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English Teachers' Readiness for Home-Based Learning: Its Relationship to Teachers' Performance

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Abstract. The researcher aimed to determine the relationship between English teachers' readiness for home-based learning and their performance. The study's presumed hypothesis was tested using a descriptive correlational design with a significance level of 0.05. The data were analyzed using a variety of statistical measures, including frequency count, mean, and multiple regression analysis, to answer the study question. Furthermore, the researcher used a reliable and valid instrument designed by Mansor et al. (2021) to measure the level of readiness for home-based learning among teacher respondents. Meanwhile, a documentary analysis was used to evaluate the English teachers' performance. The study was evaluated and approved for implementation by the LCUP-REC. To assure consistency, the researcher asked 252 teachers from nine (9) schools in one of Bulacan's educational districts to complete the standardized surveys using Google Form while maintaining rigid anonymity. The data were examined and handled statistically using Statistical Packages for Social Sciences (SPSS). The results indicated a value larger than the predetermined 0.05 threshold of significance. The researcher failed to reject the null hypothesis, which states that there is not a significant relationship between English teachers' readiness for home-based learning and their performance. Furthermore, the study proposed a faculty development program concentrating on English language competency as part of teachers' ongoing professional development to improve their level of readiness for home-based learning, particularly in terms of subjective norms.

Keywords: English teachers; Level of readiness; Home-based learning; Teachers' performance; IPCRF; Descriptive-correlational.

1.0 Introduction

According to the World Bank Education Global Practice (2020), extended school closures have resulted in a lack of learning and may lead to a bigger loss of human resources and, as a result, a decline in economic potential. According to UNESCO (2020), this pandemic has caused the greatest disruption to the education system in history, affecting 94% of the student population in over 190 nations around the world.

The Department of Education (DepEd) intends to continue teaching in the face of the pandemic's threat and uncertainty, while also taking into account the health security, safety, and well-being of all learners, educators, workers, and Department stakeholders. Department of Education Secretary Briones (2017) stated that "education must continue regardless of what is going on in the country or the issues we face. Education and our students must wait. We will continue the process so that we can provide hope and continuity, as well as contribute to the normalization of the country's operations," she stated in her remarks at the High-Level Social Development Goals Action Event on Education in New York City at the United Nations on June 28, 2017. The development of the Basic Education-Learning Continuity Plan for the school year highlighted the possibility of interrupted learning across the country.

Thus, DepEd has developed the Basic Education - Learning Continuity Plan (BE-LCP) to allow basic education learners to continue studying while also allowing teachers to offer instruction in a safe working environment in the face of the COVID-19 danger. Given the epidemiological picture shown in Table 7 of the BE-LCP, the general government response, as well as the DepEd Secretary's instructions, is to develop solutions for learning to continue in a safe and healthy environment in the middle of Covid-19. Moss et al. (2020) discovered that the COVID-19 scenario has underlined the vital role that schools play in both caring for children and aiding them with learning. The BE-LCP adheres to the following principles: (1) protect the health, welfare, and well-being of students, teachers, and staff; (2) ensure learning sustainability; (3) facilitate the safe return of teaching and non-teaching personnel and students to workplaces and classrooms; (4) be open to equity issues and concerns; and (5) link and bridge the BE-LCP to DepEd's pivot to consistency and into the future.

During the COVID-19 epidemic, distant education emerged as the most practical and commonly utilized educational tool among schools and teachers worldwide (Sali, 2020). Distance learning has been the primary mode of learning delivery in the preceding and next school years. According to the UNESCO proceedings from their COVID-19 Education Response Webinar titled Supporting Teachers to Maintain Continuity of Learning During School Closures, Home-Based Learning (HBL) is preferable above online learning or remote teaching. It is also the mode of delivery in which the teaching and learning process takes place at home.

Prior to COVID-19 pandemic, HBL or remote teaching has been widely used in higher education and isolated areas of the Philippines. The implementation of HBL is not new but during this pandemic, this form of learning has become essential. It is crucial for the Philippine education system to quickly hinge to home-based learning or remote teaching and learning. It results to significant changes from conventional instructional practices of traditional face-to-face classes to learning to home settings utilizing blended modality of printed modules and online classes.

However, it has been shown that HBL hinders students' capacity to learn and become self-directed learners, and parents are under added pressure to closely monitor their children's ability to study and become self-directed learners in HBL (Gan & Bilige, 2019). Teachers must be able to engage both students and parents during HBL, which is only possible if they get adequate assistance from both the school and the Department. Without such comprehensive digital media regulations, educational institutions have "left countless children without the resources they need to navigate and profit from remote learning" (Turvey & Pachler, 2020). Many instructors expressed dissatisfaction with the weight that had been placed on them (Comanducci, 2020).

