

EMERGING EDUCATIONAL PROFESSIONALISM AND TEACHERS' COMPETENCE IN THE TIMES OF PANDEMIC

JOY ANNE B. ESGUERRA¹, EDEN C. CALLO, Ed.D.²

0000-0001-52263-7570¹, 0000-0002-9457-9361²

joy.esguerra@deped.gov.ph¹, eden.callo@lspu.edu.ph²

Lusacan National High School, Department of Education ¹

Laguna State Polytechnic University, San Pablo City Campus²

Laguna, Philippines

ABSTRACT

The shift to alternative delivery modalities due to the challenging time in education is sought as the primary solution to continue learning beyond the walls of the classrooms, with the teachers not physically seeing their students. This served as the purpose of the study, which was to determine the emerging educational professionalism and teachers' competence in times of pandemic. The respondents were 357 secondary school teachers from Tiaong Districts, Division of Quezon. Employing the descriptive correlation type of research, online and offline survey questionnaires served as the primary data sources. The results were analyzed using ANOVA, Pearson Product Moment of Correlation and Stepwise Multiple Linear Regression. The salient findings of the study revealed that when grouped according to schools, emerging educational professionalism as to teachers' commitment to students' learning and teachers' competence as to interpersonal, subject matter, and didactic and reflection and development showed significant differences. Each emerging educational professionalism predicts teachers' competence in the management of distance learning in terms of professional development and staffing and teachers' commitment to teaching, school, community, and profession.

Keywords: emerging educational professionalism, management of distance learning, teachers' commitment, teachers' competence, descriptive correlation research

INTRODUCTION

The battle in keeping the teachers with high level of competence in delivering education has been challenged by the spread of coronavirus disease (COVID 19) which requires no boundaries and has been declared as Public Health Emergency of International Concern (PHEIC) affecting countries worldwide (Bender, 2020). This has been a tough challenge to the economy as most businesses have shut down to slow down the deadly virus spread. The same thing happens in the education set up across the world.

In the middle of March for School Year 2019-2020, the Department of Education (DepEd)

made a shift to Alternative Delivery Mode of learning or make-up classes so as the students need not come to school but to ensure the compliance to DepEd Advisory dated March 20, with regard to the actual number of school days which was trimmed down to 184 instead of the 203 (DepEd Order No. 007 s. 2019). Physical reporting was stopped due to the threat of COVID-19. In April, DepEd conducted a survey on teachers' perceptions on regard to the opening of classes for SY 2020-2021 as the pandemic has forced many establishments to indefinite closure. This did not spare the education sector.

Accordingly, as cited in the Civil Service Memorandum Circular No. 10, s. 2020 and DepEd

Order No. 11, s. 2020, the new normal in education calls for every school personnel to be safe and from which both agencies suggested the alternative work arrangements during this trying period of lockdown as brought about by the COVID-19 pandemic.

In this time of the pandemic, teachers have in their minds how to provide a rich experience to all learners in a distance learning setup where they can no longer stand beside their students and physically teach them (Merill, 2020). This drive is an essential factor in continuing education despite the challenges in the new normal education.

Even the higher education institutions had explored the factors influencing the readiness of faculty and students on online teaching and learning, understanding the vitality to utilize an alternative delivery mode to continue the teaching-learning process, even in the absence of face-to-face interactions between teachers and students (Callo and Yazon, 2020).

Philippine government stands that K-12 will answer the country's enduring crises in its basic education (Alegado, 2018). The curriculum aims to mold highly competitive graduates in all aspects of academics. It is indisputable that teachers are the most critical in-school impact factor on the quality of student achievement.

In line with said setup, the research aimed in assisting the teachers in identifying the emerging educational professionalism in times of the pandemic, focusing on the management of distance learning, teachers' commitment, and teachers' competence that despite the hardships that this pandemic brings in the teaching profession, still, they can perform defined tasks in a particular context at a high level of excellence.

OBJECTIVES OF THE STUDY

The study aimed to: (1) determine the significant difference in the perceived level of emerging educational professionalism in the management of distance learning and teachers' commitment and competence when grouped according to schools; (2) identify the significant relationship between the emerging educational professionalism in terms of management of

distance learning and teachers' commitment to teachers' competence among teachers in Tiaong Districts; and (3) determine the emerging educational professionalism focusing on the management of distance learning and teachers' commitment if it singly or in combination to predict the teachers' competence.

