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Teachers' Competency Based on the Philippine Professional Standards for Teachers I-III: Basis for a Training Program

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ABSTRACT: The study assessed the competency of Teachers I-III in DepEd, Burgos District, based on the Philippine Professional Standards for Teachers (PPST). It aimed to determine teachers' profiles, competency levels through self-assessment and supervisor evaluation, differences between these assessments, and relationships between teacher profiles and competencies. Additionally, it identified challenges experienced by teachers to inform a training program for competency development. A descriptive-correlational research design was used, involving 61 teachers from nine elementary schools. Data were gathered using questionnaires for teachers and their supervisors.

Key findings include: (a) most teachers are female, aged 41-50, with postgraduate education and over 16 years of service; (b) teachers were rated excellently competent, especially in Learning Environment, Community Linkages, and Professional Development, while Diversity of Learners had the lowest rating; (c) no significant difference was found between self-assessments and supervisor evaluations; (d) no significant relationship was found between demographics and competency levels, though school-based seminars positively impacted the learning environment, curriculum planning, and professional growth; (e) the proposed training program was deemed highly valid indicating feasibility for adoption and implementation.

Recommendations include promoting advanced studies, improving access to training, enhancing inclusive education strategies, addressing teacher concerns, implementing the training program, and conducting further research on factors affecting teacher competency and the impact of school-based seminars on teaching effectiveness.

KEYWORDS: Philippine Professional Standards for Teachers (PPST), Department of Education (DepEd), competency, PPST domains, training program

I. INTRODUCTION

Teachers play a vital role in shaping the nation, making teaching one of the most honorable and noble professions. While they hold great esteem, they also bear significant responsibility. If a teacher makes an error that goes uncorrected, it can lead to ignorance, which may spread and impact the lives of students who trust and rely on their guidance. Therefore, a teacher's competence is regarded as the foundation of every educational pursuit.

In the Philippines, the basic education system is overseen by the Department of Education (DepEd), the governing body responsible for ensuring accessible and high-quality education for all Filipino learners. DepEd aims to lay a strong foundation for lifelong learning and service to the common good. Through its dedicated educators, the country can nurture holistic learners who embody strong values, possess 21st-century skills, and contribute to national development. This aligns with DepEd's vision of producing Filipinos who passionately love their country, uphold core values, and utilize their competencies to reach their full potential and meaningfully contribute to nation-building (DepEd Order No. 36, s. 2013).

The qualities, character, qualifications, and professional competence of teachers are the cornerstones on which successful national education ultimately depends. Henceforth, it is vital to capitalize on developing and improving teachers' competence to better transform and bring change not only in the lives of the learners but also in society at large.

The teacher is the pivot of any educational system. Teachers are the strength of a nation. It is recognized that teachers' performance and competence are significant for the development of the education system. The performance of school teachers should be assessed to monitor competencies and capabilities (Vishal Jain, 2012). Moreover, as mentioned by Gepila Jr. (2020), teachers are catalysts of national development. With them, the nation can produce and develop learners who may lead the country to development and progress. Enhancing teachers' quality and upholding quality teaching standards, therefore, should be given utmost importance for the long-term and sustainable nation-building.

The Department of Education, through the Teacher Education Council (TEC), issued DepEd Order No. 42, s. 2017, titled "National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)." This order highlights that the PPST was developed in response to various national and global frameworks, including the K to 12 Reform, ASEAN Integration, globalization, and the evolving nature of 21st-century learners, necessitating improvements and revisions to the National Competency-Based Teacher Standards (NCBTS).

PPST aims to: a) establish clear expectations for teachers across well-defined career stages, from entry-level to distinguished practice; b) encourage teachers to actively engage in continuous professional growth to enhance their proficiency and; c) provide a standardized framework for evaluating teacher performance, identifying areas for improvement, and offering professional development support. Additionally, the PPST consists of seven domains that teachers must master to be effective educators in the 21st century.

As mentioned by Gepila Jr. (2020), the K to 12 Reform (R.A. 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines. The reform process 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 K to 12 teacher and it is through this PPST that they may contribute to supporting the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepEd Order No. 36, s. 2013).

Teachers I-III are expected to attain the Proficient Teacher status, demonstrating consistently high performance in their teaching. They should exhibit a deep and refined understanding of the teaching and learning process, possess strong education-focused situational awareness, and actively collaborate with colleagues. Additionally, they are expected to provide support and mentorship to help improve their peers' learning and teaching practices. A Proficient Teacher continuously strives for professional growth by reflecting on their own development needs, as well as those of their colleagues and students.

This study aims to assess the competency of Teachers I-III in the Schools Division of Ilocos Sur, specifically in the elementary schools of Burgos District, based on the different domains of the Philippine Professional Standards for Teachers (PPST). Understanding the competency levels of basic education teachers is essential, as it will serve as the foundation for developing a targeted training program. This program shall enhance teachers' competencies in alignment with the PPST, ensuring continuous professional growth and improved teaching effectiveness.

Specifically, it seek answer the following questions: a) What is the profile of the Teachers I-III respondents; b)What is the level of competency of Teachers I-III relative to the Philippine Professional Standards for Teachers (PPST) as evaluated through self-assessment and immediate supervisors; c) Is there a significant difference between the self-assessment of the respondents and their immediate supervisor; d) is there a significant relationship between the profile of the respondents and their level of competency on the PPST Domains?

