Teaching and Research Competence of Teachers: Implications to Educational Policy

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ABSTRACT

This descriptive-correlation research was conducted to determine the teaching and research competence of teachers in the Schools Division of Iloilo, Province of Iloilo, Philippines for the school year 2024--2025. There were 380 public secondary junior and senior high school teachers who were surveyed using an adapted and modified questionnaire. They were categorized into age, sex, educational attainment, teaching experience, position, school classification and congressional district. The data were analyzed using frequency count, percentage, mean, t-test for two independent samples, One-way ANOVA and the Pearson's r with significance level set at .05 alpha. Results revealed that the teachers had very satisfactory level of overall teaching competence. However, the teachers had only a satisfactory level of research competence. Some of the demographic factors were found to be determinants of teachers' teaching and research competence. At the same time, a significant relationship existed between the levels of teaching and research competence of teachers. Courses of actions were recommended to DepEd officials, curriculum makers, school administrators, teachers, parents, learners, community and future researchers. Furthermore, policy implications drawn from the results were laid out to address some of the salient findings of the study.

Keywords: teaching competence, research competence, policy implications

INTRODUCTION

Today, quality of teaching determines the quality of education. The teacher personal qualities, attitudes, commitment and dedication towards teaching profession, educational qualification and professional training play a vital role in modern education. Achievement of effective education can be brought about by the efforts of a team of high quality and competent teachers. The role of the teacher is pivotal in arousing enthusiasm and inspiring a person for learning and sharpening one's intelligence and wisdom (Aktharsha&Sengottuvel, 2019).

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

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

Research Questions

This study determined the teaching and research competence of Secondary Teachers in the Schools Division of Iloilo, Philippines for the School Year 2024-2025 and their implications to an educational policy. Specifically, it determined the level of teaching competence in terms of content knowledge and pedagogy, learning environment

and diversity of learners, curriculum and planning, and assessment and reporting; and level of research competence in terms of the ability to plan and conduct research, knowledge of research methodologies and capacity to prepare a manuscript for publication. Significant differences of these variables were determined when the teachers were classified according to age, sex, educational attainment, teaching experience, position, school classification and congressional district. The final output of the study was the formulated implications for educational policy.

METHODOLOGY

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

The population of the study were the 7786 public Secondary (Junior and Senior) High School teachers in the Schools Division of Iloilo, Province of Iloilo, Philippines, for the school year 2024-2025. From the population, a randomly selected 380 were utilized as respondents.

The instrument used in gathering the data was an adapted and modified questionnaire from the research studies of Ghavifekr and Rosdy (2015),Gepila (2019) and Molina (2019). The first part determined the respondents' profile like their age, sex, educational attainment, teaching experience, position, school classification, and congressional district. The second part measured the teaching competence of the teachers in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. The third part determined the research competence of teachers in terms of the ability to plan and conduct research, knowledge of research methodologies and capacity to prepare a manuscript for publication. The questionnaire was subjected to a content validation by experts in the field. All their comments and suggestions were incorporated in the questionnaire prior to the conduct of the study and its distribution to the respondents. The reliability of the instrument was determined using Cronbach's Alpha.

Ethical Issues

Prior to the conduct of this study, appropriate notifications were strictly followed and observed by all the parties involved within the duration of the research investigation. A letter addressed to proper authorities were prepared and sent prior to the commencement of the research via e-mail or face-to-face meeting. At the same time consent letters were given to the respondents of the study to ensure their voluntary participation. Likewise, all the participants involved in the study were properly informed with regards to the confidentiality of the results and their identity will not be revealed and the data gathered will only be used for research purposes and will never be made public. The researcher assured the respondents that in all stages of the research process, proper observance of the highest standard of professional ethics will be observed and that everybody will be treated with utmost respect.

RESULTS AND DISCUSSIONS

The level of teaching competence of secondary teachers was measured using a rating scale with subscales in Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. The data on the level of teaching competence of the teachers when taken as a whole group are presented on Table 1. As noted from the presented data, the teachers have Very Satisfactory overall level of teaching competence. As to the different areas of teaching, they also showed *Very Satisfactory* level of teaching competence in Content Knowledge and Pedagogy , Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting .

