TEACHERS' COMPETENCE ON ONLINE LEARNING APPROACHES: BASIS FOR TECHNICAL ASSISTANCE

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TEACHERS' COMPETENCE ON ONLINE LEARNING APPROACHES: BASIS

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There was once a quote from Quano 2019 of the Pasugo God's Message, *"A runner who is determined to reach the finish line sprints towards it with all his energy to win the race.* A college who is a candidate for graduation strive to complete all the required requirements to be able to receive the certification of completion to be able to surpass amidst with all the challenges encountered

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ABSTRACT

The world for more than two years today has been at war with an unseen enemy. The adversary is so strong, formidable, and unpredictable, coming in various names and variants attacking and affecting the lives and the livelihood of the people in this world. Added to these problems come the natural calamities and tragedies, armed conflicts, territorial invasion, bombings, terrorism and so on, causing destruction to and property alike, compete with the situation. Environment issues as climate change and plastic pollution added to the complexity of the worldwide scenario.

Amidst the Covid-19, the educational system is one of the problems the government must find a solution in order that learners need not stop learning even in the times of pandemic. With these, teachers and learners were obliged to conduct and opted for an online distance learning modality to continue the education system in the Philippines.

This study was conducted to find out if there is a relationship between the teachers' competence in teaching and learners' performance in an online class, thus the basis for program formulation.

The findings then resulted in formulating a program entitled **I LOVE READING PROJECT (I**ntensify **L**istening**, O**ra**l, and V**ocabulary for**)** which objectives are 1) intensify listening, oral, and vocabulary for reading comprehension, 2) to develop the love of reading orally or listening stories.

3) to improve HOTs skills in the learners' performance, 4) to improve the learners' reading comprehension, 5) to widen vocabularies to be used in all learning areas.

CONTEXT AND RATIONALE

Who would have thought that such catastrophic events that is happening in this world will change drastically the lives and livelihood of the people in all four corners of the earth? Our world is changing because of the COVID-19 epidemic, which is also posing numerous obstacles. In addition to becoming a health issue, it sparked global economic collapses. As a result of company closures and mass layoffs, many people find themselves suddenly jobless. Food shortages became an issue during this global lockdown, according to the World Health Organization, since trade restrictions and border closures restricted the flow of food supplies from rural to urban locations. In all facets of our everyday life, including the social, cultural, public health, and economic ones, COVID-19 is causing profoundly disastrous conditions. 2022 (Nolasco)

As the rapid spread of the coronavirus continues, schools across the country have been forced to close their doors. According to the National Center for Education Statistics, there are about 57 million children enrolled in kindergarten through high school. Because of the closures caused by the COVID-19 outbreak, several school systems have had to come up with creative strategies to contact and instruct their pupils. One of the primary ways that's being done is through virtual, or online, education. (Lohmann, 2020).

Online teaching is demanding. Faculty members might feel uncomfortable teaching online courses due to the multiple roles and responsibilities of teaching online. To aid in creating professional development programs for online educators, it is necessary to identify the skills and abilities required for online teaching. These skills and competencies are classified into six categories. Pedagogical skills, (b) content skills, (c) design skills, (d)

technological skills, (e) management skills, and (f) social and communication skills. These sets of skills must be evaluated for the school administrators to be able to address and identify the training and materials needed. (TOJET, 2020).

RESEARCH INNOVATION, INTERVENTION AND STRATEGY

Bennett & Lockyer (2006) stipulated that to maintain motivation and encourage interaction from the learners, teachers must have a good rapport with the learners. Effective, interactive, and varied strategies, added to their learning experiences. Adapting student-centered approaches to the online environment has required the development of new skills and changes to teaching practices. Thus, interactive activities such as interactive games and quizzes using different apps to add, are very much needed for the learners to be active and participative.

Queiroz, (2003) defined that competency in a relevant community can be demonstrated. Competence refers to a state of being well qualified to perform an activity, task or job function. When a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a particular community of practitioners.

Queiroz (2003) added that the constant and fast changes of information and communication technology require a continuous process of development of competencies online teachers should have and demands lifelong professional preparation and proper pedagogical training. Thus, to become effective in handling online classes, proper training and virtual experiences must be prioritized.

The roles, characteristics, competencies, and skills that one requires to be a competent and successful online teachers should be identified and

highlighted by educational institutions, online learning organizations and authorities, and online learning theories. (TOJET,2020). How do online teachers employ different strategies in teaching to facilitate mastery of the Most Essential Learning Competences (MELC) of the Department of Education? How do teachers ensure meaningful learning on the part of the pupils away from the traditional face-to-face teaching-learning environment? Thus, this study will be conducted.

Theoretical and Conceptual Framework of the Study

The Department of Education (DepEd)**,** is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020, as the country continues to confront different issues brought about by the coronavirus disease 2019 (COVID-19) pandemic. (DO_s2020_012)

In Section 6, Chapter 1 of Republic Act No. 9155, or the Governance of Basic Education Act of 2001, it is stipulated that the DepEd is vested with the authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education. It gives emphasis that the BE-LCP is consistent with the mandate of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all. (R.A. No. 9155, 2001)