Home-Based Learning (HBL) is an inescapable alternative in the midst of the COVID-19 worldwide epidemic. The epidemic has caused a shift in society's approach to student outreach, and educational institutions must adapt to this culture through remote learning (Westine et al., 2019). Whether the consequences of emergency remote teaching are unfavorable or beneficial, educational systems throughout the world are left with little option but to experience and embrace the huge and quick changes (Hung et al., 2020) that come with implementing emergency remote education principles (Bozkurt & Sharma, 2020).

The Kingdom of Saudi Arabia and the United Arab Emirates governments have initiated distance learning awareness campaigns for parents, teachers, administrators, and students (Chang & Yano, 2020). It is about critically and objectively examining best practices in our own and other nations to obtain insight into what works (Reimers & Schleicher, 2020). In a developed nation such as Finland, students get teaching and assistance via a digital learning environment, and the Chinese Ministry of Education has initiated an endeavor to provide flexible online learning to its pupils. Despite the short notice and some initial technological and logistical challenges, home-based learning was widely embraced and adopted across Singapore (Davie, 2020). Meanwhile, in developing countries like ours, teachers locally create Self-Learning Modules (SLMs) to make learning more relevant and meaningful to students.

According to Irene (2021) in her study entitled "Using Communicative Approach in Teaching Speaking Competence of Young Learners through Home-based Learning", materials designed by the teacher do impact in stimulating young language learners to improve their communication skills in English, which agrees with the result of the study of Tay et al. (2021) entitled, "Implementation of Online Home-Based Learning and Students'

Engagement During the COVID-19 Pandemic: A Case Study". Despite variances in education implementation, governments throughout the world have taken rapid efforts that reflect shared aims, which include not just reducing the spread of the disease but also providing continuous learning. According to the study of Johnson (2021) "Homeschooling During Covid-19: A Case Study" research, both participants loved working with their children and felt it enjoyable when their children excelled. In China, the research "The Effects of Online Homeschooling on Children, Parents, and Teachers of Grades 1-9 During the COVID-19 Pandemic" by Zhao et al. 2020 reported that 76% of respondents considered the homeschooling approach was appropriate. Teachers were afraid that pupils' attention, focus, and academic performance would suffer.

As a result, Jamaludin (2015) of Turkey did a research titled "Research and Trends in the Studies of Homeschooling Practices: A Review on Selected Journals", and concluded that homeschooling has provided flexible learning for children who may struggle in regular schooling. However, there are still areas that may be improved, such as utilizing government-provided assistance materials and other educational resources. Furthermore, information and communication technology has a greater capacity to foster a strong learning community and provide access to appropriate materials for homeschooling learning. Furthermore, in Tereshchuk (2021) study, "Homeschooling and the COVID-19 Crisis: The Insights of Parents on Curriculum and Remote Learning", found that parents strongly questioned the popular reliability of online education, claiming that online tools were unsuitable for promoting independent learning among young children. The study may give useful insights on how to effectively assist learning from home during this current epidemic. Overall, the examination of this literature provides a lot of evidence that homeschooling is fairly successful in terms of goal execution; yet, there are still reservations about its trustworthiness as a long-term educational system.

According to Bhamani et al. (2020), in their study titled "Home Learning in Times of COVID: Experiences of Parents", it was discovered that the entire nation and scholars around the world have come forward to support learning at home by providing a variety of free online avenues to assist parents in facilitating home-learning. To successfully promote learning in HBL, teachers are given tools to help them grasp the many online pedagogies, various methods of course delivery, virtual environments, and potential educational technology. Using a range of media, such as film, text, and screenshots, enhances the possibility that all individuals involved in the teaching and learning process understand how the curriculum works (Snelling and Fingal, 2020). The procedure might take place via radio, television, mobile apps, or internet channels. Teachers can also get instruction through these channels (Chang & Yano, 2020).

The papers cited above supports the hypothesis that the pandemic had an impact on the Philippine school system. Home-based learning has proven crucial across the country. The evaluation also emphasized the importance of instructors as key individuals in this new teaching practice, as well as parents as co-facilitators of learning in this new regular educational setting. A greater understanding of teachers' readiness as the lead characters in the context of existing changes is critical to the effective and long-term implementation of HBL. However, if Filipino teachers are not prepared to accept this change, they may have a more negative attitude toward the new educational system; if they are not resistant to this pedagogical shift, it will limit their own involvement in the teaching-learning process and detract from students' long-term positive outcomes. Teacher preparation for change and distant education received little attention, particularly in the context of a pandemic or while dealing with technology during school closure. Thus, little is known about teachers' readiness to move from traditional classroom-based instruction to home-based learning with technological integration. As a result, the purpose of this study was to assess English teachers' readiness for home-based learning in English teaching, as well as how it relates to teacher performance. This research study contributed to the existing body of knowledge by implementing a faculty development program focused on English language teaching proficiency.