II. METHODOLOGY

A. Research Design

This study used the descriptive-correlational research design. According to Calderon and Gonzales (2007), descriptive research focuses on examining existing relationships, prevailing practices, current beliefs, ongoing processes, noticeable effects, and emerging trends. It is more than just collecting and organizing data; it also includes interpreting the meaning and significance of the information gathered. Consequently, descriptive research often integrates comparison and contrast through the use of measurements, classifications, interpretations, and evaluations. Likewise, as described by Bhandari (2022), a correlational design was used to determine the relationship (correlation) between the given variables of a study without any control of the researcher. Further, it is used to analyze a phenomenon, then connect to find the points of differences and similarities existing to the groups of respondents (Miri and Dehdashti, 2019).

In this research study, a descriptive design was used to describe the input variables, which include the profile of the respondents, the level of competency on the PPST, and the difference between the self-assessment of the respondents and their immediate supervisor. On the other hand, the correlational design was utilized to determine the degree of relationship between the profile of the respondents and their level of competency in the PPST domain.

B. Population and Locale of the Study

The respondents of this study were the Teachers I-III of Burgos District, Schools Division of Ilocos Sur, comprising nine (9) elementary schools. Total enumeration of all the teachers with Plantilla items Teacher I, II and III were the respondents as

presented in Table 1. Further, the school head/immediate supervisor of the faculty members from the different schools also served as respondents in the study.

Table 1: Number of Respondents

Name of School	Population (N)
Bessang Elementary School	3
Burgos Central School	14
Cabcaburao Elementary School	6
Lubing Elementary School	1
Luna Community School	10
Macaoayan Community School	8
Mambug Elementary School	6
Padayao Elementary School	7
Patac Elementary School	6
Total	**61**

C. Data Gathering Instrument

The study adopted the career indicators for Teachers I-III (i.e. Career Stage 2 – Proficient Teachers) of the Philippine Professional Standards for Teachers (PPST), and there were two (2) sets of questionnaires utilized. The first set was intended for the teacher respondents, while the other set was utilized by the immediate supervisor or school head.

The research questionnaire for Teachers I-III consisted of two (2) parts. Part I determined the profile of Teachers I-III as to age, sex, civil status, highest educational attainment, and number of years in service as Teacher I-III, and seminar/workshop attended. On the other hand, Part II of the questionnaire sought responses on the level of competencies of the respondents on the seven (7) domains of the Philippine Professional Standards for Teachers (PPST).

Moreover, the research questionnaire for the immediate supervisor or school head only consisted of a single part, which sought responses on the level of competencies of the teacher respondents in the school along the seven (7) domains of the Philippine Professional Standards for Teachers (PPST).

III. RESULTS AND DISCUSSION

Profile of Teachers I-III Respondents

Table 2: Profile of the Respondents

Profile		Frequency (*f*)	Percentage (%)
Sex			
	Male	12	20
	Female	49	80
Age			
	21-30	6	10
	31-40	15	25
	41-50	29	47
	51-60	11	18
	61 and above	0	0
Civil Status			
	Single	11	18
	Married	49	80
	Separated	0	0
	Widow	1	2
Educational Attainment			
	Bachelor's Degree	7	11
	Master's Degree with Units	43	71
	Master's Degree	10	16

	Doctor's Degree with Units	1	2
	Doctor's Degree	0	0
Years in Service			
	1 - 5 years	7	11
	6 - 10 years	8	13
	11 – 15 years	14	23
	16 – 20 years	17	28
	21 years and above	15	25

Table 2 shows the profile of the respondents, focusing on their sex, age, civil status, educational attainment, and years of service as teachers in the Department of Education.

Sex. As can be seen from the table, among the 61 respondents, 49 (80%) are female, and 12 (20%) are male. This is consistent with the statistics, which prove that there are more female teachers in the Philippines than male faculty.

Age. Data shows that the majority of respondents—twenty-nine (29), or 47%—fall within the 41–50 age bracket. This is followed by fifteen (15) respondents, or 25%, who are aged 31–40. Eleven (11) respondents, representing 18%, belong to the 51–60 age group, while six (6), or 10%, are between 21–30 years old. These findings indicate that most faculty members are in their middle adulthood, with fewer representatives from the younger age groups.

Civil Status. Most of the respondents are married, with a frequency of forty-nine (49) or 80 percent, while eleven (11) or 18 percent of them are not married or single, and one (1) or 2 percent have a civil status of being a widower.

Educational Attainment. Based on the data from the table, in terms of educational attainment, forty-three (43) or 70 percent of the respondents attained a Master's degree with units, while ten (10) or 16 percent of them attained their Master's degree. On the other hand, seven (7) or 11 percent of them finished their Bachelor's degree, and only one (1) or 2 percent of the respondents are pursuing a doctorate degree.

Years in Service. Data indicates that the majority of teachers fall within the 16–20 years length of service bracket, accounting for 17 teachers (28%), followed by those with 21 years and above of experience, comprising 15 teachers (25%). Additionally, 14 teachers (23%) have served for 11–15 years, while 8 teachers (13%) have 6–10 years of experience. The smallest group consists of 7 teachers (11%) who have been in service for 1–5 years.