Independent Variables	Dependent Variables

Teachers' Competence

Pedagogical Skills
Content Skills
Technological Skills
Management Skills

Pupils' GPA

BASIS FOR PROGRAM FORMULATION
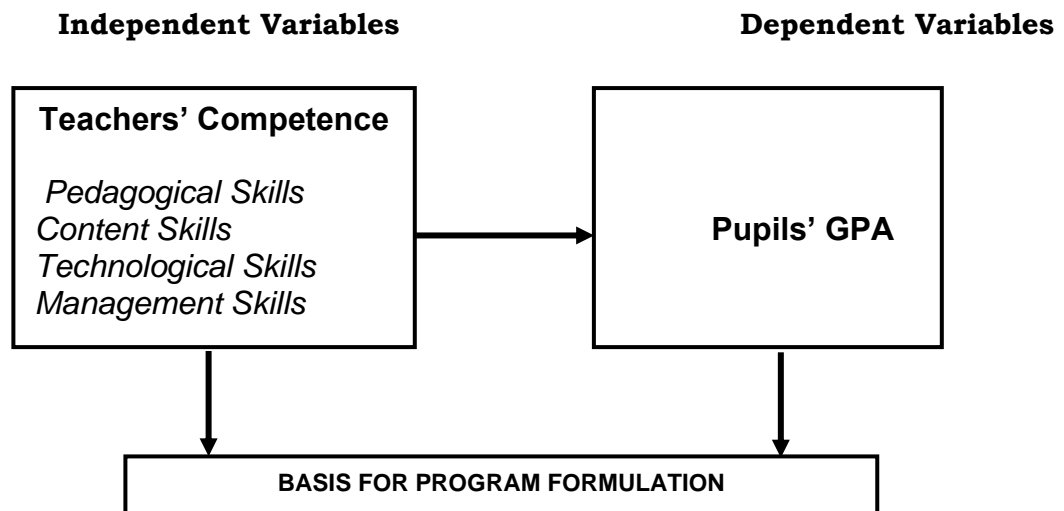
Figure 1. Conceptual Framework of the Study

The relationship between independent and dependent variables can be seen in the above given figure. The figure above shows the relationship between independent and dependent variables. It seeks to assess if the teachers' competence on online learning approaches affects the pupil's academic achievement through their First and Second Quarter GPA. The result of the study could be the basis in administering an intervention program that in this case, could be technical assistance on the part of the teachers.

ACTION RESEARCH QUESTIONS

The study evaluated the teachers' competences in delivering online learning among pupils of Tacurong Pilot Elementary School who are officially enrolled for online learning for the school year 2021-2022.

This study sought to answer the following questions.

1.   What are the personal characteristics of our Online Teacher?

1.1.   Age,

1.2.   Gender,

1.3.　　Length of Service, and

1.4.　　Teaching position?

2.　　To what extent is the teachers' competencies in the delivery of Online learning approach in terms of:

2.1.　Pedagogical Skills'

2.2.　 Content Skills,

2.3.　Technological Skills, and

2.4.　 Management Skills.

3.　　What is the General Percentile Average (GPA) of online learners?

4.　　Is there a significant relationship between teachers' competence in the delivery of online learning and the result of the First and Second Quarter GPA?

5.　　 Is there a significant difference between teachers' competence in the delivery of online learning and the result of the First Quarter GPA when classified according to grade level?

6. Based on the results, what program will be proposed?

Hypothesis of the Study

To achieve the purpose of the study, it was guided by these hypotheses.

1.　　There is no significant relationship between teachers' competence in the delivery of online learning and the result of the First Quarter GPA.

2.　　There is no significant difference between teachers' competence in the delivery of online learning and the result of the First Quarter GPA when classified according to grade level.

3.　　What are the First and Second Quarters GPA of online learners?

4.　　Is there a significant relationship between teachers' competence in the delivery of online learning and the result of the First and Second Quarter GPA?

5.   Is there a significant difference between teachers' competence in the delivery of online learning and the result of the First Quarter GPA when classified according to grade level?

6. Based on the results, what program will be proposed?

Significance of the Study

This study is designed to evaluate the competence of teachers in facilitating online learning among their pupils.

The result of this study will enable teachers in TPES to be aware of their rights and duties as citizens and to achieve partners in the country's development in delivering the basic education.

This will also be helpful to monitor the implementation of Online Distance Learning (ODL) as one of the learning delivery modes of the Department of Education under new normal.

The findings will also be of significance to help teachers to enhance their competence in teaching learners who opted to take online classes.

Scope and Delimitation of the Study

This study evaluated or assessed the teachers' competence in delivering online classes among the pupils of Tacurong Pilot Elementary School who opted to take online learning mode for school year 2021-2022.

The study was limited only in assessing the teachers' competence in online learning such as teacher and interaction, subject matter mastery, instruction, active and personalized learning, learning assessment and inclusion.

Operational Definition of Terms and Acronyms

        To easily comprehend this study, the following terms were operationally defined as follows.

A. **Word Vocabulary**

    Competence- the ability to do something successfully or efficiently.

    Content Skills- also known as technical, job specific, hard or vocational. skills- include those that relate specifically to your line of work.

    Management Skills- Skill Management is the practice of understanding, developing and deploying people and their skills.

    Online Teaching- the process of educating others via the internet. Various methods can be used such as one-on-one video calls, group video calls, and webinars.

    Online Learning- is education that takes place over the internet. It is often referred to as "e-learning" among other terms. It is also called distance learning.

    Pedagogical Skills- these includes the capacity to plan, initiate, lead and develop education and teaching with the departure point in both general and subject-specific knowledge of student learning.

    Performance- the action or process of carrying out or accomplishing an action task or function.

    Technological Skills- refer to the ability to interact and complete tasks using computer-based technologies and other associated technologies.

B. **Acronyms**

ANOVA-Analysis of Variance

DepEd- Department of Education

GPA -General Percentage Average

ODL- Online Distance Learning

REVIEW OF RELATED LITERATURE AND STUDIES

Over the last few decades, distance education has expanded quickly, and online enrollments have increased much more quickly than total higher education enrollments. To meet student demand for online classes, institutions must increasingly offer flexible learning environments to students. The quality of the online learning experience must be at least as good as traditional learning techniques for learners to succeed given the size of the market (Bigatel, et.al, 2020)

Technology plays an important role in communication and collaborative learning. Great opportunities in the education system have created for effective learning experiences both for online teachers and learners. Technology creates ways for innovative applications to be used as tools for interactive learning and sharing. For instance, you want to communicate course content, feedback, assignments, projects, and assessment to the students via video conferencing, calls, text messages etc. (Anu_V.2022)

Bennet & Lockyer (2006) stipulated that advancements in online technologies have facilitated a convergence of distance and campus-based learning and, thus, offer new opportunities for all students through better access to resources, increased interaction between staff and students and greater flexibility in place and time. Thus, coping challenges especially on the transition of online teaching and learning are important matters to be observed considering the roles and expectations to address in the new normal education.

