

An Evaluation of the Implementation of Philippine Professional Standards for Teachers in Public Elementary Schools of San Jacinto, Division of Pangasinan II

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Abstract

This study aimed to determine and evaluate the extent of implementation of the Philippine Professional Standards for Teachers of Public Elementary Schools in the Municipality of San Jacinto, Division of Pangasinan II, School Year 2025-2026. It analyzed the 7 domains of PPST such as Content Knowledge and Pedagogy, Learning Environment Safety and Security, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages, and Personal Growth and Development. The profile of the teachers is analyzed and evaluated with the PPST as the tool and standard. There were 315 teachers and 33 school administrators who participated in the study using the questionnaire as a tool in getting the data and descriptive research design as a way analyzing and interpreting the collected data. Findings showed that the teachers were mostly Bachelor's degree holders with teacher 1-6 teaching positions, and a minimum of 0 to 10 years of teaching experience. PPST was found to be moderately implemented across the 7 domains, as proven by the average weighted means. The teachers and school administrators did not contradict each other, as they perceived the same extent of implementation of the PPST; further, the profile of the teachers did not affect the extent of implementation as well. It was recommended that the proposed action plan should be endorsed to the Schools Division Office of Pangasinan II for proper implementation of all public schools in the municipality of San Jacinto, Pangasinan.

Keywords: *Revised K-12 Curriculum, Performance Standard for Teachers Content Knowledge and Pedagogy, Learning Environment, Curriculum and Planning, Assessment and Reporting, Community Linkages, Personal Growth and Development*

Chapter 1

THE PROBLEM**Rationale**

The quality of education in any nation is intrinsically linked to the competencies, knowledge, and professional development of its teachers. In the Philippines, the Philippine Professional Standards for Teachers (PPST) serves as the cornerstone framework guiding the expectations, practices, and continuous growth of educators at all levels. Established to ensure that teaching professionals possess the necessary skills and dispositions to meet diverse learner needs, the PPST delineates clear standards across domains such as content knowledge, pedagogy, professional ethics, and community engagement. Despite its critical role, the effective implementation of the PPST faces challenges ranging from varying levels of awareness among teachers, differences in school support systems, and gaps in professional development programs. Understanding these challenges, as well as identifying best practices in applying the standards, is essential for enhancing teacher performance and, consequently, student learning outcomes. Conducting research on the PPST provides a systematic basis for evaluating how teachers align with professional expectations, how professional growth is fostered, and how educational policies translate into classroom effectiveness. This rationale underscores the necessity of examining the PPST not merely as a regulatory framework but as a dynamic instrument that shapes teaching excellence and promotes the holistic development of learners.

The K to 12 Reform (R.A. 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines. The reform provides warrants an equivalent supportive focus on teacher quality-high quality teachers who are properly equipped and prepared to assume the roles and functions of a Revised K to 12 Curriculum (2024).

Department of Education Order No. 42, s. 2017 entitled “National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)”, was anchored from the past National Competency-Based Teacher Standards (NCBTS), which complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teacher reflect on and assess their own practices as they aspire for personal growth and professional development.

The Philippine Professional Standards for Teachers (PPST) defines teacher quality in the Philippines. The standards describe the expectations of teachers’ increasing level of knowledge, practice and professional engagement. At the same time, the standards allow for teachers’ growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations.

The following describes the breadth of seven (7) Domains that are required by teachers to be effective in the 21st Century in the Philippines. Quality teachers in the Philippines need to possess the following characteristics:

First it recognizes the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound a critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes.

Second it provides learning environment that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. They create an environment that is learning-focused and they efficiently manage learner behavior in a physical and virtual space. They utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

Third it establishes learning environments that are responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. They encourage the celebration of diversity in the classroom and the need for teaching local and global environment.

Further it clinches on the interest with the national and local curriculum requirements. They translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. They communicate learning goals to support learner participation, understanding and achievement.

Next is to apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. They use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs/ they provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.

It also establishes school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. They identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. They understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

Lastly, it values personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. They value personal and professional reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning.

The affricated situation and condition of quality teaching and learning are the compelling reasons behind the proposed output of this study, the aim of using the findings as the basis for suggested measures to facilitate improvement of teacher's knowledge, skills and attitudes toward

more effective and more efficient ways of facilitating teaching to elementary learners.

Competent teachers follow rules, apply an organizing “perspective” or determine what elements of the problems are relevant, and feel accountable because of decision-making DepEd Order 42, s. 2017 aims to assess public elementary teacher’s competence in teaching to determine if their decision (delivery of professional service presumed to be based on their learners as per provisions of the Philippine Professional Standards for Teachers (PPST) provision of DepEd order 42, s. 2017.

Furthermore, Philippine Professional Standards for Teacher (PPST) is a standard framework that adopts assumptions of different educational guidelines. Underlying its framework is a care set of assumptions about teaching that is significantly different from the traditional concept of teaching. It articulated a view of ideal teaching that is closely linked to effective learning. The concept emphasizes the technical knowledge of teachers, and more importantly it points out the essential link between teacher’s knowledge and student’s learning. So the knowledge of the teachers and the skills are meaningful, useful, and effective if they help the learners learn within their learning environment.

Origination of Competencies of Public-School Teachers

Macalanda (2023) stated that there is a need for the Edukasyon sa Pagpapakatao teachers to update their instructional competence, she, said: “If teachers are to be effective and efficient in the discharge of their duties and responsibilities, they must be adequately tooled to meet the requirements of the education program.”

Galang (2021) noted that the need for an adequate knowledge and orientation on the different teaching strategies and techniques for instructional competencies on the part of the school administrators and teachers cannot be underestimated. They are the basic resources for the teachers in the achievement of maximum educational outcomes. On this score, it is important for the elementary school administrators and elementary school teachers to acquire and develop instructional competencies that will provide them direction and stimulate them to work out innovations in the school process.

Marquez (2020) specified that the teaching-learning process should be started only when the teacher and the learner are mentally and emotionally ready to participate in the process. Teacher’s techniques are necessary to set the minds and emotions of the learner. He further emphasized that if the teaching-learning process remain theoretical, as is generally observed, the quality of education remained low.

Nuval (2024) disclosed that one supervisory technique that has great potential for the increasing knowledge and for the upgrading the competence of teachers is professional reading. As the term implied, a major activity involved is reading by the teachers in using books, periodicals and other materials which deal with various aspect of the teacher’s work.

The main advantage of the directed professional reading is the opportunity which gives teachers growth professionally through the various ideas that they get from the materials that they read. Ideas in curriculum development, instructional procedures, classroom control, psychological principles and the recent trends in education cannot but assist the teacher in her efforts to gain new knowledge and new insights all of which will stand her in good stead as she goes about the work.

Sabada and Soriano (2023) wrote that specialists and educators have been assuring that teacher alone can provide the most conducive and stimulating clients when learning is

envisioned to progress in a self-directed and independent manner. They emphasized that the effectiveness of classroom instruction depends largely upon the preparation and competence of the teacher. The attainment of the goals of education depends to a large extent on how the teacher teaches his lesson.

Almonte (2022) maintained that an excellent teacher is a person who has the personal qualities of agreeableness, consideration for others, sincerity and the like, is professionally interested and competent; manifest scholarship and culture; respects children and is respected by children; and established wholesome learner-teacher relationship.

The superior teacher today recognizes the fact that the school is one of the most important community agencies. It is of and for the community. As a responsible leader in such an organization she cannot escape her responsibility of active participation in community life. Whether the people of the community accept it or not, the teacher should participate in all those activities of the community which have for their objectives the improvement of social and economic conditions.

Magsano (2024) reveals that the teachers' self-understanding is an important pre-requisite to his understanding of others. This understanding, in turn is necessary for becoming a truly effective teacher.

Balbino (2024) states that the major responsibility of a teacher as a classroom teacher is to lead and guide learner. In the modern school this is considered a democratic and cooperative process, with respect to the dignity of each individual involved. He stresses that in guiding class groups, the teacher's chief work will involve helping them define their most pressing needs and interest and problems; helping them understand themselves better; and helping them understand their families, their friends, their whole community.

Amorsolo (2022) says that a competent teacher knows the range of his responsibilities and the priorities of his varied tasks. He mentions that with his knowledge he can match the needs and purpose of the school with his own interests, his political competencies.

Liberada (2023) expresses that a competent teacher has an opportunity and responsibility in many ways or situations to guide in the wide range of problems and decisions that confront them. These opportunities arise from time to time within the regular classroom particularly during homeroom period, in study rooms and in student activity situations. He has two responsibilities which he must fulfill if he is to realize his maximum usefulness. The first responsibility is to make himself available and approachable to learner so that they will feel free to come to him as a personal confidant, adult friends, and informal counselor-interested and concerned, but not curious about their lives and personal problems. If the school has an organized guidance program, the classroom has a second responsibility to refer learner to appropriate specialist for the kind of special help they need whether personal, academic or vocational in nature.