2.0 Methodology

2.1 Research Design

The aim of this research is to study the relationship between English teachers' readiness for home-based learning and their performance as the foundation for a faculty development program focused on English language teaching proficiency. The descriptive-correlational research design was used in the study because it is designed to offer a picture of the current situation, and correlational because it is intended to discover links between variables and allow for the prediction of future occurrences based on current information. The aforementioned

study technique was chosen because it is concerned with describing the independent variable, which is English teachers' readiness for home-based learning, and it has to do with the dependent variable, teachers' performance. This research approach is appropriate for providing a view of the current situation, since it provides a rather full image of what is going on at the time and allows for the formation of questions for future investigation.

2.2 Research Participants

The study used the universal sampling approach to choose a sample from a particular population of teacher responders. The study's respondents were two hundred fifty-two (252) English teachers from nine (9) schools in one of Bulacan's public elementary educational districts during the 2020-2021 school year.

2.3 Research Instrument

The study used a standardized instrument. To assess English teachers' readiness for home-based learning, the study adopted the HBL Teacher Readiness Scale developed by Mansor et al. (2021). It is a 26-item questionnaire with four subscales: ICT self-efficacy, attitude, perceived behavioral control, and subjective norms. It is a five-point Likert-type measure ranging from 1 (not ready) to 5 (completely ready), with Cronbach's alpha coefficients of 0.84 for ICT self-efficacy, 0.84 for attitude, 0.87 for perceived behavioural control, and 0.77 for subjective norms. The overall dependability of the scale was 0.83. These figures indicate that the resultant factor is exceptionally strong, while the dependability value is extremely high. On the other hand, a documentary analysis of the teachers' performance was conducted using the teachers' final rating in the Individual Performance Commitment and Review Form, which is a computerized tool for measuring the Results-based Performance Management System of public elementary school teachers. It ranges from one (poor) to five (outstanding).

2.4 Data Gathering Procedure

The data was gathered using a survey questionnaire utilizing the online platform Google Forms. Each respondent received a link to an online questionnaire that assessed their preparedness for home-based English instruction. The researcher performed the following procedures to acquire data:

a) An email was sent to the authors of the Teachers' Readiness Scale, which was used in the study, requesting permission to distribute the questionnaire to assess English teachers' readiness for home-based learning.
b) The researcher drafted a request letter to perform the study, which was signed by both the researcher's adviser and the Dean of Graduate Studies at La Consolacion University Philippines.
c) A permission letter is written to Bulacan's Schools Division Superintendent, requesting permission to conduct a study and distribute online surveys to teachers.
d) With survey authorization, respondents were informed that the information collected would be kept confidential and used strictly for research reasons.
e) The link to the questionnaires online was sent to the participants.
f) The researcher verified to see if all things were answered religiously.

2.5 Data Analysis

The acquired data was tabulated and analyzed with statistical software for social sciences (SPSS). To examine the results, the following statistical procedures were used:

a) Frequency and percentages. This statistical method was used to evaluate teachers' performance.
b) Mean score. This statistical tool assessed the level of readiness for home-based learning.
c) Standard deviation. This statistical tool indicated how much each individual's responses to each indicator "deviate" from the mean.
d) Multiple Regression Analysis. This statistical tool was used to assess the strength of the relationship between the subscales of home-based learning and teacher performance.

2.6 Ethical Considerations

The researcher obtained institutional approval and consent from the Graduate Studies Department. The following ethical considerations were put in place for this study undertaking:

a) The dignity and well-being of teachers who respond are preserved. They were not harmed in any way or placed in a stressful circumstance.

b) The researcher received informed consent from the teacher-respondents, which included the important information given in previous sections of the study. They were informed that their participation in the study is entirely voluntary, with no compulsion or fraud involved.
c) The research data was kept private during the course of the investigation.
d) The researcher followed the guidelines established by Republic Act 10173, also known as the Data Privacy Act of 2012, which broadly promotes the "free flow of information to promote innovation and growth" (Chapter 1, Section 2) while respecting the user's fundamental privacy rights.

3.0 Results and Discussion

3.1 Assessment of English Teachers' Readiness for Home-based Learning

Legality hinges on the art. XIV; Section 2 of the 1987 Constitution states that the state must preserve and promote all citizens' right to a decent education at all levels. It promotes self-learning, independent and out-of-school study programs, especially those that address community needs. Policy Guidelines for the K-12 Basic Education Program, Order 021, s. 2019, the phrase "Flexible Learning Options" included "alternative delivery modes (ADM)," which are modalities that do not closely match the traditional structure of normal classroom instruction but do follow the official K-12 Curriculum in content.

