

LIMITATIONS OF POST-PANDEMIC INSTRUCTIONS AND TEACHERS' COMPETENCIES IN RELATION TO LEARNERS' PERFORMANCE IN ENGLISH

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ABSTRACT

This study examined the limitations of post-pandemic instructions and competencies of the English teacher-respondents (n=19) in Los Baños District Public Elementary Schools in relation to the English performance of the learners (n=321). A descriptive-correlational research was done to investigate relationships of limitations of post-pandemic instructions and teachers' competencies that can predict variations of learners' performance in English. The study revealed that having larger classes contributes a decreased students' achievement in English, while larger class sizes received more discipline problems among students and prevents teachers to focus on quality education. Moreover, in giving task-based activity, learners have difficulty in composing clear and coherent sentences using appropriate grammatical structures and they have a lack of concentration in learning English since they are still recovering from the impact of the lockdown. Personal level of teachers' competencies has shown proficient in all four modes of communication, listening, speaking, reading, and writing. Likewise, professional level of teachers' competence has shown outstanding level of teaching approaches, content knowledge, and assessment as to apply knowledge within and across the curriculum, use research-based teaching-learning strategies, display proficient use of English, use effective verbal and non-verbal communication, and upgrade their knowledge based from their needs. Still, over-all academic performance among grade 5 students in English is very satisfactory in post-pandemic instructions. There is no significant relationship between the professional level of teachers' competence as to teaching approaches, content knowledge, and emotional competence and academic performance of grade 5 pupils in English. Ultimately, the findings of the study served as baseline data and as basis for in-service training program for teachers.

Keywords:

Post-pandemic instructions, limitations, personal competencies, professional competencies, performance

INTRODUCTION

The Covid-19 pandemic has established an opportunity for reconsidering traditions about education, Peters et al. (2020). Educators felt the need to reconsider their duties and the best approaches to support students' learning activities from all grade levels and circumstances (Rodriguez-Triana et al. 2020) and the idea of students as competent agent of the society, active citizens, and self-organizing learners, Council of Europe (2018). Since in-person classes has been back into reality after the surge of pandemic, schools have been implemented post-pandemic instruction for education recovery. To adjust and catch up after the epidemic, learners will need individualized and constant guidance. Nevertheless, it has been challenging for teachers to create an environment where students feel driven to learn in post-pandemic instruction. Teachers pay close attention to students' drive and excitement for learning English, which is more significant than their language proficiency, according to Songbatumis (2018). According to Demirtaş (2013), innovations are constant in society and phenomenon that affects people's progress. These innovations are needed to suit the missing puzzles that pandemic has created in the learnings of the learners, thus these competencies should be fitted to the needs of the learners during this

post-pandemic instruction. In order to provide quality education English teachers particularly must innovate instructions which serves as the foundation to build effective schools. For the teachers to innovate instruction, they must advocate skills and knowledge that qualify a teacher to be successful. According to Robbins and Coulter (2016), the best strategy to deal with the current situation is to enhance the driving forces that steer behavior away from it. Popular views on how to develop English teachers' teaching competencies proposed that teachers need to take the initiative through a productive way of building personal and professional skills, Lu et al. (2016). They must meet the post-pandemic learners' needs and ensure their long-term success in the classroom.

This also sought to determine the limitations of post-pandemic instructions and teachers' personal and professional competencies in relation to learners' academic performance in English. Specifically, this study shall answer the following sub-problems.

1. What is the extent of limitations of post-pandemic instruction in terms of:
 - a. Student-teacher Ratio
 - b. Task-based Activity
 - c. Learners' Readiness
 - d. Parents' Involvement
2. What is the level of teachers' competencies in terms of:
 - a. Personal
 - i. Communication
 - ii. Emotional
 - iii. Classroom Management
 - b. Professional
 - i. Teaching Approaches
 - ii. Content Knowledge
 - iii. Assessment
3. What is the level of learners' academic performance in English per teacher?
4. Is there a significant correlation between the limitations of post-pandemic instruction, the teachers' competencies and learners' academic performance in English?
5. Based on the findings, what in-service training for the teachers may be proposed?

REVIEW OF RELATED LITERATURE

This provides an overview of the literature that informs the research and that has implications for the findings. It is divided into three main sections where the literature surrounding learners' performance in English, limitations of post-pandemic instructions in terms of student-teacher ratio, task-based activity, students' readiness and parents' involvement as well as teachers' competencies in teaching English personally and professionally are considered.