Estayo (2023) states that competent teachers never stop trying to improve themselves. They cannot do otherwise, because no matter how effective a teacher maybe, if he becomes complacent or self-satisfied, he is professionally dead or dying.

Calimquim (2024) underscored the qualities that make an effective teacher. He has provided excellent advice, which if followed, will be helpful in insuring the success of every teacher:

1. Give attention to what the students are saying.
2. Provide each student with a sense of personal worth.

3. Develop each student's self-confidence and respect his ability to learn.
4. Assume a posture of moral or intellectual superiority.
5. Minimize conflict with students.
6. Minimize lecturing.
7. Provide an open and relax atmosphere.
8. Generate activity among students.
9. Be on guard against apathy and boredom.
10. Show concern for the well-being of each student in the class.
11. Try not to let students' fall-behind.
12. Diversity teacher.
13. Ask your students about your teaching.
14. Teach the best you can.
15. Interact with colleagues.
16. Tone down grading systems.
17. Be a model.

Eggen and Kauchak (2024) reveals that regardless of the teacher's personality or background, the grade level of the students on the topic being studies, some teacher actions increase student learning. These actions are called essential teaching strategies. These are the teacher attitudes and skills necessary to ensure that all students learn as much as possible, in which, essential strategies are the basic skills teaching. Teacher's characteristics are not strategies but are very important in teaching. Teachers set the emotional tone in the classroom, design and implement learning activities and assess student learning. Their attitudes and beliefs are essential in the effectiveness of teaching-learning situation.

Eggen and Kauchak further state that teachers' characteristics that promote learner motivation are motivation instructional alignment, focus, feedback, monitoring, questioning and classroom order.

Hichiro (2023) states that teachers can make a difference. They can create a small classroom with a unique environment which they can teach their students to raise their level of esteem, with their cooperation and instill in them the ideal values of the society. The classroom that promotes wellness gives all students a miniature world in which they can try out their skills and explore themselves. How they respond and learn will later contribute to their performance. Being sensitive to the needs of the students is one of the greatest vehicles in helping each one of them in reaching his/her human potential.

Lumanay (2023) stated that in any test situation in school, there are many influences which have a bearing on the results. Some are evident, observable and recognized some are hidden, subtle and overlooked. Some teachers are superior, some are good and other are not so good.

Padilla (2024) reveals that a competent teacher has an opportunity and responsibility in many ways or situations to guide in the whole range or problems and decisions that confront them. These opportunities are from time to time within the regular classroom particularly during homeroom period, in study rooms and in student activity situations. He has two responsibilities which he must fulfill if he is to realize his maximum usefulness. The first responsibility is to make himself available and approachable to learner so that they will feel free to come to him as a personal confidant, adult friend, and informal counselor-interested and concerned, but not curious about their lives and personal problems. If the school has an organized guidance program,

the classroom has a second responsibility to refer learner to appropriate specialist for the kind of special help they need whether personal, academic or vocational in nature.

The Educator's Diary (2022) stated that a good, effective and a successful teacher thinks in terms of humans dignity; controls his behavior; respect the physical needs of his learner; is consistent, impartial, attentive, courteous, and enthusiastic. It addition, a good teacher should participate, comment favorably, smile and laugh, work hard, use a conversational manner; hold learner to high standards; trust learner; "always leave the door open and consult others."

Lucero (2023) in his study on Job Satisfaction of teachers in Relation to some Variables arrived at the following findings:

1. The study revealed that the school head of Sta. Catalina, Ilocos Sur love to teach and are proud of their work. However, only sixteen will continue to teach even if their salaries are not high and that twenty do not welcome extra assignment aside from teaching.
2. All the respondents revealed that they prepared their daily lesson plans, and they consider the objectives of the lessons. There were fifteen who did not have the teaching materials needed in teaching. Ten did not consider the needs and problems of the learner, the objectives and the materials in the choice of the method.
3. It was revealed that there were fifteen who did not make use of the test results.
4. Majority of the respondents applied the principles of the child growth and development in their teaching as presented by seventy-one respondents.
5. It was revealed that the teacher respondents took active interest in community activities. There were eighty six who make every effort to meet and understand people. Forty were found to be tolerant to community attitudes, practices and habits.
6. On the respondents' effort to improve home-school relations, it was found out that all have cooperated with other community agencies, seventy-three interpreted school work to the community.

Another study which is related to the present study is that of Frias (2013). Her study on qualities of an effective teacher arrived at the following significant findings;

1. Leadership ability. There were sixteen who did not succeed in getting along with others in matters of following suggestions without creating friction. A total of twenty-seven teachers did not recognize the leadership of their co-teachers. Thirty did not respect the opinions of their co-teachers.

It was revealed that there were thirty-two who were easily irritated when they get tired. Forty did not have good health and twenty-six suffered illness very often.

2. Intellectual activity. It was revealed that all the respondents found difficulty in the implementation of the new approaches and strategies in teaching the subjects to the learner and that one-hundred did not find time in findings ways and means to implement these new approaches and strategies.
3. Emotional Stability. It was found out that there were seventy-five who kept on worrying and had the feeling of being depressed. One-hundred fifteen flared up easily while sixty-five were very impatient.
4. Social Aspirations. It was revealed that fifty-seven of the respondents were not interested in the problems of other people and that they did not want to help solve their problems. Forty-seven did not cooperate in social activities and thirty-three could not adjust themselves socially.

2. Competency of the Respondents in Relation to:

- 2.1. Use of the Psychological Principles. It was found out that only seventy-eight of the respondents planned cooperatively with learner.
- 2.2. Use of Principles of Child Growth and development. Only three adopted activities geared toward the needs of learner and eighty-three provided for differentiated activities and assignments that met needs and abilities of learner.
- 2.3. Maintenance of a Classroom Atmosphere Conducive to Learning. Majority of the respondents maintained a classroom atmosphere conducive of learning.
- 2.4. Planning Effectively. Only sixty-three used school-community resources in planning effectively.
- 2.5. Uses of Varied Teaching Procedures. It was revealed that of the varied teaching procedures used only ninety-three aided learner to evaluate their own achievements.
- 2.6. Procedure in Evaluating Learner' Achievement. Only ninety-eight made of effort learner progress to parents.
- 2.7. Effective Classroom Management. There were seventy-two who did not make provisions for slow and bright learner.
- 2.8. Counseling and Guiding Learner. It was found out that only forty-five collected and used significant counseling data.
- 2.9. Working on a Professional Level. There were sixty who helped and oriented new teachers on school policies.

The study of Abenojar (2021) revealed the following significant findings:

1. Twelve qualities were considered analyzed in connection with effective classroom teaching. Six qualities were unanimously agreed upon by the sixteen respondents' administrators to be the desirable qualities possessed by teachers. They are as follows: (a) dynamic personality including good physical and mental health, (b) knowledge of subject matter and provision for making the subject interesting to learner, (c) is patient with learner, (d) evaluates learner' work fairly, and (e) strives to grow professionally.
2. Eight qualities were given as desirable for effective relations with co-teachers. These qualities were unanimously accepted by the respondents, such as: (a) cooperates willingly with co-teachers; (b) shows respect for co-teachers; and (c) shows understanding and sympathetic attitudes towards co-teachers.
3. Six qualities desired form effective relations with administrators were listed. Three qualifications were accepted by all the respondents: (a) performs his teaching and other assignments competently and efficiently as expected by his administrators; (b) works harmoniously with his principals and supervisors; and (c) shows courtesy and respect to his principal and supervisor. Least desired among the qualities listed was: accepts constructive criticisms that strengthen the school administration.
4. Five desirable qualities for promoting effective relations with parents were enumerated. Three qualities were agreed upon by the respondents. These are (a) seeks the cooperation of parents in the proper guidance and improvement of their children's work in school; (b) works harmoniously with parents in various school projects; and (c) conducts himself properly to merit the confidence and respect of parents. Last among the desired qualities enumerated was: respect of parents. Last among the desired qualities enumerated was: takes an objective stand of parents' criticism against the school.
5. Six qualities desired for effective relationship with the community were given: (a) demonstrates educational leadership in the community; (b) demonstrates moral leadership in

the community; (c) links school activities with community life in order to make the school an effective agency with community leaders and agencies. Ranked lowest among the qualities was: takes an objective stand on criticisms by community leaders against the school.