Table 3. Profile of the Respondents: Attendance to Seminars/Workshops

Level	**With Attendance**		**Without Attendance**	
	Frequency (*f*)	Percentage (%)	Frequency (*f*)	Percentage (%)
School	44	72	17	28
District	42	69	19	31
Division	39	64	22	36
Regional	7	11	54	89
National	4	7	57	93
International	0	0	61	100

Table 3 shows the profile of the respondents, along with their attendance at seminars and workshops. The data indicates that a majority of respondents actively participate in local or school-based seminars and workshops, with 44 respondents (72%) attending, compared to 17 respondents (28%) who have not participated. At the district and division levels, 42 respondents (69%) and 39 respondents (64%), respectively, have attended relevant seminars and workshops, while 19 respondents (31%) at the district level and 22 respondents (36%) at the division level have not participated. Notably, in Burgos District, only 7 Teachers I-III (11%) have attended regional-level seminars/workshops, while just 4 (7%) have participated at the national level. These findings suggest that while teachers in the district actively engage in professional development activities, only a few advance to higher-level faculty fora. This trend may be attributed to the existing plantilla structure, where higher-ranking positions and administrative roles are more likely to be given opportunities to attend regional and national engagements.

Level of Competency of the Teachers I-III relative to the Philippine Professional Standards for Teachers (PPST)

Table 4. Level of Competency of Teachers I-III along with Content Knowledge and Pedagogy

PPST Indicator	Teachers I-III		Immediate Supervisor		As a whole	
	Mean	**DR**	**Mean**	**DR**	**Mean**	**DR**
Domain 1: Content Knowledge and Pedagogy						
1. Apply knowledge of content within and across curriculum teaching areas.	4.41	EC	4.52	EC	4.47	EC
2. Use research-based knowledge and principles of teaching and learning to enhance professional practice.	4.07	VC	4.10	VC	4.09	VC
3. Ensure the positive use of ICT to facilitate the teaching learning process.	4.33	EC	4.36	EC	4.35	EC
4. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.26	EC	4.43	EC	4.35	EC
5. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.18	VC	4.34	EC	4.26	EC
6. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.41	EC	4.49	EC	4.45	EC
7. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	4.46	EC	4.44	EC	4.45	EC
Overall Mean	**4.30**	**EC**	**4.38**	**EC**	**4.34**	**EC**

Legend: 4.20 – 5.0 Excellently Competent (EC); 3.40 – 4.19 Very Competent (VC)

Table 4 gives data on the level of Competency of Teachers I-III along the Domain I (Content Knowledge and Pedagogy) of the Philippine Professional Standards for Teachers. The teacher-respondents and their supervisor rated the content knowledge and pedagogy domain as "Excellently Competent," as supported by the overall means of 4.30 and 4.38, respectively. In general, the evaluation suggests that the teachers are excellently competent on most key indicators of Domain 1, making an overall mean of 4.34. The teachers scored 4.47 in indicator 1, "Apply knowledge of content within and across curriculum teaching areas" while a mean rating of 4.45 in indicator 6, "Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning." and indicators 7, "Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement". In contrast, the lowest mean of 4.09 was obtained by the teachers in indicator 2, "Use research-based knowledge and principles of teaching and learning to enhance professional practice," described as very competent, indicating a need for teachers to boost their research engagement for innovations and their applications of teaching strategies for the development of the students' critical thinking.

Table 5. Level of Competency of Teachers I-III with Learning Environment

PPST Indicator	Teachers I-III		Immediate Supervisor		As a whole	
	Mean	**DR**	**Mean**	**DR**	**Mean**	**DR**
Domain 2: Learning Environment						
1. Establish safe and secure learning environments to enhance learning through the consistent	4.57	EC	4.64	EC	4.61	EC

implementation of policies, guidelines, and procedures.						
2. Maintain learning environments that promote fairness, respect, and care to encourage learning	4.57	EC	4.62	EC	4.60	EC
3. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	4.44	EC	4.51	EC	4.48	EC
4. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	4.54	EC	4.52	EC	4.53	EC
5. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.30	EC	4.34	EC	4.32	EC
6. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments	4.43	EC	4.51	EC	4.47	EC
Overall Mean	**4.48**	**EC**	**4.52**	**EC**	**4.50**	**EC**

Legend: 4.20 – 5. 0 Excellently Competent (EC)

Table 5 shows the level of competency of the Teachers I-III along the Domain 2: Learning Environment of the Philippine Professional Standards for Teachers as perceived by the teacher-respondents and their immediate supervisor. The teacher-respondents and their immediate supervisors rated their practice and competency in this PPST domain as "Excellently Competent", with an overall mean of 4.50. Among the key indicators, the highest rating was given to Indicator 1, "Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures," with a combined overall mean of 4.61. This was followed closely by Indicator 2, "Maintain learning environments that promote fairness, respect, and care to encourage learning," which received a combined overall mean of 4.60. While Indicator 5, "Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning," was also rated "Excellently Competent" with a mean score of 4.32, it was observed to have the lowest mean. This implies that teachers need to go over and improve their ability to apply teaching strategies to motivate learners to engage productively in their learning process. The learning environment, as mentioned by Dangara (2019), has recently come to the limelight as an essential area that should be considered and well-managed to enhance students' academic performance.

