implications for educational policy in the new normal.

Legal Bases and Theoretical Framework

This study is anchored on the Teachers' Professional Competence Theory proposed by Guerriero and Revai (2017) which states that teacher competence is the ability to meet complex demands in a given context by mobilizing various psychosocial (cognitive, functional, personal and ethical) resources. In this sense, competence is dynamic and process-oriented, and includes the capacity to use and to adapt knowledge. The opportunity to learn will influence teachers' content and pedagogical knowledge and have affective motivational competences and beliefs. Guerriero and Revai note the work of Shulman (1987) to show how content and pedagogical knowledge have three specific categories: subject knowledge; knowledge of teaching; and knowledge of learning, including knowledge of teaching and learning processes particular to both the subject and general teaching. Guerriero and Revai (2017) further stated that affective motivational competences do not only include aspects 'such as career choice motivation, achievement motivation and goal orientation, but also teachers' belief about their subject area, about teaching and learning, as well as their perceptions of teaching and of the profession. Affective and motivation competences are, however, also influenced by how teachers view the extent to which they have self-efficacy. But teacher knowledge, motivational competences and beliefs are not in themselves enough to lead to teacher competence (i.e. the ability to meet complex demands in a given context by mobilizing various psychosocial (cognitive, functional, personal and ethical) resources. As such, teachers also need to be able to use their knowledge and expertise to make quick-fire decisions in response to what they see within the classroom and other settings. Likewise, Guerriero and Revai cited the work of Seidel et al. (2011), who identify three aspects of the decision-making and reasoning process: 1) the ability to describe what has been noticed; 2) higher-order processes to connect the observed classroom event to prior knowledge and understanding of teaching and learning; and 3) knowledge-based reasoning processes to evaluate and predict what might happen as a result of connecting the observed situation to prior knowledge of teaching and learning. As such, decision-making and professional judgment provide the connection between formal knowledge, competencies and teaching, as noted by Guerriero and Revai in the context of this model of professional competence.

Thus, applied in this current study, teaching and research competence of teachers are evaluated through self-assessment to determine their strengths and weaknesses as they adjust and adapt to the flexible learning modalities in the new normal. Teachers' level of competencies describe their qualities, abilities and capacities as learning facilitators in their respective locality. It gives a realistic picture of teachers' readiness, flexibility and resiliency

in overcoming the challenges of the new normal in the Philippine Educational System. In this study, teachers are being assessed of the probability that their effort in terms of readiness, teaching and research competence will lead to the required performance level despite experiencing critical condition. This will encourage them to uplift their teaching qualities, school performance and research skills that has been found to be a necessary concomitant for school improvement.

Hence, the BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the "new normal," keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. In line with this, the learning delivery modalities that schools can adopt may be one or a combination of face-to-face, distance learning, blended learning and home schooling, depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality. Marchuk (2013 cited in Fedina et al., 2017) defines distance learning as such instruction, whereby its subjects are separated in space and, presumably, in time. It is implemented, taking into account the communication and perception of information in a virtual environment, by a special system for organizing the educational process, a special methodology for developing training aids and teaching strategies, as well as, by using electronic or other communication technologies.

Research Design

This study employed a descriptive-correlation research design. Descriptive research is a design used if the research wants to provide a description of a phenomenon without manipulation of any of the variables. A correlation research as defined by McCombes (2020) measures a relationship between two variables without the researcher controlling either of them. It aims to find out whether there is either a positive correlation where both variables change in the same direction, a negative correlation in which the variables change in opposite direction; or a zero correlation when there is no relationship between variables. The degree of association, expressed as a number indicates whether the two or three variables are related ones. In this case the relationship or association that was determined was between the teacher readiness, teaching and research competence in the new normal.

Population and Sample

The population of the study were the 7786 public Secondary (Junior and Senior) High Schools teachers in the Schools Division of Iloilo, Province of Iloilo, Philippines, for the school year 2020-2021. From the population, a randomly selected 380 teachers were utilized as respondents. The data is shown on Table 1.