English learners and teachers confront a variety of difficulties while learning and teaching the language, despite its continual advancement and spread (Al-Nasser, 2015). English language learners in Grade 5 in particular struggle with speaking and writing. This is evident from the finding that even though English was introduced into the educational system relatively early, the majority of kids graduate from elementary school with just rudimentary English proficiency (Alharbi, 2015). English language learners are likely to discover that they have little opportunity to use and immerse themselves in the language outside of a classroom environment (Alrashidi, 2015). This literary work is connected to a study in which students from a two-year pandemic who stayed inside their homes had a little window of time to read English and practice using it. One of the most reliable predictors of student achievement and engagement has been shown to be the student-teacher ratio. Class size is typically correlated with the number of pupils per teacher, and it is generally accepted that smaller classrooms offer better teaching and learning. Many nations, including the USA, Europe, China, Japan, and many more, share this opinion and have implemented legislation to minimize class sizes (Blatchford & Lai, 2013). Furthermore, some lessons in

the modules have gone so far as to suggest task-based instruction as a new kind of language instruction that could help modern language learners with their psycholinguistic and communicative needs (Long, 2014). Students can readily understand the lesson by responding to the questions in the modules' learning tasks. Also, through using them, teachers engage students in meaningful interactions that allow them to learn by being exposed to real-world situations. Additionally, according to several earlier studies (Risko et al., 2013; O'Hare et al., 2017), student readiness and information retention are thought to drop with activity length. As a result, material presented in smaller pieces is more likely to be noticed and retained. A study has shown that the better the parental participation in schools is with school management being the highest level, the better the academic results (Blimpo et al., 2016). Because parents are primarily accountable for their children's education, their support is crucial. Additionally, raising the quality of educational programs is strongly correlated with parental support and involvement. Their support in this post-pandemic instructions has an impact on learner's growth, learning, and later academic results. Teachers need to be competent both personally and professionally when providing post-pandemic instruction. According to Brown (2015), the level of development of a communicative competence influences socialization in general, the efficacy of professional accomplishments, the productivity of communication, and the process of self-realization. The ability to communicate effectively is particularly important in the work of a teacher. It serves as the cornerstone of a teacher's effective communication with pupils, parents, and other educational stakeholders. Teachers that are emotionally intelligent demonstrate concern for their pupils, foster a positive emotional climate in the classroom, which improves the learning environment for kids and makes teachers more effective in ensuring academic success. Emotional intelligence has been linked to comfort level, self-efficacy, job happiness, and improved social relationships with pupils in teachers. As a result, emotional intelligence has a direct impact on how students are taught and what they learn (Jennings & Greenberg, 2019). According to Evertson and Weinstein (2016), managing a classroom include actions that a teacher can do to create a supportive and helpful atmosphere for both students and teachers. A classroom with effective classroom management has engaged, well-behaved pupils who are committed to their academics. When there is poor classroom management, pupils are disruptive, disinterested, and teachers are not respected. By tackling challenges, communicating with peers, working on projects, or presenting their learning, students are encouraged to put their knowledge of the subject into practice and grow in their understanding (Bergmann & Sams, 2013). The claim is related to a study that found that whether the pandemic occurred before or after it, teachers needed to learn more about a subject and come up with methods to employ in post-pandemic instructions. This demonstrates the need for teachers to employ collaborative strategies so that their pupils may participate in situations when two or more people are learning together. According to Gaji (2014), teachers who had a deeper understanding of the subject area generated better students than those who had a shallow understanding. It follows that a capable teacher must have the fundamental knowledge and abilities of the subject and be able to convey this knowledge and abilities even if after pandemic. Furthermore, assessment of learning is consistent with a student-centered approach to feedback "where students actively seek, generate, and use feedback to improve their learning outcomes" (Brooks et al., 2021). According to research, refocusing teaching and learning efforts based on assessment findings can increase student performance (Hattie, 2013). In the present day of post-pandemic instruction, many teachers—including English teachers—use a variety of ways to assess what their pupils have learned and to change their lesson plans accordingly.