Table 6. Level of Competency of the Teachers I-III with Diversity of Learners

PPST Indicator	Teachers I-III		Immediate Supervisor		As a whole	
	Mean	**DR**	**Mean**	**DR**	**Mean**	**DR**
Domain 3: Diversity of Learners						
1. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	4.30	EC	4.28	EC	4.29	EC
2. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.	4.23	EC	4.25	EC	4.24	EC
3. Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	4.02	VC	4.10	VC	4.06	VC

4. Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices.	4.02	VC	4.10	VC	4.06	VC
5. Adapt and use culturally appropriate teaching strategies to address the needs of learners from Indigenous groups	4.10	VC	4.15	VC	4.13	VC
Overall Mean	**4.13**	**VC**	**4.17**	**VC**	**4.16**	**VC**

Legend: 4.20 – 5.0 Excellently Competent (EC); 3.40 – 4.19 Very Competent (VC)

Table 6 reveals the level of competency of Teachers I-III along the Domain 3: Diversity of learners of the Philippine Professional Standards for Teachers. Based on the data presented, teachers perceived their competence in this domain as "Very Competent", with an overall mean score of 4.13. Similarly, their immediate supervisors rated them as "Very Competent", with a computed overall mean of 4.17. Overall, Teachers I-III in Burgos District achieved a combined mean score of 4.16, confirming their strong competency in this domain. These findings highlight teachers' recognition of learner diversity, a critical aspect of education that must be addressed to foster inclusive societies and enhance educational practices across the region and beyond. The findings further reveal that, despite being rated as "Very Competent," there remains room for improvement in Indicators 3 and 4, which received a combined mean score of 4.06, as well as Indicator 5, with a combined mean of 4.13. This can be attributed to the absence of schools specializing in special education needs (SPED) and services for persons with disabilities (PWDs) in the Burgos District, as well as the limited training and opportunities related to inclusive education. According to Gepila (2020), in today's rapidly evolving society, schools must adapt to the constantly changing curriculum demands to ensure they remain responsive and relevant to the diverse needs of learners shaped by their cultural backgrounds. Educators need to develop cultural sensitivity when working with indigenous groups and students influenced by globalization. The same principle applies to supporting learners with disabilities, ensuring no student is left behind in the educational system.

Table 7. Level of Competency of the Teachers I-III with Curriculum and Planning

PPST Indicator	Teachers I-III		Immediate Supervisor		As a whole	
	Mean	**DR**	**Mean**	**DR**	**Mean**	**DR**
Domain 4: Curriculum and Planning						
1. Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.25	EC	4.33	EC	4.29	EC
2. Set achievable and appropriate learning outcomes that are aligned with learning competencies.	4.28	EC	4.33	EC	4.31	EC
3. Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	4.23	EC	4.23	EC	4.23	EC
4. Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.31	EC	4.26	EC	4.29	EC
5. Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals	4.23	EC	4.26	EC	4.25	EC
Overall Mean	**4.26**	**EC**	**4.28**	**EC**	**4.27**	**EC**

Legend: 4.20 – 5. 0 Excellently Competent (EC)

Table 7 shows the level of competency of Teachers I-III along the Domain 4: Curriculum and Planning of the Philippine Professional Standards for Teachers (PPST). The data suggests that overall, Teachers I-III in this domain are "Excellently

Competent", with a combined overall mean of 4.27. This indicates that teachers demonstrate strong competency in curriculum and planning, effectively translating curriculum content into engaging learning activities that are relevant to students and aligned with principles of effective teaching and learning. Notably, Indicator 2, "Set achievable and appropriate learning outcomes that are aligned with learning competencies," received the highest rating, with a computed mean of 4.31. This suggests that teachers have a solid understanding of the Most Essential Learning Competencies (MELCs) and effectively integrate them into instruction. The importance of aligning learning outcomes has been emphasized by Wijngaards-de Meij (2018) and cited by Herrera (2024), highlighting its crucial role in achieving learning objectives. The study further warns that misalignment may leave students unaware of their progression within the curriculum. Since learning outcomes are fundamental to curriculum design, teachers must ensure that alignment is strategically aimed at achieving competencies and learning goals that are responsive and relevant to students' contexts and needs. However, it is evident that Indicator 3, "Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners," received the lowest combined mean rating of 4.23.

Table 8. Level of Competency of the Teachers I-III with Assessment and Reporting

PPST Indicator	Teachers I-III		Immediate Supervisor		As a whole	
	Mean	**DR**	**Mean**	**DR**	**Mean**	**DR**
Domain 5: Assessment and Reporting						
1. Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	4.54	EC	4.38	EC	4.46	EC
2. Monitor and evaluate learner progress and achievement using learner attainment data.	4.46	EC	4.46	EC	4.46	EC
3. Use strategies for providing timely, accurate, and constructive feedback to improve learner performance	4.34	EC	4.36	EC	4.35	EC
4. Communicate promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/guardians.	4.41	EC	4.38	EC	4.40	EC
5. Utilize assessment data to inform the modification of teaching and learning practices and programs	4.26	EC	4.31	EC	4.29	EC
Overall Mean	**4.40**	**EC**	**4.38**	**EC**	**4.39**	**EC**

Legend: 4.20 – 5. 0 Excellently Competent (EC)

Table 8 presents the level of competency of Teachers I-III in Domain 5: Assessment and Reporting. The findings indicate that respondents' assessment and reporting competency is rated as "Excellently Competent," with a combined overall mean of 4.39. Indicator 1, "Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements," and Indicator 2, "Monitor and evaluate learner progress and achievement using learner attainment data," received the highest combined overall mean of 4.46 described as "Excellently Competent". This result aligns with the study by Aada (2020), which highlights that the careful planning of quizzes and assessments is essential. The study further emphasizes that designing and selecting appropriate assessment tools is a highly practiced strategy, ensuring that assessments effectively support student learning and progress. Meanwhile, although still rated as "Excellently Competent," Indicator 5, "Utilize assessment data to inform the modification of teaching and learning practices and programs," received the lowest competency rating, with a combined overall mean of 4.29. The result was unexpected, considering that many respondents have spent several years in the teaching profession. According to the study by Cuarto and Cuarto (2021) as cited by Herrera (2024), the effective use of assessment practices is strongly correlated with both classroom experience and higher educational attainment. Their findings suggest that experienced teachers are more likely to develop strong assessment practices, as they are refined through years of teaching and continuous professional growth.