METHODOLOGY

The study employed a descriptive correlation type of research using a survey technique necessary to determine the emerging educational professionalism and teachers' competence in times of pandemic where questionnaire checklist was the main instrument to gather the pertinent data. The questionnaire showed excellent results in the reliability test using the Cronbach Alpha Coefficient.

The researcher made online survey tool and maximized the offline questionnaires to gather the necessary data in the second semester of S.Y. 2020-2021. The data were tabulated and submitted to the statistician for proper application of statistical treatment of data.

The raw data were inputted into the computer using the Micro stat program and made use of inferential statistics. Meanwhile, Analysis of Variance (ANOVA) was employed to determine the significant difference of emerging educational professionalism focusing on the management of distance learning and teachers' commitment and teachers' competence when grouped according to school.

Pearson Product Moment of Correlation was used to determine the relationships between teachers' competence among the following variables; management of distance learning and teachers' commitment of teacher-respondents. On the other hand, Stepwise Multiple Linear Regression was employed to determine the predictors of teachers' competence.

RESEARCH AND DISCUSSION

1. Test of Difference in Perceived Level of Emerging Educational Professionalism and Teachers' Competence when Grouped according to Schools



1.1. In terms of Teachers' Commitment

Table 1

Test of Difference on the Perceived Level of the Emerging Educational Professionalism as to Teachers' Commitment when Grouped according to Schools

		Sum of Squares	df	Mean Square	F	Sig.
Students' Learning	Between Groups	2.904	6	0.484	2.964	0.008
	Within Groups	57.147	350	0.163		
	Total	60.051	356			
Teaching	Between Groups	2.016	6	0.336	1.849	0.089
	Within Groups	63.625	350	0.182		
	Total	65.642	356			
School	Between Groups	1.999	6	0.333	1.637	0.136
	Within Groups	71.234	350	0.204		
	Total	73.233	356			
Profession	Between Groups	1.736	6	0.289	1.397	0.215
	Within Groups	72.486	350	0.207		
	Total	74.222	356			
Community	Between Groups	1.627	6	0.271	1.358	0.231
	Within Groups	69.911	350	0.200		
	Total	71.538	356			

*Significant at $p < 0.05$

The perceptions of the respondents when grouped according to schools on the teachers' commitment as an emerging educational professionalism variable was found significant.

A difference in students' learning shows an alpha level of significance at $p < .01$. Teachers from the different schools showed respect to their students in various manners by keeping a positive attitude to attain the desired student learning ($F=2.964$, $p < 0.05$). This then led to the rejection of the null hypothesis. Committed teachers tend to put their learners first (Cox, 2017). They also empathize with their situation and help them progress (Anwar, 2016). Being committed to students' learning reflects the dedication of teachers, which is found to affect the learning of the students (Prihantoro et al., 2019)

This shows that commitment of teachers in this time of pandemic varies with regard to the

school where they belong, most especially in terms of their view in student learning. The challenging times of this school year brought immense difficulties to the teachers and the learners, and their parents. The manner on how to assist each learner at this time emphasizes hard work.

The results show that teachers, when grouped according to school, had no significant difference in terms of teaching ($F=1.849$, $p > 0.05$), school ($F=1.637$, $p > 0.05$), profession ($F=1.397$, $p > 0.05$), and community ($F=1.358$, $p > 0.05$), thus accepting the null hypothesis.

The results show that teachers from different schools do not have variation in their perception regarding teaching, school, profession, and community. In these indicators, the respondents showed equal commitment regardless of the school where they belong.

($F=2.235$, $p < 0.05$) thus rejecting the null hypothesis.

Interpersonal communication competence and social skills were concerned with the performance and quality (Spitzberg, 2015) of work. Whether a subject specialist or a generalist, the teacher needs an array of different skills and attitudes to assist

1.2. In terms of Teachers' Competence

The results revealed that there was a significant difference in the levels of perceptions among teachers when grouped according to school in terms of interpersonal competence ($F=2.296$, $p < 0.05$), subject matter and didactic ($F=2.196$, $p < 0.05$), and reflection and development



their students and achieve high outcomes (Heggart, 2016).