To be effective, skilled, and competent teachers in a virtual class, training must be conducted to deliver quality online learnings. As we clarify

what quality instruction looks like from the perspective of teachers and administrators experienced in online education along with input from online learners, we need to incorporate training on the competencies associated with quality instruction into a comprehensive and effective faculty development program. A challenge to a successful professional development effort is the isolation of online to the teachers who work in a place where connection is weak. (Bigatel, et.al, 2012).

It is significant to note that online instructors must manage taking on the responsibilities of managers and facilitators of the learning process. These areas must be related to one another in terms of the online teaching competencies for a course to be successful (Queiroz, 2003). The largest obstacle a teacher will have been managing online classes. It is vital to note that online teachers must deal with the tasks of managing and facilitating the learning process. These areas must be related to one another in terms of the online teaching competencies for a course to be successful. Managing an online class is one of a teacher's toughest challenges as well. (Queiroz, 2003)

According to Queiroz (2003) distance education must be understood by teachers, its theory and philosophy. Teaching online as an educational paradigm requires a change to address the new normal education. Whereas in traditional teaching the learning process is centered on the teacher- who tries to transfer his/her knowledge to the learners. In an online learning teaching, is more focused on interactive learning where learners are more responsible of the learnings and experiences.

Switching to virtual class is a challenge. A challenge both to the learners and teachers, who are both adjusting to learning and work from home. One thing to consider is how ready they are in the preparation of space

to be used, wi-fi connections, and the schedules of the other members of the family who are also engaging in an online job and learning. (https://www.ccee.ncsu.edu/news/2020).

Consequently, teachers face significant challenges in adapting to online teaching, and maintaining at least a minimum of communication with students and supporting students' learning and development. However, the success of teachers who are competent in coping challenges are far more than willing to master a virtual teaching and learning. (König, et.al 2020)

METHODOLOGY

Research Design of the Study

This study used descriptive–correlational by design. Descriptive in the sense that it determined the teachers' competence in applying online learning approaches among pupils of Tacurong Pilot Elementary School.

Respondents of the Study

The respondents of the study were teachers of Tacurong Pilot Elementary School of the City Schools Division of Tacurong and randomly selected parents and pupils who are currently enrolled in online learning delivery mode of the school. The quantitative data were collected through a survey of the profile of the respondents in terms of age, gender, length of service, teaching position and ICT training for the past two years. The survey also includes the teachers' competence in online learning approaches.

Table 1 gives the description of the population of the respondents of the survey in the study. It provides the summary of the total population of respondents of Tacurong Pilot Elementary School for the school year 2021-2022.

Table 1. Population of Respondents of Tacurong Pilot Elementary School for School Year 2021-2022.

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Grade Level	Number of Teachers
Grade 1	4
Grade 2	3
Grade 3	3
Grade 4	5
Grade 5	4
Garde 6	7
TOTAL	**26**

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Locale of the Study

The study was conducted among TPES teachers who opted to teach the online learning delivery mode of the City Schools Division of Tacurong for the school year 2021-2022.

Sampling Technique

This study utilized purposive sampling on teachers of Tacurong Pilot Elementary School who are currently under online learning delivery mode of the school.

Data Gathering Instrument

The adopted questionnaire or observation tool in the assessment of teachers' competence in delivering multimodal learning approaches in the new normal in DepEd SOCSKSARGEN was the study's research instrument (enclosure 6 to Region Memorandum CLMD No. 55, s. 2020). There are seven (7) sections to it. Part B is a checklist of several responses as to their competency in delivering online learning, and Part A is a Personal Descriptive Questionnaire (PDQ) for their demographic profile. (RM-CLMD NO.55.202)

Conduct of the Study or Data Gathering Procedure

The researchers sought the approval from the School Principal for the conduct of this study. The purpose and the objectives of the study will be spelled out in the letter of permission. Hence after, the researchers conducted the survey of the demographic profile of the respondents attaching the approval letter of permission from the School Head.

Statistical Tool of the Study

In analyzing the data gathered, frequency counts, percentage, range, mean, Likert Scale and Pearson's correlation coefficient and Analysis of Variance (ANOVA) were used.

For the teachers' competence, data were analyzed using frequency counts and percentage.

Range and Interpretation of Teachers Competence

5 - Outstanding (O) There is an excellent manifestation which has exceeded the standard that has been set

4 - Very Satisfactory (VS) There is an excellent manifestation which has exceeded the standard that has been set.

3 - Satisfactory (S) There is a good manifestation which has satisfactorily met the standard.

2 - Fair (F) There is manifestation but it

needs further improvement

1 -   Poor (P)   No manifestation is observed.

Statistical Treatment

After the questionnaires will be answered, the same will be collected, tabulated, and analyzed statistically through coefficient of correlation evaluating the relationship between teachers' competence and pupils' academic achievement through them among the pupils' achievement when classified according to grade level.

The scale below was used to interpret the correlation coefficient (r).

Range	Degree of Relationship
$\pm$ 0.80 - $\pm$ 1.0	Very High Degree Correlation
$\pm$ 0.80 - $\pm$ 0.79	High Correlation
$\pm$ 0.40 - $\pm$ 0.59	Fair Correlation
$\pm$ 0.20 - $\pm$ 0.39	Slight Correlation
$\pm$ 0.01 - $\pm$ 0.19	Low Correlation

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This is the presentation, analysis and interpretation of data gathered from the respondents of the study. This includes the socio-demographic profiles of the teachers of TPES who are teaching online classes.