Flores (2021) on Competence of Teachers revealed the following findings:

1. In relation to the competency of the teachers as director of learning the data indicated that they were very competent along the following areas: (1) directing learner' learning in an effective way; (2) discovering and correcting learner' difficulty; (3) measuring the progress of learner' learning; (4) understanding fully the ability of each pupil; (5) applying the principles of individual differences in teaching; and (6) encouraging potential dropouts to continue their studies. Likewise there were respondents who were found to be competent in giving remedial teaching to slow learners.
2. As to the competency of the teachers as mediator of culture the data revealed that they were found to be very competent: (1) in directing class activities designed specifically to develop interest in the field of subject matter; (2) in planning and directing class activities primarily to develop attitudes and ideals; and (3) in inculcating in the minds of learner cultural values.
3. As to how competent are the respondents in linking the school and the community, the data revealed that the teachers were found to be very competent along the following areas: (1) helping learner and the community work together to improve both school and the community; (2) helping the learner understand the school program; and (3) initiating community beautification projects. The areas which how that the teachers were competent were: (1) assisting the community in planning project where learner take the lead in community improvement; (2) attending barangay meetings; and (3) organizing field trips where learner study community project and activities; and organizing community clubs.
4. Regarding the competency of the teachers as members of the staff the data portrayed that they were found to be very competent along the following areas: (1) cooperating with school heads and other teachers; (2) being fair in dealing with colleagues; (3) creating a pleasant working atmosphere among colleagues; (3) creating a pleasant working atmosphere among colleagues; (4) helping in carrying out the program of activities; and (5) planning and directing extra-curricular activities. The data further revealed that the teachers were found to be competent in suggesting ways to improve teaching-learning conditions.
5. In relation to the competency of the teachers as members of the teaching profession the data indicated that they were competent in the following areas: (1) assisting learner in planning and testing new techniques and procedures which affected teaching; (2) following the Code of Ethics of the Profession; (3) active member of teachers' association; (4) participation in the activities related to the profession; and (5) interpreting to the public their concern in major problems of the profession.
6. They study revealed that the teachers were found to be very competent teachers. The data further revealed that the teachers were found to be competent along the following; (1) establishing certain basic problems and issues in school and community; (2) responsible for meeting the needs of the community and changing its behavior in certain aspects; (3) securing community support for the school; (4) working cooperatively with other agencies in the community; (5) responsible in using the total resources of the community; (6) defining clearly the purpose of the school to the community; and (7) directing activities of out-of school youth.

Among the studies cited it is the study of Flores (2022), which is close to the present study because both discussed the following: competency of teachers in directing learning; competency as community leader; and competency as member of the teaching force. The references cited in his chapter enabled the researcher to gain better working knowledge on how to continue with the present study. Lynch (2023) conducted a study entitled, "The Power of the Teacher". The study was based on the assumption that if the teacher is the most significant leader in the school, then it would be reasonable to assume that his influence would be evident among those whom he leads. The findings were that when the teachers' shares decision-making with his learner, when he involves the learner in organizing the classroom deal with its problems, the learner responded with higher morale and greater performance. Under such leadership, teachers become more willing to engage in the process of bringing about fruitful change in the school. She further found out that when learner gave their teachers a high score, they in turn received high scores from their learner. When learners are given little decision-making power, they themselves were reluctant to give decision-making power to their schoolmate.

Reyes (2023), in her study disclosed that a crucial task of a teacher is to provide an instructional climate that enhances the students control over their own learning. Teacher's presentation advances in the form of focus questions prior to a learning activity of a student can process new information around a key question. Moreover, they must design tasks and assignments that are relatively challenging but a reasonable level of difficulty.

Porter (2023) in his study on teacher's commitment, attitude and morality showed that teachers who had opportunities to participate in decisions pertaining to the school had higher regard for themselves and for the profession than teachers who did not participate in the decision-making process in West Virginia, U.S.A.

Cobaine (2023) conducted a study on the influence of school community factors on learner' academic achievement. Findings revealed that factors like teachers, school facilities and community have an effect over the academic performance of learner.

Mendoza (2023) conducted a study on the correlates of effective elementary schools. Findings showed that supervision and interpersonal relationship are imperative for effective administration. The teachers' commitment, membership in professional organization, and teacher trainings and scholarships are significantly correlated with efficiency. Other findings revealed that the size of school and number to teacher also count. Emphasis on the basic skills is a very important factor that contributes to learner' performance.

Cory-Quintos (2022) made a study on the Effects of Learner Teacher and School Factors and learning Difficulties on the Academic Performance. She found out that teachers' competence struggle as they are faced with different challenges such as enhancement of the curriculum and introduction of new technology in teaching and learning process.

Theoretical Framework

This study is anchored on the Dreyfus model of Skill Acquisition. In the fields of education and operations research, the Dreyfus model of skill acquisition (1980) is archetypal of how learners acquire skills through formal teaching and practice. Stuart and Hubert Dreyfus proposed the model in 1980 in a report on their research at the University of California activities, accumulation of information), perceive actions in relations to goals, perform deliberate planning and to formulate routines. These skills are developed when the individual develops organizing principles to quickly access the particular rules that are relevant to the specific task at hand; hence, competence is characterized by active decision making in choosing a course of action.

The theory is very much relevant to the present study since it discourses quality and proficiency of teacher who develop intuition to guide their decision and devise their own rules to formulate plans for effective quality teaching. The progression is done from rigid adherence to rules to an intuitive mode of reasoning based on tacit knowledge. Proficient learner possesses holistic view of situation, prioritize importance, with meaning that adapt to the situation at hand.

This study is also based from the choice theory of Bob Sullo (2007). It emphasizes the contribution of individuals to express his ability to make some choices for his personal growth and happiness as contributory to his development. This choice theory is very much connected to the study since it is appreciation of every teacher to work for quality teaching and learning based from the 7 domains such as mastery of context knowledge, providing learning and environment that are safe, secure, fair and supportive, learning that expensive to learner diversity; interact with the national and lack requirement, apply variety of assessment today, establish schools community particularly and value personal growth and professional development. It is his own personal choice to be the best. Differentiated teaching means choosing among variety of and creating appropriate strategies all with the goal that teaching requires the teachers' actions involvement is designing, evaluating the learning experiences of standards. The teacher as an active agent engaged in higher level of thinking on how to help the learners to learn.

This study is also anchored on the cognitive learning theory by Lerner (2003) It emphasized a learner's capacity to lead his own learning and thinking, developing self-automatically. It perceives learning as a process and is concerned about included differences. This is applied in this study through the objectives of PPST along its seven (7) domains where learners are challenged to learn effectively from the role of the teacher as facilitators of learning.

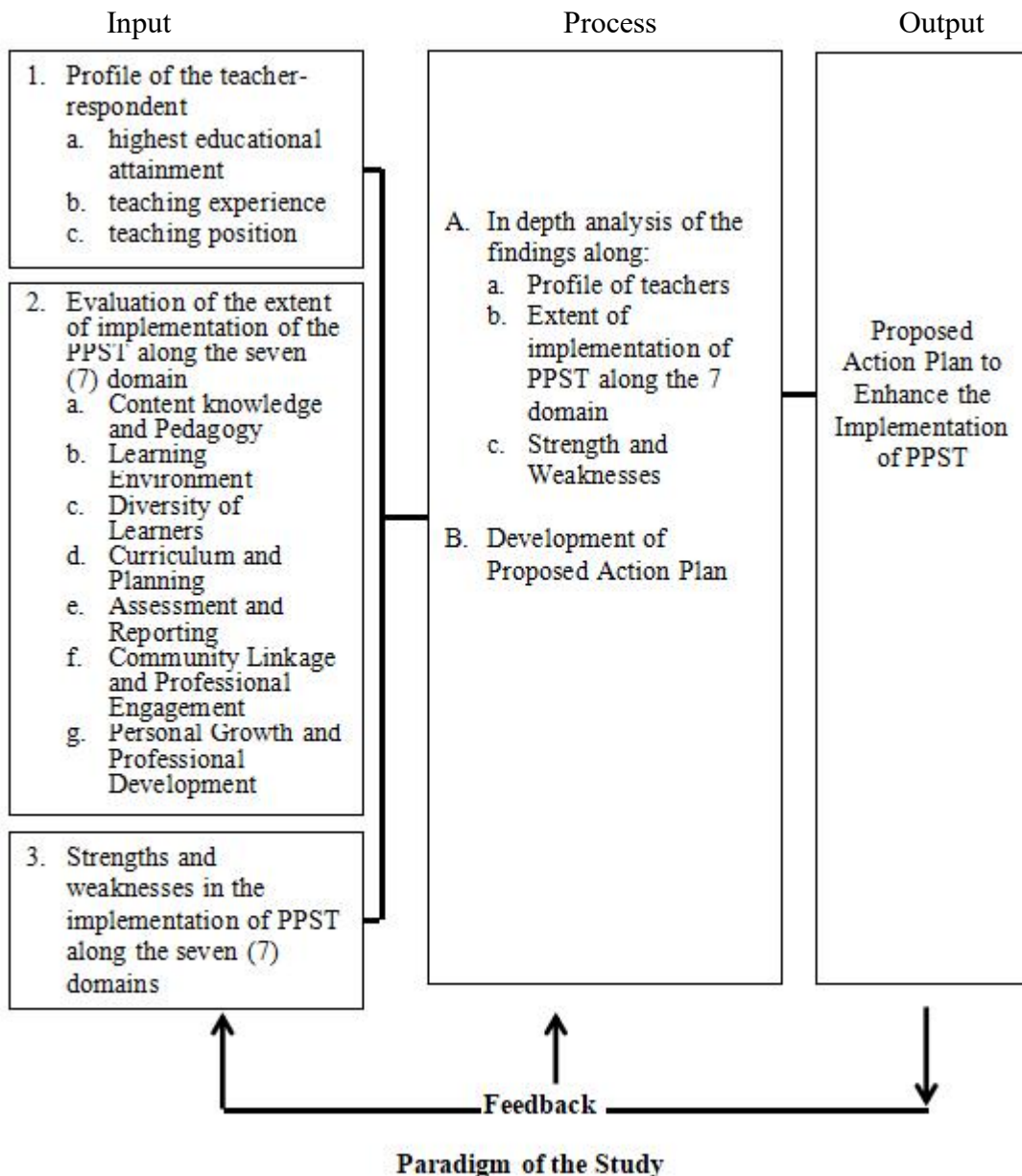
Conceptual Framework

Quality Education is the main goal of Education through the evaluation of the implementation of Philippine Professional Standard for Teachers (PPST). To attain its goal, teaching-learning process should be strengthened through the teachers' level of competencies.