Table 1. *Distribution of Respondents*

Congressional Districts	N	n	Percentage
First	1457	71	19
Second	1360	67	17
Third	1852	90	24
Fourth	1165	57	15
Fifth	1952	95	25
Total	7786	380	100

Data Gathering Instrument

The instrument used in gathering the data was an adapted and modified questionnaire from the research studies of Ghavifekr and Rosdy (2015),Gepila (2019) and Molina (2019). The first part determined the respondents' profile like their age, sex, educational attainment, teaching experience, position, school classification, and congressional district. The second part is a rating scale used to measure the teachers' readiness in the new normal which is further subdivided into three subsections, namely, safety protocol, duties and responsibilities, and ICT skills. Each subsection contains 10 items which the respondents have to rate themselves using a five-point Likert scale. The third part measured the teaching competence of the teachers in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. The third part measured the teaching competence of the teachers in the new normal in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. Each subscale has 8 items where the respondents have to rate themselves using a five-point Likert scale. Lastly, the fourth part measured the research competence of the teachers in the new normal divided into three subscales, namely, ability to plan and conduct research, knowledge of research methodologies, and capacity to prepare a manuscript for publication, each containing 8 items.

The questionnaire was subjected to a content validation by experts in the field. All their comments and suggestions were incorporated in the questionnaire prior to the conduct of the study and its distribution to the respondents. The reliability of the instrument was determined using Cronbach's Alpha. Prior to the conduct of this study, appropriate notifications and safety health protocols required by Department of Health were strictly followed and observed by all the parties involved within the duration of the research investigation.

Conclusion

Results show that teachers have *very high* level of readiness in terms of Safety Protocols (M=4.29), and *high* readiness in terms of Duties and Responsibilities (M=3.97), and ICT Skills (M=3.85). The results also showed that overall, they have *high* Readiness (M=4.03) for teaching amidst the pandemic. Item analysis showed that in terms of Safety Protocols, the teachers have *very high* Readiness in all the indicators, especially, in the "practice of the proper use of face mask/face shield at all time" (M=4.49) which generated the highest mean among the 10 indicators. It was noted that the teachers' readiness in terms of "knowledge of emergency contact numbers such as public health authorities, nearest hospital or

health/medical center and DOH Assistance Center" (M=3.99) is *high* and is lowest among the indicators of Safety Protocol.

The government and private organizations have been very aggressive in disseminating information on the standard safety protocols since the beginning of the pandemic using different platforms such as television, radio, social media, among others. This has prepared teachers to possess a level of readiness to face the new norm in terms of safety protocol, especially in the use of protective gears such as face masks and face shields at all times that exceeds beyond expectation. Additionally, as front liners in the education sector, teachers have undergone various trainings and seminars to prepare them in the delivery of quality education amid the COVID-19 pandemic. It is a norm of the Department to train teachers not just for professional growth but to become ready for unexpected circumstances. However, it is to be noted that it is in the ICT skills where the teachers showed the lowest mean. This result may be attributed to the limited use of information and communication technology in the classrooms by the teachers in the previous school years when face-to-face learning modality was still the norm due to limited availability of these technological resources. However, the study further revealed that the teachers regarded technology infrastructure as the factor where they were least ready. In the present investigation, the results showed that among the three areas, the teachers felt least ready in terms of their ICT skills. As discovered by Al-Awidi and Aldhafeeri (2017), teachers' moderate readiness to implement the digital curriculum was due to factors such as time constraint, knowledge and skills, infrastructure, and technical support. Furthermore, David (2020) is of the opinion that many teachers are not as keen to be updated on the technical software or online social skills to be able to use the strategy in mitigating the effect of the crisis on the education of students. While online programs are great for upskilling teachers, they also pose a burden for many of them (especially the older generation) who have mastered teaching on site and are not equipped with teaching tools and basic modern technology and software. Having to relearn or even unlearn skills for teaching seems to be a herculean task.

Avvisati (2018) averred that years of reflective practice is needed to master a complex and sophisticated job like teaching. Studies have shown that teaching effectiveness and competencies are honed through years of practice. Such has been proven by the results of the present investigation, the more experienced teachers are, the higher is their teaching competence. As the teacher gain experience, the learnings from the experiences were accumulated to enhance competence in teaching. These results serve as a reminder that enhancing one's competencies is cumulative and incremental. Furthermore, Desjardins in Massing and Schneider (2017) discoursed that the imperfect correlation between educational attainment and competencies suggested that knowledge acquisition and competency formation are not limited to formal education. He said that competency development is an "experience that is both 'lifewide' (occurring in the home, at school, work and in the community) and 'lifelong' (starting during fetal development and continuing into old age)". This explains the higher means for teaching competency of the teachers with longer teaching experience, technological, instructional, class size, technical support, and collaboration. Based on the results, teachers from large schools have the highest teaching competence means. Teachers, given the right support, will be able to enhance their teaching competence in the new normal. Alvarez (2020) identified in his study five road blocks in blended learning as reported by the teachers, namely: schools have more resources to address the road blocks compared to the small and medium schools. This enabled large schools to provide more support to their teachers and consequently improved their teaching competence.