Table 2

Perceived Level of Emerging Educational Professionalism as to Teachers' Competence When Grouped According to Schools

Teachers' Competence		Sum of Squares	df	Mean Square	F	Sig.
Interpersonal Competence	Between Groups	2.649	6	0.441	2.296	0.035
	Within Groups	67.307	350	0.192		
	Total	69.956	356			
Subject Matter and Didactic	Between Groups	3.042	6	0.507	2.196	0.043
	Within Groups	80.823	350	0.231		
	Total	83.866	356			
Organizational Competence	Between Groups	2.213	6	0.369	1.745	0.110
	Within Groups	73.980	350	0.211		
	Total	76.192	356			
Cooperating with colleagues	Between Groups	1.472	6	0.245	1.086	0.370
	Within Groups	79.103	350	0.226		
	Total	80.576	356			
Reflection and Development	Between Groups	3.290	6	0.548	2.325	0.032
	Within Groups	82.561	350	0.236		
	Total	85.851	356			

*Significant at $p < .05$

Reflective practice is a process that facilitates teaching, learning, and understanding, and it plays a central role in teachers' professional development (Matthew et al., 2017).

It can be inferred from the significant difference shown in interpersonal competence, subject matter, and didactic and reflection and development as teachers' uniqueness as being part of different institutions should be focused on achieving the goals set in this time of the pandemic. The result goes the same as the studies mentioned above that took note of the effect of competence on teachers' performance and students' outcomes.

In this pandemic where loads of work were needed to be accomplished, the teachers must know how to communicate. Academic exchange of ideas will help them in understanding and coping with the challenging educational setup. It is also essential that teachers should know the lessons by heart to simplify the lessons to which students can understand on their own at their own pace. Teachers should reflect on what transpired within the day to help them improve their coping skills to achieve the targeted results.

2. Test of Relationship between Emerging Educational Professionalism and Teachers' Competence

2.1 In terms of Management of Distance Learning and Teachers' Competence

Table 3 shows the significant relationship of the indicators of emerging educational professionalism in terms of curriculum, assessment, teaching, staffing, and professional development to the indicators of teachers' competence as to interpersonal competence, subject matter, and didactic competence, organizational competence, competence in cooperating with colleagues and competence in reflection and development at 0.01 level of significance.

The study shows that teachers were ready to provide learning through distance education. Hence, several factors hold them back in offering such (Lapada, et al., 2020).

The present situation in the new standard education shows that teachers in Tiaong Districts



were committed to delivering their job with such competence. The findings may prove that despite the difficulties and threats that come alongside the

school year, teachers were doing their best to respond to the mandate of DepEd.

Table 3

Test of Correlation between Emerging Educational Professionalism in Terms of Management of Distance Learning and Teachers' Competence

Management of Distance Learning:	Teachers' Competence				
	Interpersonal	Subject Matter and Didactic	Organizational Competence	Cooperating with colleagues	Reflection and Development
Curriculum	0.361**	0.415**	0.378**	0.355**	0.360**
Assessment	0.349**	0.427**	0.364**	0.379**	0.358**
Teaching	0.385**	0.456**	0.409**	0.421**	0.408**
Staffing	0.419**	0.499**	0.487**	0.470**	0.469**
Professional Development	0.437**	0.464**	0.448**	0.440**	0.444**

** Correlation is significant at the 0.01 level (2-tailed)

2.2. Teachers' Commitment and Teachers' Competence

Table 4

Test of Correlation between the Emerging Educational Professionalism as to Teachers' Commitment and Teachers' Competence

Teachers' Commitment:	Teachers' Competence				
	Interpersonal Competence	Subject Matter & Didactic	Organizational Competence	Cooperating with colleagues	Reflection and Development
Students' Learning	0.462**	0.465**	0.479**	0.476**	0.497**
Teaching	0.501**	0.518**	0.550**	0.522**	0.545**
School	0.476**	0.489**	0.500**	0.528**	0.510**
Profession	0.472**	0.517**	0.512**	0.508**	0.521**
Community	0.457**	0.494**	0.493**	0.529**	0.517**

** Correlation is significant at the 0.01 level (2-tailed)

Table 4 implies that teachers' commitment, namely, students' learning, teaching, school, profession, and community, was significantly related at 0.01 level to indicators of teachers' competence in interpersonal competence, subject matter and didactic, organizational cooperation with colleagues, and reflection and development.