Table 9. Level of Competency of the Teachers I-III along Community Linkages and Professional Engagement

PPST Indicator	Teachers I-III		Immediate Supervisor		As a whole	
	Mean	DR	Mean	DR	Mean	DR
Domain 6: Community Linkages and Professional Engagement						
1. Maintain learning environments that are responsive to community contexts.	4.44	EC	4.54	EC	4.49	EC
2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	4.57	EC	4.62	EC	4.60	EC
3. Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers	4.33	EC	4.49	EC	4.41	EC
4. Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	4.48	EC	4.56	EC	4.52	EC
Overall Mean	**4.46**	**EC**	**4.55**	**EC**	**4.50**	**EC**

Legend: 4.20 – 5.0 Excellently Competent (EC)

Table 9 shows the level of competency of Teachers I-III along Domain 6: Community Linkages and Professional Engagement of the Philippine Professional Standards for Teachers (PPST). The data indicates that, both the teacher-respondents and their immediate supervisors rated their performance as "Excellently Competent," with a combined overall mean of 4.50. This suggests that teachers are highly capable of identifying and leveraging opportunities that connect classroom teaching and learning to the experiences, interests, and aspirations of the school community and other key stakeholders. Among the four key indicators in this domain, Indicator 2, "Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process," received the highest ratings, with a computed mean of 4.57 from teachers and 4.62 from their immediate supervisors. This result is unsurprising, as forging strong partnerships with parents and the community has long been a common practice in schools, particularly through active Parent-Teacher Associations (PTAs). According to Gepila (2020), collaboration is required so that schools can respond to the needs of society and vice versa. Indicator 3, "Review regularly personal teaching practices in accordance with existing laws, regulations, and the responsibilities outlined in the Code of Ethics for Professional Teachers," was rated as "Excellently Competent," receiving the mean score of 4.41. Regular self-assessment in line with current legal and ethical standards is crucial for educators to maintain high professionalism and ensure student well-being. Moreover, a study by Kılınç et al. (2022) highlights that teachers' behaviors have both explicit and implicit effects on learners, underscoring the importance of adhering to ethical principles to meet students' educational needs. By consistently evaluating and aligning their practices with established ethical standards, teachers serve as role models, promoting a culture of integrity and accountability in education.

Table 10. Level of Competency of Teachers I-III with Personal Growth and Professional Development

PPST Indicator	Teachers I-III		Immediate Supervisor		As a whole	
	Mean	DR	Mean	DR	Mean	DR
Domain 7: Personal Growth and Professional Development						
1. Apply a personal philosophy of teaching that is learner-centered.	4.36	EC	4.54	EC	4.45	EC
2. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring	4.43	EC	4.52	EC	4.48	EC

attitude, respect and integrity						
3. Participate in professional networks to share knowledge and to enhance practice.	4.25	EC	4.34	EC	4.30	EC
4. Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning	4.23	EC	4.33	EC	4.28	EC
5. Set professional development goals based on the Philippine Professional Standards for Teachers.	4.39	EC	4.44	EC	4.42	EC
Overall mean	**4.33**	**EC**	**4.44**	**EC**	**4.38**	**EC**

Legend: 4.20 – 5.0 Excellently Competent (EC)

Table 10 illustrates the level of competency of the Teachers I-III along the Domain 7: Personal growth and professional development. Overall, the level of competency of teachers, along with personal growth and professional development, is considered "Excellently competent" as backed up by the self-rating of the teachers and their immediate supervisor, with a combined computed mean of 4.38. This would indicate that the teachers recognize the importance of teachers assuming responsibility for personal growth and professional development for lifelong learning. Among the key indicators, the second indicator, "Adopting practices that uphold the dignity of teaching as a profession by demonstrating a caring attitude, respect, and integrity," received the highest mean ratings—4.43 from teachers and 4.52 from their immediate supervisors. This finding underscores educators' strong commitment to maintaining the integrity of the teaching profession while fostering both personal growth and professional development. The high ratings for this indicator may be attributed to teachers' educational backgrounds and years of experience. Therefore, the combination of higher education, extensive teaching experience, and ongoing professional growth plays a vital role in refining teaching strategies and reinforcing the ethical and professional standards that benefit both teachers and students. It is essential to highlight the need for teachers to develop a personal professional improvement plan based on self-reflection and ongoing professional learning, as this aspect received the lowest combined mean rating of 4.28. This finding aligns with Herrera (2024), who emphasized that teachers, particularly those with less teaching experience, require continued guidance and mentoring in collaborating with colleagues and setting professional development goals.