METHODOLOGY

The study is descriptive in design due to the essence of its basic structure in dealing with a situation that demands the technique of observation as the principal means of collecting data. The researcher used non-probability sampling since the study is descriptive. The purposive sampling will be employed in this study considering the nineteen (19) Grade 5 English teachers. Due to the time and

accessibility constraints, it is impossible to survey the whole population. With that, the researcher used Slovin's Formula in determining the appropriate sample size. From a population size of one thousand nine hundred forty-four (1944), a sample size of three hundred twenty-one (321) learners were chosen to represent the population with 5% margin error and a confidence level of 95%. The validated survey was generated into a Google Form and given to the school's principal, who was then be in control of distributing it to the Grade 5 English teachers after the researcher has sent it by email and Messenger. After that, the researcher compiled the second quarter grades of the English learners from each school. Each teacher respondent was asked to give the second quarter grades of the chosen learners-population. Structured checklist-style questionnaires were used as the research tools in this study. The researcher used descriptive statistics such as percent, weighted mean, and standard deviation to describe the level of limitations of post-pandemic instructions, teachers' competencies and learners' performance in English. Pearson r was employed to assess the significant association between the limitations of post-pandemic instruction and learners' academic performance in English. The same tool was utilized to determine the relationship between the teachers' competencies and learners' performance in English.

RESULT AND DISCUSSION

Table 1: The Extent of Limitations of Post Pandemic Instructions in Terms of Student-Teacher Ratio

A. Teacher-student Ratio	Mean	Sd	Verbal Interpretation
1. Having larger class sizes in post-pandemic instructions contributes to a decreased achievement of the students in English.	3.95	1.079	Highly Evident
2. Having larger class sizes in post-pandemic instructions have more discipline problems in English.	3.95	1.224	Highly Evident
3. Having difficulties grading the large flow of students' work, including written and performance tasks in English, in post-pandemic instructions	3.95	1.129	Highly Evident
4. Unable to develop healthy one-on-one mentoring relationships and offer insight and help to a large number of students.	3.89	1.286	Highly Evident
5. Workload for in a large number of students after a pandemic prevents teachers to focus on the quality rather than the quantity of their teaching and grading.	3.95	1.224	Highly Evident
General weighted Mean	3.94	1.165	Highly Evident

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Very Highly Evident
4	3.40-4.19	Agree	Highly Evident
3	2.60-3.39	Moderately Agree	Evident
2	1.80-2.59	Disagree	Less Evident
1	1.00-1.79	Strongly Disagree	Not at all Evident

Table 1 shows the limitations of post-pandemic instructions in terms of teacher-student ratio. The respondents agreed that larger class size contributed decreased students' achievements, discipline problems, difficulties in grading students' work, and prevents them to focus on quality as revealed by the mean of 3.95 as shown in the indicators 1,2,3, and 5. On the other hand, indicator 4 got the lowest mean of 3.89 which means that teachers unable to develop one-on-one mentoring relationships and offer insights with larger number of students.

With the general weighted mean of 3.94, it can be gleaned that the limitations of post-pandemic instructions in terms of teacher-student ratio contributed on the students' performance, disciplined problem, tasky on the part of the teachers on checking performance, and prevents them to focus on the quality teaching-learning process in English. The quality and uniqueness of pupils' learning will increase the more individualized instruction and one-on-one time they receive. Although there isn't a magic figure

for this ratio, teachers discover that a smaller ratio frequently denotes a more effective and personalized teaching strategy.

Table 2. Limitations of Post-Pandemic Instructions in Terms of Task-Based Activity

B. Task-based Activity	Mean	Sd	Verbal Interpretation
1. Learners have difficulty in composing clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction.	4.47	4.47	Very Highly Evident
2. Learners have difficulty in using compound and complex sentences to show cause and effect and problem-solution relationship of ideas.	4.26	4.26	Very Highly Evident
3. Learners have a hard time identifying point-of-view in a passage.	4.21	4.21	Very Highly Evident
4. Learners have difficulty in examining images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue.	4.05	4.05	Highly Evident
5. Learners have a hard time distinguishing various types of viewing materials.	3.68	3.68	Highly Evident
General Weighted Mean	4.14	0.91	Highly Evident

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Very Highly Evident
4	3.40-4.19	Agree	Highly Evident
3	2.60-3.39	Moderately Agree	Evident
2	1.80-2.59	Disagree	Less Evident
1	1.00-1.79	Strongly Disagree	Not at all Evident

Table 2 shows the limitations of post-pandemic instructions when giving task-based activities in English. It is found out that indicator 1 got the highest mean of 4.47, it seemed that Grade 5 English Teachers strongly agreed that students noted difficulty in composing clear and coherent sentences using the appropriate grammatical structures. While indicator 5 recorded the least mean of 3.68, whereas students' viewing skills did not show any problem.