Home-based learning is one of the ADMs provided by the Department of Education (DepEd). It allows students to receive formal education while remaining outside of the classroom setting. Teachers are highly aware of the presence and repercussions of the COVID-19 pandemic, which has significantly impacted the educational sector. It is critical to assess teachers' readiness to adopt HBL in the context of a pandemic in four recognized dimensions: ICT self-efficacy, attitude, perceived behavioral control, and subjective norms.

ICT Self-Efficacy

Table 1. Home-based learning (ICT Self-Efficacy)

	INDICATORS	MEAN SCORE	DESCRIPTIVE EVALUATION
1.	I can carry out my lessons using live streaming (Microsoft Teams, Skype, Google Meet, etc.)	3.64	Considerably Ready
2.	I can have a variety in terms of the applications and resources used when conducting classes online.	3.35	Moderately Ready
3.	I can use different kinds of applications to share teaching and learning content.	3.38	Moderately Ready
4.	I can create a variety of learning resources with online applications (gamification, videos, clips, e-books, etc.)	3.08	Moderately Ready
5.	I can upload and download learning content in various forms from different sources (such as video, audio, slides, notes, and exercises).	3.68	Considerably Ready
6.	I can communicate with online audio and visual comfortably.	3.70	Considerably Ready
7.	I can deploy various teaching and learning strategies when using ICT.	3.54	Considerably Ready
AVERAGE MEAN		**3.48**	**Considerably Ready**

Legend: Score Interpretation Guide = Completely Ready – 4.21-5.00, Considerately Ready – 3.41-4.20, Moderately Ready – 2.61-3.40, Slightly Ready - 1.81-2.60, Not Ready – 1.00-1.80.

Table 1 shows the assessment of English teachers' readiness for home-based learning using ICT self-efficacy. The use of self-efficacy in academic studies is clearly useful in terms of boosting educational quality. According to Bandura (1997), as referenced by Ikhrom (2020), perceived academic self-efficacy refers to personal assessments of one's ability to plan and carry out courses of action to achieve specific sorts of educational outcomes. The belief in self-efficacy is an important aspect in the origin of human activity; what individuals think, believe, and feel influences how they behave. The efficacy of beliefs in shaping how individuals think, feel, motivate themselves, and behave. It reveals that it has an average weighted mean of 3.48 which has a descriptive evaluation of *Considerably Ready*. Among the seven (7) indicators, number 6 *I can communicate with online audio and visual comfortably* ranked as the highest with a mean score of 3.70 which has a descriptive evaluation of *Considerably Ready* while indicator number 4 *I can create a variety of learning resources with online applications (gamification, videos, clips, e-books, etc.)* placed the lowest having a mean score of 3.48 which is interpreted as

Moderately Ready. On the other hand, the remaining statements have a description evaluation of either *Considerably Ready* or *Moderately Ready*.

The data implies that during the implementation of HBL, still, teachers were able to communicate to pupils even without face-to-face interaction. The integration of ICT on their teaching practices plays a vital role as means of communication in teaching English and increases their skills in using English as language whether orally or in written. According to Kareem's (2017) study, "*The Importance of Using Information Communication Technology for Learning and Teaching the English Language in Kurdistan of Iraq*," teachers in Kurdistan find ICTs highly valuable for enhancing their English language competency. Because ICT encompasses a wide range of devices and apps, teachers use a variety of ICTs both in the classroom and at home. Kareem proposed that teachers' efficacy in incorporating ICT into English instruction adds to the improvement of abilities such as reading, writing, speaking, and listening.

However, teachers failed to maximize the ICT-related applications and resources to develop various learning materials such as gamification, videos, and the likes to share variety of learning and teaching contents while conducting online classes that could be some sort of innovation in the new normal environment. Teachers' ICT efficacy still has a room for improvement in exploiting the entire technology world has to offer in order to deliver more relatable and unique learning experience to learners.

It contrasts the study of Ghavifekr et al. (2018) entitled "*Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools*", which found that well-prepared teachers with ICT tools and facilities are one of the most important factors in the success of technology-based teaching and learning. In Malaysia, ICT is regarded as one of the most important aspects in altering the country for future growth. They also stated that teachers with high ICT effectiveness might give high-quality education to their students.