Profiles of the Teachers

Socio-demographic profiles are the characteristics of teachers of Tacurong Pilot Elementary School that are considered vital or may have a contributory effect on how pupils deal with their academic performance in the

online modality of learning. In this study, the socio-demographic profiles are the age, gender, length of service, teaching position and ICT training for the past two (2) years. The succeeding Tables and Figures present the profiles of the respondents of Tacurong Pilot Elementary School.

Age

The age of the teachers of Tacurong Pilot Elementary School is presented in Figure 3.
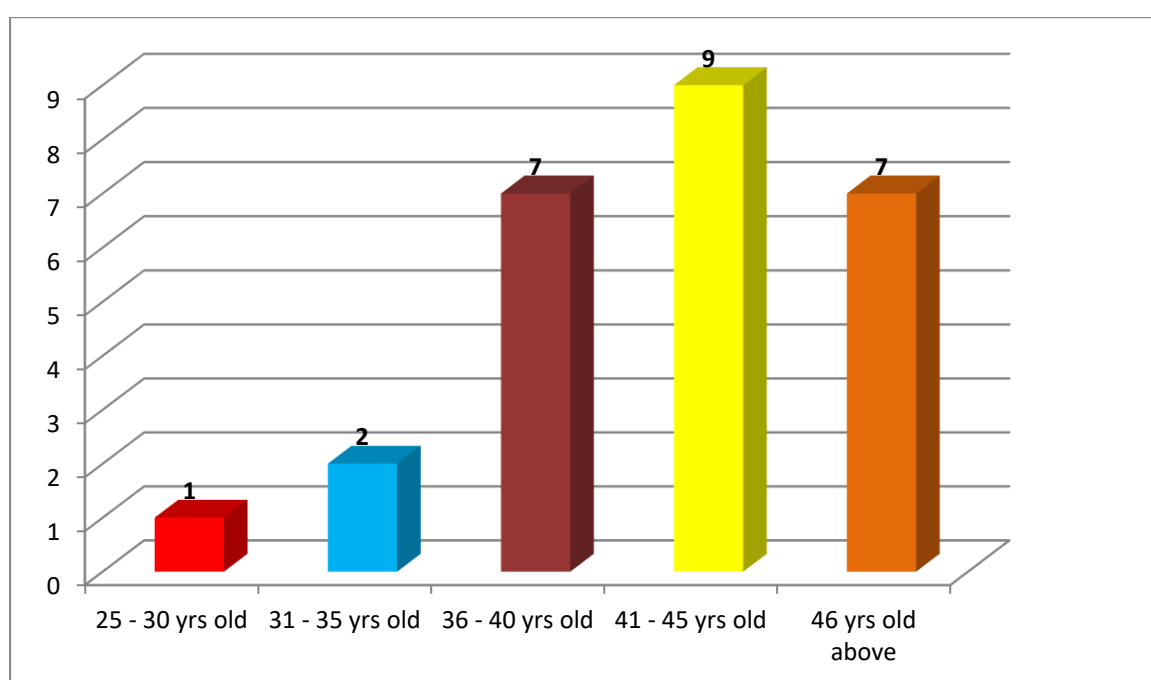
Figure 3. Bar Graph of the Frequency Distribution of TPES online teachers in terms of Age (n=26).

The figure shows that there are nine (9) respondents who were in the age range of 41-45 years old while there is only one (1) respondent who are at the age range of 25-30 years old. This also shows that mostly there are fourteen (14) teachers who are at the age range of 36- 40 years old and 46 years old and above respectively. These findings signify that the teachers even in their forties can still manage to deliver their lesson through online modality

of learning. It means that teachers can easily adapt in any situation and can easily and are always ready to learn if it is for the benefit of the learners.

Gender Profile

The gender of teachers of Tacurong Pilot Elementary School is presented in Figure 4.
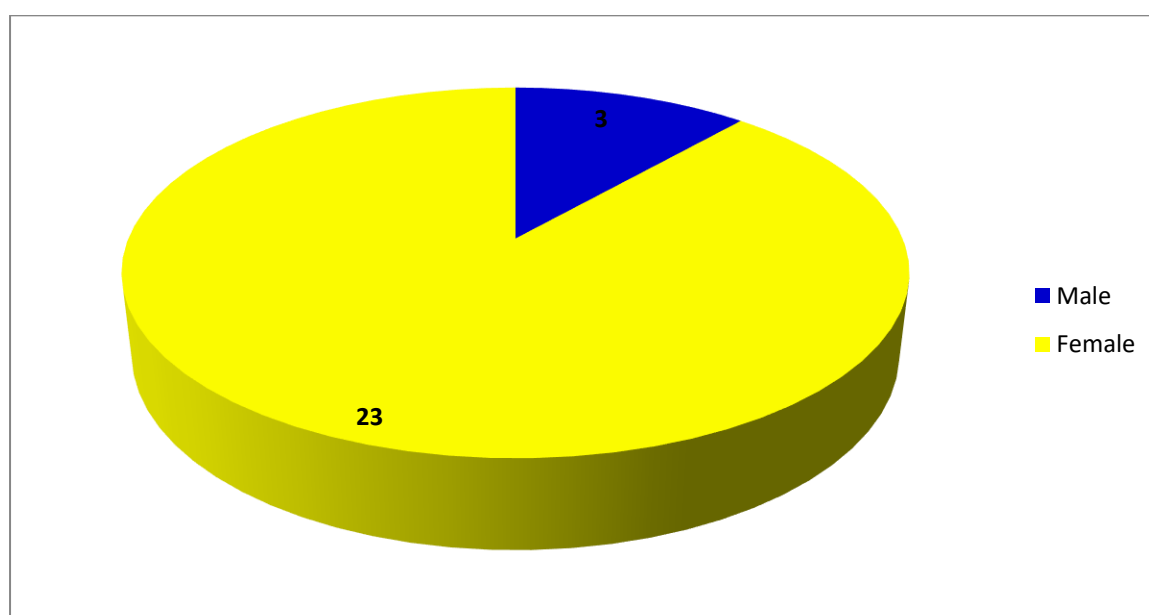
Figure 4. Pie Chart of the Percentage Distribution of TPES Online teachers in
                 terms of Gender (n=26).