The research adopted the schematic flow illustrated in input-process-output model. The input consisted of the profile of the teacher respondents such as Highest educational attainment, teaching experience, teaching position, the extent of the implementation of the PPST along the 7 domains, and strength and weakness of the implementation of PPST.

The process consisted of analysis of the profile, extent of the teacher through evaluation of the implementation of the seven (7) domains of PPST, including the strengths and weaknesses. It also consisted of the formulation of relevant measures to improve the evaluation of the extent of implementation of PPST.

The output which is premised on the strengths and weaknesses in the implementation of PPST is the proposed relevant measure to improve the implementation of PPST in the public elementary schools of San Jacinto, Pangasinan.



Statement of the Problem

This study aimed to determine the evaluation of the extent of implementation of Philippine Professional Standards for Teachers (PPST) in public elementary schools in the municipality of San Jacinto, Division of Pangasinan II during the school year 2025-2026.

Specifically, it sought to answer the following sub-questions.

- What is the profile of the public elementary school teachers in San Jacinto, Division of Pangasinan II along:
 - Highest Educational Attainment;
 - Teaching experience;
 - Teaching position?
- What is the extent of implementation of the Philippine Professional Standards for Teachers

(PPST) as perceived by the teachers and school administrators along the seven (7) dimensions:

- a. Content knowledge and Pedagogy,
 - b. Learning Environment
 - c. Diversity of Learners,
 - d. Curriculum and Planning,
 - e. Assessment and Reporting,
 - f. Community Linkages and Professional Engagement,
 - g. Personal Growth and Professional Development?
3. Is there a significant difference in the extent of implementation of Philippine Professional Standard for Teachers (PPST) across the profile variables?
 4. What are the strengths and weaknesses in the implementation of the Philippine Professional Standard for Teachers along the identified dimensions?
 5. What Professional Development Plan can be proposed to improve the implementation of the Philippine Professional Standards for Teachers?

Research Hypothesis

The null hypothesis will be tested at .05 level significance.

1. There is no significant difference in the extent of implementation of the Philippine Professional Standards for Teachers (PPST) as perceived by the teachers and school administrators along the seven (7) domains.

Scope and Delimitation of the Study

This study was conducted in public elementary schools in San Jacinto, Division of Pangasinan II during the school year 2025-2026. It investigated the implementation of the PPST, teachers' profile, strengths and weaknesses and the formulation of measure to improve to implementation of PPST.

The respondents were the 315 public elementary school teachers and 33 school administrators from the 16 public elementary schools in the municipality of San Jacinto, Division of Pangasinan II.

Significance of the Study

The results of the study would be beneficial to the school administrators, guidance coordinators, curriculum planners, teachers, learner, research himself, and other researchers in the field of education.

Curriculum Planners. They would profit from this study in terms of better way of planning the curriculum to make it more responsive to the needs and interest, and aspiration of the teachers and learner

School Administrators. The findings of this study shall provide clear and actual picture on the extent of implementation of the PPST in the performance of their duties and responsibilities such inunction will enable than to plan school programs to improve school performance.

Teachers. The findings of this study shall provide teachers room for further improvement in their teaching-learning process thereby making them more effective mentor.

Learners. They are the primary beneficiaries of this research through the quality teaching being manifested by the teachers.

Researcher Himself. He will benefit from this study as implementer of curriculum. Thus, his efficiency and effectiveness as a teacher can greatly help to enhanced the delivery of instructions in the class.

Other Researchers. The findings can inspire encourage them to conduct similar studies and can be guided by the designs, concepts, problem, questionnaires and the process used in the study.

Definition of Terms

This section includes important terms that should be substantially and clearly defined for better understanding of the results of the study.

Assessment and Reporting. In this study it relates to the processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement.

Curriculum and Planning. It is a domain that addresses teachers' knowledge of and interaction with the national and local curriculum requirements and translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning.

Community Linkages and Professional Engagement. Affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process.

Content Knowledge and Pedagogy. It refers to the identified the content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning.

Diversity of Learners. It is the domain that emphasizes the central role of teachers in establishing learning environment that underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities.

Domain. Broad conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers

Implementation. It is referred t the different concepts, ideas, and processes in the effective application and practices of the different domains of Philippine Professional Standards for Teachers in the Philippine Extent of Implementation. It is referred to how far the DepEd practice as manner of implementation of the 7 domains of PPST to achieve efficient quality education through teacher quality.

Learning Environment. In this study it refers to the domains which is centered on creating an environment that is learning focused in which teachers efficiently manage learner behavior in a physical and virtual space. That provides intellectually challenging and stimulating activities the encourage constructive classroom interactions geared toward the attainment of high standards of learning.

Personal Growth and Professional Development. In this study it refers to the teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning.



Philippine Professional Standards for Teachers (PPST). In this study refers to the public document that defines teacher quality through seven (7) well-defined domains, strands, and indicators that provide measurers of professional learning competent practice, and effective engagement.

Chapter 2

RESEARCH METHODOLOGY

This chapter presented the methods and procedures adopted by the researcher in conducting the study.

Research Design

The descriptive method was used in this study. This method according to Best (2007) establishes the privilege status or conditions in a particular area of concern. It is suitable to situation which call for the analysis of differences without variable manipulation, hence the descriptive method is appropriate in this study, because it describe the extent of implementation of the Philippine Professional Standards for Teachers (PPST) along its seven (7) domains during the school year 2025-2026.

Locale and Population of the Study

The respondents of the study consisted of the total enumeration of all teachers in San Jacinto, Division of Pangasinan II. There are 15 public elementary schools in the municipality of San Jacinto with a total of three hundred fifteen (315) teachers teaching in the different grade levels from the kindergarten to grade 6 and thirty-three 33 school administrators.

Table 1 presented the distribution of respondents of study across the elementary schools in the municipality of San Jacinto, Pangasinan for the school year 2025-2026.

Table 1
Distribution of Respondents by School in San Jacinto Pangasinan

School	No. of Teachers	No. of School Administrators
1. Awai Elementary School – Brgy. Awai	20	2
2. Basilio B. Villanueva Elementary School of Bolo – Brgy. Bolo	19	2
3. Casibong Elementary School – Brgy. Casibong	17	2
4. East Central School (Elementary) – Brgy. Capaoay	36	3
5. Labney Elementary School – Brgy. Labney	19	2
6. Lobong Elementary School – Brgy. Lobong	19	2
7. Macayug Elementary School – Brgy. Macayug	18	2
8. Osnit Elementary School – Brgy. San Juan	19	2
9. San Jose Elementary School – Brgy. San Jose	19	2
10. San Gabriel Elementary School formerly Alejandro Gamboa ES	17	2

11. San Roque Elementary School – Brgy. San Roque	18	2
12. San Vicente Elementary School – Brgy. San Vicente	15	2
13. Santa Cruz Elementary School – Brgy. Sta. Cruz	14	2
14. Santa Maria Elementary School – Brgy. Sta. Maria	12	2
15. Bernabe Q. Biagtan Elementary School – Brgy. Sto. Tomas	14	2
16. West Central School (Elementary) – Poblacion West / San Guillermo	39	2
Total	315	33

Data-Gathering Instrument

This investigation made use of the questionnaire as the data-gathering instruments and consisted of two (2) parts. Part I contained the profile of the teachers and Part II contained the indicators of the seven (7) domains of Philippine Professional Students for Teachers (PPST). This was based from DepEd Order 42, s.2017 issued through the Teacher Education Council (TEC) entitled National Adoption and Implementation of the Philippine Professional Standards for Teacher (PPST). Hence the validity and reliability of the questionnaire has been already established beforehand.

Data-Gathering Procedures

The researcher sought permission from the Schools Division Superintendent to administer the data-gathering questionnaire. When permission was granted the researcher also asked permission from 15 school administrators in San Jacinto Division of Pangasinan II.

The set of questionnaire was personally floated by the researcher to all respondents through the assistance of their school administrators. The researcher was able to retrieve 100 percent of the questionnaire. After the retrieval the data were tallied and organized in tables for analysis and interpretation.