Attitude

Table 2. Home-based learning (Attitude)

INDICATORS	MEAN SCORE	DESCRIPTIVE EVALUATION
1. I can accept comments and suggestions for improving my teaching and learning practices.	4.04	Considerably Ready
2. I can collaborate with my colleagues in implementing HBL.	3.83	Considerably Ready
3. I am willing to be guided by my colleagues in producing effective lessons for HBL.	3.99	Considerably Ready
4. I can help my colleagues to carry out effective HBL.	3.55	Considerably Ready
5. I am willing to attend related courses and workshops to improve my ICT competency.	3.99	Considerably Ready
6. I can follow the HBL schedules and timetables prepared by my school.	3.75	Considerably Ready
AVERAGE MEAN	**3.86**	**Considerably Ready**

Table 2 displays an assessment of English teacher readiness for home-based learning based on attitude. Individual attitudes and social behavior define how they participate in certain applications, rules, and principles for planning and executing home-based learning (Ngai et al., 2018). It is critical to evaluate the attitudes of teachers regarding HBL when schools transition to home-based mode because of the COVID-19 pandemic. It shows that among the six indicators, number 1 *I can accept comments and suggestions for improving my teaching and learning practices* obtained the highest mean score of 4.04 which has a verbal interpretation of *Considerably Ready* while indicator number 4 *I can help my colleagues to carry out effective HBL* gained the lowest mean score of 3.55 yet still having the same descriptive evaluation of *Considerably Ready.* In general, *Attitude* has an average weighted mean of 3.86 which can be interpreted as *Considerably Ready*. It indicates that teachers are willing to accept constructive criticisms through comments and suggestions which can be in the form of classroom observation as part of the RPMS cycle. In the hierarchy of position, master teachers are assigned to provide technical assistance to teachers I-III for improvement of teaching and learning practices.

This implication corresponds to the result of the study of Panhoon and Wongwanich (2018) entitled *An Analysis of Teacher Feedback for Improving Teaching Quality in Primary Schools* which revealed that teachers who got feedback on their lesson produced superficial results. Simple suggestions could not increase teacher

performance. Feedback is a strong effect on teaching. They further suggested that teachers should be given immediate and appropriate feedback on their teaching practices, methods, and techniques whether during instruction or when giving assessment to enhance their teaching performance and the quality of learning among students.

Perceived Behavioral Control

Table 3. Home-based learning (Perceived Behavioral Control)

	INDICATORS	MEAN SCORE	DESCRIPTIVE EVALUATION
1.	I can increase my work productivity when doing HBL.	3.49	Considerably Ready
2.	I can boost students' motivation when using various technologies during HBL.	3.41	Considerably Ready
3.	I encourage my students to practice self-learning by using technology.	3.45	Considerably Ready
4.	I can increase parents' participation as facilitators when doing HBL.	3.30	Moderately Ready
5.	I can use various forms of communication to communicate with parents in order to support their children's learning.	3.64	Considerably Ready
6.	I can communicate with my students actively when doing HBL.	3.45	Considerably Ready
7.	I can adapt my learning content depending on my students' situation and condition.	3.58	Considerably Ready
8.	Preparing learning materials during HBL is much easier than normal face-to-face lessons.	3.07	Moderately Ready
9.	I can do formative assessment by using suitable applications and software.	3.27	Moderately Ready
AVERAGE MEAN		**3.41**	**Considerably Ready**

Table 3 illustrates the assessment of English teachers' readiness for home-based learning on perceived behavioral control. Wallston (2019) defined PBC as "perceived self-efficacy," which means that "expectations of personal efficacy determine whether coping behavior will be initiated, how much effort expended, and how long it would be sustained in the face of difficulties and unpleasant conditions or experiences". It is a person's self-evaluation of the potential repercussions of carrying out a certain conduct with the necessary level of ability or competence. It exposes that it has an average weighted mean of 3.41 which has a descriptive evaluation of *Considerably Ready*. Given the nine indicators, number 8 *Preparing learning materials during HBL is much easier than normal face-to-face lessons* rated the lowest with a mean score of 3.07 that is interpreted as *Moderately Ready* whereas number 5 *I can use various forms of communication to communicate with parents in order to support their children's learning* graded with a mean score of 3.64 which has a verbal interpretation of *Considerately Ready*.

It denotes that teachers are moderately ready in preparing learning resources during HBL and prefer making and developing instructional materials during face-to-face classes as it conforms to the result of ICT Self-Efficacy wherein teachers are not maximizing the ICT applications in teaching. A certificate of authorship is given to teachers, who developed localized material hereby validated by the Division Office, is an attachment to the IPCRF. Unfortunately, most of the teachers failed to provide this which resulted to insufficient number of learning materials within educational institutions due to several factors such as budget, lack of interest, and awareness.

It is further shown in Bukoye (2019) study "*Utilization of Instruction Materials as Tools for Effective Academic Performance of Students: Implications for Counselling*", which stated that there is insufficient use of instructional materials in most schools, and the majority of teachers did not recognize the importance derived from developing instructional materials, and those who adapted the materials did not use them properly. Nevertheless, it revealed that teachers utilized various forms of communication with parents whether it may be either through text messages, letters, social media platform, or home visitation with adherence to the strict health and safety protocol in order to convey school instructions, communicate learners' academic progress, and community-related concerns to ensure public information dissemination and uninterrupted learning.