As noted, among the three phases of research, the teachers found to be less competent in the preparation of research manuscripts for purposes of publication. While the results are *satisfactory,* there is a need to further enhance the competencies of the teachers in research. Research is one of the standards of accreditation in assessing the development of competent professionals. Likewise, in the evaluation of programs and institutions relative to accreditation, the research element is one of the areas being assessed by the accreditors. Teachers as purveyor of knowledge need to be competent not just in teaching but also in research. While the teachers in the present study meet the needed competency requirements in this aspect, there is a need for them to continue developing their research competencies. The same scenario is also true even in other educational institutions. In the study conducted by Daylo (2016), teachers of private institutions in Western Visayas also showed good performance as researchers while being excellent as instructors. They, too, rated themselves low in conducting action research, and submitting researches for publication.

Perhaps, what would ensure the development of research competence is the experience of conducting research instead of the experience in teaching. Reder (cited in Massing & Schneider, 2017) articulated that the acquisition of competency continues after formal education through work life and experience, opportunities for skill use and efforts of life-long learning. In this investigation, for the research competency of the teachers to level up, teachers must use their research skills by conducting research and submitting outputs for publications.

While teaching experience may be considered an important factor in the development of one's competence, in terms of readiness in the new normal it generated a no significant results. Meaning, teachers no matter the number of years that they have in the teaching profession, their level of preparedness for the new normal in education is of the same level. Again, across teaching experience, the Department of Education was able to provide teachers with the same training to prepare them for the first year of the implementation of the new learning modality. The fact that different educational administrations have had to carry out a transfer of the educational system from face-to-face teaching to online teaching at a speed of real urgency is causing the use of ICT to have gone from being one more methodological resource to a necessary solution so that the teaching and learning process is not interrupted, thus avoiding the collapse of educational systems worldwide. This has been an educational, but also a health measure since the closure of schools and the adoption of online education would help stop the spread of the pandemic (Diaz et al.,2020).

All schools regardless of classification have to comply with the standard safety protocols as mandated by the government to ensure the health and safety of the learners, teachers, administrators, and other stakeholders. As such, the same level of preparedness in terms of information, training and webinars were provided to teachers. But in terms of duties and responsibilities, and ICT skills, teachers from large schools have the advantage of having more and better resources to support them in preparing for the new normal far better than teachers from the small and medium schools. The shift in the teaching and learning processes means transition that necessitate teacher and infrastructure support. Thus, teachers from large schools showed the highest mean score for readiness among the three groups. As found by Al-Awidi and Aldhafeeri (2017), teachers' readiness in implementing a digital curriculum can be realized with the right knowledge and skills, infrastructure and technical support, all of which are quite limited for the small and medium schools.

There are significant differences in the level of Teachers' Readiness in the new normal when the teachers were grouped according to age, sex, position, school classification, and congressional district. No significant results were found when they were grouped according to educational attainment and teaching experience. The level of readiness of the teachers in the new normal is affected by some of the demographic characteristics such as their age, sex, position, school classification, and congressional district.

There were significant differences in the level of teachers' readiness in the new normal, $F(3, 376)= 4.46$, $p=.004$, and in terms of ICT Skills, $F(3, 376)= 16.55$, $p<.000]$ when the teachers were grouped according to age. Post hoc test revealed that for the overall readiness, the significant differences were found between the group of teachers aging 30 and below and 51 and above, and 31 to 40 years old and 51 and above. Teachers in the oldest age bracket (51 and above) showed significantly lower level of readiness. As to their ICT Skills, the teachers also showed significantly lower level of readiness when compared to the three other age groups. A significant difference in the ICT Skills readiness was also found between the 31 to 40 years old and 41 to 50 years old, with the former showing a significantly higher level of readiness. In terms of Safety Protocol, $F(3, 376)= .242$, $p=.867$, and Duties and Respondents, $F(3, 376)= .796$, $p=.497$, no significant differences were found between groups. David (2020) is of the opinion that many teachers are not as keen to be updated on the technical software or online social skills to be able to use the strategy in mitigating the effect of the crisis on the education of students. While online programs are great for upskilling teachers, they also pose a burden for many of them (especially the older generation) who have mastered teaching on site and are equipped with teaching tools and basic modern technology and software. Having to relearn or even unlearn skills for teaching seems to be a herculean task. This explains the significantly lower level of readiness among older teachers, especially in ICT Skills.