Statistical Treatment of Data

The data were interpreted and treated as follows:

Problem 1 on the profile of the teachers was answered by using frequency counts and percentages.

Problem 2 on the extent of the implementation of Philippine Professional Standards for Teacher (PPST) was answered by using 4-value Likert Scale using the average weight mean (AWM) with their descriptive equipment as follows:

Scale	Statistical Limit	Descriptive Equivalent
4	3.51-4.00	Highly Implemented (HI)
3	2.51-3.50	Moderately Implemented (MI)
2	1.51-2.50	Somewhat Implemented (SI)
1	1.00-1.50	Least Implemented (LI)

Problem 3 on the significant difference between the extent of implementation of PPST and their profile was answered by using the t-test.

Formula

$$t = \frac{X_1 - X_2}{SD_X}$$

Where X_1 = First mean

X_2 = Second mean

SD_X = Standard error of difference between the 2 means

Problem 4 on determining the strengths and weaknesses of teacher along the seven domains of the PPST was answered by using the mean scale. A mean scale value of 3.51 and above is classified as “strength” while a mean scale value of 3.50 and below is classified as “weaknesses”.

Problem 5 on the proposed measures was formulated based on the findings of the study along the seven (7) domains of the PPST.

Chapter 3

RESULTS AND DISCUSSION

This chapter depicted the analysis and interpretation of the data gathered through the use of the questionnaire teacher.

Educational Profile of the Respondents

Table 2 showed the educational profile of the teacher respondents along: educational attainment, teaching position and years of teaching experience.

Table 2
Educational Profile of the Teacher – Respondents

PROFILE OF TEACHERS	FREQUENCY DISTRIBUTION	PERCENTAGE
Highest Educational Attainment		
College Degree:	180	57.00%
Master and Doctorate	135	43.00%
Total	315	100%
Years of Teaching Experience		
0 – 10 years	234	74.28%
11 years and above	81	25.72%
Total	315	100%
Teaching Position		
Teacher 1, 2, 3, 4, 5, 6	289	91.74%
Master Teacher I, II, III, IV	26	8.26%
Total	315	100%

The profile of the respondent teachers entailed that 180 or 57 percent of the teachers were college degree holders. The findings implied that they have not upgraded their educational attainment, certainly may affect the excellent performance of their teaching and management of learning. Moreover, there were 135 or 43 percent teachers have master or doctorate degree which was contributory to effective teaching. It was believed the higher educational qualification can enhance better performance of teaching because knowledge, and skills in teaching can be achieved and shaped by education.

Along teaching positions, it could be revealed by the table that 289 were teacher 1-6 position after the expanded career progression system of the DepEd Order No. 24, s. (2025). The findings implied that they were still in the basic rank of teacher which is correlated with their basic educational qualification wherein majority of them are education degree holders.

On their years of teaching experience experiences, it could be noted that there were 234 or 74.28 percent of the teachers have 0 to 10 years of teaching experience. The findings imply that the teachers are still young in service and therefore lack the necessary experience to become effective and knowledgeable in instructional pedagogy. There were 81 or 25.72 percent of teachers who have 11 years and above teaching experience. The indication of the findings was few of the teacher have relative experience in their job. It only implied that their experience can be a strong tool in enhancing their teaching performance since, there was a saying that

experience is the best teacher. They have certainly acquired the necessary knowledge and skills of a teacher to become competent teacher.

Extent of Implementation of the Philippine Professional Standards for Teachers Perceived by teachers themselves and their school administrators in the different domain content knowledge and pedagogy.

Table 3 dealt on the implementation of PPST along content knowledge and pedagogy as perceived by the teachers and school administrators.

Table 3
Extent of Implementation of Philippine Professional Standards for Teachers PPST
along Content Knowledge and Pedagogy

Indicators	Teachers		School Administrators		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Content knowledge and its application within and across curriculum areas	2.62	MI	3.25	MI	2.34	SI
2. Research-based knowledge and principles of teaching and learning	2.47	SI	2.67	MI	2.57	MI
3. Positive use of ICT	3.06	MI	3.39	MI	3.23	MI
4. Strategies for promoting literacy and numeracy	3.49	MI	3.00	MI	3.24	MI
5. Strategies for developing critical and creative thinking as well as other higher order of thinking skills	2.88	MI	2.82	MI	2.85	MI
6. Mother tongue Filipino and English in teaching and learning	3.45	MI	3.50	MI	3.48	MI
7. Classroom Communication Strategies	3.19	MI	3.25	MI	3.22	MI
Overall AWM	3.02	MI	3.13	MI	3.08	MI

It could be noticed that the implementation of knowledge and pedagogy was moderate in almost the 7 indicators except research-based knowledge and principles of teaching and learning which was somewhat implemented by the teachers the mean of 2.34. The findings meant that the teachers were not so much giving emphasis on the importance of research in teaching thus it implied that they are not well equipped in knowledge of research process of learning. However, considering the table in detail it could be gleaned that strategies for promoting critical and creative thinking as well as other higher of thinking such was almost not moderately implemented proven by the average weighted mean of 3.24. The researched – based knowledge and principle of teaching and learning was not properly emphasized and attained as a should be implemented in pedagogical activity.

Hence, the table revealed that the overall average weighted mean was 3.08 described as moderately implemented. This means that the teachers and the school administrators believed

that the content knowledge and pedagogy was not yet highly implemented. It implied that the teachers were still in the process of gaining skills, known-how, and adjustment or how to implement the content of the subject areas being taught.

Learning Environment and Safety

Table 4 dealt on the implementation of PPST along learning environment safety and as perceived by the teacher and school administration.

Table 4

Extent of Implementation of PPST along Learning Environment and Safety

Indicators	Teachers		School Administrators		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Learner Safety and security	2.84	MI	2.61	MI	2.72	MI
2. Fair learning environment	2.87	MI	2.43	SI	2.65	MI
3. Management of classroom structure and activities	3.32	MI	2.82	MI	3.07	MI
4. Support for learner participation	3.49	MI	2.86	MI	3.17	MI
5. Promotion of purposive learning	3.12	MI	2.61	MI	2.86	MI
6. Management of learner behavior	3.06	MI	2.57	MI	2.82	MI
Overall AWM	3.12	MI	2.65	MI	2.88	MI

It could be deduced that the implementation of PPST along learner's safety and security was moderately implemented in management of classroom structure and activities 3.07 weighted mean, and support for learners participation with 3.17 average weighted mean although the remaining indicators are rated within the range of moderately implemented they don't manifest significantly the perceptions of both the teachers and school administrators as they are almost in the range of somewhat implemented.

In a nutshell, considering the aggregated perceptions of the two groups of respondents, it could be deduced that the implementation of domain 2 which is learner's safety and security was moderately implemented proven by the overall average weighted mean of 2.88. The finding implied that although they believe that learners' safety and security was being observed it was still not so much certain that the implementation is already free from being deficient or from getting low as it is still in the orientation phase of implementation particularly if it was not effectively by supervised and monitored by the school leaders.

Diversity of Learners

Table 5 presented the implementation of PPST along diversity of learners as perceived by the teachers and school administrators.

Table 5

Implementation of PPST along Diversity Learners

Indicators	Teachers		School Administrators		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Learner's gender, needs, strengths, interest and experience	2.86	MI	2.96	MI	2.91	MI
2. Learners linguistics, cultural, socio-economic and religious background	2.93	MI	2.87	MI	2.90	MI

3. Learners with disabilities, giftedness and talents	2.84	MI	2.46	SI	2.65	MI
4. Learners in difficult circumstances	2.99	MI	2.79	MI	2.89	MI
5. Learners from indigenous groups	2.21	SI	1.96	SI	2.09	MI
Overall AWM	2.77	MI	2.61	MI	2.69	MI

The table revealed that learner's gender needs, strengths, interest, and experiences learner's linguistic, cultured, socio-economic, religious background, and learner's difficult circumstances are described as moderately implemented proven by their overall average weighted mean of 2.90, 2.91 and 2.89 respectively. The findings implied that the teachers and school administrators are on the verge of considering the learners background and comply socio-cultural orientation which was one of the principles of helping the learners find learning interesting and satisfying.

One of the indicators on learners from the indigenous groups is perceived by the 2 groups of respondents as somewhat implemented proven by the average weighted mean of 2.09. The finding meant that there might few indigenous groups in the areas as a result of not fully implemented the specified indicators.

The overall impression and perception of the respondents was 2.69 described as moderately implemented which was not so much practiced or implemented considering the level of statistical limit falling closely to somewhat implemented. The findings implied that the teachers and the school administrators failed to fully implement the dimension and that they have not considered the value of the learner's diverse background to facilitate learning and classroom management.

Curriculum and Planning

Table 6 dealt on the implementation of PPST along curriculum and planning as perceived by the teachers and school administrators.