With the general weighted mean of 4.14, it can be gleaned that the limitation of post-pandemic instructions when giving task-based activities was when students were tasked to compose sentences, it has clearly shown that they have difficulties dealing with grammatical structures. Grammar is not the only factor that affects sentence structure. Additionally, students encountered difficulties in building short sentences. A poorly constructed statement causes the intended meaning to be communicated to be misunderstood. As a result, during post-pandemic instructions, there are challenges with how English short sentences are structured wherein majority of Grade V learners struggled with construction or rendering a straightforward sentence using grammatical features.

Table 3. Limitations of Post-Pandemic Instructions in Terms of Students' Readiness

C. Students' Readiness	Mean	Sd	Verbal Interpretation
1. Learners completely depend on the teachers. They didn't try to learn and speak for themselves.	3.79	1.084	Highly Evident
2. Learners in the class are unable to attend English class because of isolation or first-degree-contact quarantine.	3.11	1.329	Evident
3. Learners have a lack of concentration in learning English since they are still recovering from the impact of the lockdown.	3.95	0.911	Highly Evident
4. Learners are not ready to take part in English discussions.	3.89	0.937	Highly Evident
5. Learners depend on others to remind them of due dates for assignments in English	3.74	1.046	Highly Evident

General Weighted Mean	3.69	1.092	Highly Evident
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Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Very Highly Evident
4	3.40-4.19	Agree	Highly Evident
3	2.60-3.39	Moderately Agree	Evident
2	1.80-2.59	Disagree	Less Evident
1	1.00-1.79	Strongly Disagree	Not at all Evident

Table 3 shows the limitation of post-pandemic instructions in terms of students' readiness, it can be seen that indicator 3 got the highest mean of 3.95, it implied that Grade 5 learners have lack of concentration in learning English subject as one of the impacts of pandemic lockdown, while indicator 2 got the lowest mean of 3.11 which means that learners were able to attend their English class, and isolation was not the main reasons of being absent.

With the general weighted mean of 3.69, it implies that Grade 5 teachers agreed that the limitation of post-pandemic instructions in terms of students' readiness was the concentration of students during the face-to-face classes.

Table 4. Limitation of Post-Pandemic Instructions in Terms of Parents' Involvement

D. Parents' Involvement	Mean	Sd	Verbal Interpretation
1. Parents frequently neglect a lot of opportunities to support their children's learning habits on a daily basis, which will make them better prepared for tests when they are administered before and after a standardized test.	4.00	1.000	Highly Evident
2. Parents are unable to assist their children with their homework in English.	3.84	0.898	Highly Evident
3. Parents are oblivious of their child's performance, particularly in reading, and they never inquire as to what they might be able to do to assist.	3.79	0.787	Highly Evident
4. Parents do not make an effort to communicate with their child's teacher and do not have time to attend parent-teacher conferences.	3.58	1.017	Highly Evident
5. Some parents spoil their children and do the deed instead of their children doing their homework in English.	3.95	0.705	Highly Evident
General Weighted Mean	3.83	0.883	Highly Evident

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Very Highly Evident
4	3.40-4.19	Agree	Highly Evident
3	2.60-3.39	Moderately Agree	Evident
2	1.80-2.59	Disagree	Less Evident
1	1.00-1.79	Strongly Disagree	Not at all Evident

Table 4 shows the limitations of post-pandemic instructions in terms of parental involvement, it shows indicator 1 got the highest mean of 4.00, which that parents shows neglectation to support their children's learning habit specifically on the preparation of before and after the test administered. On the other hand, indicator 4 shows the lowest mean of 3.58, this indicates that parents involved themselves on communication through attending the parent-teacher conferences.

With the general weighted mean of 3.83, it has implied that the limitation of post-pandemic instructions in terms of parental involvement was focused on assistance provided among parents before and after the test examination of their child. Parents' educational background is one of the main factors why they would not be able to attend the educational needs of their child. Regardless of the parents' level of educational achievement, research demonstrates that parental involvement in schools enhances children's reading. However, it shows high effort to communication about their children's status through attending the PTA conferences. It was revealed that some parents have problems from getting involved in

their children's education and neglected to attend parent-teacher conferences because of their lower socioeconomic origins or minority groups.