The pie chart emphasizes that most of the teachers of Tacurong Pilot Elementary School who are engaged in online modality of learning are female, comprising twenty- three (23) or 88.46% and only one three (3) males or 11.54% of the respondents.

Teaching Position

Teachers are primarily ranked according to teaching position however; these ranks could not determine what grade level they will be assigned to. The

figure below displays the teaching position of the respondents who are engaged in the online modality of learning.
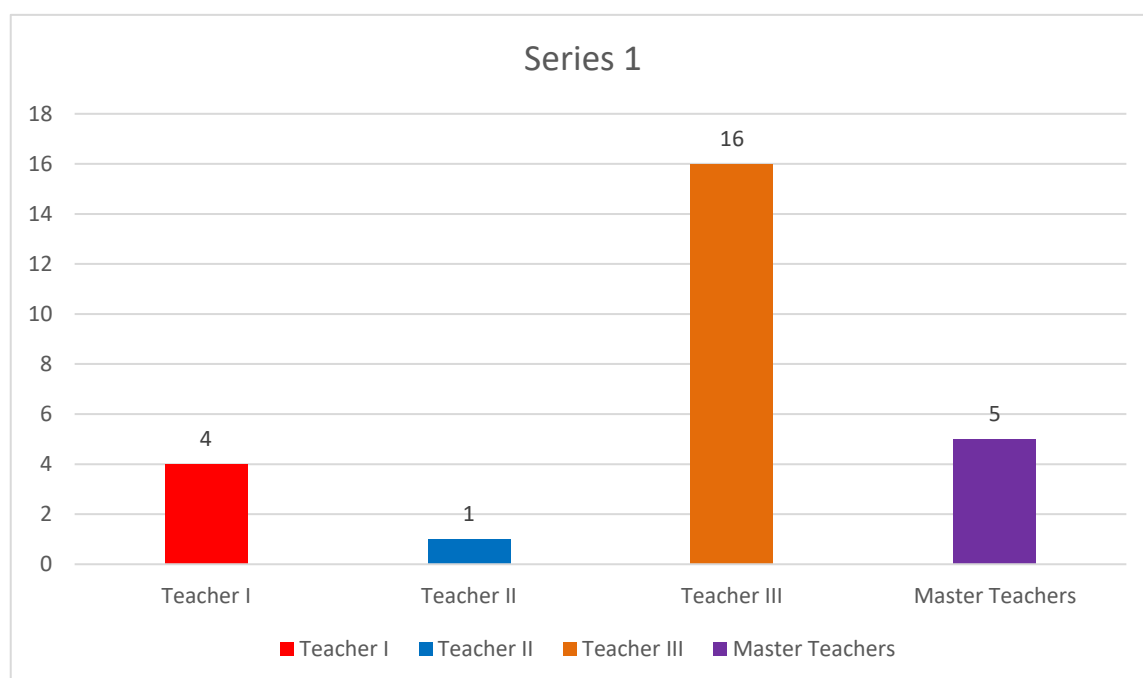
The figure shows that most of the respondents are in Teacher III teaching positions comprising about sixteen (16) or 61.54% followed by five (5) Master Teachers (19.23%) and Teacher I (15.38%) and Teacher II (3.85%) respectively. This data shows that regardless of teaching position, a teacher can deliver the lesson effectively through online modality.

Teaching Experience

It is common knowledge that teachers are honed holistically through experience. Below is the data as to how long the respondents offered their valuable time in the service of the Filipino learners, especially the young learners of Tacurong Pilot Elementary School under the new normal education.

Series 1
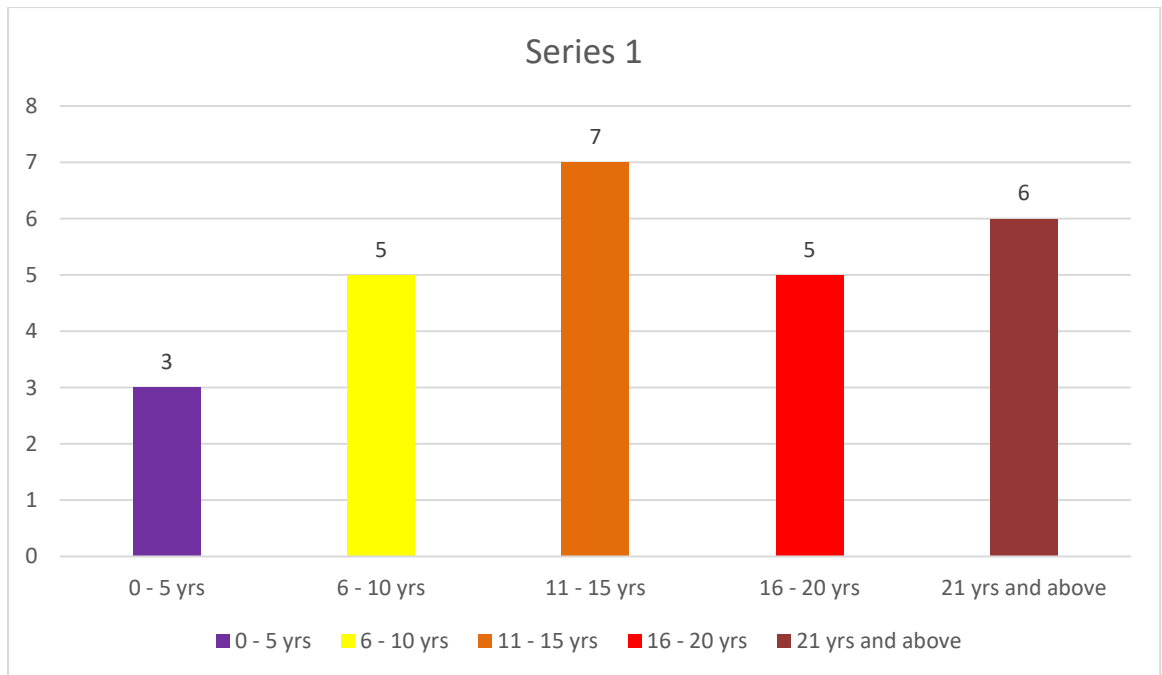
This shows that most of the teachers (7 or 26.96%) rendered 11-15 years in service followed by 21 years and above (6 or 23.08%), then those who rendered 16-20 years (5 or 19.23%) 6-10 years (5 or 19.23%) and only three (3) (7 or 11.54%) offered 5 years and below in service respectively. The result implies that regardless of the number of years in service, the teachers of Tacurong Pilot elementary School can go for the online delivery of teaching efficiently and effectively.