The table revealed that planning and management of teaching and learning process is moderately implemented with 2.69 weighted mean. It only meant that they have the initial skill in managing teaching and learning. Learning outcomes were designed with learning competencies described as moderately implemented with 3.27 weighted mean; teaching and learning resources including ICT was also described as moderately implemented proven by the data gathered and interpreted.

Table 6
Implementation of PPST along Curriculum and Planning

Indicators	Teachers		School Administrators		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Planning and Management of Teaching and learning process	2.66	MI	2.64	MI	2.65	MI
2. Learning outcomes aligned with learning competencies	3.24	HI	3.26	HI	3.25	MI
3. Relevance and responsiveness of learning program	2.46	MI	2.44	MI	2.45	SI
4. Professional collaboration to enrich teaching practice	2.44	SI	2.45	LI	2.43	SI
5. Teaching and learning resources	2.64	MI	2.65	MI	2.63	MI

including ICT						
Overall AWM	2.68	MI	2.69	MI	2.68	MI

This only showed that the teacher manifested positive consideration to implement curriculum and planning. The implications were that the teachers have knowledge in managing teaching learning process, enrich teaching practices and responsive to the learning outcomes.

It could be noticed that the teachers and the school administrators somewhat implement the indicators along relevance and responsiveness of learning program; and professional collaborations to enrich teaching practice proven by the average weighted means 2.46 and 2.44 respectively. It only meant that they failed to fully implement these indicators. The findings only implied that they were not yet well knowledgeable in curriculum and planning.

As a whole, it could be synthesized that the implementation of curriculum and planning was somewhat implemented proven by the overall averaged weighted mean of 2.68. The findings only implied that they failed to achieve and consider the full implementation of the curriculum and planning, further, they were affected by the relevance and responsiveness of learning program.

Assessment and Reporting

Table 7 dealt with the implementation of PPST along assessment and reporting as perceived by the teachers and school administration.

Table 7
Implementation of PPST along Assessment and Reporting

Indicators	Teachers		School Administrators		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Design, selection, organization, utilization of assessment strategies	2.39	SI	2.25	SI	3.32	SI
2. Monitoring and evaluation of learners progress and achievement	2.65	MI	2.57	MI	2.61	MI
3. Feedback to improve learning	2.47	MI	2.39	SI	2.43	SI
4. Communication of learner needs, progress and achievement to key stakeholders	2.59	MI	2.68	MI	2.63	MI
5. Use of assessment data to enhance teaching and learning practice and program	2.64	MI	3.18	MI	2.91	MI
Overall AWM	2.55	MI	2.61	SI	2.58	MI

The table revealed that monitoring, and evaluation of learner's progress and achievement, communication of learners needs, progress and achievement to key stakeholder; and use of assessment data to enhance teaching and learning positive and program are moderately implemented proven by their respective weighted means 2.61; 2.63 and 2.91 respectively. The

findings mean that the teachers and school administrators averagely implement the indicators. It implies that they failed to maximize the use of assessment and evaluation of the learners' progress using the different strategies.

Some of the indicators along assessment and reporting are described as somewhat implemented like designing, selecting, organizing and utilizing assessment strategies, feedback to improve learning as proven by the average weighted mean of 2.32 and 2.43 respectively. The findings imply that they have not even reached the minimum consideration in the implementation of the indirection. It implies further that they even failed to use feedback to improve or enhance learning.

The whole table pictures the critical implementation of assessment and reporting as evidenced by the overall average weighted mean of 2.58 described a moderately implemented. It is critical although it is described as moderate because the mean is very close to somewhat implemented. It implied that they neglected to significant degree the importance of assessment and reporting.

Community Linkages and Professional Engagement

Table 8 presented the Community Linkages and Professional Engagement along as perceived by the teachers and school administrators.

Table 8

Implementation of PPST along Community Linkage and Professional Engagement

Indicators	Teachers		School Administrators		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Establishment of learning environment	2.27	SI	2.14	SI	2.21	SI
2. Engagement of parents and the wider school community	3.52	HI	2.86	MI	3.19	MI
3. Professional Ethics	3.13	MI	3.68	HI	3.40	MI
4. School policies and procedures	3.47	MI	3.57	HI	3.52	HI
Overall AWM	3.10	MI	3.06	MI	3.08	MI

The table shows that engagement of parents and the wider school community; and Professional Ethics are moderately implemented proven by the average weighted means of 3.19 and 3.40 respectively. However establishment of learning environment is somewhat implemented. The findings implied that the teachers failed to give prior importance to the establishment of learning environment which was one of the essential factors for effective acquisition of knowledge and skills as well as instruction. It could also be evident that they neglected to a certain degree the need of involving the parents and the community in achieving the grades and objectives of educational philosophy of the school.

However, school policies and procedures were highly implemented proven by the average mean of 3.52. The findings implied that they give importance and priority to the school policies and practices in managing instruction and school in general for achieving effective teaching and learning.

As a whole, it could be deduced that community linkages and professional engagement was rated moderately implemented proven by the overall average weighted mean of 3.08. The

findings only meant that they involve in community and practice professional engagement to an average degree. It implied that they failed to strive more on enhancing, cultivating and designing measures to attract – more the community to be involved in school activities.

Personal Growth and Professional Development

Table 9 dealt on the implementation of PPST along personal group and professional development as perceived by the learners and school administrators.

Table 9

Implementation of PPST along Personal Growth and Professional Development

Indicators	Teachers		School Administrators		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Philosophy of teaching	3.60	HI	3.57	HI	3.58	HI
2. Dignity of teaching as a profession	3.61	HI	3.07	SI	3.34	MI
3. Professional links with colleagues	2.92	MI	3.21	SI	3.07	MI
4. Professional reflection and learning to improve practice	2.82	MI	2.36	SI	2.57	MI
5. Professional Development goals	2.76	MI	2.75	MI	2.76	MI
Overall AWM	3.14	MI	2.99	MI	3.07	MI

The table reveals that dignity of teaching as a profession; professional links with colleges; professional reflection and learning to improve practice; and professional development goals as moderately implemented with their respective weighted means as 3.34; 3.07; 2.57; and 2.76. The findings imply that the teachers failed to meet the expected higher standard for implementing the domain on personal growth and professional development.

Looking at the table in detailed, it could be realized that philosophy of teaching was highly implemented proven by the weighted mean of 3.58. This finding only implied that the teachers and the school administrators highly value the philosophy of teaching as a manifestation of personal growth and professional development.

As a whole, it could be gleaned that personal growth and professional development was described as moderately implemented proven by the overall average weighted mean of 3.07. The findings implied that they have not implemented to the maximum the research domain. Furthermore, they failed to recognize the high value of personal growth and professional development needed in their profession as teachers.

Summary table of the implementation of PPST

Table 10 showed the summary of the implementation of PPST as perceived by the teacher and the school administrators.

Table 10
Summary of the Extent of Implementation of Philippine Professional Standards for Teachers

Learning of Implementation of PPST	Teachers		School Administrators		Overall	
	AWM	DE	AWM	DE	AWM	DE
1. Content Knowledge and Pedagogy	3.02	MI	3.13	MI	3.08	MI
2. Learner's Safety and Pedagogy Security	3.12	MI	2.65	MI	2.88	MI
3. Diversity of Learners	2.71	MI	2.61	MI	2.69	MI
4. Curriculum and Planning	2.68	MI	2.69	MI	2.68	MI
5. Assessment and Reporting	2.55	MI	2.61	MI	2.58	MI
6. Community Linkage and Professional Engagement	3.10	MI	3.06	MI	3.08	MI
7. Personal Growth and Professional Development	3.14	MI	2.99	MI	3.07	MI
Overall AWM	2.90	MI	2.82	MI	2.86	MI

The table only depicted the valuation of the extent of implementation of PPST in the public elementary schools in San Jacinto, Pangasinan was moderate in content knowledge and pedagogy learner's safety and security, diversity of learners, assessment and reporting, community linkage and professional engagement and personal growth and professional development. The findings only revealed that they have not maximized the implementation of PPST – furthermore, they have failed in attainment of effective learning since the domains of PPST that were supposed to be geared towards quality education or improvement of teaching and learning process.

Significant differences in the extent of implementation of PPST across profile variables.

Table 11 presented the difference in the extent of implementation of PPST across profile variable.

Table 11
Differences in the Implementation of PPST across Profile Variable along Highest Educational Attainment

7 Domains of PPST	Highest Educational Attainment			
	College Degree		MA, Doctorate Degree	
	AWM	DE	AWM	DE
1. Content Knowledge and Pedagogy	2.91	MI	2.83	MI
2. Learner's Safety and Pedagogy Security	3.12	MI	3.13	MI
3. Diversity of Learners	3.12	MI	2.65	MI
4. Curriculum and Planning	2.77	MI	2.61	MI
5. Assessment and Reporting	2.69	MI	2.26	SI
6. Community Linkage and	2.55	MI	2.61	MI

Professional Engagement				
7. Personal Growth and Professional Development	3.10	MI	3.06	MI
Overall AWM	2.88	MI	2.73	MI

Computed t – value: 1.23

Critical value: 2.46, alpha: .05

Decision: Null hypothesis accepted

Interpretation: There was no significant difference

The computed t – value is 1.23 at alpha .05 level of significant which was lesser than the critical value of 2.46 at alpha .05 level. The results were accepted the null hypothesis. There was no significant difference which means the both groups of respondents have similar perceptions. It only implied that the implementation of PPST was not affected by the educational attainment of the respondent.