The same result supports the study's claim that teachers' commitment positively relates to teachers' self-efficacy (Jong, 2015). Several factors drive the curriculum, but any implementation will surely fail (Anwar, 2016).

This proves that teachers in Tiaong Districts have committed themselves to preparing and accomplishing their tasks in times of pandemics. The commitment they have shown is for the four corners of the school and the community. This assures that competent teachers are continuously carrying out education through their various forms of commitment.

3. Emerging Educational Professionalism as Predictors of Teachers' Competence



The stepwise multiple regression analysis revealed that professional development, teaching, and community contributed significantly to the regression model $F(3, 353) = 50.894, p < .01$ and

accounted for 29.6 percent of the variation in enhancing the teachers' interpersonal competence scores.

Table 5

Emerging Educational Professionalism as to Management of Distance Learning and Teachers' Commitment as Predictors of Teacher Interpersonal Competence

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.445	.242		5.973	.000
Professional Development	.157	.037	.224	4.254	.000
Teaching	.286	.073	.277	3.945	
Community	.140	.067	.142	2.088	.038

Adjusted R² = .296 F(3, 353) = 50.894 p < .01

Hence, the model suggests that professional development, teaching, and community were factors that significantly affect the teachers' competence in terms of interpersonal competence, which produces the final regression:

$$TIC = 1.445 + .157PD + .286T + .140C$$

Where: TIC = Teacher's Interpersonal Competence,
 PD = Professional Development,
 T = Teaching,
 C = Community

The equation above further justifies that for every 1-unit increase in teachers' interpersonal competence scores, a corresponding .157 units increase in the professional development in the management of distance learning, keeping other factors fixed. Moreover, for every 1-unit increase in teachers' interpersonal competence score, there is a corresponding .286 unit increase in the teaching and .140 unit increase in the community regarding teachers' commitment, keeping other factors constant.

The result shows that both indicators of emerging educational professionalism regarding the management of distance learning regarding professional development and teachers' commitment to teaching and community were predictors of teachers' competence, specifically, interpersonal competence.

Putting effort in continuing education is a form of professional development that is viewed to

improve the skills and help the students have better outcomes (Kampen, 2019). The Academic Year 2020-2021 needs a prepared, structured approach (Ishmael, 2020). This approach to be used or implemented for the said S.Y. needs preparation and assistance to the students and the teachers dealing with the sudden change.

Teacher's commitment to teaching needs should be abreast in continuously changing educational innovations (Cox, 2017). In this regard, being updated with technology and 21st-century skills will help the students succeed in the future. This is also equivalent to the passion of teachers toward the teaching profession, which means one is never satisfied with what he is seeking for ideas and ways to contribute to students' welfare (Celik, 2017).

Fundamentally, commitment to the community includes a symbolic relation between school and community (Anwar, 2016). The research mentioned above supports the claim of the study that professional development affects interpersonal competence. It has been noted that no one can give what he does not have. Developing oneself professionally springs the knowledge to contribute to his colleagues in Learning Action Cells and In-Service Trainings.

Teaching is a predictor of interpersonal competence because it is through this process wherein distance learning caters to the academic needs of the students. In this time of the pandemic, the boulders of difficulties and doubts undoubtedly spark before the opening of the school year. For



this reason, MELCs, learning modules, and IDEA Exemplar aimed at helping the teachers to make a smooth adjustment in the new normal education setup.

Community predicts interpersonal competence in the sense that schools reflect the needs of the community and vice versa. It is

through a strong tie with the stakeholders that schools achieve their utmost goals. The support that the community gives matters in dealing with the new standard setup. The parents, LGUs, and NGOs supporting the educational thrusts of the school strengthens the support among learners to help them finish the school year.