Table 5. Personal Level of Teachers' Competencies in Terms of Communication

A. Communication Competence	Mean	Sd	Verbal Interpretation
1. I speak clearly during our English class.	4.37	0.761	Very Highly Competent
2. I use appropriate gestures and expressions, moves around the class and make sure to have eye contact with whole class.	4.58	0.692	Very Highly Competent
3. I use words that the students should be able to understand during our discussions.	4.74	0.562	Very Highly Competent
4. I emphasize important knowledge and make sure that the main messages are clear and emphasized, unnecessary detail is left out.	4.47	0.612	Very Highly Competent
5. I present the information in a logical sequence in which I transform bits of information follow logically after each other where the students can remember our lessons in English.	4.42	0.607	Very Highly Competent
General Weighted Mean	4.52	0.650	Very Highly Competent

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	Very Highly Competent
4	3.40-4.19	Frequently	Highly Competent
3	2.60-3.39	Sometimes	Moderately High Competent
2	1.80-2.59	Rarely	Low Competent
1	1.00-1.79	Never	Very Low Competent

Table 5 shows the personal level of teachers' competencies in terms of communication, it shows that indicator 3 got the highest mean of 4.74 which means that Grade 5 English Teachers used simple words to better understand among their students during class discussions. Furthermore, indicator 1 got the lowest mean of 4.37, this implies that they speak clearly during English class.

With the general weighted mean of 4.52, it can be gleaned that grade 5 English teachers have shown highly communication competence. This finding implied that they are proficient in all four modes of communication, listening, speaking, reading, and writing. With these competencies under communication, this can impact the success of students achieve in their academic lives, as well as the teachers' own career success.

Table 6. Personal Level of Teachers' Competencies in Terms of Emotional Competence

B. Emotional Competence	Mean	Sd	Verbal Interpretation
1. I treat the learners kindly and gently because I am calm, optimistic, and relaxed even when they behave in challenging ways.	4.63	0.597	Very Highly Competent
2. I display emotional maturity and enthusiasm for and is challenged by higher goals.	4.53	0.841	Very Highly Competent
3. I retain my temper, stay organized, and build social trust if the learners want a well-structured classroom that fosters creativity or student autonomy.	4.53	0.612	Very Highly Competent
4. I remain calm and recover quickly to my objectives when something unexpected happens.	4.47	0.612	Very Highly Competent
5. I assess things and situations using my feelings as a guide successfully.	4.16	0.834	Very Highly Competent
General Weighted Mean	4.46	0.712	Very Highly Competent

Legend:

<i>Scale</i>	<i>Range</i>	<i>Interpretation</i>	<i>Verbal Interpretation</i>
5	4.20-5.00	Always	Very Highly Competent
4	3.40-4.19	Frequently	Highly Competent
3	2.60-3.39	Sometimes	Moderately High Competent
2	1.80-2.59	Rarely	Low Competent
1	1.00-1.79	Never	Very Low Competent

Table 9 shows the personal level of teachers' competencies in terms of emotional, it is very evident that indicator 1 got the highest mean of 4.63 which means that Grade 5 English teachers always treat their learners kindly and gently, while indicator 5 got the lowest mean of 4.16. This shows that they frequently assess the things and situations using their feelings as a guide in teaching English.

With the general weighted mean of 4.46, it can be gleaned that Grade 5 teachers always shows high personal level of competence in terms of their emotion. This implies that they know their strengths and know how to lean into them and use them to their full advantage while keeping their weaknesses.

Table 7. Personal Level of Teachers' Competence in Terms of Classroom Management

C. Classroom Management	Mean	Sd	Verbal Interpretation
1. I deal with the ambiguity that comes with the learning environment.	4.11	1.100	Highly Competent
2. I establish safe and secure learning environments to enhance learning through the consistent implementation of policies guidelines and procedures.	4.68	0.671	Very Highly Competent
3. I maintain learning environments that promote fairness, respect and care to encourage learning.	4.79	0.535	Very Highly Competent
4. I maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	4.74	0.562	Very Highly Competent
5. I apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	4.47	0.697	Very Highly Competent
General Weighted Mean	4.56	0.768	Very Highly Competent

Legend:

<i>Scale</i>	<i>Range</i>	<i>Remarks</i>	<i>Verbal Interpretation</i>
5	4.20-5.00	Always	Very Highly Competent
4	3.40-4.19	Frequently	Highly Competent
3	2.60-3.39	Sometimes	Moderately High Competent
2	1.80-2.59	Rarely	Low Competent
1	1.00-1.79	Never	Very Low Competent

Table 7 shows the personal level of teachers' competence in terms of their classroom management. The above table clearly shows that indicator 3 got the highest mean of 4.79, this means that they always maintain learning environments that promote fairness, respect and care to encourage learning. While indicator 1 got the lowest mean of 4.11, they frequently deal with the ambiguity that comes with the learning environment.