Table 12 summarized the significant difference in the extent of implementation of PPST across the profile variable.

Table 12
Difference in the Extent of Implementation of PPST across Position / Rank

Extent of Implementation of PPST	Profile of Teachers along Position / Rank			
	Teacher I, II, III, IV, V, VI		Master Teacher I, II, III, IV	
	AWM	DE	AWM	DE
1. Content Knowledge and Pedagogy	3.02	MI	3.03	MI
2. Learner's Safety and Pedagogy Security	3.12	MI	2.45	MI
3. Diversity of Learners	2.77	MI	2.61	MI
4. Curriculum and Planning	2.69	MI	2.27	SI
5. Assessment and Reporting	2.55	MI	2.61	MI
6. Community Linkage and Professional Engagement	3.10	MI	3.06	MI
7. Personal Growth and Professional Development	3.14	MI	2.92	MI
Overall AWM	2.92	MI	2.76	MI

Computed t – value: 1.47

Critical value: 2.125, alpha: .05

Decision: Null hypothesis accepted

Interpretation: There was no significant difference

The computed t – value is 1.47 it was lower than the critical – value of 2.125 at 0.05 level of significance. The results were not significance; hence, the decision was to accept the null hypothesis. It meant that the implementation of the PPST was not affected by the position / rank of the teachers. It implied that both groups of respondents find no difficulty in term of

implementation of the PPST.

Table 13 presented the differences in the extent of implementation of PPST across years of teaching experience.

Table 13
Differences in the Extent of Implementation of PPST
Across Years of Teaching Experience

7 Domain of PPST	Profile of Teachers along years of teaching experience			
	10 years and below		11 years and above	
	AWM	DE	AWM	DE
1. Content Knowledge and Pedagogy	3.04	MI	3.07	MI
2. Learner's Safety and Pedagogy Security	3.12	MI	2.65	MI
3. Diversity of Learners	2.90	MI	2.93	MI
4. Curriculum and Planning	2.64	MI	2.26	SI
5. Assessment and Reporting	2.41	MI	2.48	MI
6. Community Linkage and Professional Engagement	3.10	MI	3.06	MI
7. Personal Growth and Professional Development	3.11	MI	2.96	MI
Overall AWM	2.90	MI	2.77	MI

Computed t – value: 0.77

Critical value: 2.102, alpha: .05

Decision: Null hypothesis accepted

Interpretation: There was no significant difference between the implementation of PPST across the years of teaching experience.

The computed t – value of 0.77 was lower than the critical value 2.102 at .05 level of significance. The results were not significant; therefore, the null hypothesis is accepted. This meant that the extent of implementation of PPST was not affected by the years of teaching experience. It implied that the implementation of PPST can't be significantly contributed by the number of years of teaching experience.

Significant differences between the perception of the teachers and to school administrators in the extent of the implementation of PPST.

Table 14
Difference Between the Perception of the Teachers and School Administrators on the
Extent of Implementation of PPST

7 Domains	Teachers		School Administrators	
	AWM	DE	AWM	DE
1. Content Knowledge and Pedagogy	3.02	MI	3.13	MI

2. Learner's Safety and Pedagogy Security	3.12	MI	2.65	MI
3. Diversity of Learners	2.77	MI	2.61	MI
4. Curriculum and Planning	2.69	MI	2.26	SI
5. Assessment and Reporting	2.55	MI	2.61	MI
6. Community Linkage and Professional Engagement	3.10	MI	3.06	MI
7. Personal Growth and Professional Development	3.14	MI	2.99	MI
Overall AWM	2.91	MI	2.76	MI

Computed t – value: 1.01

Alpha: .05; df 6 at .05

Critical value: 2.341

Decision: Null hypothesis accepted

Interpretation: There is no significant difference

The computed t – value is 1.01 which is lesser than the critical value of 2.341, the decision was to accept the null hypothesis. There is no significant difference between the perceptions of the teachers and the school administrators in the extent of implementation of PPST. It meant that both groups of respondents have similar perceptions. It only implied that the extent of implementation of PPST was not affected by the perceptions of each group or did not opposed the perception of one another.

Strengths and Weaknesses of the Respondents in the Implementation of PPST

Table 15 showed strengths and weaknesses in the implementation of PPST as perceived by the teachers and school administrators.

Table 15
Strengths and Weaknesses in the Implementation of PPST along the 7 Domain

Philippine Professional Standard for Teachers		
Domain 1 Content knowledge and Pedagogy	Strengths	Weaknesses
1.1 Content knowledge and its application within and across curriculum areas		2.34
1.2 Research-based knowledge and principles of teaching and learning		2.57
1.3 Positive use of ICT		3.23
1.4 Strategies for promoting literacy and numeracy		3.24
1.5 Strategies for developing critical and creative thinking as well as other higher order of thinking skills		2.85
1.6.Mother tongue Filipino and English in teaching and learning		3.48
1.7.Classroom Communication Strategies		3.22
Domain 2 Learner Safety and security		
2.1.Learner Safety and security		2.72
2.2.Fair learning environment		2.65

2.3.Management of classroom structure and activities		3.07
2.4.Support for learner participation		3.17
2.5.Promotion of purposive learning		2.86
2.6.Management of learner behavior		2.82
Domain 3 Diversity of Learners		
3.1.Learner's gender, needs, strengths, interest and experience		2.91
3.2.Learners linguistics, cultural, socio-economic and religious background		2.90
3.3.Learners with disabilities, giftedness and talents		2.65
3.4.Learners in difficult circumstances		2.89
3.5.Learners from indigenous groups		2.09
Domain 4 Curriculum and Planning		
4.1.Planning and Management of Teaching and learning process		2.69
4.2.Learning outcomes aligned with learning competencies		3.27
4.3.Relevance and responsiveness of learning program		2.49
4.4.Professional collaboration to enrich teaching practice		2.40
4.5.Teaching and learning resources including ICT		2.65
Domain 5 Assessment and Reporting		
5.1.Design, selection, organization, utilization of assessment strategies		2.32
5.2.Monitoring and evaluation of learners progress and achievement		2.61
5.3.Feedback to improve learning		2.43
5.4.Communication of learner needs, progress and achievement to key stakeholders		2.63
5.5.Use of assessment data to enhance teaching and learning practice and program		2.91
Domain 6 Community Linkage and Professional Engagement		
6.1.Establishment of learning environment		2.21
6.2.Engagement of parents and the wider school community		3.19
6.3.Professional Ethics		3.40
6.4.School policies and procedures	3.52	
Domain 7 Personal Growth and Professional Development		
7.1.Philosophy of teaching	3.58	
7.2.Dignity of teaching as a profession		3.34
7.3.Professional links with colleagues		3.07

7.4. Profesional reflection and learning to improve practice		2.57
7.5. Professional Development goals		2.76

Table revealed that the respondents were weak in content and knowledge and pedagogy; learner's safety and security; diversity of learners; curriculum and planning assessment and reporting; community linkage and professional engagement and personal growth and professional development. The findings meant that they still lack competence in implementing the domains of PPST. The findings implied further that they still have inadequate exposure particularly the new teachers in the context of knowledge and pedagogy, learner's safety and security diversity of learner's and other domains.

The table revealed two indicators along personal growth and professional development as their strength. The further implied that the respondents were knowledgeable in terms of philosophy of teaching. This only implied that they are aware of the wisdom of teaching and therefore the different standard, guide and the different goals, vision and mission of education which were tied up in long task instruction.

Proposed Action Plan to Improved the Implementation of the Philippine Professional Standards for Teachers (PPST)

Rationale

To strengthen and improve the effective implementation of the Philippine Professional Standards for Teachers (PPST) by enhancing teachers' professional competence, promoting continuous professional development, supporting instructional excellence, and fostering a culture of reflective practice and accountability among educators. Further, proposed action plan was based from the findings from the analysis of data on the objective of Professional Standard for Teachers in the Philippine setting. It elucidates the 7 domains requiring the teachers to be effective in the 21st century which describes the characteristics of teachers to be really quality teachers in the Philippines. They recognize the importance of mastery of context knowledge, provide learning environment that were safe, secure, fair and supportive to promote learner responding and achievements interact with national and local curriculum requirements apply diversified assessment tools and strategies, establish community partnership, and value personal growth.

The proposed plan of action further considers the multiple areas that were found to be weak in the implementation of Philippine Professional Standard for Teachers (PPST) Different activities and strategies are proposed in the action plan by domains such as content knowledge and pedagogy learning environment, diversity of learners, curriculum and planning, assessment and reporting community linkages and professional engagement, and personal growth and professional development.