In the study conducted by Gepila (2019), it was found that teachers from Southern Luzon assessed themselves as highly proficient in managing the learning environment and proficient only in coping with learners' diversity. Hence, there is an identified gap in terms of the teachers' needs to improve learners' diversity management. Through the domains of the PPST, in sum, they considered themselves as proficient only. The same results can be inferred from the present study. The respondents assessed their teaching competence as Very Satisfactory but with most of the groups indicating the lowest mean for the learning environment and diversity of learners.

Table 1. Level of teaching competence of teachers when taken as a whole

Indicators	**Mean**	**Description**
Content Knowledge and Pedagogy	4.07	Very Satisfactory
Learning Environment and Diversity of Learners	3.99	Very Satisfactory
Curriculum and Planning	4.09	Very Satisfactory
Assessment and Reporting	4.01	Very Satisfactory
Overall Teaching Competence	**4.04**	**Very Satisfactory**

Scale: 1.00-1.80 – Very Poor ,1.81-2.60 – Poor, 2.61-3.40 – Satisfactory, 3.41-4.20 – Very Satisfactory, 4.21-5.00 – Outstanding

Results also revealed a Very Satisfactory level of overall teaching competence among secondary teachers when classified according to age, sex, educational attainment, teaching experience, position, school classification, and congressional district with the exception of the doctoral degree holders, and master teachers whose level of teaching competence were Outstanding.

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

Table 2. Level of teaching competence of teachers when classified according to age, sex, educational attainment, teaching experience, position, school classification and congressional district

Variables		
	Mean	**Description**
Age		
30 years old & below	3.97	Very Satisfactory
31-40 years old	4.11	Very Satisfactory
41-50 years old	4.10	Very Satisfactory

51 years old & above	3.90	Very Satisfactory
Sex		
Male	4.10	Very Satisfactory
Female	3.97	Very Satisfactory
Educational Attainment		
Bachelor's Degree	3.98	Very Satisfactory
Master's Degree	4.11	Very Satisfactory
Doctoral Degree	4.28	Very Satisfactory
Teaching Experience		
10 Years & below	4.02	Very Satisfactory
11 Years & above	4.07	Very Satisfactory
Position		
Teacher I	4.00	Very Satisfactory
Teacher II	3.96	Very Satisfactory
Teacher III	4.02	Very Satisfactory
Master Teacher I	4.29	Outstanding
Master Teacher II	4.32	Outstanding
Type of School		
Small	3.96	Very Satisfactory
Medium	3.99	Very Satisfactory
Large	4.12	Very Satisfactory
Congressional District		
District 1	4.00	Very Satisfactory
District 2	4.14	Very Satisfactory
District 3	3.83	Very Satisfactory
District 4	4.16	Very Satisfactory
District 5	4.12	Very Satisfactory

Scale: 1.00-1.80 – Very Poor ,1.81-2.60 – Poor, 2.61-3.40 – Satisfactory, 3.41-4.20 – Very Satisfactory, 4.21-5.00 – Outstanding

In terms of research competence, Table 3 showed the data on the level of Research Competence of the teachers when they were taken as an entire group. Their mean scores indicated that their level of competence in the field of research is Satisfactory as a whole. They also showed Satisfactory level of competence in terms of their ability to plan and conduct research; knowledge of research methodologies; and capacity to prepare a manuscript for publication. It was further observed that in terms of the specific indicators or items, the teachers do have Satisfactory level of competence except for the "ability to formulate good research problem and title" where they manifested a Very Satisfactory level of competence. The lowest research competency item mean is for the teachers' "capacity to present research outputs/results to symposia/conferences and/or colloquium via face-to-face or virtual mode.