It is consistent with the findings of Wal (2020) research, "*Parent-Teacher Relationships and the Effect on Student Performance*", which found that children whose parents were recognized by teachers as more favorably invested exhibited better levels of prosocial conduct and academic performance. This highlights how educators and parents who collaborate to empower kids may increase student achievement. He was also convinced that successful collaboration between teachers who use multiple modes of communication and parents who respond appropriately has become increasingly important in meeting the basic requirements of students. A cooperation like this demands accountability from both parties in order to accomplish the necessary progress despite the hurdles posed by the epidemic.

Subjective Norms

Table 4. Homes-based learning (Subjective Norms)

INDICATORS	MEAN SCORE	DESCRIPTIVE EVALUATION
1. I receive support and encouragement from the school administrator for doing HBL.	3.27	Moderately Ready
2. The District and Division Offices organizes programs to enhance teachers' competency in HBL.	3.44	Considerably Ready
3. I get full cooperation from parents and guidance when implementing HBL.	3.60	Considerably Ready
4. I receive feedback from parents and guidance when doing HBL.	3.16	Moderately Ready
AVERAGE MEAN	**3.37**	**Moderately Ready**

Table 4 describes an assessment of English teachers' readiness for home-based learning based on subjective norms. According to the Theory of Planned Behavior, the more influential individuals in an individual's life (e.g., parents, coworkers, or administration) believe he or she is capable of doing an activity, the more likely the person intends to do so. When a person thinks that his or her major referents believe he or she should not engage in a behavior, the individual is less inclined to engage in that conduct. It illustrates that among the four indicators, number 4 I *receive feedback from parents and guidance when doing HBL* ranked as the lowest with a mean score of 3.16 which has a descriptive evaluation of *Moderately Ready* while number 3 *I get full cooperation from parents and guidance when implementing HBL* obtained the highest mean score of 3.60 with a verbal interpretation of *Considerably Ready*. Overall, subjective norms as one of the four subscales has an average mean of 3.37 having a descriptive evaluation of *Moderately Ready*.

It submits that respondents receive full cooperation from parents because they are the ones who go to school for the distribution and retrieval of self-learning modules in accordance with the IATF's public health and safety protocol, facilitating learning by adhering to the school schedule, requiring their children to attend synchronous online classes, and participating in community extension activities. The study of Olivo (2020) entitled "*Parents' Perception on Printed Modular Distance Learning in Canarem Elementary School: Basis for Proposed Action Plan*", confirms this implication, stating that parents mostly agreed to the strategies in the distribution and retrieval of modules, time allotment for learning activities, the learning activities in the module, assessment, and highly agreed to the observance of safety and health protocols in the distribution and retrieval. The research also advised reviewing the learning activities and holding a seminar for parents to help them support their children with their home-based learning.

However, results also revealed that parents do not involve themselves in giving feedback during the implementation of HBL. There is an existing one-way communication between teachers and parents. It can be understood that parents are not aware of the importance of feedback mechanism which can be a contributory factor to the enhancement of HBL implementation which can eventually result to academic success of their children. It is consistent with the findings of Pek and Mee (2020) study, "*Parental Involvement on Child's Education at Home During School Lockdown*", which discovered that, while the importance of parental involvement is widely acknowledged in educational society, most parents do not participate effectively in providing feedback on their child's education, whether at school or at home. Most parents refrain from providing opinions, comments, and suggestions to the school, administration, teachers, and teaching itself, while acknowledging the necessity of such feedback as part of the evaluation process, which can lead to further progress.

Overall English Teachers' Readiness for Home-based Learning

Table 5. Overall English teachers' readiness for home-based learning

SUBSCALES	MEAN SCORE	STANDARD DEVIATION	DESCRIPTIVE EVALUATION
ICT Self-Efficacy	3.48	0.90	Considerably Ready
Attitude	3.86	1.01	Considerably Ready
Perceived Behavioral Control	3.41	0.90	Considerably Ready
Subjective Norms	3.37	0.86	Moderately Ready
AVERAGE MEAN	3.53	0.94	Considerably Ready

Table 5 explains the assessment of overall English teachers' readiness for home-based learning. It reveals that it has an average weighted mean of 3.53 which has a descriptive evaluation of Considerably Ready. Among the four (4) subscales, Attitude with 6 indicators ranked as the highest with a mean score of 3.86 which has a descriptive evaluation of *Considerably Ready* and a standard deviation of 1.01 followed by ICT Self-Efficacy which obtained a mean score of 3.48 which has a verbal interpretation of *Considerably Ready* and a standard deviation of 0.90 meanwhile, Perceived Behavioral Control got a mean score of 3.41 which is descriptively evaluated as *Considerably Ready* having a standard deviation of 0.90, lastly, subscale Subjective Norms ranked as the lowest having a mean score of 3.37 with a verbal interpretation of *Moderately Ready* and standard deviation of 0.86.