In order to have an explicit idea and understanding of the functionality of the plan, the matrix design in tabular forms were used to have a clearer view. It's composed of the following parts:

1. Area of concern
2. Objectives
3. Activities / Strategies

4. People Involved
5. Time Frame
6. Estimate Budget / Source, and
7. Seven Indicators

Clearly the proposed plan of action can improve the implementation of the PPST and can be a significant guide / tool to help teachers to become unquestionable quality teachers who embodied the 7 domains of PPST. Hence, it was based from their need, likewise their strengths on how they could be enhanced and become functionable. This was presented in comprehensive approach in matrix form in the succeeding pages.

General Objectives

To attain quality, teachers need excellent implementation of Philippine Professional Standard for Teachers proactive monitoring and supervision, evaluation and assessment of the teacher's should be done. It intended to work on the seven (7) domains which is the focus of the Proposed Action Plan. The improved implementation of PPST can be achieved through the use of the action plan.

**Proposed Professional Action Plan to Strengthen the Implementation of PPST Along the
Seven Domain
and to Promote the Teacher's Competence.**

Areas of Concern	Objectives	Activities / Strategies	People involved / Resources	Time Frame	Estimated Budget	Seven Indicator
1. Content Knowledge and Pedagogy a. Content knowledge and its applications written and across curriculum areas. b. Research based principles of teaching and learning process. c. Strategies for developing critical at creative thinking.	Recognize the importance of Teachers mastery of context knowledge and importance within and across curriculum areas.	1. Apply knowledge and pedagogy by attending cluster training on application of theory and principle of teaching and learning. 2. Attend training on appropriate and meaningful pedagogy. 3. Conduct current research on mother tongue, Filipino and English.	Teacher School Head / Administrator	Quarterly or as necessary	As needed / requested	90 percent of the teachers shall have attended training on content knowledge and pedagogy of the PPST.
2. Learning Safety and Environment a. Fair Learning	Utilize a range of resources and provide intellectual	1. Study policies, guidelines and practices that provide safe and	Teachers School administration Parents Students	Quarterly or as necessary	As needed / requested	90 percent of the teacher and school administrator shall have utilized a range

g Environ ment b. Learner Safety and Security	lly challengin g and stimulatin g activities to encourage center child classroom instructio n to attain higher standard of living.	securing learning environment.				of resources and challenging intellectual activities to attain higher standard of learning.
		2. Establish safe and secured learning activities environment through committee implementati on of policies, guidelines and procedures. 3. Design strategies through the context implementati on of policies and guidelines 4. Act as a resource person to the implementati on of policies, guidelines and	Teachers School Head Students Parents Teachers School Head Teachers School Head	Quarterl y or as necessar y	As request ed As request ed and needed	95 percent of the teacher shall have designed safe and secured learning activities to implements the policies, guidelines and procedure for PPST.

		procedure.				
3. Diversity of Learners a. Learners from indigenous group. b. Learners with disabilities, gifted ideas and talent.	Demonstrate knowledge and understanding of differentiated teaching to suit the learners grades, heads, strong the interest and experience.	1. Prepare activities using differentiated learning experience 2. Work with colleagues to share differentiated opportunities 3. Lead colleagues evaluate differentiated activities / strategies to address learner's deficiencies	Teachers School Administrators Students	Quarterly or as necessary	As requested	95 percent of the teacher shall have demonstrated understanding of the difficulties teaching to suit the learner grades, needs, strengths and interest

4. Curriculum and Planning a. Professional collection to enrich teaching practices b. Relevance and responsiveness of learning program	Address teacher's knowledge of and interaction with national and local curriculum requirements and translate into learning activities that are relevant to learners	1. Prepare developmentally logical teaching and learning process 2. Plan, manage and implement sequences teaching and learning process 3. Develop and apply effective strategies and planning management 4. Model exemplary practice and local colleagues in enhancing current practices in planning and management.	Teachers School administration Curriculum plan	Quarterly or as necessary	To be requested	95 percent of the teacher and school administrator shall have knowledge and interaction with national, local curriculum, requirements and translate into learning activities that are relevant to the learners.
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5. Assessment and Reporting a. Design selection, organization, utilization of assessment strategies. b. Feedback to improve learning	Relate to process associated with variety of assessment tools and strategies used by teacher to monitor, evaluate, documents and report learner's needs, progress and achievement.	1. Design, select, organize and use diagnostic test, formative, summative assessment strategies. 2. Work collaboratively with colleges to review the design, selection of the use of assessment tools 3. Provide advice on and mentor colleagues 4. Lead colleagues to explain effective practices from the assessment design	Teachers School Head Students	As scheduled during session or school days, usual class schedule	To be requested as needed	90 percent of the teacher shall have used the variety of assessment tools and strategies to monitor evaluate document and report learner's needs and progress achievement
6. Community Linkages and Professional engagement a. Establishment of learning environment	1. Affirm the roles of teachers in establishing school – community Partnership to	1. Reflect and evaluate learning environment that are readily available for community context. 2. Build responsive relationship with parents,	School Heads Teacher Parents Community folks PTCS	As scheduled summer time Quarterly schedule	As requested and needed	90 percent of the school heads, teachers, parents and community shall have established their partnership to enrich learning and identify and respond to opportunities

b. Engagemen t of parents and the wider school commu nity	enrich learning environm ent and to identify and requested to opportunit ies the links teaching and learning to the interest and aspiration of the wider school communit y and other key stakehold er.	guardians and the wider school community 3. Review requires personal teaching practices using existing laws and regulations that apply to the teaching program.				that links teaching and learning to the interest and acquisition to the wider community.
7. Personal Growth and Professiona l Developme nt a. Professiona l reflection and learning to improve practice s b. Professiona l	Focus on teacher perceived growth and profession al developm ent, recognize the importanc e of teacher assuring responsibi lities for personal growth	1. Adapt practices that uphold the dignity of teaching 2. Identify and utilize percent and professional strength 3. Model and advocate for upholding the dignity of a teaching profession 4. Engage in professional learning /	Teachers School administrati on Students	As schedul ed Summer time Or any given opportu nity	As needed or request ed	96 percent of the teachers shall have experienced diversified activities / opportunities for personal growth, professional development, for a lifelong learning.



develop ment goals.	and profession al developm ent for life long learner.	training				
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Chapter 4

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the findings, conclusions and recommendation after analyzing and interpreting the data gathered through the use of the questionnaires.

Summary of Findings

This study determined the extent of implementation of Philippine Professional Standard for Teacher during the school year 2025-2026. There were seven (7) domains of the (PPST) included in the study which are: Context learning knowledge and pedagogy, learner's safety and security diversity of learners, curriculum and planning, assessment and reporting, community linkage and professional engagement and personal growth and professional development.

Findings

The following were the salient findings of the study.

1. The majority of the teachers are bachelor's degree holders, with teacher 1-6 teaching positions, and a minimum of 0 to 10 years teaching experience.
2. The extent of implementation of the Philippine Professional Standard for Teachers (PPST) is moderate along content knowledge and pedagogy, learner's safety and security, diversity of learning, assessment and reporting community linkages and professional engagement, and personal growth and professional development. It is somewhat implemented in curriculum and planning.
3. There is no significant difference between the extent of implementation of PPST across educational attainment, position, rank and teaching experience.
4. The teachers are generally weak in the implementation of Philippine Professional Standard for Teachers.
5. Measures to improve the extent of implementation of Philippine Professional Standard for Teachers was proposed.

Conclusions

Based from the analysis of the findings the following conclusions were derived:

1. The teacher-respondents are generally early to mid-career professionals, predominantly bachelor's degree holders occupying Teacher I to VI positions with relatively limited teaching experience.
2. The Philippine Professional Standards for Teachers (PPST) is moderately implemented in public elementary schools, particularly in the areas of content knowledge, pedagogy, learner safety, diversity of learners, assessment, and professional engagement.
3. The PPST domain on curriculum and planning is the least implemented area, indicating a need for stronger alignment of instructional planning practices with the standards.
4. There was no significant difference in the extent of PPST implementation when grouped according to educational attainment, position, rank, and teaching experience, suggesting that implementation practices are relatively uniform across teacher profiles.
5. Despite moderate implementation levels, the overall findings indicate that teachers still demonstrate weak adherence to PPST expectations, highlighting gaps in full integration of the standards in classroom practice.

Recommendations

Based from the findings and conclusions the following recommendations were offered:

1. School administrators and education authorities should strengthen continuous professional development programs focused on improving teachers' understanding and application of PPST across all domains.
2. Targeted training, coaching, and mentoring should be provided, especially on curriculum planning and instructional alignment, which was identified as the weakest area of implementation.
3. Schools should institutionalize regular monitoring and evaluation mechanisms to ensure consistent and improved implementation of PPST standards in classroom practices.
4. Teachers should be encouraged to actively engage in professional learning communities (PLCs) to share best practices and collaboratively improve adherence to PPST.
5. The Department of Education should enhance support systems such as training resources, seminars, and instructional materials to strengthen teachers' competency and promote full implementation of PPST.

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