Further results revealed the significant differences in the level of Teachers' Readiness in the new normal when grouped according to sex. For the overall level of readiness, the male teachers have significantly higher level of readiness than the female teachers, $t(378)= 3.77$, $p<.01$. Similar results were found in terms of Safety Protocol, $t(378)= 3.58$, $p<.01$; Duties and Responsibilities, $t(378)= 3.29$, $p=.001$; and ICT Skills, $t(378)= 2.89$, $p<.01$. Similar results were discovered by Badri and colleagues (2014) where male teachers demonstrated higher level of technology readiness than the female teachers. Also, Van Deursen and Van Dijk (2015) noticed men scoring higher than women on all skill domains of technology like the operational skills, formal skills, information skills, formal skills and strategic skills.

When the teachers were grouped according to Position, the results revealed that significant differences existed in the level of the overall Teachers' Readiness in the new normal, $F(4, 375)=3.48$, $p=.008$; and in terms of Safety Protocol, $F(4, 375)=4.28$, $p=.002$; Duties and Responsibilities, $F(4, 375)=3.24$, $p=.012$; and ICT Skills, $F(4, 375)=2.79$, $p=.026$. Post hoc test revealed that the significant differences in the overall level of readiness in the new normal are between the groups of Teacher II and the Master Teacher I and II, with the master teachers showing significantly higher level of readiness. In terms of Safety Protocol, the significant differences are between the Mater Teacher I compared to those with positions of Teacher I, II, and III, with the master teachers having significantly higher level of readiness in terms of safety protocol. A significant result was also found between the Teacher I and II with the former showing a significantly higher mean score on their level of readiness. In terms of Duties and Responsibilities, the Master Teacher I and II have shown significantly higher level of readiness than those with positions of Teacher I, II and III. The same post hoc results were also true in terms of ICT Skills, i.e., the master teachers have significantly higher

level of readiness than the Teacher III. The teachers have prepared themselves exceptionally with the knowledge and skills on safety protocol, duties and responsibilities and in information and communication technology skills that are needed in teaching in the new normal.

There was a *very satisfactory* level of overall teaching competence among the teachers in the new normal when taken as a whole group and when classified according to age, sex, educational attainment, teaching experience, position, school classification, and congressional district with the exception of the doctoral degree holders, and master teachers whose level of teaching competence are *Outstanding*. For the overall level of teaching competence in the new normal, significant differences are present when the teachers were grouped according to age, sex, educational attainment, position, school classification, and congressional district. When they were grouped according to teaching experience, no significant differences were found. Results showed that there were significant differences in the overall level of Teaching Competence of the teachers in the new normal, $F(3, 376)= 2.74$, $p=.043$. There were also significant differences found in terms of Learning Environment and Diversity of Learners, $F(3, 376)=2.95$, $p =.033$; and Assessment and Reporting, $F(3, 376)=3.86$, $p =.010$, when the teachers were grouped according to age.

Analysis of the post hoc test showed that the teachers 51 years old and above have significantly lower level of teaching competence when compared to the 31 to 40 years old. The latter also have significantly higher level of teaching competence when compared to the 30 years old and below. In terms of Learning Environment and Diversity of Learners, and Assessment and Reporting, the 51 years old and above still showed significantly lower level of teaching competence when compared to the 31 to 40 years old, and 41 to 50 years old. The 41 to 50 years old also showed significantly higher level of competence than the 30 years old and below for Assessment and Reporting.