With general weighted mean of 4.56, it can be gleaned that grade 5 English Teachers always show high level of competence in terms of their classroom management. This simply implied that they have the ability to organize classrooms and manage the behavior of their students. This ability can influence in achieving positive educational outcomes among learners. By consistently putting policies, standards, and procedures into practice, they can cope with the ambiguity that comes with the learning environment and create safe and secure learning settings to improve learning. Teachers create supportive learning settings that foster and motivate students to participate, cooperate, and collaborate in ongoing learning.

Table 8. Professional Level of Teachers' Competence in Terms of Teaching Approach

A. Teaching Approach	Mean	Sd	Verbal Interpretation
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1. I adapt my teaching methods to best serve the needs of each student.	4.74	0.562	Very Highly Competent
2. I modify my approach in light of new curricula, technologies, and instructional techniques.	4.58	0.607	Very Highly Competent
3. I adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	4.63	0.597	Very Highly Competent
4. I address a variety of student learning styles.	4.63	0.684	Very Highly Competent
5. I provide student-centered lessons and activities that are based on concepts of active learning and connected to real-world situations.	4.47	0.697	Very Highly Competent
General Weighted Mean	4.61	0.624	Very Highly Competent

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	Very Highly Competent
4	3.40-4.19	Frequently	Highly Competent
3	2.60-3.39	Sometimes	Moderately High Competent
2	1.80-2.59	Rarely	Low Competent
1	1.00-1.79	Never	Very Low Competent

Table 8 shows the professional level of teachers' competence in terms of their teaching approach, it is seen that indicator 1 got the highest mean of 4.74, this simply means that they always adapt teaching methods based from the needs of individual differences of learners. However, it has shown that indicator 5 got the lowest mean of 4.47, this means that they always provide student-centered lessons and activities connected to the real-world situations.

With the general weighted mean of 4.61, it can be gleaned that the professional level of teachers' competence in terms of their teaching approach have utilized different approaches in dealing different type of students in teaching English. Through this, learners can easily adopt to the situation and at the same prepare themselves to the real-world scenario. This revealed that teachers changed their methods during post-pandemic lessons in response to new curricula, technologies, and teaching strategies. A range of student learning styles were also addressed, and they learnt how to modify and implement learning programs that guarantee relevance and responsiveness to the needs of all learners. Last but not least, teachers offered student-centered classes and activities based on the principles of active learning and linked to actual circumstances.

Table 9. Professional Level of Teachers' Competence in Terms of Content Knowledge

B. Content Knowledge	Mean	Sd	Verbal Interpretation
1. I apply knowledge of content within and across curriculum teaching areas.	4.37	0.684	Very Highly Competent
2. I use research-based knowledge and principles of teaching and learning to enhance professional practice.	4.26	0.806	Very Highly Competent
3. I display proficient use of English to facilitate teaching and learning.	4.32	0.582	Very Highly Competent
4. I use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	4.47	0.612	Very Highly Competent
5. I regularly upgrade my knowledge base in order to enhance my work and adapt to changing educational demands.	4.42	0.607	Very Highly Competent
General Weighted Mean	4.37	0.653	Very Highly Competent

Legend:

Scale	Range	Interpretation	Verbal Interpretation
5	4.20-5.00	Always	Very Highly Competent
4	3.40-4.19	Frequently	Highly Competent
3	2.60-3.39	Sometimes	Moderately High Competent
2	1.80-2.59	Rarely	Low Competent
1	1.00-1.79	Never	Very Low Competent

Table 9 shows the professional level of teachers' competence in terms of their content knowledge, it is evident that indicator 4 got the highest mean of 4.47, this simply means that they always use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement, while indicator 2 got the lowest mean of 4.26, this means that they always use research-based knowledge and principles of teaching and learning to enhance professional practice.

With the general weighted mean of 4.37, it is found out that professional level of teachers' competence in terms of content knowledge is considerably high level.