As noted, among the three phases of research, the teachers found to be less competent in the preparation of research manuscripts for purposes of publication. While the results are satisfactory, there is a need to further enhance the competencies of the teachers in research. Research is one of the standards of accreditation in assessing the development of competent professionals. Likewise, in the evaluation of programs and institutions relative to accreditation, the research element is one of the areas being assessed by the accreditors. Teachers as purveyor of knowledge need to be competent not just in teaching but also in research. While the teachers in the present study meet the needed competency requirements in this aspect (satisfactory),

there is a need for them to continue developing their research competencies. The same scenario is also true even in other educational institutions. In the study conducted by Daylo (2016), teachers of private HEIs in Western Visayas also showed good performance as researchers while being excellent as instructors. They, too, rated themselves low in conducting action research, and submitting researches for publication.

Table 3. Level of research competence of teachers when taken as a whole

Indicators	**Mean**		**Description**
Ability to plan and conduct research	3.31		Satisfactory
Knowledge of Research Methodologies	3.28		Satisfactory
Capacity to prepare a munscript for publication	3.09		Satisfactory
Overall Research Competence	**3.23**		**Satisfactory**

Scale: 1.00-1.80 – Very Poor ,1.81-2.60 – Poor, 2.61-3.40 – Satisfactory, 3.41-4.20 – Very, Satisfactory, 4.21-5.00 – Outstanding

Findings further revealed a Satisfactory level of research competence among secondary teachers when classified according to age, sex, educational attainment, teaching experience, position, school classification, and congressional district. Perhaps, what would ensure the development of research competence is the experience of conducting research instead of the experience in teaching. Reder (cited in Massing & Schneider, 2017) articulated that the acquisition of competency continues after formal education through work life and experience, opportunities for skill use and efforts of life-long learning. In this investigation, for the research competency of the teachers to level up, teachers must use their research skills by conducting research submitting outputs for publications.

Research competence is developed or enhanced through schooling, seminars and similar activities attended. Experiences in the conduct of research also contribute to enhancing research competencies. Research competence is an integral part of the teaching profession. Thus, teachers across ages must possess such competencies. However, those who are in the oldest age group, may find it no longer necessary for them as they approach their retirement age. This finding contradicts the findings of Daylo (2016) which showed that older teachers were better performers in terms of research. In the study of Caingoy (2020), results revealed that public school teachers in Malaybalay City were slightly capable of conducting research, had a high level of difficulties in research processes, and moderately capable of action planning. Moreover, it was observed that the master teachers have scored highest in overall level of research competence and in the three phases of research. Among the duties and responsibilities of master teachers as stipulated in the DepEd RPMS is to conduct in-depth or action researches on teaching and learning innovations. As such, they were able to have more experience in conducting research. They were able to hone their research skills more often than those who are not yet master teachers.

Indeed, practice makes perfect, and experience is the best teacher. To reiterate what Avvisati (2018) said, years of practice is needed to master a complex and sophisticated jobs. Research is a complex and sophisticated process that requires not just formal education to master, but more importantly, experience; and master teachers have a lot of opportunities to practice research.

Table 4. Level of research competence of teachers when classified according to age, sex, educational attainment, teaching experience, position, school classification and congressional district

Variables		
	Mean	**Description**
Age		
30 years old & below	3.19	Satisfactory
31-40 years old	3.29	Satisfactory

41-50 years old	3.36	Satisfactory
51 years old & above	2.93	Satisfactory
Sex		
Male	3.32	Satisfactory
Female	3.14	Satisfactory
Educational Attainment		
Bachelor's Degree	3.08	Satisfactory
Master's Degree	3.40	Satisfactory
Doctoral Degree	3.60	Very Satisfactory
Teaching Experience		
10 Years & below	3.23	Satisfactory
11 Years & above	3.21	Satisfactory
Position		
Teacher I	3.17	Satisfactory
Teacher II	3.15	Satisfactory
Teacher III	3.14	Satisfactory
Master Teacher I	3.49	Very Satisfactory
Master Teacher II	3.80	Very Satisfactory
Type of School		
Small	3.10	Satisfactory
Medium	3.16	Satisfactory
Large	3.35	Satisfactory
Congressional District		
District 1	3.22	Satisfactory
District 2	3.24	Satisfactory
District 3	3.15	Satisfactory
District 4	3.53	Very Satisfactory
District 5	3.23	Satisfactory

Scale: 1.00-1.80 – Very Poor ,1.81-2.60 – Poor, 2.61-3.40 – Satisfactory, 3.41-4.20 – Very Satisfactory, 4.21-5.00 – Outstanding

For the overall level of teaching competence, significant differences were present when the teachers were grouped according to age, sex, educational attainment, position, school classification, and congressional district. When they were grouped according to teaching experience, no significant differences were found.