Table 6
Management of Distance Learning and Teachers' Commitment as Predictors of Teacher Subject Matter and Didactic Competence

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	.784	.262		2.988	.003
Staffing	.232	.045	.274	5.201	.000
Teaching	.237	.081	.210	2.941	.003
Profession	.214	.076	.202	2.817	.005

Adjusted R² = .344 F(3, 353) = 63.219 p < .01

The stepwise multiple regression analysis revealed that staffing, teaching, and profession contributed significantly to the regression model $F(3, 353) = 63.219, p < .01$ and accounted for 34.4 percent of the variation in enhancing the teachers' subject matter and didactic competence scores. Hence, the model suggests that staffing, teaching, and profession are factors that significantly affect the teachers' competence in terms of subject matter and didactic competence, which produces the final regression:

$$SMDC = .784 + .232S + .237T + .214P$$

Where: SMDC = Subject Matter and Didactic Competence,
S = Staffing,
T = Teaching,
P = Profession

The equation above further justifies that for every 1-unit increase in teachers' subject matter and didactic scores, a corresponding .232 units increase in the staffing in distance learning management, keeping other factors fixed. Moreover, for every 1-unit increase in teachers' subject matter and didactic competence score, there is a corresponding .232 unit increase in the teaching and .214 unit increase in the profession regarding teachers' commitment, keeping other factors constant.

As cited in an article, staffing means

providing a staff of employees or assistants extending to staff roles and responsibilities (Kim, 2020)

Commitment to teaching is considered a crucial factor as contributing to the students' achievement (Altun, 2017). On the other hand, commitment to the profession is voluntarily giving the best effort among individuals towards their profession (Anwar, 2016).

The literature and studies prove that staffing predicts teachers' subject matter and didactic competence. Teachers are most effective when they know what to teach- when they teach the field they are inclined with. The times of pandemic challenged the teachers on how to deal with the education in the borderless classroom. This emphasizes the simplification of lessons to be delivered to the learners to understand what needs to be understood. Thus, staffing must be taken care of to ensure effective learning.

Teaching affects the teachers' subject matter and didactic competence. The current process of educational setup shifts to distance learning springs difficulty in monitoring students' progress and performance. This shows that the process of transferring knowledge, in this case, through the Self-learning Modules, Learning Activity Sheets, Enrichment, and Remediation Activities, spell out the teachers' competence. Leading away from school is now guided by the Weekly Home Learning Plan, which the students



should strictly follow to lessen the strain in answering the Learning Activity Sheets.

Table 7

Management of Distance Learning and Teachers' Commitment as Predictors of Teacher Organizational Competence

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.950	.252		3.768	.000
Staffing	.202	.042	.250	4.866	.000
Teaching	.338	.073	.314	4.644	.000
Community	.138	.067	.133	2.043	.042

Adjusted R² = .355 F (3, 353) = 66.223 p < .01

The stepwise multiple regression analysis revealed that staffing, teaching, and community contributed significantly to the regression model $F(3, 353) = 66.223, p < .01$ and accounted for 35.5 percent of the variation in enhancing the teachers' organizational competence scores. Hence, the model suggests that staffing, teaching, and community are factors that significantly affect the teachers' competence in terms of organizational competence, which produces the final regression:

$$TOC = .950 + .202S + .338T + .138C$$

Where: TOC = Teacher Organizational Competence,
 S = Staffing,
 T = Teaching,
 C = Community

The equation above further justifies that for every 1-unit increase in teachers' organizational competence scores, a corresponding .202 units increase in the staffing in distance learning management, keeping other factors fixed. Moreover, for every 1-unit increase in teachers' subject matter and didactic competence score, there is a corresponding .338 unit increase in the teaching and .138 unit increase in the community regarding teachers' commitment, keeping other factors constant.

Staffing is linked with teacher evaluation and school personnel management in practice (Master, 2014). The commitment of teachers needs to be prepared to improve their performance which can be done with the help of the School

Heads by implementing leadership styles (Hariri, 2021). Teachers are expected to develop in-depth concern and commitment to community and organization (Shashi, 2014).

The research favors the results of the study that staffing predicts teachers' organizational competence. The teachers' awareness of the technical know-how in teaching involves staffing. This adds to the character traits that give strength in providing the education that the students need and deserve despite the pandemic.

Teaching also affects the teachers' organizational competence. Optimism, when made embedded in making tasks, will help to lighten up the load. It is known that the teachers' job in distance learning produces tons of paper works and heaps of challenges starting from the distribution, monitoring students' progress, and retrieval of activity sheets. This caused extra time in accommodating students' queries regarding the lesson and communicating with the students' parents to update their progress. All of which helped in improving and or alleviating teachers' organizational competence.