Table 11. Summary on the Level of Competency of Teachers I-III

Domain	Teachers I-III		Immediate Supervisor		As a whole	
	Mean	**DR**	**Mean**	**DR**	**Mean**	**DR**
Content Knowledge and Pedagogy	4.30	EC	4.38	EC	4.34	EC
Learning Environment	4.48	EC	4.52	EC	4.50	EC
Diversity of Learners	4.13	VC	4.17	VC	4.16	VC
Curriculum and Planning	4.26	EC	4.28	EC	4.27	EC
Assessment and Reporting	4.40	EC	4.38	EC	4.39	EC
Community Linkages and Professional Engagement	4.46	EC	4.55	EC	4.50	EC
Personal Growth and Professional Development	4.33	EC	4.44	EC	4.38	EC
Overall mean	**4.34**	**EC**	**4.39**	**EC**	**4.36**	**EC**

Legend: 4.20 – 5.0 Excellently Competent (EC) ; 3.40 – 4.19 Very Competent (VC)

Table 11 illustrates the summary on the level of competency of Teachers I-III of Burgos District based on the Philippines Professional Standards for Teachers (PPST). The findings indicate that Teachers I-III in Burgos District were rated as "Excellently Competent" across multiple domains, including Learning Environment (4.50), Community Linkages (4.50), Assessment and Reporting (4.39), Personal Growth and Professional Development (4.38), Content Knowledge and Pedagogy (4.34), and Curriculum and Planning (4.27). However, they were rated as "Very Competent" in the area of Diversity of Learners (4.16). Overall, the teachers demonstrated an "Excellently Competent" level of proficiency, as supported by the overall computed mean of 4.36.

The difference between the self-assessment of the respondents and their immediate supervisor

Table 12. Significant Difference between the self-assessment of the respondents and their immediate supervisor.

Domain	Mean ($\bar{x}$)		Std. Deviation	t	*Sig.* value
	Teacher I-III	Immediate Supervisor			
Content Knowledge & Pedagogy	4.30	4.38	0.727	-0.873^{ns}	0.386
Learning Environment	4.48	4.52	0.626	-0.612^{ns}	0.543
Diversity of Learners	4.13	4.17	0.812	-0.410^{ns}	0.683
Curriculum & Planning	4.26	4.28	0.857	-0.209^{ns}	0.835
Assessment & Reporting	4.40	4.38	0.799	0.256^{ns}	0.798
Community Linkages & Professional Engagement	4.46	4.55	0.752	-1.022^{ns}	0.311
Personal Growth & Professional Development	4.33	4.44	0.796	-1.029^{ns}	0.308

Legend: ns – not significant @ 0.05 level of significance

Table 12 presents the degree of difference between the self-assessment of the teacher-respondents and immediate supervisor.The data presented indicate that there is no significant difference between the self-assessment of the respondents and the ratings given by their immediate supervisors across the seven (7) domains of the Philippine Professional Standards for Teachers (PPST).This finding is supported by the low t-computed values for each domain, indicating minimal variation between the two groups, as well as p-values exceeding the 0.05 level of significance. These results suggest that teachers' self-assessed competency levels are statistically aligned with their supervisors' evaluations, demonstrating an accurate self-perception of their competencies.

Relationship between the profile of the respondents and their level of competency in the PPST Domains

Table 13. Relationship between the Profile of the respondents and their competency with Content Knowledge & Pedagogy Domain of the PPST.

Profile	Computed *r*	*Sig.* value	Degree of Correlation
Age	-0.083	0.523	Almost negligible to slight
Sex	-0.096	0.459	Almost negligible to slight
Civil Status	0.024	0.854	Almost negligible to slight
Educational Attainment	0.176	0.176	Almost negligible to slight
Years in Service	0.047	0.720	Almost negligible to slight
Seminar/Workshop Attended			
School	0.173	0.182	Almost negligible to slight
District	0.108	0.409	Almost negligible to slight
Division	0.058	0.654	Almost negligible to slight
Regional	0.239	0.064	Almost negligible to slight
National	-0.066	0.611	Almost negligible to slight

Legend: ± 0.01 - ± 0.20 Almost negligible to Slight

The degree of relationship between the profile of the respondents and their level of competency along the Content Knowledge and Pedagogy Domain of the Philippine Professional Standards for Teachers (PPST) is clearly shown in Table 13. The data reveals that the correlation between the respondents' profile and their competency in content knowledge and pedagogy is negligible to slight, as indicated by the computed r-values. Furthermore, the absence of a significant relationship is supported by p-values exceeding the 0.05 level of significance. This finding suggests that teachers demonstrate similar levels of competency in content knowledge and pedagogy, regardless of their demographic or professional background. Findings align with the findings of Bautista & Ortega (2020) who found no significant correlation between teachers' profile and their instructional effectiveness, emphasizing the importance of training, mentorship, and institutional support in improving teaching skills.

Table 14. Relationship between the Profile of the respondents and their competency with Learning Environment Domain of the PPST.