In terms of Content Knowledge and Pedagogy, $F(3, 376)= 1.91$, $p=.127$, and Curriculum and Planning, $F(3, 376)= 1.89$, $p=.131$, no significant differences were found between groups. In terms of Learning Environment and Diversity of Learners, and Assessment and Reporting, the hypothesis was rejected, whereas, in terms of Content Knowledge and Pedagogy, and Curriculum and Planning, the hypothesis was not rejected. The implication of the results is that older teachers have significantly lower level of teaching competence compared to the younger ones. The new normal in education requires the upskilling of the teachers which is quite difficult for teachers above 50 years old. David (2020) believed that many teachers are not as keen to be updated on the technical software or online social skills. Learning new processes and technology in teaching pose a burden for many of the older teachers who have mastered teaching on site and are equipped with teaching tools and basic modern technology and software. Having to relearn or even unlearn skills for teaching seems to be a herculean task.

The teachers' age, sex, educational attainment, position, school classification, and congressional district were found to be significant determinants of the teachers' level of teaching competence in the new normal. The research competence of the teachers in the new normal as a whole group and when grouped according to age, sex, and teaching experience is *satisfactory* across groups in all areas. When they were grouped according to educational attainment and position, the doctoral degree holders and the master teachers have *very satisfactory* level of research competence, along with those from the fourth congressional district.

There were significant differences in the level of Research Competence of the teachers in the new normal when they were grouped according to age, sex, educational attainment, position, school classification, and congressional district, whereas, no significant differences were found when they were grouped according to teaching experience. When the teachers were grouped according to Educational Attainment, their level of Research Competence in the New Normal, the results showed that there were significant differences $F(2, 377) = 10.53$, p=.000. Significant results were also found in terms of the three research competence aspects. In all the aspects of research and in the overall research competence of the teachers when grouped according to educational attainment, the post hoc test results showed that the teachers with bachelor's degree as their highest level of education have significantly lower mean scores when compared to the teachers with master's and doctoral degrees. The result of this study is a confirmation of the previous findings on the relationship of educational attainment and competence. In the study of Massing and Schneider (2017) they explained that in comparing competencies, the differences could come from factors especially educational attainment. Basic competencies, according to Baumet et al. (in Massing & Schneider, 2017) are results of cumulative processes of knowledge acquisition facilitated by formal education. Therefore, the more opportunities for knowledge acquisition are provided to and used by an individual, the higher the level of formal education and basic competencies achieved. This point of view thus leads to the expectation that educational attainment and basic competencies are closely related.

Significant relationships were found between the levels of Teachers' Readiness, and Teaching Competence, Teachers' Readiness and Research Competence, and Teaching Competence and Research Competence in the new normal. The levels of Teachers' Readiness and Teaching Competence, Teachers' Readiness and Research Competence, and Teaching Competence and Research Competence in the new normal are directly related variables, i.e., as one variable increases or decreases, the other variable also followed the same direction.

Policy implications

Based on the findings of the study, the policy implications which could serve as reference in the formulation of educational policies in the new normal are laid down in the following matrix. For each of the salient finding, policy implications were identified as recommendations to the education policy formulators.

Table 2. *Policy Implications*

Findings	Policy Implications
• The teachers, as an entire group had Very High level of Readiness in terms of Safety Protocol and High Readiness in terms Duties and Responsibilities, and ICT Skills. When they were grouped according to age, sex, educational attainment, teaching experience, position, school classification, and congressional district, the teachers have High level of Readiness except for the Master Teachers and those from the Fourth Congressional District who manifested that they have Very High level of Readiness. • There are significant differences in the level of Teachers' Readiness when the teachers were grouped according to age, sex, position, school classification, and congressional district. • Significant relationships were found between the levels of Teachers' Readiness, and Teaching Competence, Teachers' Readiness and Research Competence, and Teaching Competence and Research Competence	• There is a need to revisit and redefine the framework of teacher competencies being used in the country so that necessary adjustments can be made to address the call of the times in the education sector. • Policy reforms should be comprehensive, and not just focus on how educational services be delivered. This is to highlight the point of view that teacher competencies are developed incrementally starting from the tertiary education to pre-service training, to in-service training, graduate and post graduate education and career long professional development.
• The level of research competence of the teachers as whole group and when grouped according to age, sex, and teaching experience is Satisfactory across groups in all areas. • There were significant differences found in the level of Research Competence of the teachers when they were grouped according to age, sex, educational attainment, position, school classification, and congressional district.	• Research is part and parcel of the teaching and learning process. There must be some policy measures on research that will cover not just the master teachers if our educational system wants to foster a culture of research in our educational institutions across educational levels. The policies must include the general guidelines, implementation procedures, incentives, publications, among others.

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