Teachers Competence in Online Learning

School is considered as the heart of learning. It is where formal education is nurtured, that is why the role of educators is very crucial. Their teaching competence must be attuned to the current VUCA situation and of the new normal education (Castaňo, 2020).

Queiroz (2003) explained that teachers must have the know-how on online learning ang teaching. Teaching online also requires a change in the educational paradigm. Teaching under online modality needs the primary

skills such as pedagogical skills, content skills, technological skills, and management skills.

Below is the presentation of TPES teachers' online delivery skills as well as their verbal descriptions.

Table 1. Teachers' Competence in the Delivery of Teaching and Learning Process under Online Modality, Tacurong Pilot Elementary School, Tacurong City.

Teachers' Competence	Level	Verbal Description
Pedagogical Skills	4.38	Outstanding
Content Skills	4.53	Outstanding
Technological Skills	4.42	Outstanding
Management Skills	4.52	Outstanding
TOTAL	**4.46**	**Outstanding**

The data shows that teachers' competence in the online delivery of lessons is "Outstanding" in all aspects with a numerical rating of 4.46. The highest mean of 4.53 was observed in their Content Skills followed by their Management Skills with a mean of 4.52, 4.42 in technological skills and 4.38 in their Pedagogical Skills. The result implies that imperatively, teachers are masters of the content of what they are teaching. Their mastery of the lesson made them competent in preparing and designing their lesson in an interactive manner and made it learner-centered to deliver the right concept for their pupils. They can also manage their virtual classroom to engage learners in discussion and exchange of ideas and be able to make them stay to learn. The result also implies that they are exploring different apps and strategies and use these to arouse their learners' 'interests and active participation in the virtual classroom. Furthermore, the teachers who opted online were very resourceful in handling online classes. They did always find

ways to explore and learn on their own for them to be effective in their teaching performances.

Below is the summary table of teachers' competence when classified according to their grade level.

Table 2. Teachers' Competence in the Delivery of Teaching and Learning Process under Online Modality according to Grade Level, Tacurong Pilot Elementary School, Tacurong City.

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Grade Level Description	Teachers' Competence	Verbal
Grade 1	4.33	Outstanding
Grade 2	4.70	Outstanding
Grade 3	4.22	Outstanding
Grade 4	4.50	Outstanding
Grade 5	4.67	Outstanding
Grade 6	4.13	Very Satisfactory
TOTAL	**4.43**	**Outstanding**

===

The data reflects the teachers' competence of Tacurong Pilot Elementary School in the delivery of Online Learning among their pupils. The highest numerical rating of 4.70 was obtained by Grade 2 teachers followed by 4.67 obtained by the Grade 5 teachers both described verbally as "Outstanding". The Grade 4 teachers obtained 4.50, Grade 1 teachers obtained 4.33 and for Grade 3 teachers, 4.22, all described verbally as "Outstanding" respectively. However, the lowest mean was obtained by Grade 6 teachers with a numerical rating of 4.13 and a verbal description of "Very satisfactory". The result implies that the school has competent teachers who can deliver the lesson among different grade levels through online modality of learning. They can attune themselves with the demand of the new normal education using their pedagogical, content, technological and management skills among their learners.

Academic Performance of TPES Pupils

According to Patiyal, Sudeepa & et al (2018) Academic achievement relates to what a student has learned or the abilities they have acquired, and it is typically evaluated through tests, performance evaluations, and portfolio evaluations (Santrock, 2006). Academic development in this survey is divided into three (3) levels: Acceptable (80–84%), Very Satisfactory (85–89%), and Excellent Level (90–100%). (DO 8, s. 2015).

Table 3 shows the level of academic performance of learners who opted for online distance learning of Tacurong Pilot Elementary School in all learning areas.

Table 3. Pupils' Level of Progress of the Respondents under Online Modality of Learning for School Year 2021-2022

Grade Level	Satisfactory	Very Satisfactory	Outstanding
Grade 1	1.45%	36.23%	62.32%
Grade 2	7.14%	38.10%	54.76%
Grade 3	3.61%	34.94%	61.45%
Grade 4	0%	0%	100%
Grade 5	1.35%	24.33%	74.32%
Grade 6	1.08%	27.96%	70.96%
TOTAL 100%	**2.438%**	**26.927%**	**70.635%**

The table shows that most pupils obtained an "Outstanding" rating, particularly the Grade 4 pupils where they obtained 100% "Outstanding" rating. This implies that their grades all belong to a range of 90-100 followed by the Grade 5 learners with 74.32%, Grade 6, 70.96%, Grade 1, 62.32%, Grade 3, 61.45% and Grade 2, 54.76% respectively.