Community is found to be a predictor of teachers' organizational competence. Teachers' cooperation in eradicating the COVID-19 is one of the highlights of the new normal education due to pandemics. Everyone is mandated to follow the health protocols and become vaccinated to secure every teacher's health. Accompanying the safety of each teacher is the ability to fully perform the tasks incorporated in distance learning, which involves home class, home visitation and distribution, and



retrieval of modules and activity sheets. Teachers’ commitment to the community leads to achieving organizational competence.

Table 8
Management of Distance Learning and Teachers’ Commitment as Predictors of Teachers’ Competence in Cooperating with Colleagues

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.957	.257		3.725	.000
Staffing	.195	.043	.235	4.589	.000
School	.217	.074	.207	2.919	.004
Community	.267	.073	.252	3.639	.000

Adjusted R²=37.4 F (3, 3530) =64.195 p>.01

The stepwise multiple regression analysis revealed that teachers’ organizational competence, staffing, school, and community contributed significantly to the regression model $F(3, 353) = 64.195, p < .01$ and accounted for 34.7 percent of the variation in enhancing the teachers’ competence in cooperating with colleagues scores. Hence, the model suggests that staffing, school, and community are factors that significantly affect the teachers’ competence in terms of competence in cooperating with colleagues, which produces the final regression:

$$CCC = .957 + .195St + .217Sc + .338T + .138C$$

Where: CCC = Competence in Cooperating with Colleagues
 St = Staffing,
 Sc = School,
 T = Teaching,
 C = Community

The equation above further justifies that for every 1-unit increase in teachers’ competence in cooperating with colleagues scores, a corresponding .195 units increase in the staffing in distance learning management, keeping other factors fixed. Moreover, for every 1-unit increase in teachers’ competence in cooperating with colleagues score, there is a corresponding .217 unit increase in the school, .338 unit increase in teaching, and .138 unit increase in the community teachers’ commitment, keeping other factors constant.

The quality of teachers contributes to students’ outcomes (Kalaborg, 2016).

Commitment to teaching is equivalent to the passion of teachers toward teaching profession contributing to students’ welfare (Celik, 2017) and is also accounted to contribute to the future and success of the students (Mart, 2013)

The research and studies go together with the study’s claim that staffing predicts teachers’ competence in cooperating with colleagues. The new normal education encourages the collaboration of tasks among teachers. As the saying goes, “Alone we can do little, together we can do so much.” DepEd, at the beginning of the school year highlights mental health awareness among teachers and learners. Keeping each other’s back to help combat depression and anxiety, which gives better output in collaboration.

Teachers’ commitment towards school predicts teachers’ competence in cooperating with colleagues. This puts the idea that development in teaching skills is for the advantage of the students. The loads of teaching-related tasks which need to be accomplished one by one call for cooperation among colleagues.

Teachers’ commitment towards community affects teachers’ competence in cooperating with colleagues. Monitoring of the students nowadays is a shared responsibility of teachers, parents, and LGUs. Barangay officials work hand-in-hand with the teachers to take part in counselling and update the students’ status within their jurisdiction. The parents, in this sense, take part in mentoring and monitoring their children. The loyalty the teachers are paying to the community increases the teachers’ competence in cooperating with colleagues.



Table 9
Management of Distance Learning and Teachers' Commitment as Predictors of Teacher competence in Reflection and Development

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients		
(Constant)	.755	.268		2.815	.005
Staffing	.188	.044	.219	4.252	.000
Teaching	.313	.077	.273	4.034	.000
Community	.222	.072	.203	3.097	.002

*Adjusted R*²=.351 *F* (3, 353) =65.138 *p*<.01

The multiple regression analysis revealed that staffing, teaching, and community contributed significantly to the regression model $F(3, 353) = 65.138, p < .01$ and accounted for 35.1 percent of the variation in enhancing the teachers' competence and development scores. Hence, the model suggests that staffing, teaching, and community *are* factors that significantly affect the teachers' competence in terms of competence in reflection and development, which produces the final regression:

$$RDC = .755 + .188St + .313T + .222C$$

Where: RDC=Reflection and Development Competence,
St=Staffing,
T=Teaching,
C=Community

The equation above further justifies that for every 1-unit increase in teachers' competence scores, a corresponding .188 units increase in distance learning management, keeping other factors fixed. Moreover, for every 1-unit increase in teachers' competence in reflection and development score, there is a corresponding .313 unit increase in the teaching and .222 unit increase in the community regarding teachers' commitment, keeping other factors constant.