Profile	Computed *r*	*Sig.* value	Degree of Correlation
Age	0.043	0.740	Almost negligible to slight
Sex	-0.065	0.620	Almost negligible to slight
Civil Status	-0.022	0.868	Almost negligible to slight
Educational Attainment	0.090	0.489	Almost negligible to slight
Years in Service	0.069	0.595	Almost negligible to slight
Seminar/Workshop Attended			
School	0.305*	0.017	Definite but small
District	0.174	0.180	Almost negligible to slight
Division	0.091	0.487	Almost negligible to slight
Regional	0.252	0.050	Definite but small
National	0.001	0.994	Almost negligible to slight

** - Correlation is significant at the 0.05 level*

Legend: ± 0.21 - ± 0.40 Definite but Small; ± 0.01 - ± 0.20 Almost negligible to Slight

Table 14 manifests the degree of relationship between the profile of the respondents and their level of competency along the Learning environment Domain. Data shows that the degree of correlation is almost negligible to slight and there is no significant relationship between the profile of the respondents along age, sex, civil status, educational attainment, and years in service with their competency level along learning environment domain as backed-up by the computed r-values and their p-values which are greater than 0.05 level of significance. Results show, however, that there is a significant relationship between the seminars and workshops attended, specifically on school-based seminars, to the competency level with learning environment, as supported by the p-value of 0.017 at 0.05 level of significance. This indicates that exposure and increased participation in school-based seminars affect the competency level of teachers in the learning environment domain. Further, this suggests that teachers who frequently attend training sessions, workshops, and seminars are more likely to improve their knowledge, skills, and instructional strategies, leading to better teaching performance and student outcomes (Darling-Hammond et al., 2017). While the correlation remains weak, the findings reinforce the importance of institutionalizing regular professional development programs to ensure continuous growth and sustained teaching excellence.

Table 15. Relationship between the Profile of the Respondents and their competency with Diversity of Learners Domain of the PPST.

Profile	Computed *r*	*Sig.* value	Degree of Correlation
Age	-0.118	0.367	Almost negligible to slight
Sex	0.023	0.859	Almost negligible to slight
Civil Status	-0.038	0.771	Almost negligible to slight
Educational Attainment	0.067	0.610	Almost negligible to slight
Years in Service	0.109	0.403	Almost negligible to slight
Seminar/Workshop Attended			
School	0.088	0.500	Almost negligible to slight
District	-0.095	0.465	Almost negligible to slight
Division	-0.109	0.405	Almost negligible to slight
Regional	0.067	0.608	Almost negligible to slight
National	-0.098	0.454	Almost negligible to slight

Legend: ± 0.01 - ± 0.20 Almost negligible to Slight

Teachers' Competency Based on the Philippine Professional Standards for Teachers I-III: Basis for a Training Program

Table 15 shows information on the relationship between the profile of the respondents and their level of competency along diversity of learners. As observed from the data, there is a weak degree of correlation and there is no significant relationship between the profile of the respondents and their competency under Domain 3: Diversity of Learners as supported by the low computed r-values, as well as the p-values of the five (5) indicated profiles which are all higher than 0.05 level of significance. This would mean that teachers' competency in addressing learner diversity is not influenced by their demographic or professional background. This suggests that regardless of differences in personal and professional characteristics, teachers demonstrate a similar level of competency in managing diverse learners. This finding may imply that competency in handling diverse learners is more likely shaped by teaching experience, exposure to inclusive education practices, professional development programs, or institutional training rather than inherent demographic factors. Research supports the idea that continuous training, mentoring, and experiential learning play a crucial role in equipping teachers with the necessary skills to address learner diversity effectively (Tomlinson, 2014).

Table 16. Relationship between the Profile of the respondents and their competency with Curriculum & Planning Domain of the PPST.

Profile	Computed *r*	*Sig.* value	Degree of Correlation
Age	-0.036	0.784	Almost negligible to slight
Sex	-0.035	0.787	Almost negligible to slight
Civil Status	-0.022	0.868	Almost negligible to slight
Educational Attainment	0.155	0.234	Almost negligible to slight
Years in Service	0.083	0.524	Almost negligible to slight
Seminar/Workshop Attended			
School	0.332**	0.009	Definite but small
District	0.231	0.074	Definite but small
Division	0.211	0.103	Definite but small
Regional	0.216	0.094	Definite but small
National	-0.014	0.916	Almost negligible to slight

*** - Correlation is significant at the 0.01 level*

Legend: ± 0.21 - ± 0.40 Definite but Small; ± 0.01 - ± 0.20 Almost negligible to Slight

Table 15 shows the relationship between the profile of the respondents and their competency along the curriculum and planning domain. Data reveals that there is a definite but small degree of correlation as well as a significant relationship between the profile of the respondents along seminars/workshops attended and their competency along curriculum and planning as backed up by the r-value of 0.332 and p-value of 0.009 at 0.05 level of significance. It suggests that participation in professional development activities such as school-based seminars and workshops positively influences their skills and knowledge in designing, implementing, and evaluating curricula. This implies that continuous learning through seminars and workshops enhances educators' abilities in curriculum planning, aligning instructional strategies with educational standards, and improving overall teaching effectiveness. In the study of Desimone (2009), he emphasized that participation in professional learning activities correlates with improved instructional planning and student outcomes.

Table 17. Relationship between the Profile of the respondents and their competency with the Assessment & Reporting Domain of the PPST.