Under "Very Satisfactory' and "Satisfactory" Levels, the highest mean was obtained by the Grade 2 pupils and of course no Grade 4 pupil obtained these ratings. The result implies that the TPES learners can easily adapt with the present situation, particularly the sudden shift of this modality of learning.

Correlation Between Teachers' Competence and Learners' Academic Performance

A student can obtain formal learning in school. This is where they are honed at the fullest of their potentials guided by a well-designed curriculum, teaching and assessment strategies and coupled with a favorable learning environment and well-equipped teachers (Castaño, 2017). Their learning is being assessed however, the Covid-19 pandemic made changes beyond imagination and later brought the situation into a new normal. One of these changes is the shift in the delivery of teaching and learning processes. This shift is from face-to-face to online modality.

In Table 4, the relationship of teachers' teaching competence and learners' academic performance based on the three (3) level of Progress as stipulated in DepEd Order 8, series of 2015 such as Satisfactory, Very satisfactory and Outstanding.

Table 4. Correlation Analysis Between Teachers' Competence and Learners' Outstanding Academic Performance or Rating

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Variables	r	Verbal Equivalence	p value	Interpretation
1. Teachers' Competence 2. Learners' Rating	-0.48	Fair Correlation	.13	Significant

@5% level of significance

===

It can be seen in Table 4 that the correlation coefficient, r_{value} of 0.48 described to have a "Fair Correlation" is obtained. It means that a "significant" negative relationship between teachers' competence and learners' "Outstanding" academic performance is strongly established by the p-value of .13. This implies that as the teachers' competence increases, so does the learners' academic performance in online modality of learning.

Table 5 presents the relationship of teachers' teaching competence and learners' academic performance based on the Very Satisfactory progress.

**Table 5. Correlation Analysis Between Teachers' Competence and
Learners' Very Satisfactory Academic Performance or Rating**

Variables	r	Verbal Equivalence	p_{value}	Interpretation
1. Teachers' Competence 2. Learners' Rating	0.55	Fair Correlation	.0035	Very Significant

@5% level of significance

It can be seen in Table 4 that the correlation coefficient, r_{value} of 0.55 described to have a "fair Correlation" is obtained. It means that a "Very significant" positive relationship between teachers' competence and learners' "Outstanding" academic performance is strongly established by the p-value of .0035. This implies that as the teachers' competence increases so does the learners' academic performance in online modality of learning.

In Table 6, the relationship of teachers' teaching competence and learners' academic performance is based on the Satisfactory Rating.

**Table 6. Correlation Analysis Between Teachers' Competence and
Learners' Satisfactory Academic Performance or Rating**

Variables	r	Verbal Equivalence	p_{value}	Interpretation
1. Teachers' Competence 2. Learners' Rating	-0.04	Low Correlation	.84	Not Significant

@5% level of significance

It can be seen in Table 6 that the correlation coefficient, r_{value} of -0.04 described to have a "Low Correlation" is obtained. It means that a "Not Significant" negative relationship between teachers' competence and learners' "Outstanding" academic performance is strongly established by the p-value of

.13. This implies that as the teachers' competence increases so does the learners' academic performance in online modality of learning.

Analysis of Variance among Teachers' Competence

Table 2 presents the Analysis of Variance of the Teachers' Competence in delivering their lesson under online modality of learning.

Table 2. Results of One-way ANOVA on Teachers' Competence, Tacurong Pilot Elementary School, Tacurong City.

Source of Variance	df	SS	MS	F –value	P-value
Treatments (between columns)	3	0.1714	0.0571	1.13904	.357371
Residuals (within columns)	20	1.0034	0.0502		
Total	**23**	**1.1749**			

@5% level of significance (NS)
===

The analysis on teachers' competence in conducting online lessons such as pedagogical, content, technological and management skills yielded an F –value = 1.13904 with a P- value of .357371. There is not enough evidence to claim that variation among teachers' competence significantly varies from each other. The result implies that their skills are comparable.

This is because the teachers who handled online classes did the initiative to learn by watching and learning from you tube anything that they may use to motivate and encourage learners to become active and participative in the virtual class. Together with the interactive games and activities, varied apps for assessment and evaluation, that suited to the learners' need.

Proposed Intervention Program

Based on the result of the study, the researchers will propose "**I LOVE READING with Comprehension PROJECT" (Intensify Listening, Oral, and Vocabulary)** for effective reading with comprehension which objectives are:

1) intensify listening, oral, and vocabulary for reading comprehension.

2) to develop the love of reading orally or listening to stories.

3) to improve HOTs skills in the learners' performance.

4) to improve the learners' reading comprehension.

5) to widen vocabulary to be used in all learning areas.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The study was generally examined to determine the level of teachers' Competence in conducting online classes and the academic performance of the pupils of Tacurong Pilot Elementary School. The data were gathered using survey questionnaires answered by the teachers who are conducting online classes in the school for the school year 2021-2022.

Descriptive correlational research design with the aid of statistical tools like means, ANOVA and Pearson r was employed to give appropriate investigation, interpretation, and inferences. The following findings were drawn from the study:

1. In the socio-demographic characteristics of age, nine (9) respondents are at the age range of 41-45 years old, females are twenty- three (23) or 88.46% and only one three (3) males or 11.54% of the respondents. In terms of teaching position, sixteen (16) or 61.54% are Teacher III and most of the teachers (7 or 26.96%) rendered 11-15 years in service.

2. In terms of teachers' competence in the online delivery of lesson; they are "Outstanding" in all aspects with a numerical rating of 4.46. The highest mean of 4.53 was observed in their Content Skills followed by their Management Skills with a mean of 4.52, 4.42 in technological skills and 4.38 in their Pedagogical Skills. But when classified according to Grade level, the highest numerical rating of 4.70 was obtained by Grade 2 teachers while the lowest mean was obtained by Grade 6 teachers with a numerical rating of 4.13 and have a verbal description of "Very satisfactory".