Teachers and teacher educators are transitioning through a particularly uncertain time regarding their professional lives and work (Allen et al., 2020). Being involved in the community gives a clearer picture of the role of education in enhancing the skills and knowledge of the students as they will be the leaders of tomorrow (Shashi, 2014).

The literature and studies reveal that staffing predicts the teachers' competence in reflection and development. One can help manage the shortcomings and difficulties that accompany the new normal education. It is through acknowledging ones' strengths and weaknesses. The capabilities of each personnel matter in carrying out all the duties that need to be accomplished, thus, maintaining collaboration and maximizing the use of various platforms for the benefit of the students.

Teachers' commitment towards teaching affects the teachers' competence in reflection and development. In this regard, they know what the teachers' capabilities and ability to exert additional time and effort in dealing with students' learning process and progress will lead to a step-by-step adaptation to the challenges brought about by the pandemic.

Teachers' commitment towards community predicts the teachers' competence in reflection and development. The status of the community can never be a part of the school. The challenge of today's time does not just focus on health that one must have to perform the needed responsibilities according to the mandates of DepEd but also includes the health and safety of the stakeholders and their own family with whom the teacher is interacting. In addition, strengthening the partnership of school and community creates a friendly and cooperative relationship that helps develop the learners- the clientele and focus of the education.

CONCLUSIONS

Based on the findings of the study, the following conclusions are made;



1. Emerging educational competence in terms of teachers' commitment is significant, except organizational competence and competence in cooperating with colleagues when grouped according to schools. Thus, the hypothesis posited in the study is not supported.
2. Likewise, the test of correlation shows that emerging educational professionalism as to the management of distance learning and teachers' commitment is significantly related to teachers' competence. Thus, the hypothesis posited in the study is not supported.
3. Lastly, emerging educational professionalism as to the management of distance learning in professional development and staffing and teachers' commitment to teaching, school, community, and profession both predict teachers' competence. Thus, the hypothesis posited in the study is not supported.

RECOMMENDATIONS

Based on the conclusions made and findings of the study, the following recommendations are offered:

1. The administrators may provide series of seminars and training in which activities and outputs will be done by a group of teachers with varying designation, skills on technology, and age group on topics regarding new normal education. Shared insights will help nourish the outputs which develop teachers' competence.
2. The school administrators may conduct technical assistance and Learning Action Cells for the teachers regarding remediation and intervention programs that will suit the needs of the students in the time of the pandemic, which may be done virtual or on-site observing health protocols. This will help them in coping with the education in today's time and thus accomplish their Individual Performance and Commitment Form (IPCRF) with high grades.
3. The administrators may also consider the quarterly acknowledgment of teachers' effort and best work in dealing with the new normal education.

4. The teachers may be encouraged to pursue graduate programs and other seminars related to teaching and coping in the new normal education, thus, help them engage in giving holistic development of their learners.
5. Future researchers to further study the emerging educational professionalism in times of pandemic and to consider other aspects of the variables which are not included due to limitation.

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ABOUT THE AUTHORS



Joy Anne B. Esguerra is a candidate for graduation for the Degree Doctor of Education, Major in Educational Management, and took the same specialization for Master of Arts in Education in 2016 at Laguna

State Polytechnic University. She gained her Complete Academic Requirements in 2009 for the Master of Arts on Science Teaching, Major in Biology and graduated her Bachelor of Secondary Education, Major in Biology in 2004 at Philippine Normal University, Manila Campus. Her devotion to teaching is enriched through her experience in teaching both in private and public schools for 7 and 10 years, respectively. In 2016, she was awarded as Outstanding Teacher in Tiaong. Currently a Secondary School Head Teacher III of the Science Department and aims to continue the legacy of excellence in education.



Dr. Eden C. Callo is an Associate Professor in the College of Teacher Education Graduate Studies and Applied Research and the Vice President for Academic Affairs of the Laguna State Polytechnic University. She finished her graduate degrees with majors in Curriculum and Instruction and Industrial Education Management at the Technological University of the Philippines. She teaches professional Education subjects in masters' and doctoral programs with expertise in research and statistics. Further, Dr. Callo spearheaded the Teacher Education Program, making it accredited to be a Center of Development.

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