It entails that among the four subscales of readiness for home-based learning, teachers are considerably ready to accept technical assistance to facilitate HBL efficiently and effectively even if it comes from his/her superior or colleagues and they are considerably ready to attend and participate training courses and workshops to upskill their ICT competency. The given implication contrasts the result of the study of Razkane, Sayeh, and Yeou (2022) entitled *University Teachers' Attitudes Towards Distance Learning During COVID-19 Pandemic: Hurdles, Challenges, and Take-away Lessons* which revealed that as majority of their respondents faced both technological and non-technical difficulties, they showed negative attitude towards the COVID-19 distance teaching experience. These challenges of integrating ICT experienced by the teachers during instruction impede the good delivery of lessons. The study further suggested that they should undergo series of trainings to address their concerns on troubleshooting and highly technical matters in ICT.

3.2 Teachers' Performance

Table 6. Teachers' performance

RATINGS	FREQUENCY	PERCENTAGE	MEAN	STANDARD DEVIATION
Outstanding	91	36.11%	4.61	0.25
Very Satisfactory	155	61.51%	4.21	0.27
Satisfactory	6	2.38%	4.18	0.58
Unsatisfactory	0	0.00%	0	0
Poor	0	0.00%	0	0
OVERALL	**252**	**100.00%**	**4.35**	**0.33**

Legend: Rating Scale = Outstanding – 4.500-5.000, Very Satisfactory – 3.500-4.499, Satisfactory – 2.500-3.499, Unsatisfactory – 1.500-2.499, Poor – Below 1.499.

Table 6 illustrates the assessment of teachers' performance. Individual Performance Commitment Review Form (IPCRF) was introduced by DepEd year 2015 to Filipino public school teachers, which is a general plan of task and serves as a guide to teachers to be written before the start of classes, implemented before the school year, and rated at the end of the school year. This is a tool for assessing performance. According to Canoma (2017), the objectives listed are the real duties and obligations that each teacher must do while in service. This is a method for determining if someone is performing their tasks diligently, efficiently, and on schedule.

It can be gleaned that the lowest percentage of 2.38 or 6 out of 252 respondents have a rating of *Satisfactory* with a mean score of 4.18 and a standard deviation of 0.58 followed by 91 respondents or 36.11% of the total number of respondents obtained a rating of *Outstanding* with a mean of 4.61 and standard deviation of 0.25 lastly, the highest percentage of 61.51 or 155 respondents got a rating of *Very Satisfactory* having a means score of 4.21 with a standard deviation of 0.27. In general, the overall mean of the 252 teacher-respondents in relation to their performance in IPCRF is 4.35 which has a standard deviation of 0.33 with a rating of *Very Satisfactory*.

The result showed that vast majority of the respondents obtained a rating of *Very Satisfactory* ranging from 3.500 to 4.499 which means that most of the teachers exceed to the expectations and requirements set prior to the evaluation. They are more competent than an average worker and consistent who meet the standards and objective of the job. The results of their teaching performance can be expected as timely and accurate. Furthermore, respondents participate and adjust to changing situations and work assignments, which affirms the result of the study of Sabio and Manansala (2020) entitled "*Assessing Elementary School Teachers' Performance Using CBPAST and IPCR: A Five Year Trajectory Report*", which states that in a five-year trajectory report (from 2013-2018) on the actual performance of elementary school teachers, findings revealed that the public school elementary teachers generally yielded.

3.3 Correlation between English Teachers' Readiness for Home-based Learning and Teacher's Performance

Table 7. Correlation between English teachers' readiness for home-based learning and teachers' performance

	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS		
	B	**STD. ERROR**	**BETA**	**T**	**SIG.**
(Constant)	4.372	0.118		37.018	0.000
ICT Self-Efficacy	0.025	0.048	0.054	-0.526	0.599
Attitude	0.016	0.051	0.040	0.314	0.754
Perceived Behavioral Control	0.054	0.055	0.119	0.982	0.327
Subjective Norms	0.051	0.040	0.114	-1.287	0.199
R = 0.096					
R^2 = 0.009					
F-value = 0.575					
p-value = 0.681					
alpha = 0.05					

Table 7 shows the summary of the multiple regression analysis to test the significant correlation between teachers' readiness for home-based learning and teachers' performance. All the variables were correlated to the teaching performance of the teachers because they all have non-zero B-coefficient. Variables, namely ICT (0.025), Attitude (0.016), Perceived Behavioral Control (.054), and Subjective (0.51) are directly correlated to the teaching performance of the teachers. It implies that when these variables increase, the teaching performance of respondents will also increase. Conversely, as these variables decrease, the teaching performance of teachers also decrease.