Profile	Computed *r*	*Sig.* value	Degree of Correlation
Age	-0.026	0.840	Almost negligible to slight
Sex	-0.005	0.970	Almost negligible to slight
Civil Status	0.035	0.788	Almost negligible to slight
Educational Attainment	0.059	0.650	Almost negligible to slight
Years in Service	0.115	0.378	Almost negligible to slight
Seminar/Workshop			

Attended			
School	0.214	0.098	Definite but small
District	0.163	0.210	Almost negligible to Slight
Division	0.137	0.291	Almost negligible to Slight
Regional	0.238	0.065	Definite but small
National	0.142	0.276	Almost negligible to slight

Legend: ± 0.21 - ± 0.40 Definite but Small; ± 0.01 - ± 0.20 Almost negligible to Slight

Table 17 exposes the relationship between the profile of the respondents and their competency along the assessment and reporting domain. Similar to other domains of the PPST, there is no significant relationship, and there is a weak degree of correlation between the profile of the respondents and their competency along assessment and reporting as reflected in the computed r-values and p-values, of which all have higher values as referred to .05 level of significance. It suggests that these demographic and professional factors do not strongly influence teachers' ability to assess student learning and communicate results effectively. This might be associated with teachers' willingness to learn, self-initiated professional growth, and adaptability to new assessment strategies may have a greater impact on their competencies than background factors. Gotch and French (2014) found in their study on teachers' assessment literacy that demographic factors, such as experience and education, were not significant predictors of assessment competency. Instead, training and exposure to assessment practices played a more crucial role in enhancing teachers' skills. Similarly, DeLuca et al. (2016) concluded that teacher assessment confidence and ability were not significantly correlated with years of teaching experience, suggesting that assessment competency is primarily shaped by professional development and targeted training rather than personal attributes.

Table 18. Relationship between the Profile of the respondents and their competency with Community Linkages & Professional Engagement Domain of the PPST.

Profile	**Computed *r***	***Sig.* value**	**Degree of Correlation**
Age	-0.137	0.294	Almost negligible to slight
Sex	-0.130	0.317	Almost negligible to slight
Civil Status	-0.092	0.480	Almost negligible to slight
Educational Attainment	0.038	0.772	Almost negligible to slight
Years in Service	-0.032	0.806	Almost negligible to slight
Seminar/Workshop Attended			
School	0.209	0.105	Almost negligible to Slight
District	0.055	0.675	Almost negligible to Slight
Division	0.081	0.533	Almost negligible to Slight
Regional	0.097	0.455	Almost negligible to Slight
National	-0.013	0.924	Almost negligible to slight

Legend: ± 0.01 - ± 0.20 Almost negligible to Slight

Table 18 elicits that the degree of correlation between the profile and their competency along community linkages and professional engagement is almost negligible to slight as supported by the computed r-values, and it also shows that there is no significant relationship between the variables as proven by their p-values which are higher to that of 0.05 level of significance. This result suggests that personal and professional characteristics alone do not strongly determine a teacher's competency in community linkages and professional engagement, and other factors might be more relevant in shaping these skills. The development of these competencies may be influenced by factors beyond the profile, such as school culture, professional development opportunities, or institutional policies. Bautista (2019) explored the connection between teachers' profiles and their competencies in curriculum and community linkages. The findings indicated that while age showed a significant relationship with competencies, other factors like educational attainment did not, suggesting that certain competencies may be influenced by specific demographic factors, while others are not.

Table 19. Relationship between the Profile of the respondents and their competency with the Personal Growth and Professional Development Domain of the PPST.

Profile	Computed *r*	*Sig.* value	Degree of Correlation
Age	-0.045	0.731	Almost negligible to slight
Sex	-0.128	0.325	Almost negligible to slight
Civil Status	0.007	0.960	Almost negligible to slight
Educational Attainment	0.125	0.338	Almost negligible to slight
Years in Service	-0.028	0.830	Almost negligible to slight
Seminar/Workshop Attended			
School	0.256*	0.047	Definite but Small
District	0.090	0.490	Almost negligible to Slight
Division	0.124	0.341	Almost negligible to Slight
Regional	0.197	0.129	Almost negligible to Slight
National	0.018	0.891	Almost negligible to slight

** - Correlation is significant at the 0.05 level*

Legend: ± 0.21 - ± 0.40 Definite but Small; ± 0.01 - ± 0.20 Almost negligible to Slight

Table 19 reveals the relationship between the profile of the respondents and their competency along the personal growth and professional development domain. The results indicate a definite but small correlation and a significant relationship between the respondents' profile, specifically their participation in school-based seminars and workshops, and their competency level in the Personal Growth and Professional Development domain. This finding is supported by an r-value of 0.256 and a p-value of 0.047 at a 0.05 level of significance. Conversely, other profile variables—such as age, sex, civil status, educational attainment, and years of service—exhibited a negligible to slight correlation and showed no statistically significant relationship with competency levels along personal growth and professional development. This suggests that these professional development activities effectively enhance teachers' skills and knowledge in this domain. This finding implies that participation in such programs directly contributes to teachers' ongoing personal and professional advancement. The findings of this research align with the study by Ortega-Dela Cruz and Perez (2024), which examined the impact of teaching seminars on faculty performance in higher education institutions in the Philippines. Their study reported significant improvements in teaching performance ratings following faculty participation in seminars, demonstrating the effectiveness of professional development initiatives. If this holds in higher education, it is reasonable to expect similar outcomes in basic education.

IV. CONCLUSIONS

This study concluded that Teachers I-III in Burgos District were "Excellently Competent" excelling in Learning Environment and Community Linkages while there is High competency along Assessment, Professional Growth, and Content Knowledge. Diversity of Learners received the lowest rating, highlighting a need for improvement in inclusive education. While teachers demonstrate strong instructional and assessment skills, professional development is essential to enhance adaptability and effectiveness in addressing diverse student needs. The study found no significant difference between teachers' self-assessments and supervisors' evaluations across PPST domains. There is accurate self-perception and a shared understanding of competency standards. Lastly, the study found no significant relationship between respondents' demographics and their competency levels in PPST domains. School-based seminars had a small but positive impact on the learning environment, curriculum planning, and professional growth.

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