3. In terms of pupils' academic performance, most pupils obtained an "Outstanding" rating particularly the Grade 4 pupils where they obtained 100% "Outstanding" rating. This implies that their grades all belong to a range of 90-100 followed by the Grade 5 learners with 74.32%, Grade 6, 70.96%, Grade 1, 62.32%, Grade 3, 61.45% and Grade 2, 54.76% respectively.

4. In the correlation between teachers' competence and pupils' academic performance, the correlation coefficient, r_{value} of 0.48 described to have a "Fair Correlation" is obtained. It means that a "significant" negative relationship between teachers' competence and learners' "Outstanding" academic performance is strongly established by the p-value of .13.

   For Very Satisfactory performance, correlation coefficient, r_{value} of 0.55 described to have a "fair Correlation" is obtained. It means that a "Very significant" positive relationship between teachers' competence and learners' "Outstanding" academic performance is strongly established by the p-value of .0035. However, for a satisfactory level, the correlation coefficient, r_{value} of -0.04 described to have a "Low Correlation" is obtained. It means that a "Not Significant" negative

relationship between teachers' competence and learners' "Outstanding" academic performance is strongly established by the p-value of .13.

5. The analysis on teachers' competence in conducting online lessons such as pedagogical, content, technological and management skills yielded an F –value = 1.13904 with a P- value of .357371. There is not enough evidence to claim that variation among teachers' competence significantly varies from each other. The result implies that their skills are comparable.

6. Based on the result of the study, the researchers will propose **"I LOVE READING with Comprehension PROJECT" (Intensify Listening, Oral, and Vocabulary for Effective Reading with Comprehension)** which objectives are 1) intensify listening, oral, and vocabulary for reading comprehension.

   2) to develop the love of reading orally or listening to stories.

   3) to improve HOTs skills in the learners' performance.

   4) to improve the learners' reading comprehension.

   5) to widen vocabulary to be used in all learning areas.

Conclusion

Based on the findings of the study, the following conclusions were hereby drawn:

1. Teachers are mostly at the age range of 41-45 years old, females, Teacher III and rendered 11-15 years in service.

2. The level of teachers' competence in the online delivery of lesson is "Outstanding".

3. The pupils' academic performance on online modality is "Outstanding".

4. In the correlation between teachers' competence and pupils' academic performance, the correlation coefficient is "Fair" towards the learners' "Outstanding" academic performance, "Very significant" on learners' "Very Satisfactory" academic performance but a "Low Correlation" and "Not Significant" negative relationship on learners' "Satisfactory" academic performance.

5. There is no significant difference among teachers' competence in delivering online lessons.

6. The findings then resulted in formulating a program entitled **I LOVE READING with Comprehension PROJECT (Intensify Listening, Oral, and Vocabulary)** for Effective Reading with Comprehension.

Recommendation

Based on the findings and conclusion of the study, the following recommendations are hereby formulated:

1. Teachers should enhance more of their teaching competence in order to increase the GPA of learners.

2. Learners should develop the love of reading with comprehension thru engaging to different activities with HO

TS skills.

3. Teachers must continue to attune themselves to the demand of the present generation of learners.

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<center>**ACTION PLAN**</center>

Dissemination Plan

Face to face in TPES is now implemented earlier than the given schedule. This is the proof that learners really love to come to school with their friends, classmates, and teachers. But with the situations that we have where pandemic is still in the air, we could not predict what will happen next. Since many of us has undergone in a modular modality of learning it is expected that many learners specially in grade 1, where non-readers increased in numbers due to pandemic and so there is a need to enhance reading with comprehension.

Reading comprehension is well-known as the ability to read and comprehend. It is also a basic step to all learning areas that a teacher and learner need to become effective in teaching and in learning. If a child has comprehension, there is a tendency that improvement in performance will increase and will serve as a ladder to become creative in every way.

The researcher then proposed a program that enhances the reading comprehension for Grade 1 learners with objectives to wit.

A. Objectives

    1) intensify listening, oral, and vocabulary for reading comprehension.

    2) to develop the love of reading orally or listening to stories.

    3) to improve HOTs skills in the learners' performance.

    4) to improve the learners' reading comprehension.

    5) to widen vocabulary to be used in all learning areas.

B. Time Frame

    This study will be conducted for the third quarter of SY 2022-2023.

C. Target Subjects

The target subjects for this study will be the Grade I teachers, parents, and learners of Tacurong Pilot Elementary School.

D. Activities undertaken.

Activities	Persons to be Involved	Target Date	Expected Results
Orientation with the School Principal	School Head	April 2023	The result of the study will be presented to the school principal for him to be able to suggest what will be the next course of action to address the need of the situation.
Presentation of the findings to every grade level with an ODL class	Parents, Teachers, and Pupils	May 2023	The result of the study will be presented to all teachers in Grade 1 to be able to implement the recommendation program and series of actions to be undertaken in the new normal education.
Meeting with grade heads, for LAC Planning	Researchers	Actual Conduct of the study	To establish intensify participation of all teachers and learners in all the activities of the new program.
Design Programs and Projects and Activities related to Reading	Parents, Teachers, and Pupils	D. Gathering of Instruments	To orient teachers with the new program

Activities	Persons to be Involved	Target Date	Expected Results
Implementation of I LOVE Reading with Comprehension	Researchers	E. Analysis of Data and Discussion of Results	To establish intensify participation of all teachers and learners in all the activities of the new program.

KATHRYN C. OBAR & LIWAYWAY P. ABING
Researchers

SAMSON M. TALLODAR
Principal II

V. Evaluation Criteria

The result of this research shall be reported to the administration and if the need arises, institutional planning will be administered.

Principal II