Results showed that there were significant differences in the overall level of Teaching Competence of the teachers, $F(3, 376)= 2.74$, $p=.043$. There were also significant differences found in terms of Learning Environment and Diversity of Learners, $F(3, 376)=2.95$, $p =.033$; and Assessment and Reporting, $F(3, 376)=3.86$, $p =.010$, when the teachers were grouped according to age.

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

In terms of Content Knowledge and Pedagogy, F(3, 376)= 1.91, p=.127, and Curriculum and Planning, F(3, 376)= 1.89, p=.131, no significant differences were found between groups. In terms of Learning Environment and Diversity of Learners, and Assessment and Reporting, the hypothesis wasrejected, whereas, in terms of Content Knowledge and Pedagogy, and Curriculum and Planning, the hypothesis was not rejected. The implication of the results is that older teachers have significantly lower level of teaching competence compared to the younger ones. The new trends in education requires the upskilling of the teachers which is quite difficult for teachers above 50 years old.

David (2020) believed that many teachers are not as keen to be updated on the technical software or online social skills. Learning new processes and technology in teaching pose a burden for many of the older teachers who have mastered teaching on site and are equipped with teaching tools and basic modern technology and software. Having to relearn or even unlearn skills for teaching seems to be a herculean task.

The teachers' age, sex, educational attainment, position, school classification, and congressional district were found to be significant determinants of the teachers' level of teaching competence.

Table 5. Differences in the level of teaching competence of teachers when grouped according to Sex

Variables	Categories	**Mean**	**t-value**	**df**	**P - value**	**Remarks**
Sex	Male	4.11	2.50	378	.013	Significant
	Female	3.97				
Teaching Experience	10 years & below	4.02	0.94	378	.351	Not Significant
	11 years & above	4.07				

Table 6. Differences in the level of teaching competence of teachers when grouped according to age, educational attainment, teaching experience, position school classification and congressional district

Variables		**Sum of Square**	**df**	**Mean Square**	**F - value**	**P - value**	**Remarks**
Age	Between Group	2.375	3	.792	2.74	.043	Significant
	Within Group	108.790	376	.289			
	Total	111.165	379				
Educational attainment	Between Group	3.085	2	1.543	5.38	.005	Significant
	Within Group	108.080	377	.287			
	Total	111.165	379				
Position	Between Group	4.622	4	1.155	4.07	.003	Significant
	Within Group	106.544	375	.284			
	Total	111.165	379				
Type of School	Between Group	1.901	2	.951	3.28	.039	Significant

	Within Group Total	109.264 111.165	377 379	.290			
Congressional District	Between Group Within Group Total	6.228 104.938 111.165	4 375 379	1.557 .280	5.56	0.30	Significant

Likewise, there were significant differences in the level of Research Competence of the teachers when they were grouped according to age, sex, educational attainment, position, school classification, and congressional district, whereas, no significant differences were found when they were grouped according to teaching experience.

When the teachers were grouped according to Educational Attainment, their level of Research Competence was determined using One Way ANOVA. The results on Table 7 showed that there were significant differences in the Research Competence of the teachers, $F(2, 377) = 10.53$, $p=.000$. Significant results were also found in terms of the three research competence aspects. In all the aspects of research and in the overall research competence of the teachers when grouped according to educational attainment, the post hoc test results showed that the teachers with bachelor's degree as their highest level of education have significantly lower mean scores when compared to the teachers with master's and doctoral degrees. Therefore, the hypothesis that there are no significant differences in the Research Competence of the teachers when grouped according to educational attainment was rejected.