Table 10. Professional Level of Teachers' Competence in Terms of Assessment

C. Assessment	Mean	Sd	Verbal Interpretation
1. I process the written and performance tasks of my students through feedback.	4.32	0.671	Very Highly Competent
2. I utilize assessment data to inform the modification of teaching and learning practices and programs.	4.53	0.612	Very Highly Competent
3. I design problem-based learning assessments in the activity sheet.	4.21	0.855	Very Highly Competent
4. I evaluate the experiences in the light of the learners' intent.	4.37	0.684	Very Highly Competent
5. I develop, structure, and use diagnostic, formative, and summative assessment procedures in accordance with the demands of the curriculum.	4.58	0.692	Very Highly Competent
General Weighted Mean	4.40	0.091	Very Highly Competent

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	Very Highly Competent
4	3.40-4.19	Frequently	Highly Competent
3	2.60-3.39	Sometimes	Moderately High Competent
2	1.80-2.59	Rarely	Low Competent
1	1.00-1.79	Never	Very Low Competent

Table 10 shows the professional level of teachers' competence in terms of educational assessment, it is evident that indicator 5 got the highest mean of 4.58, this implies that grade 5 English teachers always develop, structure, and use diagnostic, formative, and summative assessment procedures in accordance with the demands of the curriculum. While indicator 3 got the lowest mean of 4.21, this means that they always design problem-based learning assessments in the activity sheet.

With the general weighted mean of 4.40, it can be gleaned that the professional level of teachers' competence in terms of educational assessment is considerably high level. This implied that they can modify their assessment based from the needs of the students.

Table 11. Level of Learners' Academic Performance in English

Per Teacher	Average Mean	Mean	sd	Interpretation
A	89.26	4.00	0.000	Very Satisfactory
B	84.32	3.38	0.744	Satisfactory
C	84.32	3.38	0.744	Satisfactory
D	83.33	3.10	0.900	Satisfactory
E	86.46	3.50	0.730	Very Satisfactory
F	83.28	3.19	0.655	Satisfactory
G	84.43	3.25	0.944	Satisfactory
H	86.78	3.67	0.761	Very Satisfactory
I	83.32	3.10	0.625	Satisfactory
J	83.28	3.19	0.750	Satisfactory
K	84.47	3.22	0.698	Satisfactory
L	87.13	3.85	1.068	Very Satisfactory
M	88.09	4.04	0.854	Very Satisfactory
N	88.26	3.93	0.940	Very Satisfactory
O	84.09	3.33	1.113	Satisfactory
P	84.34	3.29	0.611	Satisfactory

Q	84.09	3.33	0.866	Satisfactory
R	89.15	4.10	0.316	Very Satisfactory
S	85.47	3.40	0.843	Very Satisfactory
General Weighted Mean	85.46	3.49	0.260	Very Satisfactory

Legend:

Scale	Grading Scale	Range	Interpretation
5	90-100	4.20-5.00	Outstanding
4	85-89	3.40-4.19	Very Satisfactory
3	80-84	2.60-3.39	Satisfactory
2	75-79	1.80-2.59	Fairly Satisfactory
1	Below 75	1.00-1.79	Did Not Meet Expectations

This indicates that the second quarter's academic performance of English learners was supplied based per teacher.

Table 11 shows the academic performance of pupils in English, per teacher-respondents. It can be seen that majority of the students under the supervision of English teachers got the satisfactory academic performance (T2, T3, T4, T6, T7, T9, T10, T11, T15, T16, and T17), while the other learners got very satisfactory performance in English (T1, T5, T8, T12, T13, T14, T18, and T19). Overall academic performance of learners in English got the general weighted mean of 3.49 (SD=0.260), which means their performance was very satisfactory.

Table 12. Significant Relationship Between Limitations of Post-Pandemic Instructions and Academic Performance of Grade 5 Students in English

	n	covariance	Pearson-r	P-value	Interpretation
Teacher-student Ratio	19	0.002	0.005	0.982	NS
Task-based Activity		-0.062	-0.240	0.321	NS
Students' Readiness		-0.115	-0.382	0.107	NS
Parents' Involvement		-0.091	-0.354	0.137	NS

*S- significant at .05 level of significance

NS-not significant

Results of the Pearson correlation indicated that there is a non-significant very small positive relationship between teacher-student ratio and academic performance of Grade 5 pupils in English, ($r(17) = .0054$, $p = .982$). On the other hand, there is a non-significant very small negative relationship between task-based activity and academic performance of Grade 5 pupils in English, ($r(17) = .241$, $p = .321$). Moreover, it has shown that there is a non-significant very small negative relationship between students' readiness and academic performance of Grade 5 pupils in English, ($r(17) = .382$, $p = .107$). Lastly, findings reveal that there is a non-significant very small negative relationship between parents' involvement and academic performance of Grade 5 pupils in English, ($r(17) = .354$, $p = .137$).