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On the other hand, the R denoted multiple correlation between English teachers' readiness for home-based learning as a predictor of teachers' performance. It could be noted that R is 0.096 which indicates a very low prediction while R^2 = 0.009 indicating the closeness of data in the regression line. It can be gleaned that the explanatory power of teachers' level of readiness for home-based learning implies that in every 0.9 change it accounts, directly correlates to teachers' performance in 0.9 construct as well.

However, ICT (Sig.=0.599; SE=0.048), Attitude (Sig.=0.754; SE=0.051), Perceived Behavior Control (Sig.=0.327; SE=0.055), and Subjective Norms (Sig.=0.199; SE=0.040), are all obtaining Sig. values which are greater than the set 0.05 level of significance; thus, as per decision rule, the null hypothesis which states that, "There is no significant relationship between English teacher' readiness for home-based learning and teachers' performance" should be accepted. These variables affect the teaching performance of the teachers but not to the significant extent.

To determine the overall correlation of English teachers' readiness for home-based learning to teachers' performance, the results revealed an F-value of 0.575 and p-value of 0.681 which is greater than the set 0.05 level of significance. It further implies that there are other potential factors that greatly affected the school performance because the English teachers' readiness for home-based learning has a trivial effect on the performance of the teacher. Still the high level of readiness of the teacher should be sustained for it has an effect teaching performance. Factors like educational attainment and local seminars attended could be possible reasons to increase the teachers' performance rate which was conformed on the study of Abarro (2018) entitled *Factors Affecting the Performance of Public School Teachers in the Division of Antipolo City, Philippines* which revealed that salary, highest educational attainment, attendance at local seminars, and academic success are all factors that influence teacher performance.

The result of the study agreed to accept the null hypothesis which inverse the conveyed concept suggested by Theory of Planned Behavior proposed by Icek Aizen stating that when the behavior is planned; hence, it predicts deliberate behavior. Technology devices are already provided to make teachers completely ready towards HBL implementation but teachers' intention to maximize the application, tools, and facilities related to ICT was not considered. Consequently, the theory does not take into account the economic factor that may influence a person's intention to perform a behavior wherein as stated above, one of the factors influencing the respondents is their salary. It implies that the theory of planned behavior may consider the inclusion of reciprocal causal relations among given variables which should be examined through mixed method for in-depth exploration of variables producing granular results.

4.0 Conclusion

In the light of the findings of the study, the following conclusions are drawn:

a) That teachers should be acquiring more support and encouragement from the school administration while implementing HBL. Additionally, not only the full cooperation of the parents is required but also their immediate feedback when doing HBL for the teachers to have analysis on what they are to improve. Education administrators may maximize HBL delivery and guarantee that students receive quality education regardless of the learning setting by cultivating a collaborative and feedback culture. Furthermore, this strategy encourages a sense of shared responsibility for student success, resulting in a more inclusive and supportive educational environment.

b) That most of the teachers in the nine (9) schools of one of the elementary educational districts of the Schools Division of Bulacan performed at a very satisfactory level exceeding the expectations and requirements prior to the evaluation of the school year 2020-2021 and they are considered to be more competent than an average worker whose performance can be expected as timely and accurate. It emphasizes the necessity of recognizing and promoting teacher quality in educational practice. Schools may foster a culture of continuous improvement and guarantee that all students receive a high-quality education by applauding accomplishments and offering ongoing support and growth opportunities.

c) That the level of readiness of teachers in their ICT Self-Efficacy, Attitude, Perceived Behavioral Control, and Subjective Norms, positively affected their rating in the Individual Performance Commitment and Review Form to a varying extent. However, these two variables are not significantly correlated; it further concludes that there are other factors that may be affecting the rating of teachers on their IPCRF. It stresses the complexities of teacher assessment, as well as the significance of taking into account many elements when assessing teacher effectiveness. It advocates for a more comprehensive and nuanced approach to teacher assessment that recognizes the wide range of abilities and competences necessary for effective teaching in today's educational environment.

d) That continuous professional development through faculty development program focusing on English language teaching proficiency should be proposed to enhance the teachers' readiness for home-based learning, which directly affect their rating in the IPCRF. The proposal for a faculty development program focused on English language teaching proficiency to improve teachers' readiness for HBL demonstrates a proactive approach to meeting education's increasing demands in the digital era. Prioritizing CPD allows educational institutions to guarantee that teachers are well-equipped to overcome the obstacles of online instruction while still providing high-quality learning experiences for students.

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