The result of this study is a confirmation of the previous findings on the relationship of educational attainment and competence. In the study of Massing and Schneider (2017) they explained that in comparing competencies, the differences could come from factors especially educational attainment. Basic competencies, according to Baumet et al. (in Massing & Schneider, 2017) are results of cumulative processes of knowledge acquisition facilitated by formal education. Therefore, the more opportunities for knowledge acquisition are provided to and used by an individual, the higher the level of formal education and basic competencies achieved. This point of view thus leads to the expectation that educational attainment and basic competencies are closely related.

While the teachers have shown a certain degree of competence in research, these competencies are not at par with their teaching competence.

Demographic characteristics like age, sex, educational attainment, position, school classification, and congressional district are relevant determinants of the teachers' research competence.

Table 7. Differences in the level of research competence of teachers in the when grouped according to Sex

Variables	Categories	**Mean**	**t-value**	**df**	**P - value**	**Remarks**
Sex	Male Female	3.32 3.14	2.21	378	.028	Significant
Teaching Experience	10 years & below 11 years & above	3.23 3.23	0.03	378	.974	Not Significant

Table 8. Differences in the level of research competence of teachers when grouped according to age, educational attainment, teaching experience, position school classification and congressional district

Variables		**Sum of Square**	**df**	**Mean Square**	**F - value**	**P - value**	**Remarks**
Age	BetweenGroup	6.052	3	2.017	3.41	.018	Significant
	Within Group	222.446	376	.592			
	Total	228.497	379				
Educational attainment	Between Group	12.085	2	6.042	10.53	.000	Significant
	Within Group	216.413	377	.574			
	Total	228.497	379				
Position	Between Group	13.893	4	3.473	6.70	.000	Significant
	Within Group	214.604	375	.572			
	Total	228.497	379				
Type of School	Between Group	4.543	2	2.272	3.82	0.23	Significant
	Within Group	223.954	377	.594			
	Total	228.497	379				
Congressional District	Between Group	6.525	4	1.631	2.76	.028	Significant
	Within Group	221.973	375	.592			
	Total	228.497	379				

Furthermore, significant relationships were found between the levels of teaching and research competence of teachers. The levels of teaching competence and research competence of secondary school teachers are directly related variables, i.e., as one variable increases or decreases, the other variable also followed the same direction.

Table 9. Relationship between teaching competence and research competence of teachers

Variables	**Research Competence**	
Teaching Competence	r	.542**
	p	.000
	n	380
	Remarks	Significant

**p<.01

Policy Implications

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

Educational policy makers may consider revisiting and redefining the framework of teacher competencies being used in the country so that necessary adjustments can be recommended to address the gaps identified and attune these to the needs of the times needed by the education sector. Continuous education of teachers must be given extra premium since this is a strong determinant of their teaching competence. The curricula must be revisited and reviewed regularly to make it relevant to the ever changing landscape of education. This must be coupled with teachers' professional development initiatives for them to be adequately prepared and adept to address the issues in the delivery of instruction. Policy reforms should be comprehensive, and not just focus on how educational services be delivered. The reforms should also cover the different curricula, from K-12 to tertiary education. This is to highlight the point of view that teacher competencies are developed incrementally starting from the tertiary education to pre-service training, to in-service training, graduate and post graduate education and career long professional development.

The Department of Education may also initiate reforms like the conduct of trainings to enhance the research capabilities of teachers. The educational process is dynamic that requires teachers to be flexible and always updated, hence, the development of their research skill is a vital requirement. Research is part and parcel of the teaching and learning process. There must be some policy measures on research that will cover not just the master teachers if our educational system wants to foster a culture of research in our educational institutions across educational levels. The policies must include the general guidelines, implementation procedures, incentives, publications, among others.