Therefore, it can be gleaned with the above findings, that there is no significant relationship between limitations of post-pandemic instructions and academic performance of grade 5 pupils in English from the schools of Los Baños Sub Office.

Table 13. Significant Relationship Between Personal Level of Teachers' Competence and Academic Performance of Grade 5 Students in English

	n	covariance	Pearson-r	P-value	Interpretation
Communication Competence	19	0.033	0.178	0.466	NS
Emotional Competence		0.030	0.163	0.505	NS
Classroom Management		0.044	0.239	0.324	NS

*S- significant at .05 level of significance

NS-not significant

Results of the Pearson correlation indicated that there is a non-significant small positive relationship between level of teachers' communication competence and academic performance in English of Grade 5 pupils, ($r(17) = .178$, $p = .466$). Furthermore, it has also shown non-significant small positive relationship between teachers' emotional competence and academic performance of grade 5 pupils in English, ($r(17) = .163$, $p = .505$). Likewise, findings revealed a non-significant small positive relationship between teachers' classroom management and academic performance of grade 5 pupils, ($r(17) = .239$, $p = .324$).

Thus, there is no significant relationship between the teachers' personal competence and academic performance of grade 5 pupils in English subject from the schools of Los Baños Sub-Office.

Table 14. Significant Relationship Between Professional Level of Teachers' Competence and Academic Performance of Grade 5 Students in English

	n	covariance	Pearson-r	P-value	Interpretation
Teaching Approach	19	0.041	0.211	0.386	NS
Content Knowledge		0.012	0.062	0.800	NS
Emotional Competence		0.008	0.038	0.876	NS

*S- significant at .05 level of significance

NS-not significant

Results of the Pearson correlation indicated that there is a non-significant small positive relationship between the teachers' teaching approach and academic performance of grade 5 pupils in English, ($r(17) = .211$, $p = .386$). Likewise, it has shown a non-significant very small positive relationship between teachers' content knowledge and academic performance of grade 5 pupils in English, ($r(17) = .062$, $p = .800$). Furthermore, a non-significant very small positive relationship between teachers' emotional competence and academic performance of grade 5 pupils in English, ($r(17) = .0384$, $p = .876$).

Therefore, based from the above findings, it is concluded that there is no significant relationship between the professional level of teachers' competence as to teaching approaches, content knowledge, and emotional competence and academic performance of grade 5 pupils in English.

CONCLUSION

Based from the results and findings, the following conclusions were drawn.

There is no significant relationship between limitations of post-pandemic instructions and academic performance of grade 5 pupils in English from the schools of Los Baños Sub Office. Therefore, the null hypothesis is accepted or retained.

There is no significant relationship between the teachers' competence and academic performance of grade 5 pupils in English subject from the schools of Los Baños Sub-Office. Thus, the null hypothesis is accepted or retained.

There is no significant relationship between the professional level of teachers' competence as to teaching approaches, content knowledge, and emotional competence and academic performance of grade 5 pupils in English. Thus, the null hypothesis is accepted or retained.

RECOMMENDATIONS

1. School heads are encouraged to highly implement the ideal pupil-teacher which is 25 pupils is to 1 teacher. This will help them increase students' achievement in English and decrease discipline problems among students in a larger class. In addition, bridging or remediation program should be allotted among learners who have difficulty in composing clear and

- coherent sentences. Teachers are recommended to use research-based approach in delivering their lessons on that particular topic.
2. Since, personal level of teachers' competence has shown proficient in all modes of communication and have the ability to manage their classrooms effectively, still they are encouraged to attend personal development program based from the most priority area in their self-assessment tool (SAT). otherwise, they may propose a school learning action cell about the personal competencies of a public teacher.
 3. Professional level of teachers' competence has shown high frequency of 'always' as to teaching approaches, content, and assessment, school leaders are encouraged to properly document all these best practices of their teachers at school. It is also highly suggested to do invite other nearby sub-offices or districts of department of education form benchmarking. Through this, it will increase the partnerships within the organizations and even outside.
 4. The aim of every teacher for his/her student is not only to meet the academic standards but also to perform above the standards and reach the outstanding academic performance in English. This will be possible through collaborative efforts not only with other subject teachers but also with the parents and other stakeholders. Teachers are encouraged to determine the problems and challenges met by the students in learning English, then, look for a research-based teaching strategy to deliver quality education for all.
 5. A proposed In-service Training (INSET) may be used to support motivation and work performance of English teachers during post-pandemic teaching. School-based INSET activities encourage valuable personal and professional development opportunities in the school.

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