Findings	**Policy Implications**
● There was a*Very Satisfactory* level of overall teaching competence among the teachers when taken as a whole group and when classified according to age, sex, educational attainment, teaching experience, position, school classification, and congressional district with the exception of the doctoral degree holders, and master teachers whose level of teaching competence are Outstanding. • Significant relationships were found between the levels of Teaching Competence and Research Competence	• There is a need to revisit and redefine the framework of teacher competencies being used in the country so that necessary adjustments can be made to address the call of the times in the education sector. • Policy reforms should be comprehensive, and not just focus on how educational services be delivered. The reforms should also cover the different curricula, from K-12 to tertiary education. This is to highlight the point of view that teacher competencies are developed incrementally starting from the tertiary education to pre-service training, to in-service training, graduate and post graduate education and career long professional development.
• The level of research competence of the teachers as whole group and when grouped according to age, sex, and teaching experience is Satisfactory across groups in all areas. • There were significant differences found in the level of Research Competence of the teachers when they were grouped according to age, sex, educational attainment, position, school classification, and congressional district.	• Research is part and parcel of the teaching and learning process. There must be some policy measures on research that will cover not just the master teachers if our educational system wants to foster a culture of research in our educational institutions across educational levels. The policies must include the general guidelines, implementation procedures, incentives, publications, among others.

SUMMARY

This study was conducted to determine the teaching and research competence of SecondaryTeachers in the Schools Division of Iloilo, Philippines for the School Year 2024-2025 as and their implications to educational policy. Specifically, it determined the level of teaching competence in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting; and level of research competence in terms of the ability to plan and conduct research, knowledge of research methodologies and capacity to prepare a manuscript for publication. Significant differences of these variables were determined when the teachers were classified according to age, sex, educational attainment, teaching experience, position, school classification and congressional district.

Results revealed a Very Satisfactory level of overall teaching competence among teachers when taken as a whole group and when classified according to age, sex, educational attainment, teaching experience, position, school classification, and congressional district with the exception of the doctoral degree holders, and master teachers whose level of teaching competence were Outstanding. In terms of research competence of the teachers as a whole group and when grouped according to age, sex, and teaching experience is *Satisfactory* across groups in all areas. When they were grouped according to educational attainment and position, the doctoral degree holders and the master teachers have *Very Satisfactory* level of research competence. For the overall level of teaching competence and research competence of teachers, significant differences were present when the teachers were grouped according to age, sex, educational attainment, position, school classification, and congressional district. When they were grouped according to teaching experience, no significant differences were found. Thus, a significant relationship were found between the level of teaching competence and research competence of teachers in the Schools Division of Iloilo.

CONCLUSION

Drawn from the findings of the study, conclusions were made, that teachers possessed the competencies expected of them which are to facilitate the teaching and learning process inside the classroom. The highly educated ones do have outstanding level of teaching competence. While the teachers have shown a certain degree of competence in research, these competencies are not at par with their teaching competence. At the same time, the teachers' age, sex, educational attainment, position, school classification, and congressional district were found to be significant determinants of the teachers' level of teaching competence. As such, demographic characteristics like age, sex, educational attainment, position, school classification, and congressional district are relevant determinants of the teachers' research competence. Furthermore, the levels of teachers' and research competence are directly related variables, i.e., as one variable increases or decreases, the other variable also followed the same direction.

RECOMMENDATIONS

From the findings and conclusions of the study, it is recommended to the **Department of Education** may design professional development program for teachers in order to update and upgrade their capabilities in teaching. For the **Curriculum Makers,** it is suggested that they design a curriculum for teacher education that are responsive to the needs of the education sector in the present time. The curriculum for the basic education must also be reviewed to ensure that learners will be able to develop competencies which are relevant to their growth and development as life-long learners and productive members of society. As to the **Administrators** of the public secondary schools, it is recommended that they review school policies. They may use the findings of the study in the review of the said policies. They are encouraged to design intervention programs to help enhance teachers' competence in teaching and research to make them exceptionally ready to face the challenges of the new trends in education. For the **Teachers**, they are highly enjoined to participate in research capacity building activities organized for public school teachers. They may also craft their personal professional advancement program to qualify themselves as effective teachers. The **Local Community** and the **Parents** could provide support to the school in its development programs for teachers. The community should be actively involved in the education of the young, after all, it takes a village to educate a child. The **Future Researchers** may use this study as a reference material in their future research endeavours. They can

also conduct researches that will help validate the findings of the study, as well as, help inform policies and solve educational problems in the present times.

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